HAIGAZIAN UNIVERSITY

CITIZENSHIP EDUCATION IN SYRIAN PRIVATE SCHOOLS: CONCEPTIONS OF SCIENCE AND LANGUAGE TEACHERS

by

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Beirut, Lebanon

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CITIZENSHIP EDUCATION IN SYRIAN PRIVATE SCHOOLS: CONCEPTIONS OF SCIENCE AND LANGUAGE TEACHERS

Thesis submitted in accordance with the requirements of

Haigazian University

by Dzaghig Zohrab Koul Sahagian

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ABSTRACT

The aim of the study was to examine the conceptions of science and language teachers at Syrian private schools about citizenship education, and to explore their views regarding (a) the sources and the origin of their conceptions of citizenship education; (b) the representation of citizenship education in pedagogical planning and practices, and the challenges associated with this representation; and (c) the academic and professional support they need to enhance citizenship education in their schools. Previous studies suggest that context is particularly important in reviewing citizenship education, since the complex and contested nature of the concept of citizenship leads to a broad range of interpretations. Taking into consideration the particularities of the context of Syrian private schools, as well as the distinctive characteristics of science and language teachers as idiosyncratic individuals on one hand and as experts in their respective disciplines on the other, a qualitative multiple-case study was conducted using focus group interviews. Twenty-nine science and language teachers teaching different grade levels from five private schools participated in the study. The teachers in each school were categorized into focus groups based on the subjects that they teach as the following: (a) Languages (Armenian, Arabic, English); and (b) sciences (physics, biology, chemistry), and the teachers of each category of subjects deemed as one case. A total of 8 focus groups were formed. Data was collected through Teacher Profile Questionnaires, focus group interviews, and content review. The results revealed many similarities between the conceptions of science and language teachers. Moreover, the analysis of the teachers' views from both cases indicated similar factors affecting their conceptualization of citizenship education, as well as very similar views regarding the challenges they face while they integrate citizenship education in their instructional plans and practices, and the support they need to enhance citizenship education in their schools. Few different themes

have emerged regarding the instructional practices that the teachers implement to emphasize citizenship education in their classrooms. The overall analysis of the teachers' conceptions and views revealed that the teachers are more inclined towards the minimal interpretations of citizenship education, promoting value transmission, and transmitting knowledge and fixed values such as discipline, obedience, hard work, integrity, respect and responsibility. Moreover, the teachers' lack of pedagogical content knowledge and expertise was evident as they used certain terminologies interchangeably, such as curriculum and textbook, and they could not provide thorough elaborations on some of their responses, especially concerning some teaching methods they use like cooperative learning. Based upon the gathered data and literature recommendations, implications for practice are suggested.

Keywords: citizenship education, good citizens, Syrian private schools, science teachers, language teachers

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Chapter 1

INTRODUCTION

Citizenship education has acquired substantial attention in school curricula and national policy documents worldwide (Faour & Muasher, 2011; Johnson & Morris, 2012; Sperling & Bencze, 2010; Tabbaa, 2020; Vesterinen, Tolppanen, & Aksela, 2016). In accordance with the range of synonyms or concepts closely related to citizenship education which are in evidence (e.g., education for citizenship; education through citizenship; education about citizenship; civic education) (Kerr, 1999), a number of distinct though complementary definitions have been put forward in the academic literature promoting citizenship education, and arguments have been developed emphasizing that citizenship education programs around the world range from didactic, minimalist approaches to more active, student-centered maximal ones (Akar, 2016; Heggart & Flowers, 2019; Kerr, 1999; McLaughlin, 1992; Schulz, Ainley, Fraillon, Losito, Agrusti, & Friedman, 2018; Westheimer & Kahne, 2004).

The purpose of this qualitative multiple-case study was to examine how do science and language teachers in Syrian private schools conceptualize citizenship education and view its representation in their pedagogical planning and practices, as the review of the literature highlighted a knowledge gap in this area. Implications for practice are suggested based on the teachers' views and literature recommendations to support teachers as they integrate citizenship education in their practices.

Background and Literature Framing of the Problem

The following section presents the background of the problem, and frames the problem based upon the reviewed literature on the research topic presented in chapter two.

Overview of Citizenship and Citizenship Education

The concepts of citizenship and citizenship education are now central concepts in the theory, research, policy, and practice of education (Veugelers & de Groot, 2019). Many educational philosophers, national curriculum documents, and researchers in the field of education consider preparing future citizens a major goal of education (e.g., Friedman, 2007; Gutmann, 2007; Syrian Ministry of Education, 2019; Veugelers & de Groot, 2019). Moreover, driven from its importance, governments in many different countries have introduced citizenship education in their curricula (Akar, 2016; Faour & Muasher, 2011; Leenders, Veugelers, & De Kat, 2008), and schools have been assigned the task of producing *good citizens*, and preparing children to practice the civic virtues most valued in their respective societies (Merry, 2018). Consequently, school systems around the world have undergone a plethora of reform measures designed to reorient and/or strengthen the role of citizenship education (Johnson & Morris, 2010).

Although the importance of citizenship education is highlighted across nations, conceptions of citizenship and citizenship education contain a number of ambiguities and tensions, related to differing interpretations of the notion of *citizenship* (Kerr, 2000; McLaughlin, 1992; Westheimer & Kahne), which has been described to be dynamic, contextual, contested and multi-dimensional (Carr, Pluim, & Howard, 2014).

Furthermore, when it comes to the relationship between education and citizenship, it has been argued that education plays an essential role in developing a sense of citizenship "whereby individuals take their place in their communities be that at a local, national or even a global level" (Bell & Stevenson, 2006, p. 58). The review of the literature in chapter two revealed a range of interpretations of citizenship education, from an education to build a common identity

and promote a sense of social cohesion (Bell & Stevenson, 2006), to education for democratic citizenship (Gutmann, 2007), critical citizenship education (DeJaeghere, 2009), digital citizenship education (Frau-Meigs, O'Neill, Soriani, & Tomé, 2019), and global citizenship education (Levinson, 2014; UNESCO, 2014) to mention a few.

Furthermore, the review of the different definitions of citizenship education revealed an important goal of the different types of citizenship education which is the preparation of good citizens. Researchers have suggested that people usually have different ideas about what makes a good citizen (McBeth, Lybecker, & Garner, 2010; Theiss-Morse, 1993; Veugelers & de Groot, 2019). Moreover, although it is not clearly defined who is a good citizen, being a good citizen has been linked to possessing certain virtues, and citizenship education has been associated with developing a set of values in the students, which prepares them to become good citizens (e.g., Bell & Stevenson, 2006; Gutmann, 2007; Leenders et al., 2008; Schoeman, 2005; Splitter, 2011), and arguments have been raised about how these values are ought to be taught.

Despite the various definitions and interpretation of citizenship education, all the arguments made about what citizenship is and who is a citizen are represented in McLaughlin's (1992) comprehensive interpretation of citizenship. McLaughlin (1992) conceives citizenship education as a continuum representing minimal and maximal interpretations. Minimal interpretations entail a narrow definition of citizenship and knowledge-based approaches concentrating on the transmission of knowledge of a country's history, geography, and governmental systems. Maximal interpretations involve a broad definition of citizenship, and formal/informal active pedagogical approaches focusing on citizenship-related knowledge, values, dispositions, skills, and attitudes. Using McLaughlin's (1992) continuum of minimal and maximal interpretations of citizenship, Kerr (1999) claims that education ***about*** citizenship or

civics education lies in the minimal end of the continuum, because it is largely content-led and knowledge-based, whereas on the maximal end of the continuum lies education ***for*** citizenship, which fosters student participation.

It is important to mention that McLaughlin's (1992) minimal and maximal interpretations of citizenship education have been used in several recent studies and identified with modern conceptions, views, and approaches to citizenship education, such as democratic citizenship education, critical pedagogical approaches to education, and the preparation of active, justice-oriented citizens (Heggart & Flowers, 2019), active citizenship (Akar, 2016), citizenship which fosters critical-mindedness and equal opportunities in a democracy (Adebayo, 2019).

Since the current qualitative multiple-case study was explorative, the nature of McLaughlin's (1992) scheme that encompasses a wide spectrum of conceptions deemed compatible with the nature of the study. Therefore, it was used as a lens for examining science and language teachers' conceptions of citizenship education.

The Role of Teachers in Citizenship Education

Aside from the contested nature of citizenship and citizenship education and the arguments on good citizenship, an important question that needs to be addressed is who is responsible for providing citizenship education? In other words, should citizenship education be solely attributed to certain teachers and restricted to certain curricular subjects, or each and every teacher regardless of the subject matter that they teach should be responsible for citizenship education?

It has been argued that citizenship education has an implicit presence in teachers' practices (Willemse, ten Dam, Geijsel, van Wessum, & Volman, 2015). Leenders and Veugelers (2006) claim that teachers are contributors to the schools' social and learning environments,

hence, “they attempt, both consciously and unconsciously, to influence their students’ value development” (p. 156). Moreover, Arthur (2003) asserts that “teaching is above all a ‘self-giving’ enterprise concerned with the betterment or good of pupils and society” (p. 318). He also contends that intentionally or not, teachers shape the character of their pupils, “for at the heart of the practice of education is the relationship between teacher and pupil” (Arthur, 2003, p. 319). As values are an integral part of teaching, reflected in what is taught and also in how teachers teach and interact with pupils, they are also key components of citizenship education as described previously. Hence, preparing students to become good citizens is an aim of all education, and thus deserves to be taught through all curriculum subjects, not just one single independent subject (Faour & Muasher, 2011; Syed, 2013). Therefore, examining the conceptions of the teachers of different curricular subjects about citizenship education and exploring the values that they find important to promote in their students is of great importance to find out whether the goal of education in preparing good citizens is achieved.

The Links Between Sciences, Languages, and Citizenship Education

At this point, it is essential to highlight the links between sciences, languages, and citizenship education. When it comes to teaching languages, Jordão and Fogaça (2008) highlight the relation between teaching languages and citizenship education, and assert that if language is discourse, and that discourse constructs our meanings, then language classrooms should be considered as the ideal space for discussing the procedures for ascribing meanings to the world. Moreover, they claim that for language teaching to achieve this goal, it should happen in a “critical literacy perspective” (Jordão & Fogaça, 2008, p. 20), which according to Andreotti (2008) is “a level of reading the word and the world that involves the development of skills of critical engagement and reflexivity - the analysis and critique of the relationships among

perspectives, language, power, social groups and social practices by the learners" (p. 43), which form the essence of becoming thoughtful and active citizens.

Concerning science and citizenship education, Roth and Désautels (2004) argue that in science education the notion of citizenship has often been conceptualized and argued in terms of *scientific literacy* which is a key to good citizenship (Lee & Roth, 2003), and the role of science education has been viewed as the promotion and service of an informed and engaged citizenship. Within the same context, Costa (2006) argues that if students are to grow to become tomorrow's responsible citizens, they need to understand scientific issues as well as their impact on society in economic, social and moral terms. Moreover, she contends that science education can be the medium through which youths are enabled and empowered to understand social issues related to scientific activity and research, and to learn about what action they can take and how (Costa, 2006).

Practices, Challenges, and Support

Here, the question that needs to be addressed is: What are the pedagogical practices that teachers should advocate and implement in order to achieve the goals of citizenship education? It has been reported that active teaching and learning methods are perceived to be the best suited for the delivery of citizenship education (Keating, Kerr, Lopes, Featherstone, & Benton, 2009). According to a report published by the European Commission, EACEA, and Eurydice (2017), modern citizenship education should create engaging and interactive learning environments and use innovative pedagogies to develop the knowledge, skills, and attitudes young people need to become active citizens. Moreover, the report states that the most successful examples of citizenship education feature all or many of the six characteristics of effective practice, namely

active, interactive, relevant, critical, collaborative, and participative (European Commission, EACEA, and Eurydice, 2017).

On the other hand, achieving these goals and preparing the kind of citizens that are not only informed, but also active and able to contribute to the life of their community, their country, and the wider world, and take more responsibility for it, requires an effective system of teacher education, teacher training programs, and teacher support (Council of Europe, 2017). Maitles (n.d.) asserts that education for citizenship and democracy can be achieved through active learning, and for the individual teacher, it takes courage, skill and confidence to develop active learning and genuine participation. Therefore, the exploration of the whole area of both the initial training and continuing professional development of teachers is a must (Maitles, n.d.). Empirical research also shows that inadequate training is one of the challenges that teachers face while providing citizenship education (Adeyemi, Boikhutso, & Moffat, 2003; Almeida et al., 2017; Faour & Muasher, 2011), in addition to large class sizes, irrelevant instructional materials, mixed ability classes, and job dissatisfaction (Adeyemi et al., 2003). Hence, pinpointing the support that teachers need to succeed in achieving the goals of citizenship education and to enhance citizenship education in their respective schools would be of great importance.

Empirical Research on Teachers' Conceptions of Citizenship Education

Empirical research has shown that although all teachers want students to acquire skills to analyze, communicate, and reflect on values, and they want to stimulate the development of certain values which are key components of citizenship education, however, there is a difference in the importance they attach to different values based on the subject they teach, their age and the level of the school (Leenders et al., 2008). The findings of a quantitative research study conducted by Leenders et al. (2008) to examine the views of 254 teachers from 109 secondary

schools in the Netherlands on citizenship education, indicated that there is a statistically significant relationship between the school subject that teachers teach and their citizenship orientation. The results of the study showed that economics teachers are more oriented towards adapting citizenship where the focus is on discipline and social commitment and less attention is given to autonomy and critical thinking, whereas Dutch language and literature as well as art teachers are individualistic citizenship oriented, seeing discipline, critical thinking and autonomy as important and social commitment as relatively less important. Finally, civics teachers are more critical democratic citizenship-oriented, valuing critical thinking and social commitment, and considering discipline relatively less important.

Within the international context, the review of the literature in chapter two revealed that the majority of the empirical studies which addressed teachers' views, conceptions, or perspectives on citizenship education targeted either social studies teachers (Milligan, Taylor, & Wood, 2011; Önal, Öztürk, & Kenan, 2018; Saada, 2013; Sim, 2008) or teachers who are responsible for teaching civics and citizenship education (Akar, 2006; Peterson & Bentley, 2016).

Concerning the Syrian context, Faour and Muasher (2011) contended that citizenship education in the Arab world is considered a key element in education reform and in the development of future pluralistic societies as well as sustainable political systems and economic models. Moreover, citizenship education in the Syrian national curriculum is represented in terms of education for active citizenship, which aims at promoting critical social awareness and achieving social cohesion (Ministry of Education, 2019). A review of the literature pertaining to citizenship education in Syria indicated that a number of studies have been conducted which addressed citizenship education or citizenship values; however, none of the studies addressed

language and science teachers' conceptions of citizenship education. There was only one study concerned with teachers, and it examined teachers' perceptions about their role in fostering citizenship values in their students and their views about the availability of these values in their students (Saad Al Din, 2012).

Statement of the Problem

Although citizenship education has acquired substantial attention in school curricula and schools have been assigned the task of preparing good citizens, the ambiguity and the contested nature of citizenship education have raised many questions. In other words, if the teachers are going to integrate citizenship education in their pedagogical practices, then what kind of citizenship education is to be promoted to begin with?

Within the Syrian context, although the National Center for Educational Curriculum Development has initiated curriculum reform in 2013 which was specifically focused on developing citizens to create a cohesive society, however, topics that deal with basic issues of society and aim at reinforcing the foundations of citizenship are mainly targeted in the curricula of *National Education* and *Philosophy* (Tabbaa, 2020). The relationship between other curricular subjects and citizenship education are not clearly outlined.

Moreover, the review of the literature revealed that there is a gap in the knowledge concerning science and language teachers' conceptions of citizenship education. Although it has been argued that citizenship education should be integrated in all curricular subjects and preparing good citizen is an aim of all education, the review of the literature in the international context revealed that while examining teachers' views on citizenship education, social studies or civics teachers were mainly targeted. As for the Syrian context, although studies were conducted

on citizenship education and citizenship values, none of them targeted language and science teachers' conceptions of citizenship education at private schools.

Therefore, to the best of my knowledge, an empirical and theoretical gap exists as to what conceptions do language and science teachers have about citizenship education not only in Syria, but also in the international context. Thus, identifying the factors that affect teachers' characterization of citizenship education, and shedding the light on their views about the representation of citizenship education in their teaching practices alongside the challenges associated with it would be illuminating, taking into consideration the particularities of (a) the context of Syria, a country that is in an ongoing civil war since March 2011 and currently is fighting the global COVID-19 pandemic; (b) the context of Syrian educational system, in general, and the Syrian national curriculum in particular, where merely general citizenship-related values are embedded, and (c) the distinctive characteristics of science and language teachers as idiosyncratic individuals on one hand and as experts in their respective disciplines on the other. Understanding how these teachers conceptualize citizenship education and examining the support they need to overcome any challenges that they might face while providing citizenship education may be the stepping stone for achieving the general aim of citizenship education that the Syrian government endorses.

Purpose of the Study

The aim of this qualitative multiple-case study was to examine the conceptions of science and language teachers at Syrian private schools about citizenship education, and to explore their views regarding (a) the sources and the origin of their conceptions of citizenship education; (b) the representation of citizenship education in pedagogical planning and practices and the

challenges associated with this representation; and (c) the academic and professional support they need to enhance citizenship education in their schools.

At this stage, it is helpful to clarify what is meant by conceptions and views in this study and provide justifications for addressing science and language teachers.

Teachers' Conceptions

According to Gorodetsky, Keiny, and Hoz (1997), the term *conception* is usually applied to theoretical, abstract aspects of thinking (cognition) originating from experience and information acquired during study and work. Similar to Gorodetsky et al. (1997), Bueno (2013) claims that conceptual capacities or conceptions are developed as a result of certain perceptual experiences that individuals have in response to external features of the environment. Moreover, he contends that by conceptualizing the perceptual data, human minds structure and organize the environment in well-structured ways. The conceptualization of perceptual experiences also can lead to a reinterpretation of these experiences (Bueno, 2013). Adding to Gorodetsky et al.'s (1997) and Bueno's (2013) definitions, Pajares (1992) contends that *conception* is a broad construct which also includes beliefs.

Based on the overmentioned definitions, in this study, teachers' conceptions are viewed as a schema of concepts that teachers have developed from theoretical studies, from practice and from interactions with the world and society, which also includes their beliefs and basic presuppositions. Moreover, teachers' conceptions are identified through the way they characterize and interpret citizenship education.

Teachers' Views

In the current study exploring teachers' views is compatible with what Bueno (2013) describes as gathering information generated from their perceptual experiences. Similar to Bueno

(2013), Pajares (1992) regards views as teachers' perceptions and judgments. He also adds that teachers' views are influenced by their beliefs and conceptions, which, in turn, affect their behavior in the classroom. Hence, in this study exploring teachers' views entails finding out their perceptions, judgments, opinions, perspectives, attitudes, and feelings regarding the issues being explored.

Addressing Science and Language Teachers

Science and language teachers were addressed purposely for three reasons. First, Science represents a group of subjects [STEM] traditionally regarded to reside on one end of the school subject spectrum. Moreover, science (biology, chemistry, physics) constitutes a representative discipline of STEM education which aims at preparing students for 21st century citizenship through developing their learning and innovative skills (Fisher & Frey, 2015).

Second, language is almost part of all subject matters and it represents non-science subjects traditionally regarded to reside on another end of the school subject spectrum. Additionally, language and citizenship education share a mutually beneficial relationship. Hennebry-Leung and Gayton (2019) argue that foreign language teaching constitutes an entry point for intercultural and global citizenship themes, while citizenship practices present a social purpose for language learning.

Third, a decision was made to address science and language teachers based upon the researcher's educational background in language, and personal interest in science. The latter aligns with what Maxwell (2013) described as the personal goals of conducting research which include the researcher's motivation to do a study, and curiosity about a specific issue or event.

Significance of the Study

Maxwell (2013) claims that qualitative research has both "practical and intellectual goals" (p. 50). Its practical goals are (1) to generate "results and theories" that are credible and that can be understood by both participants and other readers; (2) to conduct formative evaluation to improve practice; and (3) to engage in action, participatory, collaborative, or community-based research with participants in the study. Whereas its intellectual goals are: (1) to understand the meanings attributed to events and situations by participants; (2) to understand the particular contexts within which the participants act, and the influence that this context has on their actions; (3) to identify unanticipated events, situation and phenomena and generate theories; (4) to understand processes that contribute to situations, events and actions; and (5) to develop causal explanations of phenomena. (Maxwell, 2013).

In line with the intellectual and the practical goals of qualitative research as suggested by Maxwell (2013), the findings of the study help to get insight and understanding of language and science teachers' conceptions of citizenship education at Syrian private schools. Moreover, the significance of this qualitative study rests in its constructivist approach, where the goal is to rely as much as possible on the participants' views of the situation being studied (Creswell & Creswell, 2018). In other words, the study relies on broad and general questions so that the participants can construct the meaning of a situation, typically forged in discussions or interactions with other persons (Creswell & Creswell, 2018). Based upon this constructive approach, the generated implications are based on the participating teachers' conceptions and views which constitute their prior knowledge. The synthesis and interpretations of data with plausible associations with relevant literature leads to outlining a set of specific recommendations and practical implications for the integration of citizenship education in school

sciences and languages curricula. The implications focus on curriculum-related policies, subject-specific curricular aspects, and relevant professional development. It is important to mention that in addition to capitalizing on the relevant literature, the provided recommendations incorporate the contextual factors emerging from the study as well.

Several stakeholder groups may benefit from this study on how science and language teachers conceptualize citizenship education and view its representation in their practice. Using this study's results, school administrations may design professional development programs to support teachers as they teach for citizenship. By providing the needed support, the quality of teaching and learning for citizenship would be enhanced. This study may also benefit government bodies, adding knowledge to more effective citizenship education policies related to specific citizenship education practices.

Science and language curriculum designers may be encouraged to initiate curriculum reforms that further enable the integration of citizenship education in the curricula. These findings may also equip science and language teachers with useful guidelines for a more effective integration of citizenship education in their instructional plans and practices in particular and for professional growth in general. Finally, this study will contribute toward the elimination of gap in the literature in the Syrian context. It will contribute to the international literature as well, through clarifying the particularities of the context.

Research Questions

1. How do science and language teachers in Syrian private schools conceptualize citizenship education?
2. What are the teachers' views regarding the sources and the origin of their conceptions of citizenship education?

3. What are the teachers' views regarding the representation of citizenship education in their pedagogical planning and practices, and what are the challenges associated with this representation?
4. What kind of needed academic and professional support do the teachers suggest to enhance citizenship education in their schools?

It is important to mention that these research questions are compatible and interconnected for the following reasons. First, based on the definition provided earlier for conception, teachers' conceptions guide and influence their practices. Second, their conceptions are influenced by any professional, academic, and personal experiences that they have. Third, teachers need support at different levels including the conceptual level, to ameliorate and deepen understanding and overcome misconceptions and misinterpretations, and the practical level, to know how pertaining to planning and practice. Finally, any support should be based on teachers' self-reported needs.

Overview of Research Design

To answer the research questions, a qualitative study was performed using focus groups as a method and adopting a multiple-case study design. In line with the purpose of focus groups which is to describe how certain people, who have something in common, feel or think about something (Krueger & Casey, 2018), the 35 teachers who agreed to participate in each school were categorized into groups based on the subjects that they teach as the following: (a) sciences (physics, biology, chemistry); and (b) languages (Armenian, Arabic, English). In other words, the language teachers in each school were grouped together, and the science teachers at the same school were grouped together.

Krueger and Casey (2015) assert that in case of focus group interviews the accepted rule of thumb is to plan three or four focus groups with each type or category of participant. In line

with their suggestion, a total of eight focus groups formed the cases of this study; four groups of language teachers and four groups of science teachers. The final sample consisted of a total of 29 science and language teachers from five private schools. In addition to the focus group interviews, *Teacher Profile Questionnaires* were used to collect data about participants' professional experiences and academic qualifications. Moreover, the content of a number of school language and science textbooks was reviewed after the focus group interviews were conducted, to verify teachers' claims about the availability of any aspect of citizenship education. More details about the specific design of the study are provided in chapter three.

Summary

This study sought to understand how do science and language teachers at Syrian private schools conceptualize citizenship education, and what are their views regarding: (a) the sources and origin of their conceptions; (b) the representation of citizenship education in their pedagogical plans and practices and the challenges associated with it; and (c) the support that they need to enhance citizenship education in their schools. The results of this study may serve multiple stakeholders such as educational policy developers, curriculum designers, school leaders, and, most of all science and language teachers.

Four more chapters follow. Chapter two is a comprehensive review of the literature on citizenship education and the other elements of all research questions. In chapter three, the topics discussed include the research design and specific details of how the study was conducted. The remaining chapters focus on the actual research conducted for this study; the research results are provided in chapter four, followed by a discussion and an interpretation of the findings in chapter five.

Chapter 2

LITERATURE REVIEW

The purpose of this literature review is to introduce the research topic by (a) discussing the different conceptions of citizenship education; (b) providing an overview of the representation of citizenship education in science and language teachers' pedagogical planning and practices alongside the challenges associated with this representation; (c) presenting literature recommendations on the support that teachers need to enhance citizenship education in their schools; and (d) presenting the conceptual framework of the study.

This chapter is divided into three sections. In the first section, namely *Citizenship and Citizenship Education*, an overview of the concepts of citizenship and citizenship education is presented, the different formulations of citizenship education are examined, and the different types of citizenship education in the international context, with special focus on the Syrian educational context are described. This section ends with summarizing and critically analyzing a number of previous research studies which emphasized teachers' conceptions of citizenship education.

Moving into the second section, i.e. *Citizenship Education in School Curricula*, the chapter presents an overview of citizenship education in school curricula, by elucidating the relationship between citizenship education and teaching languages, and citizenship education and teaching sciences. A number of classroom practices that promote citizenship education are examined and described as well.

In the third section, namely *Factors that Affect Citizenship Education*, a brief overview is given of the challenges that teachers face while they integrate citizenship education in their pedagogical planning and practices. Moreover, this section describes the support that teachers need to enhance citizenship education in their schools. The review ends with a conceptual

framework constructed based on the reviewed literature which is discussed in the fourth section of the chapter.

Search Strategy

The search strategy for this study started with establishing a literature review components' outline, which guided the keywords used in search databases. Keywords included, but were not limited to citizenship, citizenship education, education for citizenship, teachers' conceptions, teachers' views, science teachers, language teachers, challenges, practices, professional development, and teacher training. The ERIC, EBSCOHOST, Taylor and Francis Online, Shamaa, ResearchGate and SAGE databases were searched. Sources of information included peer-reviewed journal articles, books, textbooks, government websites, international organization reports, theses, and dissertations. Sources dating from the 1992 to the present which included relevant material were selected and examined. The majority were published within the last 10 years. These sources provide the foundation of the literature review. It is important to mention that many of the retrieved empirical studies had similar foci, hence only a representative sample of these studies are represented in this review.

Citizenship and Citizenship Education

Concepts of Citizenship

Although the aim of this study was to examine the conceptions of science and language teachers about citizenship education, highlighting the concepts of citizenship which are prevalent in the literature will assist in understanding the meanings that the teachers assign to citizenship education. It is important to mention that the literature presented in this section does not cover all the concepts of citizenship, which have evolved over different historical stages. Representative samples of the recognized conceptions were used, and other conceptions that look similar to or

compatible with the ones included were discarded. Moreover, the purpose was to provide a brief and focused review and not an in-depth, extensive report of information and historical evaluation of the concept, especially that the emphasis in this study is on education.

Citizenship has several different potential meanings, ranging from a person's legal status within a country to their civil, political, or social standing within a community to the set of behaviors that represent a particular ideal of civic virtue (Levinson, 2014). In its simplest form, citizenship is membership in a political community, where the citizen enjoys the rights and assumes the duties of membership (Isin & Wood, 1999; Leydet, 2017). This notion of citizenship as a series of reciprocal rights and responsibilities is central to the concepts of citizenship developed by Marshall (1950) (as cited in Bell & Stevenson, 2006). Marshall (1950) identifies three dimensions of citizenship: (a) Civil citizenship, which is concerned with individual freedoms such as freedom of speech and right to own property; (b) political citizenship, which refers to the right to participate in the exercise of political power; and (c) social citizenship, which is based on the belief that citizens had an entitlement to an element of social security, which is fundamental to citizenship and requires a provision of a range of basic social services such as education and health.

Away from the notion of citizenship as a series of rights and responsibilities, some scholars view citizenship as identity formation, and they link citizen development to the moral development of the individual (Haste, 2004). Westheimer and Kahne (2004) differentiate between three types of citizens: (a) "The personally responsible citizen, who acts responsibly in their community, works and pays taxes, obeys laws, recycles, gives blood, and volunteers; (b) the participatory citizen, who is an active member of the community organizations and/or improvement efforts, organizes community efforts to care for those in need, knows how

government agencies work, and knows strategies for accomplishing collective tasks; and (c) the justice-oriented citizen who critically assesses social, political, and economic structures to see beyond surface causes, seeks out and addresses areas of injustice, and knows about democratic social movements and how to effect systemic change" (p. 240). On the other hand, Lawy and Biesta (2006) view citizenship as practice, which is "thoroughly democratic, and potentially empowering in its outcomes" (p. 36). Similarly, Sherrod, Flanagan, and Youniss (2002) emphasize on the participatory aspect of citizenship and contend that a key aspect of democratic citizenship is the capacity to "move beyond one's individual self-interest and to be committed to the well-being of some larger group of which one is a member" (p. 265).

In the light of the recent developments, new forms of citizenship have emerged that are not connected to state membership or residence (Levinson, 2014). One is the "digital citizen", sometimes referred to as the "netizen" (Levinson, 2014, p. 3). According to Levinson (2014), "digital citizenship can refer to how people work across geographic boundaries to identify injustices or solve problems together" (p. 3). She also contends that digital citizens can be considered those who use digital tools like online petitions to engage in online civic and political actions and contribute to the creation and the production of civic knowledge through online platforms. Frau-Meigs et al. (2019) provide a more comprehensive definition of digital citizenship. They contend that digital citizenship refers to the ability to engage competently and positively with digital technologies by creating, sharing, socializing, investigating, playing, communicating, and learning. Moreover, they claim that digital citizens have the values, skills, attitudes, knowledge, and critical understanding to participate actively and responsibly in local, national, and global communities at political, economic, social, cultural, and intercultural levels (Frau-Meigs et al., 2019).

Frau-Meigs's et al.'s (2019) definition of the digital citizen has some similarities with a second form of citizenship that transcends state boundaries, namely global citizenship. Katzarska-Miller (2013) define global citizenship as "global awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act" (p. 858). Global citizenship is also a contested concept in scholarly discourse, and there are multiple interpretations of what it means to be a global citizen (UNESCO, 2014). Despite differences in interpretation, there is a common understanding that global citizenship does not imply a legal status, but "refers more so to a sense of belonging to a broader community and common humanity, promoting a 'global gaze' that links the local to the global and the national to the international" (UNESCO, 2014, p. 14). It is also a way of understanding, acting and relating oneself to others, based on universal values, through respect for diversity and pluralism (UNESCO, 2014). Similarly, Levinson (2014) claims that advocates of global citizenship embrace a vision of citizenship that links all human beings in a collective search for solutions to global problems like climate change or economic inequality. She also states that global citizens do not identify with any country; hence, they promote a globalized conception of human rights and obligations, rather than one that is state-specific (Levinson, 2014).

All previous definitions and arguments about what citizenship is and who is a citizen are represented in McLaughlin's (1992) comprehensive interpretation of citizenship. McLaughlin (1992) presents a continuum of minimal and maximal interpretations of the notion of citizenship by reference to four features of the concept, namely identity, virtues, political involvement and social prerequisites. While identity is seen merely in "formal, legal, juridical terms" (p. 236) on the minimal view, and the citizen is defined as someone who has a certain civic status, with its

associated rights, on the maximal view identity is conceived in social, cultural and psychological terms, and citizens are "members of a living community with a shared democratic culture involving obligations and responsibilities as well as rights, a sense of the common good, fraternity and so on" (p. 236). On the minimal view, citizens abide by the laws and help their immediate neighbors and local community. On contrary, within the maximal view, citizens have a responsibility "to actively question and extend their local and immediate horizons in the light of more general and universal considerations such as those of justice, and to work for the sort of social conditions that will lead to the empowerment of all citizens" (pp. 236-237). When it comes to political involvement and participation, McLaughlin (1992) asserts that unlike their counterparts, citizens on the maximal view have a more fully participatory approach to democracy which goes beyond merely voting wisely for representatives.

Concepts of Citizenship Education

Highlighting the relationship between education and citizenship, it has been argued that education should develop a sense of citizenship "whereby individuals take their place in their communities at a local, national or even a global level" (Bell & Stevenson, 2006, p. 58). While historically, the primary role of citizenship education was associated with state formation, common identity, and loyalty to the nation; however, presently, it is expected to achieve a more complex set of purposes reflecting new conceptions of good citizen (Johnson & Moris, 2010). At this point, it is important to review the different conceptions of citizenship education which will help in identifying its goals, rationale and significance. Moreover, it will later assist in drawing comparisons between the teachers' conceptions and the literature which are discussed in the fifth chapter of this thesis.

Types of Different Formulations of Citizenship Education. Within the literature, a range of synonyms or concepts closely related to citizenship education are in evidence. These include but not limited to: Education for citizenship, education through citizenship, education about citizenship, and civic education. In some resources, some of these concepts are used interchangeably. However, a number of distinct though complementary definitions have been put forward in the academic literature promoting citizenship education.

Kerr (1999) claims that there are many different ways in which citizenship education can be defined and approached depending on broad contextual factors. He also contends that citizenship education comprises three strands: (a) Education ***about*** citizenship, which stresses knowledge and understanding of national history and governmental structures; (b) education ***through*** citizenship, which involves students learning by doing, through active, participative learning experiences; and (c) education ***for*** citizenship, which encompasses the first two strands, and involves equipping students with a knowledge and understanding, skills and aptitudes, values and dispositions to fulfill their roles and responsibilities as adults.

To further clarify his framework, Kerr (1999) uses McLaughlin's (1992) continuum of minimal and maximal interpretations of citizenship which was described earlier. He claims that *education about citizenship* lies in the minimal end of the continuum, because it is largely content-led and knowledge-based. He explains that the main purpose of the minimal approach to citizenship education is to inform students about the history and geography of a country, and the structure and processes of its system of government. Therefore, the teaching and learning approaches are didactic, with teacher-led, whole-class teaching as the dominant medium, and minimum student interaction and initiative. Kerr (1999) calls this narrow, formal type of education *civics education*.

On the maximal end of the continuum lies *education for citizenship*. This strand of citizenship education "includes the content and knowledge components of minimal interpretations, but actively encourages investigation and interpretation of the many different ways in which these components (including the rights and responsibilities of citizens) are determined and carried out" (Kerr, 1999, p. 13). The primary aim of this kind of citizenship education is not only to inform, but also to use that information to foster student participation. Hence, structured opportunities are created for student interaction through discussion and debate, and encouragement is given to students to use their initiative through projects, other forms of autonomous learning and participative experiences. As a result, students will acquire knowledge and understanding, will develop values and dispositions, and skills and attitudes.

It is important to mention that McLaughlin's (1992) minimal and maximal interpretations of citizenship education have been used in several recent studies and identified with recent approaches to citizenship education. To demonstrate, within the context of education for democratic citizenship in Australia, Heggart and Flowers (2019) suggested that McLaughlin's (1992) maximal approaches to civics and citizenship have much in common with critical pedagogical approaches to education; hence, these approaches aim at the preparation of active, justice-oriented citizens (Heggart & Flowers, 2019). In Lebanon, Akar (2016) based his examinations of students' conceptualizations of citizenship and citizenship-related classroom learning experiences on McLaughlin's (1992) minimal/maximal continuum, from which he derived an active notion of citizenship. In Finland, Adebayo (2019) analyzed citizenship in Finnish religious education national policies in view of McLaughlin's "Maximal" conception of citizenship education, from which he derived a notion of citizenship which fosters critical-mindedness and equal opportunities in a democracy.

Types of Citizenship Education. As the concept of citizenship is contested, the concept citizenship education encompasses a number of ambiguities and tensions, related to differing interpretations of the notion of *citizenship* (McLaughlin, 1992); consequently, citizenship education programs around the world range from didactic, minimalist approaches to more active, student-centered maximal ones (Akar, 2016; Heggart & Flowers, 2019; McLaughlin, 1992; Schulz et al., 2018; Westheimer & Kahne, 2004;). The conceptions of citizenship education also face challenges from a number of historical, political, social, and cultural developments (Banks, 2008; Kerr, 1999).

The UNESCO (1995) report on *Citizenship Education for the 21st Century*, defines citizenship education as educating children, from an early age, to become clear-thinking and enlightened citizens who participate in making decisions concerning society. Moreover, the report asserts that all forms of citizenship education aim at inculcating respect for others and recognition of the equality of all human beings; and at combating all forms of discrimination (racist, gender-based, religious, etc.) by fostering a spirit of tolerance and peace among human beings.

Peterson, Hattam, Zembylas, and Arthur (2016) use the expression *education for citizenship* and define it as the formal and informal processes through which young people are prepared for their roles as participatory members of local, regional, national and global communities. They also assert that education for citizenship has a socializing and a transformative capacity; through education for citizenship, students learn about their roles within their various communities. They also learn about ways of actively responding to and challenging injustice through various democratic means.

Linking citizenship to education, Leenders et al. (2008) make a distinction between adapting citizenship, individualistic citizenship and critical democratic citizenship, and highlight the educational aims of each type of citizenship. They argue that the educational goal of adapting citizenship focuses on value transmission as a method, where the teacher attempts to transmit knowledge and fixed values and virtues such as discipline, obedience, hard work, integrity, respect and responsibility. In this model self-regulation of the learning process by the student is not really encouraged, and neither is the autonomous identity development of the student.

Unlike adapting citizenship, individualistic citizenship focuses on value communication, and it stresses communication skills such as critical reflection and rational discussion. The teacher coaches the individual learning path of each student and there is a clear emphasis for the student on independence, self-regulation and personal autonomy. Finally, the critical democratic citizenship is concerned with fostering critical thinking and developing values such as care and solidarity. It advances the teaching and learning of skills to communicate better about certain democratic values and increasing students' active participation. The teacher is the mediator of democratic values and norms and is, at the same time, a participant in the interactive and dialogical process in which the students give meaning to values (Leenders et al., 2008).

The critical democratic citizenship as described by Leenders et al. (2008) is similar to Gutmann's (2007) conception of citizenship education, where she claims that education should promote a number of civic virtues in the students such as veracity, non-violence, toleration, and mutual respect through "rational deliberation" (Gutmann, 2007, p. 161).

In line with the new forms of citizenship, namely digital and global citizenship, which were described earlier, digital citizenship education has been defined as the empowerment of children through education or the acquisition of competences for learning and active

participation in digital society (Frau-Meigs et al., 2019). These competences include values, skills, attitudes, knowledge and critical understanding which are required for citizens to exercise and defend their democratic rights and responsibilities online, and to promote and protect human rights, democracy and the rule of law in cyberspace (Frau-Meigs et al., 2019). On the other hand, global citizenship education aims to "empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world" (UNESCO, 2014, p. 15).

Highlighting the goals of citizenship education, Schulz et al. (2018) state that "civic and citizenship education aims to provide young people with the knowledge, understanding, and dispositions that enable them to participate as citizens in society" (p. 1). It aims to support students by helping them understand and engage with society's ideologies and establishments, develop and exercise informed critical judgment, and learn about and value citizens' rights and responsibilities. They claim that these attributes are central to the proper functioning of a democracy, where citizens are actively involved in decision-making, governance, and change (Schulz et al., 2018).

According to Banks (2008), citizenship education should help students to develop "thoughtful and clarified identifications with their cultural communities and their nation-states. It also should help them to develop clarified global identifications and deep understandings of their roles in the world community" (p. 300). He also asserts that students should be empowered to acquire the knowledge, attitudes, and skills needed make not only their nation but also the world more democratic and just.

An important notion that is recurrent in most of the over mentioned definitions of citizenship in general and citizenship education in particular is democracy and democratic citizenship (Banks, 2008; Gutmann, 2007; Lawy & Biesta, 2006; Leenders et al., 2008; Schulz et al., 2018; Westheimer & Kahne, 2004). In other words, there is a high focus in the literature in preparing democratic citizens who are not only active participants (Sherrod et al., 2002; Schulz et al., 2018) in their societies, but also play a significant role in critical assessment (Westheimer & Kahne, 2004), decision making (Schulz et al., 2018), and ultimately social reproduction (Gutmann, 2007). Moreover, although different scholars have different approaches to describe citizenship and citizenship education, there are a number of key values that underlie the aforementioned broad notions such as rights and responsibilities, participation in decision making, practice, respect, tolerance, justice, and equality (Westheimer & Kahne, 2004; Lawy & Biesta, 2006; Gutmann, 2007; Leenders et al., 2008; UNESCO, 1995). Furthermore, all of the definitions can be classified on McLaughlin's (1992) continuum of citizenship education.

The review of the different definitions of citizenship education also revealed that an important goal of citizenship education is the preparation of good citizens. As ambiguous the conceptions of citizenship and citizenship education are, when it comes to the notion of *good citizenship*, it has also been the subject of debate and discussion across the centuries, and there is still no generally acknowledged, uncontested model of *good citizenship*" (Kuang & Kennedy, 2014).

Researchers have suggested that there are different conceptions of *good citizenship* among citizens of different countries (McBeth, Lybecker, & Garner, 2010; Theiss-Morse, 1993). Johnson and Morris (2010) claim that although historically the role of citizenship education was to prepare students to become loyal to the nation in order to be good citizens, nowadays, it is

often expected to achieve a far more complex set of purposes which broadly reflect changing conceptions of what it means to be a good citizen.

According to the UNESCO (1995) report on *Citizenship Education for the 21st* Century, good citizens are considered those who have a set of moral and ethical qualities such as respect, equality, non-discrimination, peace, and tolerance, and are aware of the human and political issues at stake in their society or nation.

Gutmann (2007) claims that in a democratic society, good citizens are considered those who possess a number of virtues such as veracity, non-violence, toleration, and mutual respect. On the other hand, Pykett, Saward, and Schaefer (2010) assert that good citizens are the individuals with rights and freedoms, who respect the rights and freedoms of others while they pursue their interests. Moreover, based on analyzing the notion from the perspective of citizenship 'acts' and 'practices,' Pykett et al. (2010) state that "good citizenship is about what citizens do, rather than who they are" (p. 526). "Good citizens are made, not born" (Pykett et al., 2010, p. 532).

Denters, Gabriel, and Torcal (2007) focus on three norms to explain good citizenship: A traditional elitist model; a liberal model; and a communitarian model (as cited in Kuang & Kennedy, 2014). While in the traditional elitist model, the core norm is law-abidingness and loyalty, in the liberal model, general virtues like law-abidingness and loyalty should go together with critical and deliberative values. On the other hand, from the communitarian view, active participation in social life is the core element of good citizenship. Moreover, the communitarian model stresses civic virtues like solidarity and tolerance for the well-being of the society (Denters et al., 2007).

Based on the reviewed literature about good citizenship, it can be concluded that although there is no consensus about the concept of the good citizen, however, being a good citizen is linked to possessing certain virtues, and citizenship education is associated to developing a set of values in the students, which prepares them to become good citizens (UNESCO, 1995; Gutmann, 2007; Leenders et al., 2008; Denters et al., 2007; Pykett et al., 2010). Moreover, as the literature highlights, it is not only about the values and the virtues that the students should possess; the process of acquiring these values is of great importance as well. Are these values taught through rational deliberation as Gutmann (2007) suggested, so the students internalize them through thinking critically about them? Or are they indoctrinated so that the students become adapting citizens? Hence, it is significant to explore what are the values that schoolteachers find essential to teach the students, how they guide their students as they internalize good citizenship values, and how are these values represented in their pedagogical planning and practices.

Citizenship Education in the Syrian Educational Context

Active citizenship is one of the four main pillars of the 12 core life skills that the Syrian educational system strives to foster in the students (Ministry of Education, 2019). Citizenship education in Syria is represented in terms of education for active citizenship, which aims at promoting critical social awareness and achieving social cohesion (Ministry of Education, 2019). This kind of education for active citizenship is considered to be a critical response for social cohesion and reconstruction in conflict-affected areas (Akar, 2016).

The Syrian Ministry of Education (2019), in collaboration with UNICEF, has built an activity guide for life skills for learners across all grade levels to be applied within and outside the classroom environment. The aim is to make learners able to build their knowledge system necessary for their future options, thus enabling them to reach the competencies and the life

skills of the 21st century which are important means of education for citizenship (Ministry of Education, 2019). According to the Ministry of Education (2019), the guide is related to the learning objectives of the Syrian curriculum and complements the knowledge, skills, and values embedded in it.

The guide was built upon a framework generated by UNICEF's (2017) *Life Skills and Citizenship Education (LSCE) Initiative* in the MENA region. UNICEF (2017) acknowledges four dimensions of learning, namely the cognitive dimension or *Learning to Know*; instrumental dimension or *Learning to Do*; individual dimension or *Learning to Be*; and social dimension or *Learning to Live Together*. This four-dimensional model of learning proposes for each dimension a skills cluster of associated life skills, among which 12 are identified as 'core life skills' as follows: Skills for learning (i.e., creativity, critical thinking, and problem-solving); skills for employability (i.e., cooperation, negotiation, and decision-making); skills for personal empowerment (i.e., self-management, resilience, and communication); and skills for active citizenship (i.e., respect for diversity, empathy, and participation) (Ministry of Education, 2019; UNICEF, 2017).

According to the report published by UNICEF (2017) citizenship education within this context is a concept that expands beyond the traditional understandings of civic education. It is translated as *Al-ta'lim min ajil almuwatana* (التعليم من أجل المواطنة) which is closer in English to *education for citizenship*, and positions citizenship education beyond traditional regional understandings of *civic education* (al-tarbiya al-madaniya) or *citizenship education* (tarbiyat al-muwatana) in national curricula, "which privilege knowledge of institutions while instilling narrowly defined patriotic values" (UNICEF, 2017, p. 27).

Moreover, the report claims that in the context of a new education vision, citizenship education aligns with the progressive orientation of educational discourses, prioritizes societal transformation and social justice, and is developed through a vast field in education that includes a wide range of philosophical, political and ideological perspectives, and pedagogical approaches, goals and practices (UNICEF, 2017).

It is worthy to mention that although the Syrian Ministry of Education adopted the framework suggested by UNICEF (2017) and updated the all the textbooks based on it, the school subject *National Education* (التربية الوطنية) is still the main subject that directly addresses citizenship education (H. D., personal communication, November 27, 2020). *National Education* curriculum aims at promoting the principle of good citizenship which is characterized by the love for the homeland. It also aims at building a citizen with a national character who believes in the causes of the Arab nation and is able to sacrifice for the sake of its progress and liberation. To create the good citizen, *National Education* strives to develop the following values: National belonging, pride of homeland, respect, appreciation of volunteer and group work, preservation of the environment, natural resources, monuments and cultural heritage (The National Center for Educational Curriculum Development , 2019). This kind of curriculum is more inclined towards the minimal end of McLaughlin's (1992) continuum and is compatible with civics education and not education for citizenship.

Teachers' Conceptions About Citizenship Education: Review of Previous Studies

This section provides a summary and an analysis of a number of research studies that were conducted in different contexts mainly to investigate teachers' conceptions about citizenship education. It is important to note that the studies were selected based on their availability on the online databases provided by Haigazian University. As for the studies related

to the Syrian context, hard copies were available in the library of the Faculty of Education at Tishreen University in Latakia, Syria.

Leenders et al. (2008) conducted a study to find out teachers' views on citizenship education in secondary education in The Netherlands. The purpose of the study was to analyze the perspectives of teachers who teach different subjects on values, the educational goals they pursue and the type of citizenship they focus on. The theoretical framework of the study was partly based on the 'moral education' tradition, according to which the authors identified three categories of value-related educational goals, namely discipline and adaptation, social commitment, and critical thinking and autonomy, and they focused on three types of citizenship, namely adapting, individualistic, and critical democratic. The study was quantitative in nature. Questionnaires were used to collect the data. Two hundred fifty-four teachers from 109 schools participated in the research. The results of the study indicated that about one-third of the teachers aimed to foster adapting citizenship, which means that they found discipline and social commitment the most important educational goals. Only one-fifth of the teachers strove for an individualistic type of citizenship, in which critical thinking and autonomy was stressed. A small majority of the teachers were oriented towards critical democratic citizenship; they aimed to foster or both critical thinking and autonomy and social commitment.

In Singapore, Sim (2008) conducted a study to explore social studies teachers' understandings of citizenship in Singapore schools. The study utilized a qualitative case study approach of eight secondary teachers to provide depth and insight into their understanding of citizenship. Data were collected from semi-structured interviews, classroom observations and documentary study. The data analysis, which was shaped largely by the notion of grounded theory, revealed four themes which are associated to citizenship, namely identity, participation,

awareness of the nation's past, and thinking citizenry, located within the nationalistic, socially concerned and person-oriented stances.

Saada (2013) conducted a multiple-case study to examine how four social studies teachers in two private Islamic schools in Michigan understand the concept of citizenship education and the dilemmas they face in teaching for unity and diversity and in helping their students negotiate their civics identities within the American sociopolitical context. Data were collected through two in-depth semi-structured interviews. The study revealed three dilemmas that Muslim social studies teachers handle in their classrooms. The first is how to find a balance between education for Islamic and American identities. The second dilemma involves the moral roots of teaching civics in Islamic schools and the contestation between moral absolutism and moral pluralism in the process of teaching for Islamic and democratic identities. Finally, the teachers reported that they deal with students' confusion regarding American foreign policies and describe how they approach the tension between students' national and transnational identities.

In Lebanon, Akar (2006) conducted a qualitative pilot study to explore the challenges of teaching citizenship. A sample of four civics teachers were interviewed providing reflections on fundamental values and principles and difficult moments throughout their teaching experiences. Qualitative data collected from the semi-structured interviews showed various fundamental values and principles across the cases with limited relationship to humanistic and democratic ones. Moreover, teachers experienced difficulties with inconsistencies between home, school, and society. In addition, the evidence suggested that curriculum design and texts require attention if they are to support more effective pedagogy such as democratic and reflective dialogue.

Addressing citizenship education in divided societies, Niens, O'Connor, and Smith (2013) investigated teachers' developing understanding of citizenship education and the role of controversial issues in the context of Northern Ireland as a society emerging from a history of political conflict. Based on thematic analysis of semi-structured interviews with 13 post-primary teachers in Northern Ireland undertaking an in-service program in citizenship, findings indicate that the controversial nature of past conflict maintains its sensitivity in the educational context though other categories of potential exclusion, such as race and sexuality, compete for space in educational discourse and teaching. Few teachers used controversial issues identified as challenging hegemonic beliefs as an opportunity for role modeling citizenship. However, teachers rarely explored the complex interlinkages between traditional and alternative categories of exclusion. Based on these findings the authors argued that this may render teachers' understandings of citizenship and societal conflict disconnected, which in turn may hinder the potential for citizenship education to address societal divisions and to promote active peace in the long term.

Milligan, Taylor, and Wood (2011) conducted 10 focus group interviews to examine the conceptions of citizenship held by 42 primary and secondary social studies teachers from 4 primary schools in 6 secondary schools in New Zealand. The methodology that the study adopted to explore teachers' thinking about citizenship involved two introductory activities followed by a substantive focus group discussion. In the first activity the teachers were asked to write down initial words and thoughts they associated with each of 18 supplied concepts related to citizenship individually. These concepts were: Passports, rights, responsibilities, warrior, patriotism, defender, rule of law, participation, collective decisions, democracy, being active, community, social capital, status/privilege, equality, subject, apathy, consumer. After this

individual task, the teachers collectively participated in the same ranking exercise, talking about their understanding of citizenship as they did so. The discussions revealed that many teachers framed citizenship as *belonging.* Moreover, the concepts of *participation*, *responsibilities*, *community*, *rights*, and *equality* were regarded as central to citizenship across most schools. Moreover, the findings indicated that critical debate about contested aspects of citizenship within the teachers' discussions was absent. The authors argued that the social studies teaching community in New Zealand requires exposure to debates about citizenship and citizenship education.

Deer (2010) conducted an exploratory study in Canada, to explore the perceptions of 126 high school teachers and principals about citizenship development of aboriginal high school students in the province of Manitoba. The study aimed at investigating the congruence between Aboriginal student citizenship development and the prescribed outcomes of citizenship development in secondary schools in Manitoba. The six civic values of Canadian citizenship, namely equality, respect for cultural differences, freedom, peace, law and order, and environmental stewardship were employed in the development of a survey to acquire quantitative data using Likert-scale items. Qualitative data were acquired through a set of open-ended questions on the survey and through interviews. This study found that the students frequently behave in a manner that is congruent with the values of citizenship development. Furthermore, qualitative data suggested that citizenship development should be a localized process with genuine community involvement. Finally, the study revealed that there is a need for the development of curricula that is congruent with traditional Aboriginal ways of learning, and for the provision of opportunities for practical experiences in the area of citizenship development.

Peterson and Bentley (2016) explored senior leader and teacher perceptions about education for citizenship, and current approaches to education for citizenship in South Australian public schools. Drawing on data from interviews with school leaders and Civics and Citizenship education teachers in four South Australian primary and secondary schools, the findings suggested that schools place values as central to education for citizenship, and citizenship education is mainly represented in terms of community involvement which is typically understood as occurring within rather than beyond the school. The researchers used Westheimer and Kahne's (2004) framework (discussed in chapter two) to analyze the findings. The results showed that school leaders had visions of more maximal conceptions of citizenship, with students encouraged and expected to view themselves as active and participative members of their communities. In contrast, the teachers showed minimal conceptions, emphasizing the need for students to develop personally responsible citizenship alongside participation.

Finally, Schoeman (2005) conducted a study to find out African teachers' perceptions of the factors that contribute to be a good citizen. The study was qualitative in nature. Fifteen primary school teachers and fifteen secondary school teachers were sampled and interviewed using a number of open-ended questions. The sample included teachers of different subjects and learning areas, i.e., English, Zulu, Mathematics, Science, Biology, History, Geography, Accounting, Business Economics, and Economics. It is important to mention that the qualitative data was quantified and statistically analyzed based on a predetermined scale which included values that good citizens possess. The teachers identified the following eight characteristics (in chronological order) as indicative of a good citizen: Responsibility, morality, tolerance, participation, critical thinking, patriotism, obedience, and knowledge, distributed into three main

categories namely, communitarian (responsibility, morality, tolerance, participation), public (patriotism, obedience), and knowledge (knowledge, critical thinking).

The review of the aforementioned studies that addressed teachers' conceptions about citizenship education in different settings reveals a noticeable contextual dimension of citizenship education. Each context has its challenges which greatly affect the participants' (i.e. teachers') conceptions of citizenship education. Hence, it can be concluded that it is very important to understand and analyze the context in which the study is taking place. Moreover, it is important to note that the majority of the studies adopted either qualitative or mixed methods approaches. This is significant in conducting such exploratory studies, where remaining flexible within the environment, attending to cultural considerations, understanding another's perspective, and relying on techniques that elicit participant meanings and understandings are at the core of the research. The reviewed literature also showed that no studies were focused specifically on science and/or language teachers' conceptions of citizenship education. In some of the studies the teachers' area of expertise was not mentioned. In other studies, social studies teachers or civics and citizenship education teachers were involved. Therefore, there is a knowledge gap regarding the conceptions of science and language teachers. Finally, there was only one study which adopted the focus group method to elicit participants' views.

When it comes to the Syrian context, a number of studies have been conducted that addressed citizenship education or citizenship values; however, none of these studies addressed teachers' conceptions of citizenship education. For example, Saad Al Din (2012) examined citizenship values in the content of social studies curricula of the first cycle of basic education. She analyzed the content of fourth and fifth grade social studies textbooks using a checklist consisting of 25 citizenship values. She also gathered data from 76 first cycle teachers through

questionnaires about their role in fostering citizenship values and their views about the availability of these values in their students. The study revealed that values related to tolerance, cooperation, group work and voluntary work lack in the students of the first cycle according to the teachers. A very similar study was conducted by Youssef (2014), where he examined the perspectives of 189 fifth grade teachers about their students' conceptions of citizenship. The data was collected through surveys. The results indicated that the concepts of citizenship rights and duties and the values of tolerance and freedom were represented minimally, whereas justice, equality, and respect were represented on a medium level.

Ahmad (2016) examined the views of 25 school principals about the role of talk shows and news programs broadcasted via Syrian television channels in education for citizenship in light of the war on Syria. Surveys were used to collect data. The results showed that the talk shows and news programs foster national belonging and contribute to citizenship education on a medium level.

The examinations of the previous three studies revealed that these studies which were quantitative in nature and did not target teachers' conceptions of citizenship education.

The Sources and the Origin of the Teachers' Conceptions of Citizenship Education

Since the notion of *citizenship* has been described to be dynamic, contextual, contested and multi-dimensional (Carr, Pluim, & Howard, 2014), broad contextual factors influence the definition of and approaches to citizenship such as "historical tradition; geographical position; socio-political structure; economic system; and global trends" (Kerr, 1999, p. 8). Faour and Muasher (2011) argue that in Arab countries, a society's religious, political, and socioeconomic background make up the primary context influencing its definition of citizenship education, in addition to home and school environments and local community which constitute a second set of

factors. It is important to note that based on the search done in the available databases, no empirical studies were found which addressed the sources and the origins of the teachers' conceptions of citizenship education. Therefore, the broad contextual factors that were reported to have an impact on the definitions of citizenship education will be taken into consideration in analyzing teacher's conceptions and characterizations of citizenship education.

Citizenship Education in School Curricula

Citizenship Education Through Sciences

With increased focus on sustainability and socio-scientific issues, dealing with issues related to citizenship and integrating citizenship in science curricula is now seen as an important element of science education (Sperling & Bencze, 2010; Vesterinen et al., 2016). Nowadays, a critical–responsible interpretation of issues based scientific literacy is important because citizens feel the need to demand and implement action in their societies, with regard to, for example, the environment, consumer safety, and energy consumption (Sperling & Bencze, 2010). Emphasizing the unique role of science in education for citizenship, Wellington (2003) argues that if the aim of citizenship education is to produce *informed and critical citizens* who can *act responsibly*, then science can contribute to the development of the knowledge, skills, and actions that pupils need for the future. He claims that citizenship education through science can also develop:

(1) The ability to make informed personal judgments based on the best evidence;

(2) thinking skills, including being able 'to think for ourselves' and to assess risk and probability;

(3) the skill of searching for and finding data, information and viewpoints;

(4) the skill of questioning and evaluating where information comes from, who put it there and how it is presented – for example, media reports in the papers or on television and material on the Internet;

(5) the ability to discuss and debate controversial issues and to listen to other people with tolerance and respect;

(6) the skill of communicating information, views and opinions in a measured, balanced way;

(7) the ability to think carefully about the consequences of all our own actions and our 'ecological footprints' (p. 17).

Highlighting the notion of scientific literacy, Roth and Désautels (2004) contend that in science education the notion of citizenship has often been conceptualized and argued in terms of "scientific literacy", and the role of science education is the promotion and service of an informed and engaged citizenship. Within the same context, Costa (2006) argues that if students are to grow to become tomorrow's responsible citizens, they need to understand scientific issues as well as their impact on society in economic, social and moral terms. Moreover, she asserts that science education can be the medium through which youths are enabled and empowered to understand social issues related to scientific activity and research, and to learn about what action they can take and how (Costa, 2006).

Focusing on the teaching of socio-scientific issues, Ratcliffe and Grace (2003) explore the nature of socio-scientific issues and provide reasons for their inclusion in the school curriculum. They define the socio-scientific issue as a problem "which has a basis in science and has a potentially large impact on society" (Ratcliffe & Grace, 2003, p. 1). According to them, questions like whether vaccination be compulsory or not, or whether research should be funded

to find out if there is life in outer space or should priority be given to developing new energy sources are examples of socio-scientific issues that should be included in the curriculum. To further describe the nature of socio-scientific issues and highlight their importance, Ratcliffe and Grace (2003) explain that among many other characteristics these issues: Involve forming opinions and making choices at personal or societal level; deal with incomplete information because of conflicting/incomplete scientific evidence; address local, national and global dimensions with attendant political and societal frameworks; involve values and ethical reasoning. Furthermore, they argue that skills of reasoning and decision making combined with acknowledgement and elaboration of values is an attribute of education for citizenship, scientific literacy and sustainable development; hence, socio-scientific issues could feature under any of the three headings, have a place in the curriculum, ad play a role in preparing future citizens (Ratcliffe & Grace, 2003).

Citizenship Education Through Languages

When it comes to teaching languages, highlighting the relationship between language teaching and citizenship education, Jordão and Fogaça (2008) assert that if language is discourse, and that discourse constructs our meanings, then language classrooms should be considered as the ideal space for discussing the procedures for ascribing meanings to the world. Moreover, they claim that for language teaching to achieve this goal, it should happen in a "critical literacy perspective" (Jordão & Fogaça, 2008, p. 20), which according to Andreotti (2008) is "a level of reading the word and the world that involves the development of skills of critical engagement and reflexivity - the analysis and critique of the relationships among perspectives, language, power, social groups and social practices by the learners" (p. 43), which form the essence of becoming thoughtful and active citizens.

Similarly, Cleovoulou (2021) contends that citizenship education is promoted in a critical inquiry-based language classroom, where critical pedagogy is combined with inquiry-based pedagogy, so students and teachers are enabled to make sense of the world through text and experience. As a result, teachers and students enter into a process of social construction of knowledge that encourages, critique, diversity, rigor, and meaning making. They also consider issues of social justice and the impact of power and circumstances on their lives and the lives of others. Therefore, through such classrooms, students will be prepared to become critical, justice-oriented citizens.

Classroom Practices that Promote Citizenship Education

This section of the literature review highlights a number of classroom practices and teaching approaches related to citizenship education as presented in the relevant literature. These practices could be applied to both science and language classrooms, since some of them were also cited in sources focused on associations between sciences/languages and citizenship education. It is important to mention that this paragraph was mainly constructed based on theoretical frameworks due to the limited access to empirical studies.

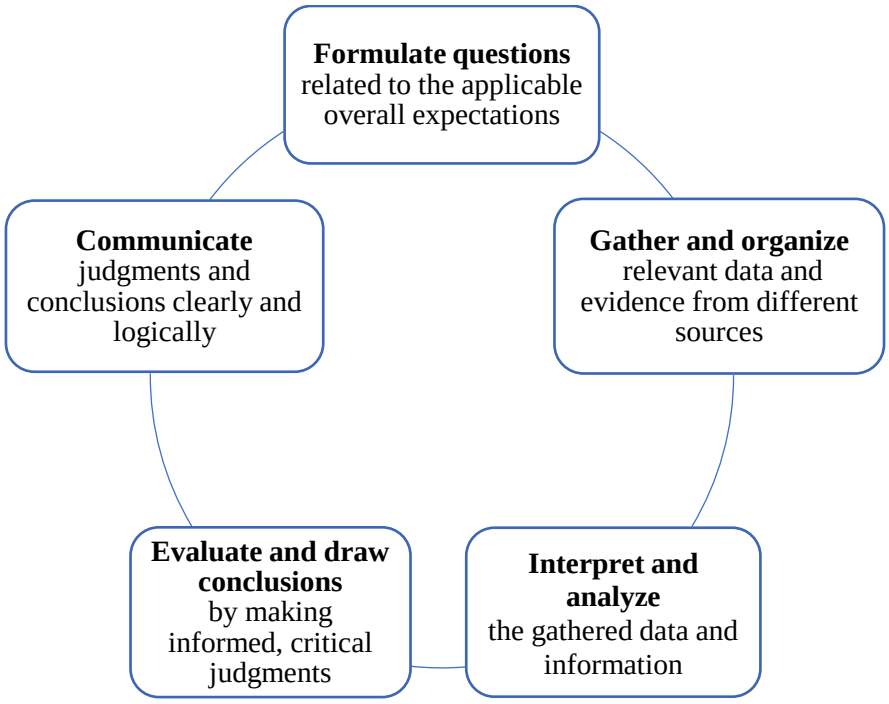
This review will assist in making comparisons between the literature and the teachers' views regarding the representation of citizenship education in their pedagogical planning and practices. It will also be used in outlining a preliminary framework for integrating citizenship education in school curricula.

Cleovoulou (2021) suggests that citizenship education should be taught through critical inquiry-based learning which is developed from the inquiry-based pedagogy and the critical pedagogy. She contends that inquiry-based learning is a student-driven, experiential approach to learning, where children's questions drive the learning experience forward and their voices and

ideas are at the center of the learning (Cleovoulou, 2021). The teacher's role is to guide the children through careful planning and ongoing reflective practice as they explore their questions and queries. Cleovoulou (2021) believes that an inquiry-based approach "is in keeping with a vision for developing responsible active citizenship" (p. 6), since taking interest in events or issues, having ownership of one's learning, and working with others to solve problems or answer questions are activities that active citizens engage in. A model for inquiry-based learning is illustrated in Figure 1. The model includes five components that students use to investigate events, solve problems, and share findings. It is important to note that there is no specific order for the process to occur and nit all learning experiences use all five components.

Figure 1

A Model for Inquiry-Based Learning



Note. The model is adapted from Cleovoulou (2021).

Cleovoulou (2021) claims that a critical inquiry-based environment includes critical pedagogy, which "provides an avenue for examining social justice issues in local and global contexts" (p. 7). She also contends that applying a lens of critical pedagogy to all classrooms fosters the development of awareness, critical thinking, and activism towards equity and justice.

Similar to Cleovoulou (2021), Crawford (2010) also argues that teaching active citizenship should occur through critical pedagogy. He contends that employing a critical pedagogy in pursuit of active citizenship education encourages us to move beyond mere tolerance, beyond acceptance of the status quo and to move in the direction of *taking a stand* on important cultural, social, and political issues.

According to a report published by the European Commission, EACEA, and Eurydice (2017), modern citizenship education should create engaging and interactive learning environments and use innovative pedagogies to develop the knowledge, skills and attitudes young people need to become active citizens. Moreover, the report states that the most successful examples of citizenship education feature all or many of the six characteristics of effective practice: (1) Active: Emphasizes learning by doing; (2) interactive: Uses discussion and debate; (3) relevant: Focuses on real-life issues facing young people and society; (4) critical: Encourages young people to think for themselves; (5) collaborative: Employs group work and cooperative learning; and (6) participative: Gives young people a say in their own learning. (European Commission, EACEA & Eurydice, 2017).

Johnson and Johnson (2016) argue that in order to prepare the future citizens who understand their rights and are committed to their responsibilities, schools must involve them in cooperative learning activities and engage them in the processes of political discourse. Cooperative learning is an instructional method, where students need to work together to achieve

mutual goals, be accountable for doing their fair share of the work, promote each other's success and well-being, master and utilize the social skills needed to work together effectively, and periodically jointly reflect on how effectively the processes are being implemented. The authors claim that by engaging students in the processes of cooperative learning means engaging them in constructive controversy, where they give voice to and consider different opinions, ensure that every student has the right to express his or her views and be listened to with respect, stay open-minded, take other persons' perspectives, and engage in decision-making with others. Hence, through cooperative learning, children, adolescents, and young adults will eventually internalize the values, attitudes, and patterns of behavior necessary to be involved and contributing citizens in a democracy.

While Johnson and Johnson (2016) focus on cooperative learning as a means to preparing future citizens, Haste (2004) focuses on classroom discussions, and assert that classroom discussions are an essential part of democratic citizenship education, which aim at developing democratic, critical citizens who actively and responsibly participate in their society. Similar to Haste (2004), Schuitema, Radstake, Van de Pol, and Veugelers (2018) assert that classroom discussions facilitate the development of important skills and attitudes that students need to become participating citizens in a democratic society. An interesting aspect of Schuitema et al.'s (2018) study is that they focused on the content and the structure of classroom discussions in achieving the various goals of citizenship education. Moreover, they highlighted the role of the teacher in guiding classroom discussions on controversial social issues, involving moral values and multiple perspectives, and its impact on the quality of the discourse. The results of the study indicated that a high degree of teacher regulation was related to high content quality and more participation from students. On the other hand, a high degree of student regulation was linked to

more genuine discussion among students. Finally, the role of discussions was also highlighted in engaging students with socio-scientific issues. Ratcliffe and Grace (2003) describe some structured learning strategies involving mostly whole-class discussions or small group discussions of socio-scientific issues, in addition to activities which could be classed as stimuli for analysis and further discussion.

Factors that Affect Citizenship Education

This section of the literature review presents a number of factors and challenges that affect the provision of citizenship education as presented in the relevant literature. Types of support to enhance the provision of citizenship education are discussed as well. The reviewed and presented challenges and support mechanisms can be considered applicable to different subject matters, since no distinctions were found in the reviewed literature regarding challenges faced by teachers who teach different subject matters or different types of support pertaining to teachers of different subjects.

Challenges of Citizenship Education

Faour and Muasher (2011) assert that education for citizenship in Arab countries faces three main challenges, namely "shortcomings of the educational systems, international and domestic contextual factors, and funding" (p. 13). Regarding the shortcomings of educational systems, they highlight (a) the weakness of governance and management at both the central government level and the local school level; and (b) the inadequate preparation of teachers. They claim that regardless of their competence in their subject matter, teachers must be trained and well qualified to prepare students for active citizenship by promoting a classroom culture characterized by creativity, critical thinking, collaboration, and social responsibility.

Focusing on the impact of context on citizenship education, Faour and Muasher (2011) refer to the international context in terms of globalization, and the domestic context in terms of socioeconomic, political, educational, and cultural factors which mainly relate to the prevalent social values, home and school environments, and sociopolitical structures where decision making is limited and freedom of speech and belief are constrained.

As for the funding, they claim that while administrators compete for the limited financial resources available to the educational system, "it is feasible to implement the *education for citizenship* approach under dire funding conditions because it is not restricted to a specific subject" (Faour & Muasher, 2011, p. 16). Moreover, they note that since the themes, topics, and delivery methods of citizenship education can be integrated into various subjects, the challenge lies in recruiting and training qualified teachers who are eager to take up this task (Faour & Muasher, 2011).

The idea of teacher training has been highlighted by many researchers as well. For example, Maitles (n.d.) asserts that education for citizenship can be achieved through active learning, and for the individual teacher, it takes courage, skill and confidence to develop active learning and genuine participation. Therefore, the exploration of the whole area of both the initial training and continuing professional development of teachers is a must (Maitles, n.d.). Empirical research also shows that inadequate training is one of the challenges that teachers face while teaching for citizenship, in addition to large class sizes, irrelevant instructional materials, mixed ability classes, and job dissatisfaction (Adeyemi, Boikhutso, & Moffat, 2003). In their study on factors that affect citizenship education Gürkan and Doğanay (2020) found out that the most prevalent school-oriented factors that affect citizenship education are curriculum-related challenges related to a shortage of planning in terms of time and content, and the education

system which causes students to have a high level of exam anxiety. Among the environmental factors that constitute a challenge to citizenship education were the low education level of the environment which creates a destructive, discriminatory attitude, in addition to the negative effects of media, arts, parents, relatives affect adversely citizenship education (Gürkan & Doğanay, 2020). Finally, the negative factors stemming from the students affecting citizenship education were the developmental period of the student, the negative effects of mass media and the internet, personality traits, peer effect, and lack of questioning about life goals and rights and responsibilities (Gürkan & Doğanay, 2020).

Focusing on the challenges related to teacher-preparation programs, Almeida, Pratas, Bloudkova, Stará, Dimakos, Gordon-Győri, and Loránd (2017) assert that active citizenship education necessitates preparing teachers to handle controversial issues that arise in the classroom. Moreover, they claim that "without specialist training, teachers may be tempted to fall back on 'safe' teaching about citizenship as in previous civics models" (Almeida et al., 2017, p. 8).

In the seventh annual report of Citizenship Education Longitudinal Study in England, Keating, Kerr, Lopes, Featherstone, and Benton (2009) revealed that delivery policies and practices for citizenship education in schools can be undermined by factors such as weak leadership, implementation and coordination, and pressures on curriculum time. Porto, Houghton, and Byram, (2018) also emphasized teachers' lack of support in policy documents, in addition to curricula, syllabi, textbooks and materials to teach for citizenship and human rights which impede teachers' ability to engage in citizenship-relevant practices within schools and communities.

The following section pinpoints the support that teachers need to overcome these challenges and to enhance citizenship education in their schools.

Support Needed to Enhance the Provision of Citizenship Education

Achieving the goals of citizenship education and preparing the kind of citizens that are not only informed, but also active and able to contribute to the life of their community, their country and the wider world, and take more responsibility for it, requires an effective system of teacher education, teacher training programs and teacher support (Council of Europe, 2017). Since education for citizenship contributes to reforming the classroom environment and nurturing a democratic culture in the entire school among students, administrators, and teachers, administrators and teachers of all subjects should develop their own competence in citizenship skills through in-service and professional development programs (Faour & Muasher, 2011). Willemse, ten Dam, Geijsel, van Wessum, and Volman (2015) argue that given the broad view on citizenship, pedagogical professionalism is essential for providing citizenship education. This professionalism requires teachers to possess "professional ethical competences (the understanding of the moral dimensions of teaching); educational competences (the ability to teach, foster and nurture students' development); and academic competences (the skills to gain, or make use of knowledge and theories in their teaching practices)" (Willemse et al., 2015, p. 119). Therefore, the preparation to provide citizenship education should be incorporated in teacher training programs. According to Almeida et al. (2017), teacher training curriculum in the area of citizenship education should comprise the following six categories:

(a) basic knowledge's in citizenship education of local, national and global issues;

(b) methodological competencies based on the practical experiences and learning-by-doing;

(c) methodological competencies based on teaching and using active teaching methods including dialogue, brainstorming, role play, group work, planned game, etc.;

(d) knowledge's and skills about personal, social and health education;

(e) methodological competencies in the area of developing positive climate at the classroom with attention to students' attitudes and beliefs; and

(f) general academic competencies like critical thinking, problems analyzing, etc. (p. 26).

Highlighting the role of teacher education in the development of citizenship teaching, Hennebry (2014) acknowledges the role of pedagogical content knowledge and self-efficacy in teacher effectiveness in citizenship teaching. She asserts that teacher education is vital in developing teachers' subject knowledge and in "equipping teachers with the necessary tools to facilitate ownership of teaching practices and professional autonomy, enabling perseverance in the face of constraints" (p. 292).

Summary

The review of the literature indicates that more research is needed to further understand the conceptions of science and language teachers on citizenship education. The reviewed literature showed that previous empirical research studies have largely focused on the role of social studies in promoting citizenship education; no studies were found directly addressing science and language teachers' conceptions. Moreover, the topics covered in the literature review addressed mainly theoretical research recommendations for classroom practices which contribute to citizenship education. There was insufficient literature on the databases accessible to the researcher regarding how these practices can actually be implemented in sciences and languages. Therefore, this study is an opportunity to fill the knowledge gap that exists regarding the challenges that science and language teachers face in particular while they integrate citizenship

education, and to highlight the support that they deem important to overcome these challenges. The goal of this study was to provide practical implications, so language and science teachers would benefit, in addition to school leaders, national curriculum developers. An overview of the qualitative multiple-case study, using focus group method as a main data collection instrument to highlight science and language teachers' conceptions, beliefs, and attitudes (Krueger & Casey, 2015) is provided in Chapter three.

Chapter 3

METHODOLOGY

The aim of the study was to examine the conceptions of science and language teachers at Syrian private schools about citizenship education, and to explore their views regarding: (a) the sources and the origin of their conceptions of citizenship education; (b) the representation of citizenship education in pedagogical planning and practices and the challenges associated with this representation; and (c) the academic and professional support they need to enhance citizenship education in their schools. This chapter provides a rationale for the research design adopted as well as a description of the procedures that were followed to select the schools and the participants. Moreover, data collection instruments and procedures, and analytical schemes for data analysis are discussed.

Research Questions

1. How do science and language teachers in Syrian private schools conceptualize citizenship education?
2. What are the teachers' views regarding the sources and the origin of their conceptions of citizenship education?
3. What are the teachers' views regarding the representation of citizenship education in their pedagogical planning and practices, and what are the challenges associated with this representation?
4. What kind of needed academic and professional support do the teachers suggest to enhance citizenship education in their schools?

Methodology Choice

This study employed a qualitative research method, which according to Creswell and Creswell (2018) "is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 38). The strengths of qualitative research derive significantly from the process orientation toward the world, and the inductive approach, focus on specific situations or people, and emphasis on descriptions rather than numbers (Maxwell, 2013). The major purpose of this study was to examine the conceptions of the teachers about citizenship education. This purpose aligns with the main purpose of qualitative research which is to provide an in-depth, intricate and detailed understanding of meanings, actions, non-observable as well as observable phenomena, attitudes, intentions, and behaviors (Cohen, Manion, & Morrison, 2018). Moreover, the study's qualitative traits were manifested in an exploratory and interpretative line of investigation that emphasizes teachers' views regarding the sources and origin of their conceptions of citizenship education, and the representation of citizenship education in their pedagogical planning and practices, in addition to their suggestions about the academic and professional support they need to enhance citizenship education in their schools.

Research Design

This qualitative research used focus group interviews as a main data collection instrument and adopted the case study design. According to Yin (2018), a case study is "an empirical method that investigates a contemporary phenomenon (the "case") in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (p. 45).

Stake (2005) identifies three main types of case studies: (a) Intrinsic case studies which are undertaken in order to understand the particular case in question; (b) instrumental case

studies which aim at examining a particular case in order to gain insight into an issue or a theory; and (c) multiple/collective case studies which include groups of individual studies that are undertaken to gain a fuller or more general picture about an issue or a theory (cited in Cohen et al., 2018).

Since the conceptions of science and language teachers about citizenship education in Syrian private schools has never been investigated before to the best of my knowledge, and since the context is particularly important in reviewing citizenship education, this study adopted the collective or the multiple-case study design to gain a fuller and a general picture about the topic. Studying the multiple cases assisted in gaining a thorough understanding of the differences and the similarities between the cases (Baxter & Jack, 2008; Yin, 2018). Moreover, this design allowed to analyze the data within each case and also across the cases which resulted in generating stronger and more reliable evidence (Baxter & Jack, 2008).

Study Context

Syrian Educational System

Education in the Syrian Constitution. The fourth chapter of the Syrian constitution which was last updated in 2012 is dedicated to educational and cultural principles. According to the constitution, the educational system in Syria is based on creating a generation committed to its identity, heritage, belonging and national unity (Syrian Const. art. 28). Education is a right guaranteed by the state, it is free at all levels, and compulsory until the end of basic education stage. Moreover, the regulation of educational affairs is the responsibility of the state; hence, the state oversees education and directs it in a way that achieves the link between it and the needs of society and the requirements of development. Finally, the law regulates the state's supervision of private educational institutions (Syrian Const. art. 29, § 1, 2, 3, 4).

The Structure of the Syrian Educational System. Syria follows a 12-year system of basic and secondary education, consisting of nine years of basic education and three years of secondary education. Basic education (grades 1-9) is mandatory and is divided into two cycles: The first cycle is six years (grades 1-6), and the second is three years (grades 7-9). At the end of the basic education cycle, students take a national exam (Brevet). Those who pass are awarded the Basic Education Certificate (Shahadet Al-Taaleem Al-Asasi). Secondary education is offered in three-year general secondary schools or in three-year technical/vocational schools. Students attend secondary schools from grades 10-12 and it is not compulsory. The students' test results in the Brevet national exam determine if they are entitled to attend general secondary schools or vocational/technical secondary schools.

Sciences and Languages in the School Program of Study. Sciences' and Languages' curricula for both public and private schools are set by the Ministry of Education (2020). Table 1 illustrates the number of weekly hours per subject. It is important to mention that Armenian is only given at Armenian schools.

Table 1

Languages and Sciences Weekly Study Plan

Subject	Basic Education [grades 1-9]		Secondary Education [grades 10-12]	
	Cycle 1 [grades 1-6]	Cycle 2 [grades 7-9]	Scientific branch	Literary branch
English	3	3	[3-4]	[3-5]
Arabic	[7-9]	5	4	[6-8]
Armenian	4	4	4	4
French/Russian	-	3	[2-4]	[3-5]

Science and health education	[3-4]	-	-	-
Biology	-	2	3	2*
Chemistry	-	1	2	1*
Physics	-	1	[3-5]	1*

Note. 1. The numbers indicate the number of periods per week.
2. *Only in grade 10. In grades 11 and 12, the students in the literary branch do not study scientific subjects.

As indicated in Table 1, languages are more emphasized in the school study program across all grade levels. As a result of this distribution, the schools have more language teachers than science teachers.

Location and Demographic Characteristics of Syrian Private Schools

Ninety-seven percent of basic education schools in Syria are public, while only three percent are private. As for the secondary schools, 94% are public and six percent are private (Immerstein & Al-Shaikhly, 2016).

The private schools that were part of this study were located in the Latakia Governorate, which is one of the 14 governorates of Syria. It is situated in north-western Syria. Two of the participating schools provided basic and secondary education; one provided only basic education (up to grade nine); and two schools included only the first cycle of basic education (up to grade six). The sample included both religiously affiliated Armenian private schools and secular private schools.

Science and Language Teachers

The participating science teachers were teachers who teach science and health education, biology, chemistry, or physics both at the basic education and secondary education levels,

whereas the participating language teachers were teachers of Arabic, English, or Armenian, who teach at both levels. The schools that were approached did not have Russian in their school program and none of the French language teachers agreed to participate.

Procedures of the Study

A total of 29 science and language teachers from five private schools distributed in eight focus groups participated in the study. Convenient and purposive sampling was used to select the schools as well as the teachers. The following represents the process followed for school and participant selection. It also discusses data collection instruments and procedures, as well as data analysis schemes.

Selection of Schools

Relying upon the principles of convenient sampling which emphasize "choosing the nearest individuals to serve as respondents" (Cohen et al., 2018, p. 218), eight private schools located in the governorate of Latakia were approached. The principals of those schools were contacted via phone. Five out of the eight schools agreed to be part of the study, thus teachers from the schools were selected as participants.

After the initial phone conversation, the researcher visited the schools and met with the principals. The principals were provided with an information letter (Appendices A, B, & C) which included a brief explanation of the purpose of the study, a description of how the data will be collected, and how the obtained data will be used. The letters were first prepared in English, then translated into Arabic and Armenian by the researchers who is proficient in all three languages and provided to the participants in the latter languages. To maintain translation-related trustworthiness, the translations were reviewed by experts (Cohen et al. 2018).

Selection of Participants

According to Krueger and Casey (2015), the purpose of the study should guide the invitation decision in focus groups. Since the purpose of the study is to explore science and language teachers' conceptions of citizenship education, the principal of each school informed the researcher about the language and science teachers who teach at their school and provided her with their contact details. The participants were selected through convenient sampling, according to which the researcher chose the sample of participating teachers from those to whom she has easy access (Cohen et al., 2018). On the other hand, by using purposive sampling, the participants were selected on the basis of the researcher's "judgment of their typicality or possession of the particular characteristic(s) being sought" (Cohen et al., 2018, p. 218). Information letters with a consent form (Appendices D, E, & F) were sent to science and language teachers in all five schools. The letters included a statement of the purpose of the research project, and an overview of the method of data collection. Moreover, the participants were ensured that the participation in the research is voluntary, they have the right to withdraw their consent or discontinue participation at any time for any reason, and the gathered data will remain confidential. Letters and consent forms were initially prepared in English, then translated into Arabic and Armenian, and provided both in Armenian and Arabic.

When approval of participation was reached at, the link[1] of the Teacher Profile Questionnaire was sent to the teachers through WhatsApp. A total of 35 teachers (20 language teachers, and 15 science teachers), who teach different grade levels, from the five schools filled the questionnaire.

[1] https://docs.google.com/forms/d/e/1FAIpQLSe6tuj0noAClMfgNJGO8hKKIh3miBCcs8YylvrSbwoILbrLXA/viewform?usp=sf_link

In line with the purpose of focus groups which is to describe how certain people, who have something in common, feel or think about something (Krueger & Casey, 2018), the 35 teachers who agreed to participate in each school were categorized into groups based on the subjects that they teach as the following: (a) Sciences (physics, biology, chemistry); and (b) languages (Armenian, Arabic, English). In other words, the language teachers in each school were grouped together, and the science teachers at the same school were grouped together. This categorization facilitated the in-depth exploration of the cases within their real-world context (Yin, 2018). It also allowed to find out how teachers of different groups within each case perceive their role in citizenship education. Moreover, it allowed to compare the conceptions of the teachers belonging to the same case and across cases. It is important to note that comparisons did not occur at the school level.

Krueger and Casey (2015) assert that in case of focus group interviews the accepted rule of thumb is to plan three or four focus groups with each type or category of participant. In line with their suggestion, a total of eight focus groups formed the cases of this study; four groups of language teachers and four groups of science teachers. The intention was to formulate 10 focus groups, each of the five schools having a group of each category; however, none of the science teachers from one of the schools approved to participate. This reduced the number to nine. A group of language teachers from one of the selected schools was part of the pilot study, so the number of the focus groups became eight. Only 29 participants attended the focus groups instead of initially intended 35 teachers, since they were not available on the day of the meeting. The number of language teachers per interview ranged between three and six, whereas the number of science teachers per interview ranged between two and three, having one group of only two participants. Table 2 shows demographics of the participating schools and the number of

participating science and language teachers (i.e., who constituted the focus groups) in each school, while Tables 3 and 4 display the demographics of the participating language and science teachers respectively.

Table 2

Demographics of Participant Schools and Number of Teachers in Each School

School (S)	Governorate	Type	Grade Level	Teachers	
				Languages	Sciences
S1	Latakia	Private	K-12	6	3
S2	Latakia	Private	K-6	5	–
S3	Latakia	Private	K-12	3	3
S4	Latakia	Private	K-9	4	2
S5	Latakia	Private	K-6	–	3

Note. – indicates teachers in the respecting category are not available.

Table 3

Demographic Characteristics of Participant Language Teachers (LT)

Teacher code	Gender	Age	Education level	Teaching experience	Grade levels taught	Subjects taught
S1-LT1	Female	49	BA in English literature	15	Secondary	English
S1-LT2	Female	33	BA in Economics	10	Elementary	Armenian
S1-LT3	Female	52	High school + Armenian studies	6	Intermediate	Armenian
S1-LT4	Female	55	High school	22	Elementary	Arabic
S1-LT5	Female	38	High school	17	KG / Elementary	Armenian
S1-LT6	Male	39	BA in Arabic Literature + TD	10	Secondary	Arabic
S2-LT7	Female	51	BA in Christian education + TD	29	Elementary	English

S2-LT8	Female	30	BS in Biology (Microbiology)	3	Elementary	Armenian, English, social studies
S2-LT9	Female	27	High school	1	Elementary	Arabic
S2-LT10	Female	55	Statistics and Information Systems	22	Elementary	Armenian, social studies
S2-LT11	Female	58	High school	38	Elementary	Arabic
S3-LT12	Female	56	BA in Arabic Literature	16	Elementary	Arabic
S3-LT13	Female	35	BA in English literature	6	Elementary	English
S3-LT14	Female	32	BA in English literature +TD	2	Elementary	English
S4-LT15	Female	47	BA in Engineering drawing	1	Elementary	Armenian
S4-LT16	Female	55	BA in English literature	28	Intermediate	English
S4-LT17	Female	29	High school + Armenian studies	3	Intermediate	Armenian
S4-LT18	Female	33	BS in Biology + ECE + TD	10	Elementary	Arabic, biology, social studies

Table 4

Demographic Characteristics of Participant Science Teachers (ST)

Teacher code	Gender	Age	Education level	Teaching experience	Grade levels taught	Subjects taught
S1-ST1	Female	26	BS in Chemistry	1	Elementary	Biology/Math
S1-ST2	Female	25	BS in Biology	3	Secondary	Biology
S1-ST3	Female	27	BS in Chemistry + TD	5	Secondary	Chemistry / Physics / Biology
S3-ST4	Female	37	BA in Education	6	Elementary	Biology / Math / Social Studies
S3-ST5	Female	29	BA in Education	4	Elementary	Biology / Math / Social Studies
S3-ST6	Female	38	BA in Education	7	Elementary	Biology / Math / Social Studies

S4-ST7	Female	36	BS in Biology + TD	10	Elementary	Biology / Math / Social Studies
S4-ST8	Female	33	BS in Biology + TD	10	Elementary	Biology / Math / Social Studies
S5-ST9	Female	23	BS in Biology	1	Elementary	Biology / English
S5-ST10	Female	30	Bachelor's degree	12	Elementary	Biology
S5-ST11	Female	31	BBA in Business Administration	8	Elementary	Biology /Social Studies

Data Sources

Multiple data sources were used to provide a rich, holistic description of the context.

Teacher Profile Questionnaire

The aim of the teacher profile questionnaire was to elicit rich information about the teachers' backgrounds and profiles. The questionnaire mainly addressed the participants' professional experiences and academic qualifications. This questionnaire was used to collect as much data as possible about the participants and was used for further understanding of their responses and overall discussion of findings. The data gathered from the questionnaire also contributed to the *thick description* which is described in the *Trustworthiness* section and helped in developing contextual interpretations which are demonstrated in chapter five. The items of the questionnaire were constructed consulting two standardized teacher questionnaires: The first was used as an instrument in the *International Study of Civic Education* (International Association for the Evaluation of Educational Achievement [IEA], 2000), and the second was used as an instrument in *The Second Teaching and Learning International Survey* (Organization for Economic Co-operation and Development [OECD], 2013). It is important to mention that the questionnaire was first constructed in English (See Appendix G) and then translated into Arabic and Armenian (See Appendices H) by the researcher who is proficient in all three languages, and

was administered in latter languages through a link which was sent to the participants via WhatsApp. To validate the translations, two experts who are proficient in the languages reviewed the translated questionnaire (Cohen et al. 2018). A total number of 35 science and language teachers filled and submitted the questionnaire.

Focus Group Interviews

To achieve the purpose of the study, data was collected through focus group interviews, which generally aim at better understanding of how people feel or think about an issue, idea, product, or service (Krueger & Casey, 2015). Cohen, Manion, and Morrison (2018) define focus groups as a form of group interview in which the participants within the group interact with each other rather than with the interviewer about a topic supplied by the researcher in a way that the views of the participants can emerge.

Focusing on the nature of focus groups, Krueger and Casey (2015) claim that the focus group is "a carefully planned series of discussions designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment" (p. 26). The main characteristics of a focus group is that it is (a) small group of people, who (b) possess certain characteristics, (c) provide qualitative data (d) in a focused discussion (e) to help understand the topic of interest (Krueger & Casey, 2015).

According to Krueger and Casey (2015), focus group interviews should be considered when (a) the researcher is looking for the range of opinions, perceptions, ideas, or feelings that people have about something; (b) the purpose of the study is to uncover factors that influence opinions, behavior, or motivation; (c) the researcher is trying to understand differences in perspectives among groups or categories of people; and (d) the researcher wants ideas to emerge from the group.

The purpose of this study fit very well into these criteria, since it aimed at examining the conceptions of the different groups of teachers about citizenship education; moreover, it aimed at looking for a range of perceptions and opinions that they have about citizenship education and its representation in their pedagogical planning and practices.

To formulate the focus group interview protocol, I was guided by the recommendations suggested by Krueger and Casey (2015) who contend that the interview protocol (questions and prompts) are constructed with the research questions and analysis in mind. The reviewed literature in chapter two guided the formulation of the protocol as well.

Krueger and Casey (2015) propose eight qualities for "Good Questions" in focus groups. They assert that good questions

(1) evoke conversation;

(2) use words participants would use when talking about the issue;

(3) are easy to say;

(4) are clear;

(5) are short;

(6) are usually open-ended as they "beg for explanations, descriptions, or illustrations";

(7) are one-dimensional (the question asks one thing only and it doesn't group things that may be perceived as different); and

(8) include clear, well-thought-out directions (Krueger & Casey, 2015, pp. 103-111).

Moreover, they identify five different categories of questions, namely: "Opening, introductory, transition, key, and ending" (Krueger & Casey, 2015, p. 113). The interview protocol consisted of 13 main questions distributed into the previously mentioned five categories as illustrated below.

Opening Questions. According to Krueger and Casey (2015), the purpose of opening questions is not to get information but rather to get people talking early in the discussion and to help them feel comfortable. In this category, the participants were asked to share their names and their favorite thing about being teachers. They were also asked about their role as science/language teachers and educators.

Introductory Questions. Introductory questions introduce the topic of discussion and get people to start thinking about their connection with the topic (Krueger & Casey, 2015). To achieve this aim, the teachers were asked to define a citizen and describe the attributes of good citizens. These questions were formulated based on the reviewed literature on good citizenship and the goal of citizenship education in preparing good citizens. Johnson and Morris (2010) argued that initially the role of citizenship education in different nations was linked with the process of state formation and designed to build a common identity, inculcate patriotism and loyalty to the nation, which are attributes of good citizens (Schoeman, 2005), it is now often expected to achieve a far more complex set of purposes which broadly reflect changing conceptions of what it means to be a good citizen. Based on this argument, the aim of this sections' questions was to explore teachers' conceptions about good citizenship which is an aim of citizenship education.

Transition Questions. Transition questions move the conversation into the key questions that drive the study. Often transition questions ask participants to go into more depth than about their experiences (Krueger and Casey, 2015). To achieve this purpose, teachers were asked to describe the school's role, in general, and their role as science/language teachers in developing good citizens based on Syed's (2013) argument about considering the preparation of good citizens as an aim of all education, and a responsibility of all teachers.

As for their experiences in any endeavor related to citizenship education, they were asked to share and briefly describe any academic, professional, or personal experience related to the terminology used in relevant literature to frame the role of formal education in preparing young people for their roles and responsibilities as citizens, such as citizenship education (Kerr, 2000; Johnson & Morris, 2010; Banks, 2008), education for citizenship, global citizenship education (Carr, Pluim, & Howard, 2014), critical citizenship education (DeJaeghere, 2009).

Key Questions. According to Krueger and Casey (2015), key questions drive the study. They claim that this category includes four to six questions which are usually the questions that require the greatest attention in the analysis. Hence, the questions in this category were directly related to the four research questions. Through the six questions which formed this category, teachers were asked to define citizenship education and share their views regarding its rationale, goals, and significance. Moreover, they were asked about the teaching methods and learning activities that they use to emphasize citizenship in their instructional plans and practices. Finally, there views were sought regarding any challenges associated with integrating citizenship education in their teaching plans and practices, as well as the support that they deem important to overcome these challenges.

Among the many other resources used in the formulation of the interview questions and probes are: (a) Leenders and Veugelers (2006) and Morris (2010) who have claimed that concepts of citizenship and the teacher's role in it may differ widely, and very different perspectives on values and value development regarding preparing good citizens which is an aim of citizenship education are possible; (b) Bell and Stevenson (2006) who have highlighted the role of education in preparing individuals to take their place in their communities not only at a local or a national level, but also on a global level; (c) a report published by the European

Commission, EACEA, and Eurydice (2017) on effective teaching practices that foster citizenship education which emphasize practices that are active, interactive, relevant to real-life, critical, collaborative and participative; (d) an empirical research conducted by Adeyemi, Boikhutso, and Moffat (2003) who showed that inadequate training is one of the challenges that teachers face while teaching for citizenship, in addition to large class sizes, irrelevant instructional materials, mixed ability classes, and job dissatisfaction.

Ending Questions. These questions bring closure to the discussion, enable participants to reflect back on previous comments, and are critical to analysis. In this category, participants were asked a summary question, where they had to summarize the key ideas raised in the meeting and an insurance question which asked them if they would like to add anything. The latter question was meant to ensure that critical aspects have not been overlooked (Krueger and Casey, 2015).

The complete interview protocol including the research questions and further prompts is presented in Appendix I.

It is important to mention that the interview protocol was first constructed in English and then translated into Arabic and Armenian (See Appendices J & K) by the researcher who is proficient in all three languages. To ensure the validity of translations, both translated protocols were reviewed by experts who are proficient in the languages (Cohen et al., 2018).

All eight focus group interviews were conducted face-to-face at the five schools during the months of November and December 2020. The dates of the interviews were decided upon consultation with school principals at a time convenient for the teachers. The time span for the interviews ranged between 50 to 90 minutes. Krueger and Casey (2015) suggest that the ideal time to complete a focus group with restricted number of participants is 60 to 90 minutes. Five

focus group interviews were conducted in Arabic and three were conducted in Armenian as recommended by Krueger and Casey (2015), who assert that the interviews should be conducted in the primary language of the participants. In the latter case, participants' responses included some Arabic expressions as well. The interviews were audio recorded to ensure that the comments of each individual were accurately captured (Krueger and Casey, 2015). An assistant moderator who was trained and well informed about the study helped in conducting the interviews; while the researcher was primarily concerned with directing the discussion and keeping it flowing, the assistant moderator was mainly responsible for the audio recording of the interviews as well as note taking (Krueger & Casey, 2015). The notes were taken in the same languages of the interview (Krueger & Casey, 2015).

A mixed approach was used for transcription. Word for word transcripts were prepared for the first five focus groups in the original language of the interviews, whereas the remaining three focus groups were analyzed using abridged transcripts for the sake of time saving. Abridged transcript-based analysis "relies on listening to an audio recording of each focus group and developing an abridged transcript of the relevant and useful portions of the discussion. It is an abbreviated transcript; only relevant conversation is included" (Krueger & Casey, 2015, p. 346). In other words, only those comments that will be useful in analysis were transcribed.

Content Review

The content of a number of school language and science textbooks was reviewed after the focus group interviews were conducted. The initial plan was to apply content analysis to lesson/unit plans, curriculum guides, written teaching documents, learning activities or any other resources that teachers use for designing their lessons. However, when the participating teachers were asked to provide the researcher with any of the aforementioned documents, they claimed

that they rely on the textbooks in designing their lessons. Moreover, during focus group interviews, several teachers from different groups made references to certain aspects of the textbooks such as the preface, textbook objectives, content of a certain lesson, activities, which, according to them, target citizenship education. Therefore, these aspects of the textbooks were reviewed to verify teachers' claims.

According to Morse, Barrett, Mayan, Olson, and Spiers (2002), verification is "the process of checking, confirming, making sure, and being certain" (p. 17). Yin (2016) contends that the most important among the possible verifications is to start comparing information from the different sources of evidence that became available during the fieldwork, to see whether conflicting or complementary interpretations of the same real-world happenings have been accumulated. Moreover, he asserts that among the types of verifications between different sources of field evidence is the combination between interviews and documentary evidence (Yin, 2016). In line with this verification strategy, five school textbooks were reviewed when a dominant tendency among group members was detected to confirm the availability of any aspect of citizenship education.

Data Collection Procedures

Preparing for the Focus Group Interviews

Prior to conducting the focus group interviews, upon Kreuger and Casey's (2015) recommendations, the moderator (i.e. the researcher) was self-trained and self-empowered through extensive reading of literature recommendations, watching videotaped focus group interviews, consulting experts in the field, and practicing through piloting. The assistant moderator was informed about and familiarized with the study and trained to capture the right data.

Pilot Study

Before conducting the actual research, a pilot study was conducted. The interview questions were pilot tested within a focus group consisted of two language teachers from a private school in Syria. It is important to note that based on Banville et al.'s (2000) recommendation, the translated interview protocols were used on the pilot study to determine their suitability for the target population (as cited in Cohen et al., 2018); hence, the interview was conducted mainly in Armenian with some Arabic expressions. According to Breen (2006), the pilot study allows to reflect on the kind of information obtained, revise the question structure, and decide whether more questions need to be included or some questions need to be deleted. Moreover, it also helps the researcher learn about her effectiveness as a moderator (Breen, 2006). The following five steps were followed in conducting the pilot study: (1) the interview questions were clearly determined; (2) the initial interview questions were reviewed by an expert; (3) the participants were selected; (4) the interview questions were piloted (Abdul Majid, Othman, Mohamad, Lim, &Yusof, 2017). Krueger and Casey (2015) assert that while testing focus group questions, attention should be paid to the following two things:

> (1) How easy is it to ask the question without reading it? Do the words flow smoothly, or do we stumble when we ask it? A question that seemed simple when we wrote it on the page may be awkward when we ask it aloud. If we stumble, we rephrase it to make it easier to say-more conversational.
>
> (2) Does the question seem confusing to the participants? Do they hesitate too long? Do they look confused? Do they give an answer that shows the question is confusing? Do they ask for clarification? If so, we ask them to tell us about what is confusing and ask for their help in making the question simpler (p. 177).

As a result of the pilot study, a decision was made to combine some of the interview questions which elicited similar responses from the participants. It is important to stress that conducting the pilot study with one group and with only language teachers was deemed to be enough to proceed with the study, since the exact same questionnaire was used for both cases (i.e., languages and sciences).

Conducting the Focus Group Interviews

Prior to the focus group, the researcher made sure that all the participant teachers have signed the consent form. The focus group interviews were conducted in phases. After conducting the focus group interviews in the first school, the data were transcribed, a preliminary analysis was applied, and a decision was made on how to proceed (Krueger & Casey, 2015).

Data Analysis Procedures

Analysis of Focus Group Interviews

In this study, data analysis was an ongoing process, with primary analysis focusing on the critical analysis, triangulation, and comparison of all information gathered from all data sources, including teacher profile questionnaires, focus-group interviews, and content reviews.

According to Krueger and Casey (2015), focus group analysis consists of four critical qualities: It is "systematic, verifiable, sequential, and consequential" (p. 321). To ensure that the analysis process is systematic, a systematic interview protocol was used to avoid making mistakes or overlooking critical factors. To verify findings, data from different sources were used, including the field notes and the recordings taken during each focus group as well as the transcripts. Moreover, immediately after each focus group interview session, the researcher conducted debriefing with the assistant moderator. Some questions that were considered when conducting the debriefing were:

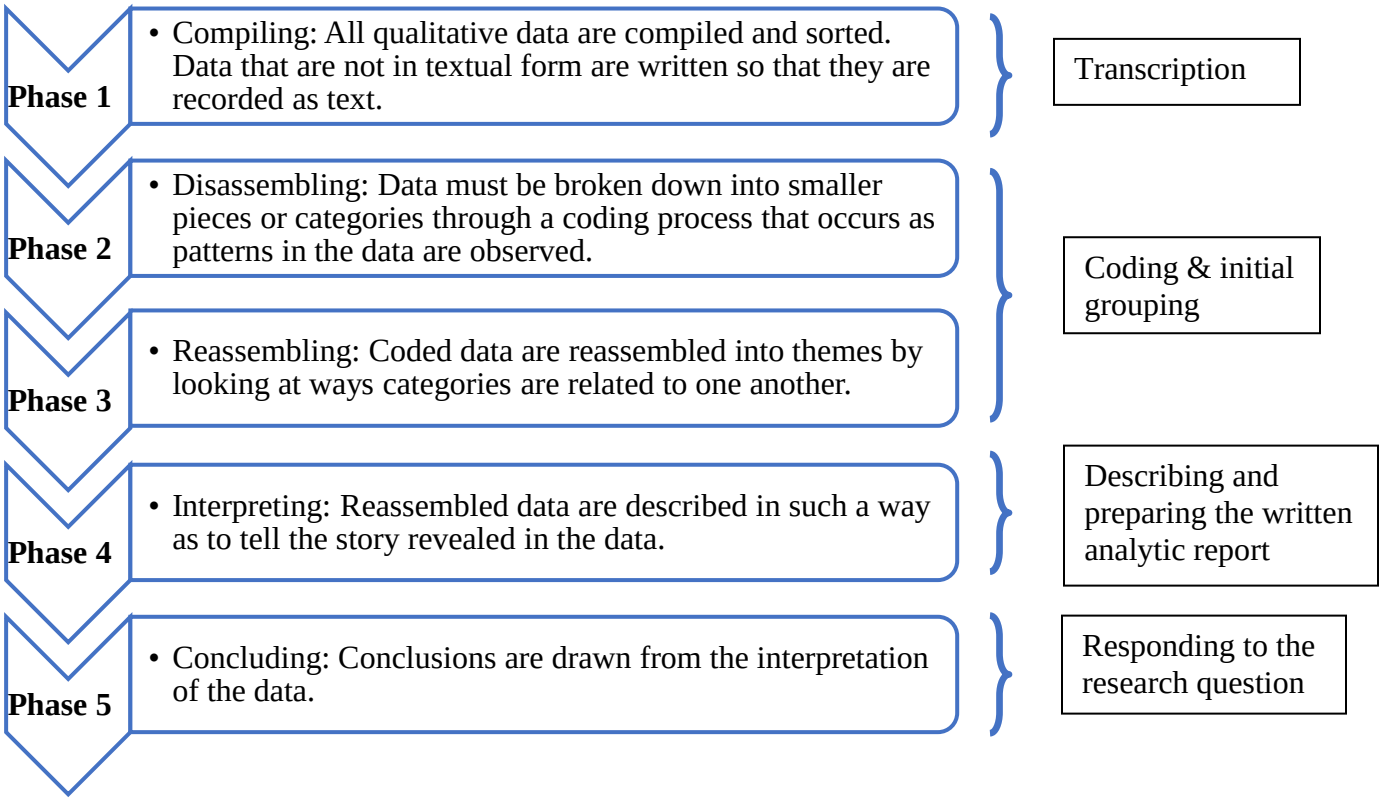
- What were the themes?
- What are the most important points that we've learned from this group?
- What was surprising or unexpected?
- What quotes were particularly helpful?
- How was this group similar to or different from earlier groups?
- Does anything need to be changed before the next group? (Krueger & Casey, 2015, p. 324)

Some of the major themes which were verified later after the in-depth analysis were emerged after conducting the debriefing before the actual data analysis. For example, the preliminary themes included: definition of citizenship education, rationale for citizenship education, teaching methods, professional support.

The analytic scheme was constructed based on Krueger and Casey's (2015) suggestions for focus group analysis and Yin's (2016) Five-Phased Analytic Cycle (See Figure 2).

Figure 2

Yin's Five-Phased Analytic Cycle Combined with Krueger and Casey's Suggestions



The process of data analysis followed the previously described steps as the following. First, the full transcripts and abridged transcripts were prepared and organized in tables by ensuring to link participants' codes with their comments. This is what Yin (2016) described as compiling which is defined as "formally arranging all the notes in some useful order" (p. 186). Then the coding process began by "placing similar labels on similar things" (Krueger & Casey, 2015, p. 341). Yin (2016) named this phase disassembling which "calls for breaking down the compiled data into smaller fragments or pieces" (p. 186). He also stated that during this phase is accompanied by assigning codes or labels to the fragments. To demonstrate, after choosing a question to analyze the researcher examined the first response, identified fragments that answer to the question and assigned a title or a code to the fragment describing the comment. Then the

second response was examined, and if it was a similar answer, it was given the same code. If it differed, it was given another code that best described the response. It is important to mention that the initial codes were assigned in English. Figure 3 shows an example of the second phase.

Figure 3

Photo Screenshot Showing an Example of the First Coding Process

After completing the first coding process the stage of initial grouping began (Krueger & Casey, 2015). This phase is considered a "reassembling procedure" according to Yin (2016, p. 187). During this phase substantive themes were used, based on combinations of disassembled items, "to reorganize the fragments or pieces into different groupings and sequences than might have been in the original notes" (Yin, 2016, p. 187). In line with this, similar codes were grouped together, and initial groups or subcategories were formed. For example, codes like *need to change with special emphasis on avoiding chaos*, *developing good citizen/person*, *developing the nation* were grouped together and the initial group or category *rationale for citizenship education*

was emerged. Another example would be grouping codes like *curriculum-related factors*, *environmental factors*, and *educational system* together and generating the theme *challenges to citizenship education*.

After the data have been coded and the initial groups or the categories were formed, these categories were arranged in a relationship to each other and themes were emerged, then comparisons were made across groups. For example, the categories *definition of citizenship education, scope of citizenship education, rationale for citizenship education, goals of citizenship education,* and *significance of citizenship education* were grouped, and the theme *conception of citizenship education* has emerged. Table 5 shows an example of the coding process. A detailed representation of the data analysis process is shown in Appendix L.

Table 5

Example of the Coding Process

Theme	Category	Codes	Transcription of interview
Citizenship education in pedagogical planning and practices	Teaching methods	Classroom discussions	"In Arabic, after each lesson there are questions like what are the values that you learned from this lesson? The answers would be goodness, tender, love of homeland, etc. We also discuss about how we can live by these values." "For example, in biology we have a lesson about pollution. At the end of the lesson we talk about how to keep the environment clean." "We study about the formation of water in physics. At the end of the lesson we can discuss about how to preserve water."
		Cooperative learning	"For example, to make a poster or decorate the bulletin board, they collaborate to initiate ideas. For example, we have the classification of animals into vertebrates and invertebrates. They cooperate and

		search for animals and then make a poster representing them."
	Incorporating real-life situations	"If they take a lesson about vitamins, they have to examine their food and explore their vitamin intake. Even in physics and chemistry it's the same. Opening and closing the door is rotation in physics, the salt that you eat is chemistry."
		"I try to teach science through real life examples. I rely a lot on real-life experiments, because science is a manifestation of the reality that we live in."

In further interpreting the findings, several analytic factors were taken into consideration. According to Krueger and Casey (2015), this analytic process is more than arriving at the number of times a comment was said by a certain group. Hence, the analytic factors that were taken into consideration were:

Frequency-How often was a concept mentioned?

Extensiveness-How many different people mentioned the concept?

Intensity-How much passion or force was behind the comments?

Specificity-How much detail was provided by respondents?

Internal consistency-Did individual participants remain consistent in their views?

Participant perception of importance-Did participants cite this as an important concept?

(Krueger & Casey, 2015, p. 342)

These analytic factors alongside the fourth and the fifth phases which involve using the reassembled material to create a new narrative and drawing conclusions from the study (Yin, 2016) will be discussed in the next chapter.

Content Review

The steps that were followed to review the content of the five textbooks were: (a) Downloading the textbooks from the official website of the Syrian Ministry of Education (Ministry of Education, 2021); (b) reviewing the content (i.e., the aspects of the textbooks highlighted by teachers); (c) comparing between the data gathered from the focus group interviews and the content of the unit of analysis; (d) verifying or negating teachers' claims; and (e) drawing conclusions.

Trustworthiness of the Study

Trustworthiness of the study was be ensured by the use of several methods. According to Lincoln and Guba (1985), trustworthiness of a qualitative research involves establishing (a) credibility, i.e., confidence in the "truth" of the findings, (b) transferability, i.e., showing that the findings have applicability in other contexts, (c) dependability, i.e., showing that the findings are consistent and could be repeated, and (d) confirmability, i.e., the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest (as cited in Cohen et al., 2018).

In this study, the trustworthiness considerations focused on the criteria of credibility, transferability, and confirmability; the technique of triangulation was used to ensure the first and third criteria, while the technique of thick description was used to ensure the second criterion.

Triangulation involves utilizing various data sources of information and using them to build a solid rationalization for different aspects of the study (Johnson & Christensen, 2008). In this study, data triangulation was systematically applied through collecting diverse data from multiple data sources (i.e., teacher profile questionnaires, focus group interviews, content review).

Thick description is a term used to "characterize the process of paying attention to contextual detail in observing and interpreting social meaning when conducting qualitative research" (Dawson, 2010, p. 942). In case study research, thick description involved looking at the rich details of the case, sorting out the complex layers of understanding that structure the social world (Dawson, 2010).

Since the goal of this multiple-case study research is to illuminate the characteristics and particularities of the cases in question, thick description contributed to achieving this outcome through the emphasis it places on "detail, context, thoughts, feelings, webs of relationships, and meanings that are both spoken out loud and those that are communicated by gesture, silence, and innuendo" (Dawson, 2010, pp. 942-943). Moreover, in order to examine the distinctive attributes of the cases, attention was paid to teachers' backgrounds, professional and academic experiences, as well as the physical setting that are typically the focus of attention in thick description (Dawson, 2010).

Chapter 4

FINDINGS

This qualitative multiple-case study aimed to examine the conceptions of science and language teachers at Syrian private schools about citizenship education, and to explore their views regarding (a) the sources and the origin of their conceptions of citizenship education; (b) the representation of citizenship education in pedagogical planning and practices and the challenges associated with this representation; and (c) the academic and professional support they need to enhance citizenship education in their schools.

This chapter presents the findings of each case (i.e., Language Teachers, Science Teachers) respectively. The findings within each case are represented under four main sections pertaining to the four research questions that were examined as following: (a) The conceptions of teachers about citizenship education; (b) the views of teachers regarding the sources and the origin of their conceptions; (c) the views of teachers regarding the representation of citizenship education in pedagogical planning and practices, and the challenges associated with this representation; and (d) the views of teachers regarding the academic and professional support they need to enhance citizenship education in their schools.

The findings in each section are organized based on the main categories associated with the qualitative analytical scheme adopted in the study and the themes derived from the study. First, the results of the first case (i.e., Language Teachers) is represented, followed by the results of the second case (i.e., Science Teachers). It is important to note that representative quotes are frequently used to illustrate significant emergent ideas.

The chapter also represents the findings of the content review of five school textbooks, which was conducted to verify the teachers' claims about the availability of any citizenship-related aspects. It is important to mention that the key terms used by the teachers were translated

literally to represent participants' authentic understanding of these terms. Therefore, the words *curricula* or *curriculum* as articulated by the participating teachers denote *textbook* or *textbooks*, and the emergent theme *curriculum reform* represents *updating textbooks*.

The Findings of the First Case: Language Teachers

Conceptions of Citizenship Education

Definition of Citizenship Education. Participating language teachers' definitions of citizenship education were represented in terms of education to foster human values and develop the good citizen, education to inculcate patriotism, and education to foster a sense of belonging.

Education to Foster Human Values and Develop the Good Citizen. Nine out of the participating 18 language teachers defined citizenship education as a process that fosters human values in students in order to prepare good future citizens. Focusing on the development of good citizens, S1-LT3 mentioned that citizenship education is "the process of developing good citizens who know their rights and duties." Highlighting the role of citizenship education in developing the human being, S2-LT8 stated, "… and when you talk about developing a person, you are laying the foundation for a good citizen." S2-LT10 emphasized the role of education in the development of human values and preparation of good citizens and explained:

> To raise a good generation means to educate them on human values first. [Citizenship education is] to prepare a good person who will become a good citizen; someone who tells the truth, works, and sanctifies work which is something very important. Moreover, he is someone who loves to work, is tolerant, and respects the opinions of others. All of these are values. If the generation is raised on these values, then citizenship education will be successful.

Referring to moral values as important components of citizenship education, S1-LT6 clarified, "citizenship education includes moral values, and those values are the basis of citizenship. Moral values play the biggest role in citizenship."

Education to Inculcate Patriotism. Two teachers defined citizenship education as education to prepare patriotic individuals who are devoted to their country. S2-LT8 stated:

> The most important thing [in citizenship education] is to prepare them to love their country. A good citizen loves his country. Without patriotism he would become a good person. He has to love his nation to become a good citizen. He has to do something for his country.

Highlighting the notion of developing individuals who will contribute to their homeland S1-LT6 asserted:

> Citizenship education is a process that prepares a person to contribute to his homeland. This person is characterized by justice, respects his country which includes the leaders of the country, respects the customs and traditions. All of these are the foundations for a society's success.

Education to Foster a Sense of Belonging. Six teachers defined citizenship education as a process that fosters individuals' sense of belonging to their country. To demonstrate, S3-LT12 mentioned that "citizenship education fosters a sense of belonging to one's country and its people." She further elaborated by saying, "you might live in the US for 20 years, but you can still feel that you love and belong to your homeland. This happens when citizenship education is successful." Highlighting the same notion of national belonging, S4-LT18 stated:

> The value of national belonging is very important in citizenship education. I try to foster their sense of belonging towards Syria. I instill in them love for their homeland. I

encourage them to study well and work hard, because in the future, they will become educated citizens and will serve their country by their education.

Scope of Citizenship Education. The scope of citizenship education was represented in terms of discussions around two focus points: *Relevance to a person's direct environment or national context* versus *borderless relevance*. Twelve teachers explained that citizenship-related education is not restricted to the immediate environment that a person lives in. In other words, they believe that citizenship-related values are universal and can be transferred to other contexts as well. "A good citizen in his country will be a good citizen elsewhere," stated S3-LT12. From the same focus group, S3-LT14 added, "when you teach them discipline and ethics this will be reflected on all context. For example, when someone keeps the environment clean in his country, he will do the same elsewhere." A similar statement was made by a teacher from S2. According to S2-LT10, "when you do not throw the garbage on the street and you speak the truth, you would do the same wherever you are." In another school, the same notion of borderless relevance was highlighted, however with special focus on respecting rules and regulations. S1-LT1 mentioned that people who respect the rules and regulations in one place, will respect them in another. However, the teachers in S1 noted and agreed that despite the borderless relevance of citizenship education, people are "better citizens *outside* since breaking the rules has consequences, such as paying high taxes" (S1-LT5; ST-LT1; ST-LT2).

Six teachers from two different focus groups mentioned that citizenship education is restricted to one's national context. For these teachers, when you move outside the borders of your country, you're not a citizen anymore and "the global citizen has no nationality" (S4-LT16). To further clarify, these teachers believe that having a nationality and belonging to a country is

the foundation of citizenship education, and the aim of citizenship education would be preparing the good citizens to make contributions to their countries.

Rationale for Citizenship Education. When the participating teachers were asked about the reason for providing citizenship-related education, they emphasized the importance of citizenship education in developing good citizens. They also highlighted the need to change with an emphasis on avoiding chaos. Finally, they stated that the reason why citizenship education exists is to set the foundations for coexistence especially in multicultural societies and to promote national identity. Following are brief descriptions of the teachers' responses in this category.

Development of Good Citizens. Ten teachers from three schools considered the development of good citizens a rationale for citizenship education. According to these teachers, schools have failed in providing successful citizenship-related education because "values are in decline" (S1-LT1), and the war in Syria has shown that "many people do not love their homeland, do not love their neighbors, do not love people from other ethnicities or religions, which means they are not good citizens" (S1-LT2). Therefore, "developing good citizens is why citizenship education exists", as confirmed by S4-LT17. As a response to the Syrian crisis, citizenship education has been highlighted in some of the school textbooks to develop good citizens.

> When they [curriculum developers] saw that the country was going towards different directions, they began to work on the human being, and on instilling certain principles and values, because if a person is good, he automatically becomes a good citizen. (S2-LT10)

Need to Change with Emphasis on Avoiding Chaos. In two focus group interviews, five teachers have highlighted the need to change as a rationale for citizenship education. According to them, the need to change stems from the "chaotic situation that we currently live in" (S3-LT13) due to "crisis" (S3-LT13), "crimes and other events" (S3-LT12), and that is a reason to provide citizenship-related education. One teacher stated, "without proper citizenship education, we would live in chaos" (S3-LT14). Emphasizing the same notion, S2-LT7 articulated:

> In my opinion, citizenship education is necessary, because there is a need to change in the society. Through citizenship education, we focus on developing the good person. There is a need to change, because the current situation is not something in which a good citizen can live in.

Setting the Foundations for Coexistence. In one focus group, three teachers underlined the notion of coexistence and its importance in multicultural societies. Moreover, they considered citizenship education as means to teaching future generations how to live together.

> We all are Syrians, whether Christians or Muslims. If these things, these values, were learned and well understood, or if citizens were well educated, then they would not have a problem with others who are from different religions or ethnicities. (S1-LT2)

In contrast to the previous argument, S1-LT3 stated, "although Syrian educational system did not educate them on discrimination, and did not discriminate between ethnicities and religions, problems have risen in the country."

Promoting National Identity. One teacher considered promoting national identity a rationale for citizenship education. According to her, national identity is in decline, which she explained as "… not feeling attached to the country or the homeland" (S1-LT1).

Goals of Citizenship Education. All 18 teachers considered developing the good citizen a major goal of citizenship education. They provided various definitions of the good citizen. Some have focused on values that good citizens possess, such as respect, love, tolerance, hard work, honesty, courtesy, politeness, altruism, generosity, hospitality, responsibility. For instance, S4-LT15 stated, "he [the good citizen] is the person who works hard to afford his living and lives a decent life. He also respects others." "The citizen loves his country. Treats people with love, tolerance, and ethics," articulated S3-LT14. Similarly, S2-LT10 mentioned "speaking the truth, working, tolerance, sanctifying work, respecting the opinions of others" as attributes of good citizens.

Others highlighted some rights that good citizens should have such as "a secured future" (S4-LT15), and "the right to live in a safe country/homeland" (S2-LT11). One teacher stated that the basic amenities should be provided for citizens to love their country.

> When I have rights, gas is provided, bread is provided, electricity is provided, water is provided, I am a decent human being. A citizen has the right to live with honor. When a citizen does not live with honor, this affects his love towards his country. (S2-LT10)

Obedience was an important notion in two focus groups. For the teachers in these groups, good citizens are individuals who abide by the rules and regulations and obey the laws of the country. For instance, S2-LT9 stated, "when you keep your neighborhood, the environment, and your country clean, respect traffic rules, and follow the rules and regulations established by the municipality in your region, you are a good citizen." Other teachers in the same group mentioned not throwing the garbage on the street and wearing a seat belt as examples of rules that good citizens should abide by. Similar ideas were emerged from another group. For instance, S3-LT12

stated, "[a good citizen] fulfills his roles as a citizen. For example, he keeps the environment clean." Another teacher in the same group mentioned preserving the monuments of the country.

A teacher highlighted the skills that good citizens should possess such as "creativity and problem solving" (S3-LT13).

Finally, from one of the groups, the idea of engagement to resolve conflicts was emerged. According to a teacher, a good citizen is someone who engages in conflict resolution. Moreover, she believes that people in Syria possess this attribute, as she claims, "we are good citizens in Syria. If there's a fight, we interfere to resolve it. When there's a fire, everyone comes out to put it out." Other teachers agreed with this idea.

It is important to mention that in one school, a teacher distinguished between a good Armenian and a good citizen while she was talking about the characteristics of good citizens.

> When we say citizen, we do not mean necessarily an ideal Armenian. In other words, here in Syria, you should be a good Syrian citizen. You should respect the laws of the country, participate in elections in the future, and know the laws. Knowing the laws is also an obligation, because if they do not know the laws, how would they live. (S1-LT3).

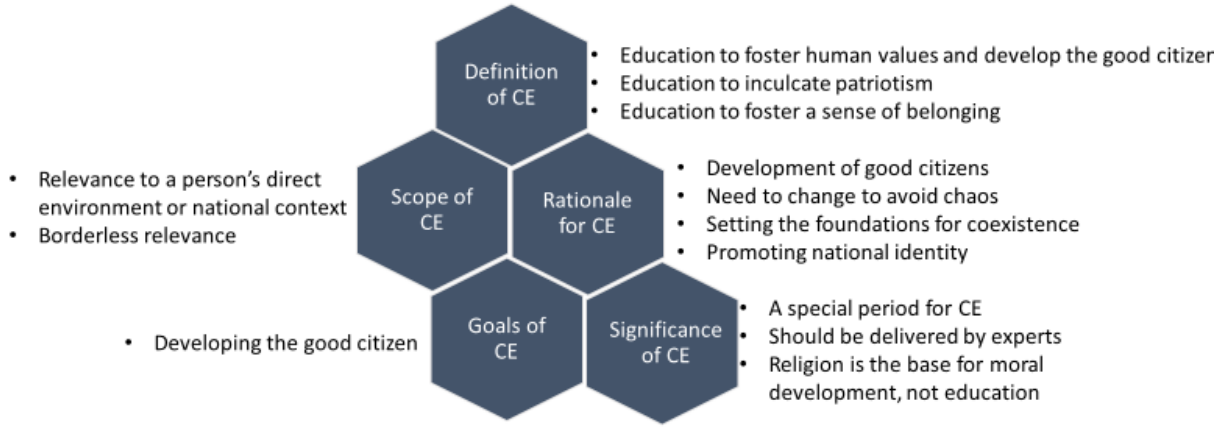
A notable occurrence which happened in one focus group is that one participant intensely differentiated between a good citizen and a good person. While other participants in the group talked about general values that good citizens possess such as respect, tolerance, and honesty, and agreed that good persons are good citizens, she was convinced that one cannot be considered a good citizen unless they do something for their country, as she stated, "the good citizen serves his country and not his neighbor. When you help your neighbor and you do nothing for your country, you are not a good citizen" (S2-LT8).

Significance of Citizenship Education. When teachers were asked whether citizenship-related education provides any worthwhile learning gains and should be regarded as an educational priority, they reiterated their ideas about the importance of developing good citizens and the attributes of good citizens. Moreover, they said that students should have a special period for citizenship education, and it must be delivered by experts. As one teacher articulated, "providing citizenship-related education only in Armenian, Arabic, or English classes is not enough. It will be more effective if there's a special class for it" (S1-LT5).

Only one teacher said that citizenship education does not provide significant learning gains, because "societies differ. In our society, home/parental education is the basis for developing the human being. Religion is the foundation. Morals are gained from religion. Religion is the main reference for moral education" (S1-LT6). Figure 4 summarizes language teachers' conceptions of citizenship education.

Figure 4

Language Teachers' Conceptions of Citizenship Education



The Sources and the Origin of the Teachers' Conceptions about Citizenship Education

Regarding their views about the sources of their definitions, the participating language teachers reported four main sources, namely social studies textbooks, Arabic language textbooks, the school subject *National Education*, and their university studies in the faculty of education.

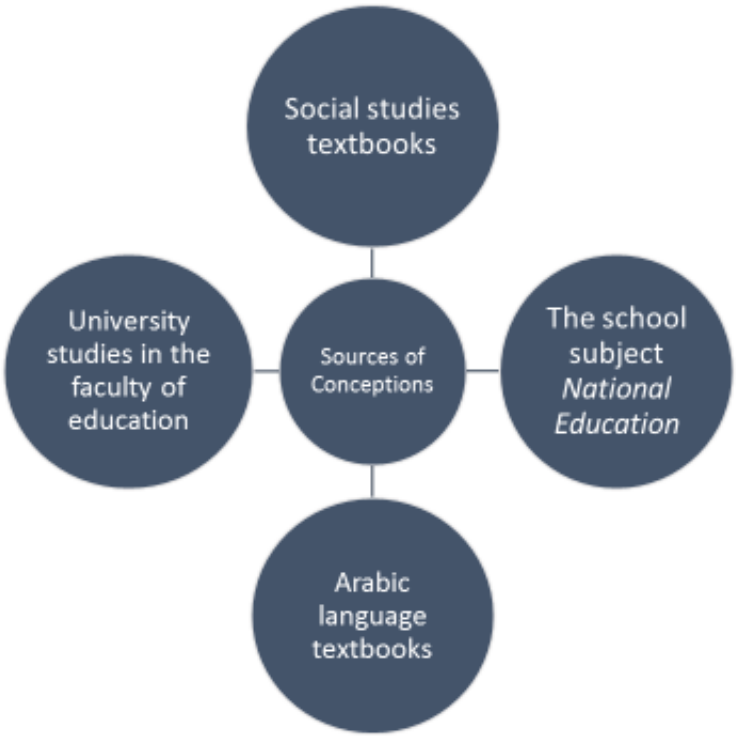
Nine teachers from three schools mentioned that citizenship-related topics are discussed in social studies textbooks. It is worthy to mention that a teacher noted, "expressions like these [e.g. citizenship education, education to teach citizenship values, etc.] used to be found in the social studies curriculum. But recently they have changed the curriculum; they do not mention these terms directly" (S2-LT10).

Two Arabic language teachers from two groups mentioned Arabic language textbooks as a source of their conception of citizenship education. S3-LT12 declared, "the first unit of 6 grade's Arabic textbook is called *Citizenship and Belonging*."

Seven teachers claimed that they have encountered the term citizenship education in the school subject *National Education* which focuses on national belonging, whereas two teachers said that their university studies in the faculty of education shaped their knowledge of good citizens but not directly citizenship education. One of the latter two noted, "what I studied is more of a conception about helping fellow human beings and standing with each other" (S1-LT6). Figure 5 summarizes the sources of language teachers' conceptions of citizenship education.

Figure 5

Sources of Language Teachers' Conceptions of Citizenship Education



Representation of Citizenship Education in Teachers' Pedagogical Planning and Practices

The participating language teachers articulated that citizenship education sometimes is integrated in the content of the textbooks that they use, in terms of historical knowledge and texts that promote citizenship related values. They also highlighted some teaching methods that they incorporate in their instruction which contribute to citizenship education.

Historical Knowledge. Seven teachers highlighted the role of historical knowledge in preparing future citizens. They claimed that historical knowledge that is found in the textbooks serves as a foundation for citizenship education. It is noteworthy that regarding this theme, teachers were divided into two groups: One group referred to the knowledge about Armenian history, and the other referred to the knowledge about the history of Syria. The majority of the teachers who referred to the Armenian history were Armenian language teachers. For example, S2-LT8 stated, "the Armenian language textbook fosters historical knowledge; therefore,

Armenian language classes literally prepare the good citizen. They learn about the nation's history, and nationalism." From the same school, S2-LT10 added, "fostering national pride through knowing the nation's history contributes to the preservation of the Armenian language and culture." From another focus group, S4-LT15 said that "through teaching history, you contribute to the development of the good citizen." An English teacher from the same group said, "through providing national [Armenian] education, the children become proud of their nation and their culture" (S4-LT16).

As for the teachers who referred to the history of Syria, they were mainly Arabic and English teachers. They highlighted the role of history in cultivating national pride which contributes to the development of good citizens. While S4-LT18 emphasized the role of teaching patriotism through history, S2-LT11 claimed, "learning one's history and being proud of one's history makes them good citizens." On the other hand, S2-LT7 explained:

> Some reading comprehension texts in the English textbook include historical facts about our country. For example, we have a text about the queen Zenobia of Palmyra, who was loyal to her nation. Or historical facts about the castle of Aleppo, monuments of Aleppo.

She also added, "when you provide students with knowledge about national achievements, they become attached to their country" (S2-LT7).

Texts that Promote Citizenship-Related Values. Ten language teachers from all four groups mentioned examples of reading comprehension texts from the textbooks that they use as sources for citizenship education. Referring to texts that promote citizenship related values, S4-LT18 said, "our textbooks are prepared in such a way that they foster citizenship. For example, Arabic language textbooks include poems about homeland, writing prompts about homeland, homework assignments about homeland, and so on." An Armenian language teacher from the

same group added, "we also have such texts [about homeland] in Armenian language, but in reference to Armenia" (S4-LT17). Ideas very similar to this have emerged from another group. For example, "… in the reading comprehension texts of Arabic, the ideas of loving our homeland and holding on our homeland are recurrent" (S1-LT4). In reference to the Armenian language, S1-LT5 articulated, "we have texts about our land, our homeland, our love for the homeland in Armenian language textbooks, but they're all about Armenia and not Syria." At this point, a distinction was made as earlier between two homelands, namely Syria and Armenia.

Shedding the light on the value of helping others, S4-LT15 said, "my last lesson was about someone who has built a new house. His neighbors came and criticized the building. Through this story we teach them that instead of criticizing others, we should help them." In another focus group, S3-LT12 and S3-LT14 mentioned examples of reading comprehension texts which cover topics like bullying, family relationships, serving one's country as themes which are important for citizenship education. Highlighting the value of making contributions to one's country, S3-LT13 stated, "we had a story about a girl who invented a tool to save water in our English textbook. This girl made a contribution to her country."

Among many other examples were informative texts or poems about people who made contributions to their counties, stories that teach values like telling the truth, and poems about the value of cooperation. To illustrate, S3-LT12 stated, "there's a poem in the 7th grade textbook about coexistence and sense of community; this fosters cooperation."

Incorporating all previously mentioned ideas about texts that promote citizenship-related values, S2-LT11 explained:

> We have texts about volunteering in Arabic language textbooks. Through some other texts, the students learn about the development of theater in Syria. Texts also cover topics

> about hygiene and the preservation of the environment. They [The students] learn about conducting press interviews, and through these press interviews, the role of the individual and the citizen in nation building is demonstrated. For example, what is the role of the soldier or the firefighter. They write dialogues, press interviews about these topics.

As for the teaching methods that foster citizenship education, the participating teachers discussed about cooperative learning activities, classroom discussions, project-based learning, community-based learning, and incorporating real-life situations. Below is a brief description of each of the teaching methods.

Cooperative Learning. The teachers discussed about the importance of group work and cooperative learning activities in teaching students to respect others' opinions which is one of the values promoted by citizenship education. Seven teachers from four schools provided examples of cooperative learning activities that they engage students in. For instance, four teachers from four groups said that they provide opportunities for the students to collaborate and make posters. S1-LT3 stated, "sometimes we do group activities in grades one and two. For example, the other day we had a lesson about unity. After reading the lesson, the students did a small activity and they collaborated to make a poster."

S2-LT10 provided noteworthy examples of successful teamwork activities, such as organizing a campaign entitled *No for War, Yes for Peace*, which instilled ideas in the students about loving their homeland. She also stated:

> We organized an exhibition on traditional heritage. Everyone had to bring some item that their parents used to love. Through such exhibitions, we teach them values, we teach them to respect the opinions of others. We also highlight the importance of group work, cooperation, loving and respecting others.

Classroom Discussions. Classroom discussions were mentioned as a method that teaches students to express their opinions and share their thoughts, which according to the teachers are attributed of good citizens. Four teachers from three groups talked about the role of discussions in their classrooms. Regarding conducting discussions on moral values, S1-LT3 stated:

> Hamasdegh [An Armenian author] has a story titled *Helena's Doll*. It's about a poor girl who stole a doll. Before reading the complete story, I give the students the chance to write the ending of the story, and then we discuss their endings in the classroom. We decide on what is right and what is wrong. This is an example where we discuss moral values.

An Arabic language teacher mentioned that after each Arabic lesson, discussions would take place on values like goodness, tender, love of homeland, etc. Unlike other teachers, S4-LT16 mentioned more universal discussion topics, as she explained:

> In my English classes, I try to introduce the students to the global literature. We discuss about cultural traditions, habits, and so on. For example, we have a unit on *Celebration,* where we discuss Celtic customs, the Halloween, etc., and we try to link them to our [Armenian] culture. What do we have in the Armenian culture that corresponds to the Chinese, English, or European cultures? By this, the students will know that they are part of the humanity.

Project-Based Learning. This teaching method was especially highlighted in one focus group. The participating four teachers in this group assured that they implement project-based learning (PBL) a lot, since it is required by curriculum makers. The teachers in this group emphasized the importance of PBL. According to them, through PBL the students have the chance to "think, analyze, and make inferences; hence, it fosters students' analytical thinking"

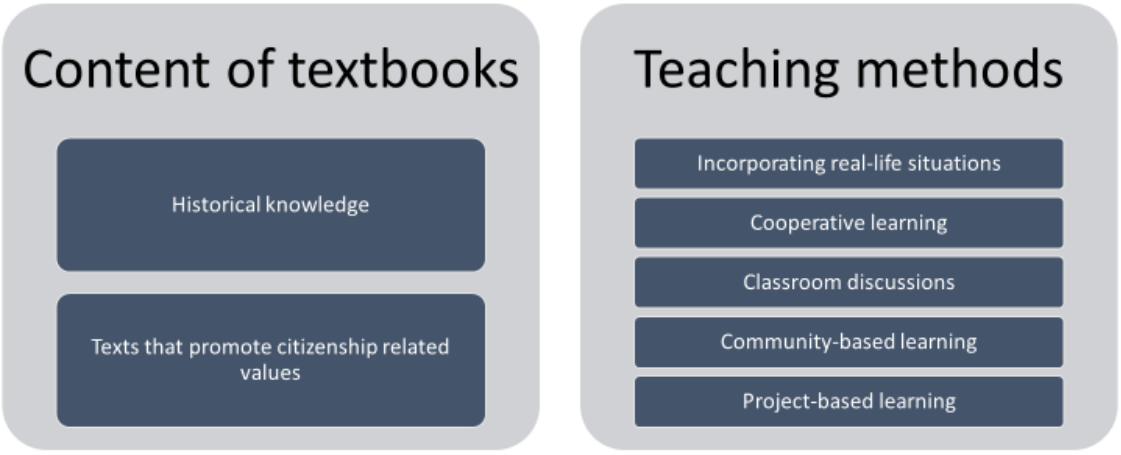
(S2-LT9). Moreover, S2-LT10 declared, "there is an emphasis on research done by students in all the subjects. There is a focus on thinking, conversation, and discussion."

Community-Based Learning. Like the previous teaching method, this method was also only mentioned by three members from the same focus group. S2-LT10 proclaimed, "we do activities in the school to achieve and live by the ideas that we deliver to students. For example, when we talk about the cleanliness of the environment, the science teacher and the social studies teacher take the children out to clean the yard, and the neighborhood." From the same group, S2-LT11 highlighted the importance of volunteering ang community service, and stated, "sometimes we take them to the market, for example, or we take them to the dispensary."

Incorporating Real-Life Situations. Only one teacher mentioned that she incorporates real-life situations in her instruction through sharing real-life cases. She gave the following example as an illustration: "We had a lesson about volunteering. I shared with them real-life examples about volunteering" (S4-LT16). Figure 6 provides a summary of the views of language teachers about the representation of citizenship education in their pedagogical planning and practices.

Figure 6

Citizenship Education in Language Teachers' Pedagogical Planning and Practices



Challenges Associated with Citizenship Education

The challenges that the participating language teachers reported were mainly related to non-academic factors. The following are brief descriptions of the challenges faced by the language teachers regarding the integration of citizenship education in their teaching plans and practice.

Curriculum-Related Factors. Two teachers from one focus group reported having an overloaded curriculum to cover which constrains their ability to provide citizenship-related education. S1-LT6 stated, "we have a huge curriculum to cover and we don't have time to educate students about citizenship." Likewise, S1-LT4 claimed, "our curriculum is overloaded. We don't have time for other things; we just give them the lesson."

Socioeconomic/Political Considerations. Socioeconomic considerations were highlighted by five teachers from three schools. According to these teachers, for citizenship education to succeed the country should provide its citizens with their basic rights. If not, then good citizens will not exist. To demonstrate, S3-LT14 mentioned, "whenever we try to teach them to always give back to their community, they do not take us seriously. *We don't have water; we don't have electricity*; these would be their answers." Similarly, S2-LT11 proclaimed,

"good citizens are lacking because of the absence of the basic constitutes of decent living in the country. To develop good citizens, the nation should provide its citizens with the minimum levels of decent living." Furthermore, the war in Syria was cited as a challenge in face of providing successful citizenship education, as S2-LT10 asserted, "good citizens cannot be developed in developing societies, where there are wars."

Lack of Harmony Between Home and School. The lack of harmony between home and school was the most recurrent challenge that the participating teachers reported with great intensity and specificity in all four focus groups. According to 15 teachers from these groups, there is a discrepancy between what they try to teach the students at school and what their parents teach them at home. For example, S3-LT14 claimed, "some families have values different than what we try to teach them at school." The teachers in one group were confident that they are fulfilling their roles in preparing good citizens but he students' home environment is affecting their job. "We are doing our jobs in preparing good citizens. But when they go home, things are being different," stated S2-LT11. Similarly, S2-LT8 mentioned, "it takes two hands to clap. We are teaching them something, but they're learning something else at home."

From another focus group, similar ideas were emerged. "We emphasize on discipline, respect, and so on at our school. But at some point, what we do at school is not enough. Parents should be next to the teachers in this" (S1-LT5).

The teachers emphasized the importance of parent-teacher collaboration in providing successful citizenship-related education. S1-LT5 explained:

> If there isn't parent-teacher collaboration, the work done by the teacher won't be effective. You try to teach them something for a few hours, but when they go home, and

the work does not continue or the same importance is not given, I feel that our work would be ineffective.

Another area of discrepancy is having different expectations from the students. In other words, while teachers expect students to focus on concepts and ideas, parents expect their kids to get high grades. S4-LT17 claimed, "we are not able to fulfill our roles, since we are hugely affected by the pressure that parents put on us as they put on their children for the sake of grades." Another teacher from another school said, "parents want their children to get 100s. They don't care about the ideas" (S2-LT9).

This takes us to the next challenge about the educational system and the prevalent grade-driven culture.

Educational System. Eight teachers from two groups considered the Syrian educational system as a challenge in face of providing citizenship-related education. The challenges that the teachers articulated regarding the educational system were represented in terms of textbook-related challenges, curriculum-related challenges, and the exam-driven educational system. Four teachers from one group mentioned that the Syrian curriculum is not practical and focuses on rote-memorization. As a result of this, an exam-driven culture has been created, and the students' learning has been hugely driven by the grades that they get. "They learn for tests and grades, then they forget everything. There's no application of any kind" (S1-LT5).

When it comes to the textbooks, teachers stated that the education system in Syria heavily relies on lessons and textbooks. Moreover, the teachers are required to abide by the textbook, which according to them is the biggest challenge in the face of providing any kind of citizenship-related education.

In one focus group, three Armenian language teachers mentioned that the Armenian language textbooks that they use are outdated, which do not help them in providing any kind of citizenship-related education. They especially highlighted the lack of activities in the textbook which foster student participation and collaboration which are crucial to foster citizenship-related values.

Environmental Factors. Three teachers from two schools mentioned that students nowadays are preoccupied with other things and they don't want to listen. Moreover, they highlighted the impact of technology on students' behaviors and attitudes towards learning in general, and learning values in particular. S1-LT1 stated, "students are accepting the moral values in a great difficulty." A teacher from another school said, "the inactivity caused by cell phones, the television, the computer in unbelievable. Not just at the level of our school. The child has become a machine who doesn't like to think" (S2-LT10).

Students' Profiles. Seven teachers from three school reported the impact of students' profiles on providing effective citizenship-related education. A major concern within this category was the lack of students' readiness to accept certain things. "They are taught about their rights and responsibilities. They know their rights very well, but when it comes to their responsibilities, they are not ready to accept them," proclaimed (S1-LT4).

In another focus group, the teachers talked about individual differences and its impact on the teaching-learning process. The fact that they need to cater to the needs of different students within the same class and during the same period, impedes their ability to convey certain values S3-LT12 mentioned that "individual differences is one of the main challenges. There are some students who get the idea instantly, whereas others, on contrary, need you to repeat the idea several times."

Teacher-Related Factors. Only in one focus group three teachers reported teacher-related factors as challenges that affect the provision of citizenship education. These factors include lack of collaboration between teachers of different subjects. A teacher shared her experience by saying, "teaching them [students] the etiquette of conversation is not just the responsibility of the social studies teacher. For example, the English teacher should also tell them that they should not speak together, and they should respect each other" (S2-LT8). Moreover, she added, "if we as teachers of different subject matters do not agree with each other, our efforts won't be successful."

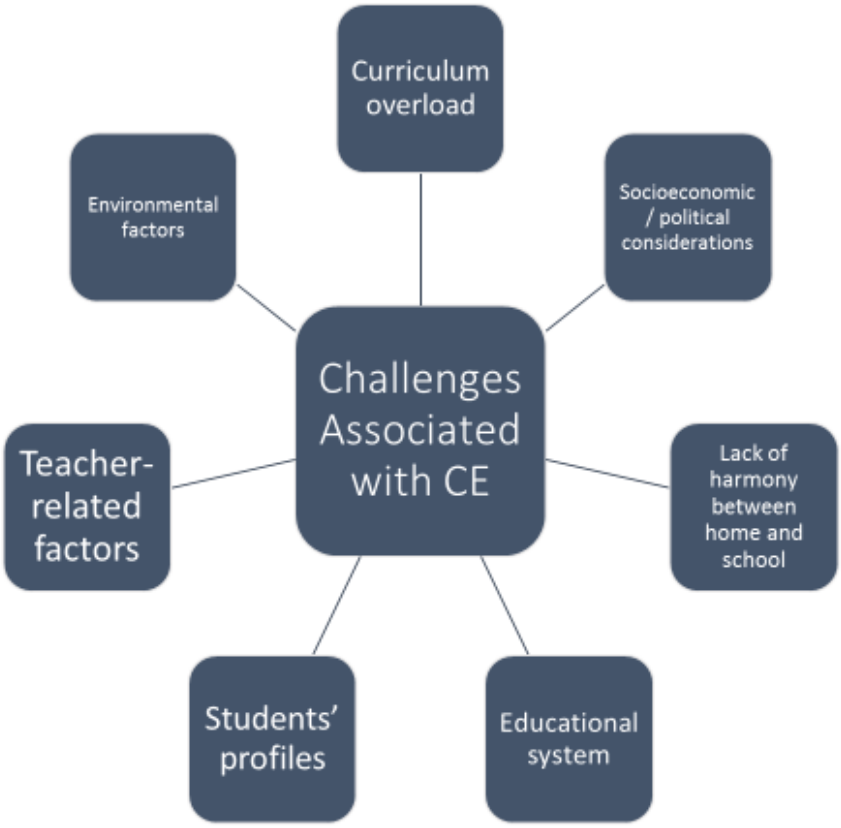
Another teacher-related factor cited by teachers from the same group is carelessness of some teachers especially when it comes to disciplinary matters, which according to them, are important to prepare good citizens. For instance, S2-LT10 claimed:

> We are told that when the bell rings, all teachers should go out so that the children would not fight. Why wouldn't the teachers be in front of their classrooms? Who is guilty? The teacher! The children enter the classroom pushing each other. Why? Because the teacher is not there.

Figure 7 summarizes the challenges that language teachers face when they integrate citizenship education in their pedagogical planning and practices.

Figure 7

The Views of Language Teachers about the Challenges of Citizenship Education



Support Needed to Enhance Citizenship Education

The participating language teachers reported two types of support that they need to enhance citizenship education in their schools: (a) Professional support; and (b) non-academic support. Concerning the professional support, the teachers referred to in-service training opportunities. As for the non-academic support, it was represented in terms of the availability of a conducive work environment, home-school collaboration, and collaboration between teachers. Following are brief descriptions of each of these support mechanisms.

In-Service Training. Being provided with in-service training opportunities as a type of professional support was highlighted by three teachers from one focus group. The kinds of the training opportunities cited by these teachers included peer-observation, discussion groups with colleagues, and professional development workshops. S2-LT11 said that peer-observation gives

them the chance to learn from the experiences of their colleagues. Another teacher mentioned the importance of sharing ideas with each other and having regular group discussion might be very helpful. Lastly, the teachers said that before the war in Syria, they used to participate in many workshops; however, the war and the inflation have stopped everything. Within this context, a teacher asserted, "participating in workshops helps the teacher to better prepare her students to become good citizens" (S2-LT7).

Conducive Work Environment. The idea of the availability of a conducive working environment was emerged from two groups. It was represented in terms of comfortable working conditions, and clear expectations with preset rules and regulations. When it comes to comfortable working conditions, three teachers from two different focus groups mentioned that teachers should be mentally and financially comfortable to be able to work effectively.

In one focus group, two teachers highlighted the importance of having clear disciplinary guidelines at schools, to facilitate their work in preparing good citizens. As one of them mentioned, "there should be clear guidelines. Students should know what is right and what is wrong" (S2-LT2).

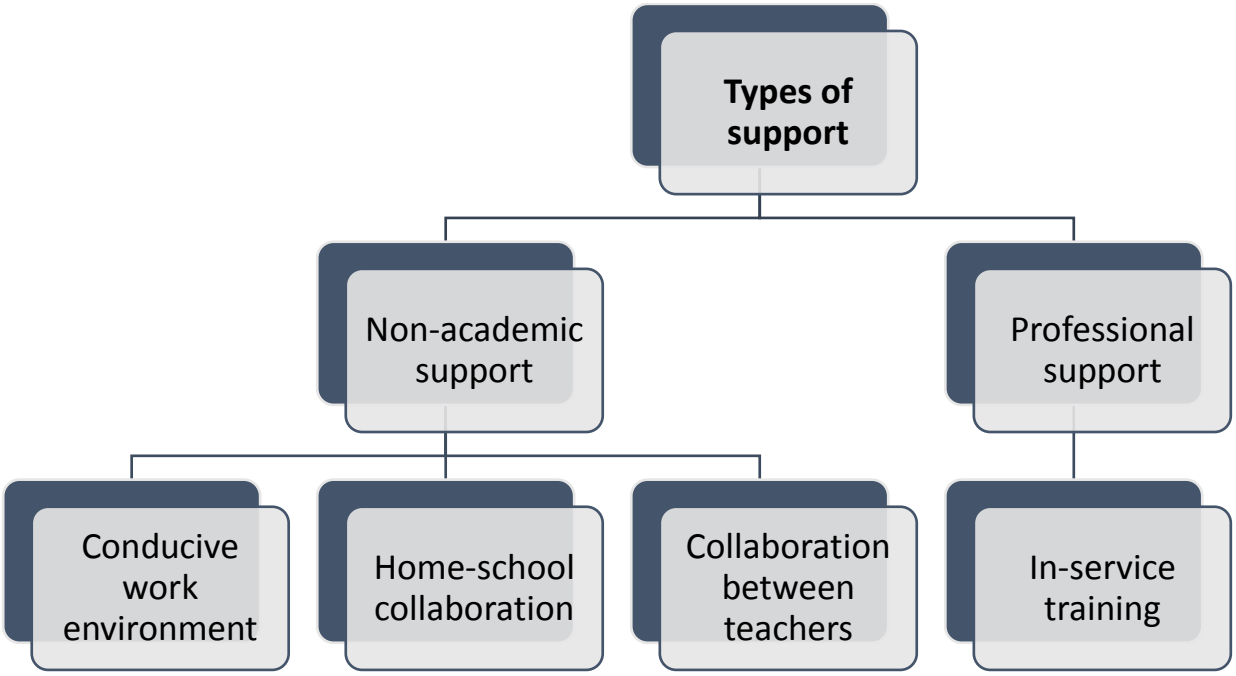
Home-School Collaboration. This idea was one of the most frequently discussed ideas in all four focus groups, which was also discussed with great intensity and specificity. Ten teachers from these groups mentioned that education provided at home is the basis for citizenship education. Although these teachers believe that they have a role in preparing future citizens, they think that if parents do not teach their children the same values that they are being taught at school, their work would be pointless and citizenship education would not be successful.

In one of the schools a teacher suggested that awareness sessions should be organized for parents, so they would be more collaborative and will support teachers in their work.

Collaboration between Teachers. Unlike the majority, one teacher accentuated the importance of collaboration between teachers, so their joint efforts would positively affect the development of good citizens. She explained, "teachers should collaborate in this. For example, if I give them a moral lesson, teachers of other subjects should do the same. If we collaborate, we can prepare the good citizen" (S1-LT5). Figure 8 summarizes the views of language teachers about the support that they need to enhance citizenship education in their schools.

Figure 8

The Views of Language Teachers about the Support Needed for Citizenship Education



The Findings of the Second Case: Science Teachers

Conceptions of Citizenship Education

Definition of Citizenship Education. The participating science teachers' definitions of citizenship education were represented in terms of education to develop the good person/citizen and education to foster a sense of belonging. One notable occurrence which distinguished one of

the science teachers' groups is the emergence of a definition of citizenship education which focuses on the preparation of the global citizen. Following are brief descriptions of the definitions.

Education to Develop the Good Person/Citizen. Six teachers from three different focus groups defined citizenship education as education to develop the good person who is also a good citizen. Some of the teachers focused on national values that these citizens should possess, such as love of the homeland. S4-ST8 stated, "it [citizenship education] is the process of preparing the good citizen, who is instilled with national values." Others moved beyond values, and defined citizenship education as "preparing future generation to contribute to their society and country" (S1-ST2), or "preparing a good person, who is useful for himself and for the society that he lives in" (S1-ST1). Another teacher related citizenship education with patterns of behaviors and explained, "citizenship education is related with building the student's character; it defines his patterns of behavior" (S1-ST3). Finally, a teacher from another focus group stated, "we try to plant a good seed and take care of it as much as we can. In my opinion, this is citizenship education" (S5-ST10).

Education to Foster a Sense of Belonging. Three teachers from two groups focused on the idea of instilling a sense of belonging in their definitions of citizenship education. While one teacher from one focus group emphasized the role of citizenship education in developing "a moral and emotional commitment to one's country" (S3-ST6), another teacher stated that "moral values are different than citizenship. Citizenship is one's feelings towards his motherland; it's belonging" (S3-ST4).

It is noteworthy to mention that in one focus group a teacher mentioned that this sense of belonging should be fostered towards Syria and Armenia. As she stated, "citizenship education

aims at fostering the students' sense of belonging towards Syria and Armenia" (S4-ST7), and her colleague in the group agreed with her.

Education to Prepare the Global Citizen. While being prompted about whether citizenship-related education should be restricted to the national context, global context, or both national and global contexts, one of the teachers provided this unique definition for citizenship education:

> Citizenship education has two aspects. When we prepare the good citizen who is smart, polite, respectful, he would be the same person anywhere in the world. So, this is the global citizen. At the same time, we instill in him national values, so he would be a good citizen in his country. (S4-ST7)

Scope of Citizenship Education. The scope of citizenship education was represented in terms of discussions around three focus points: *Relevance to a person's direct environment or national context*, *borderless relevance*, and *national and borderless relevance*. Nine teachers argued that citizenship-related education is not restricted to the national context, because "if someone is very well educated based on certain values, they will be good citizens whenever they live in." Their arguments were based on the transferability of citizenship related values.

One teacher contended that citizenship education moves beyond the national context to the global context, and a good citizen possesses values that can be considered universal and accepted by any nation, in addition to national values such as patriotism and belonging which would make them a good citizen in their country.

Rationale for Citizenship Education. The reasons for providing citizenship-related education according to the majority of science teachers is the preservation as well as the development of the nation. This idea was emerged from three focus groups. In the fourth focus

group, the teachers emphasized the role of citizenship education in developing the good citizen. These two rationales are described below.

The Preservation and the Development of the Nation. Six teachers from three focus groups cited the preservation and the development of the nation as a rationale for providing citizenship education. According to them, good citizens are being prepared at schools, so they would contribute to their country in the future. "[Citizenship education is provided] in order to achieve the best. In other words, those good citizens are the ones who will maintain and develop their country and their homeland. They will bring their country to a better place," mentioned S4-ST8. Similarly, S5-ST9 claimed, "…to keep our country in hands of people who can preserve it and develop it at the same time." Giving an example on how one can develop their country, S5-ST11 explained:

> Through the certificates and the degrees that one gets, he can give something to his country. Or through his job a person can serve his country. For example, Japan or China are known for cheap labor force, but at the same time they have high quality productions. These countries are known for excellent education.

As for some teachers from another focus group, the development of the country is dependent upon the extent its citizens are responsible and cooperative. S3-ST5 mentioned, "if we abide by the laws and everyone works and has a sense of responsibility, the country develops." Another teacher from the same group asserted, "teaching them [the students] cooperation is one of the reasons of providing citizenship education. They should cooperate for the sake of the development of the nation" (S3-ST3).

Development of Good Citizens. Only two teachers from one focus group reported the development of good citizens as a rationale for citizenship education, although this rationale was

implicitly prominent in the other three groups as well. While trying to justify her response, S1-ST3 mentioned that daily life occurrences show that the numbers of good citizens are decreasing, and she added, "when people do not behave well and engage in non-appropriate acts such as fights and violent conflicts this means they are not well-prepared as good citizens. So, there is the need for citizenship education."

Goals of Citizenship Education. The idea of developing the good citizen as a goal for citizenship education has emerged from all four focus groups. Therefore, this was the most frequently mentioned concept across all the groups. The participating science teachers' definitions of the good citizens varied. While the majority of the teachers focused on personal qualities of good citizens, others highlighted the skills that these citizens should have.

According to the teachers, some of the personal qualities that good citizens possess are responsibility, respectfulness, conscientiousness, self-reliance, cooperation, hard work, commitment, non-discrimination, fair-mindedness, confidence, independence, etc. For instance, S4-ST8 stated, "he [the good citizen] is a good, smart person who is always conscientious with regard to his work, regardless of the conditions that he works in." Highlighting the quality of respectfulness, the same teacher added, "he is brought up by certain principles such as friendship, respect towards older and younger individuals, etc." While S1-ST3 mentioned that good citizens are "respectful and cooperative", S1-ST2 articulated, "they have a sense of responsibility both in home and at school." In another group, S5-ST9 asserted, "the good citizen is completely independent; he builds himself up from zero; he works on himself and develops himself without relying on others", and S5-ST10 added, "he seeks knowledge and is self-reliant."

In addition to the personal qualities that good citizens possess, in their definitions of good citizens some teachers emphasized the rights that these citizens should have. These rights

included, “the right to live a comfortable life” (S4-ST8), access “to water, electricity, food” (S4-ST7), and “medical healthcare” (S4-ST8). Within this context, using herself as an example a teacher proclaimed:

> The citizen should have rights and duties. It is my duty as a biology teacher to come to school and teach with all my capabilities; in turn I have the right to receive recognition from the government or any private institution. (S1-ST2)

According to one teacher, a good citizen should know their duties before their rights. This teacher had this comprehensive definition of the good citizen:

> A good citizen is a fair-minded person who accepts others as they are. He is unbiased, non-extremist, and at the same time preserves his/her religion or customs without interfering with others; he is not fanatical. He knows his duties before his rights within the country in which he lives in and abides by the laws of the country. He accepts all the possible changes that he may go through. (S5-ST10)

Lastly, in one focus group the three teachers’ characterizations of the good citizen were reliant upon the idea of belonging and showing devotion for one’s country, as they stated, “a good citizen loves his country; he feels that he belongs to his country” (S3-ST6). “He defends his country during special conditions” (S3-ST4).

It is important to note that in one of the science teachers’ focus group, one teacher differentiated between a good person and a good citizen, claiming that a good citizen is someone who is passive and abides by the laws of the country without defending their rights. She made the following clarification:

> A good person and a good citizen are not the same. A good person should always be good, anywhere and everywhere. Whereas a good citizen should be good in and for the

country that he lives in and should accept things as they are. For instance, we have one hour of electricity a day. As citizens, we are accepting this without protesting, so we are good citizens. However, a good person defends his rights" (S4-ST7).

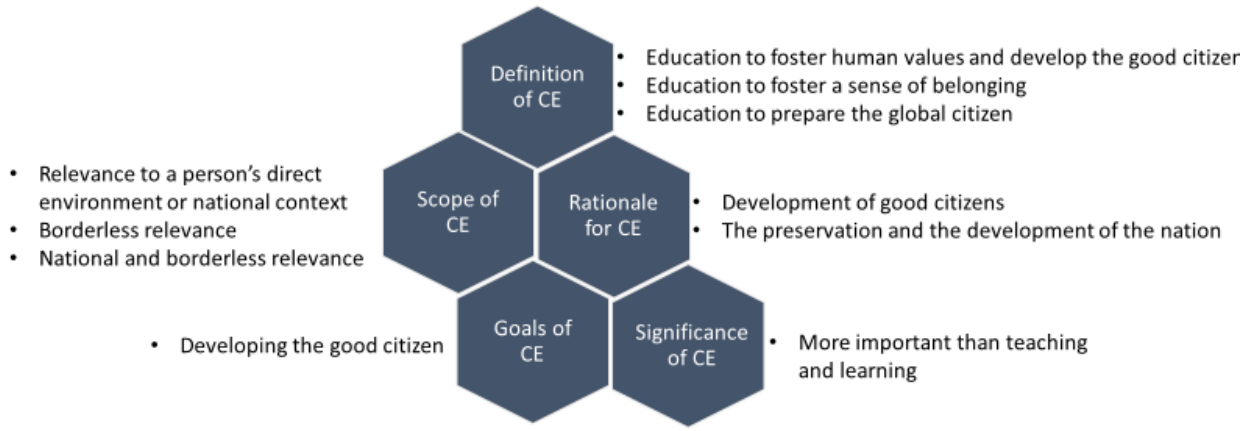
Significance of Citizenship Education. When the teachers were asked about the significance of citizenship-related education, most of them rearticulated their views about the importance of citizenship education in developing good citizens. In one of the groups, they considered providing citizenship-related education more important than the teaching and learning process that takes place at schools. S1-ST3 stated, "citizenship education is more important than teaching and learning. For example, how would you teach someone who is not committed? Or how would you teach someone who is not respectful?" S1-ST1 added:

Citizenship education is the basis. The student should learn commitment, should know the rules and respect them, so the teaching-learning process would be smoother. You cannot teach someone who does not know and does not respect the rules and the regulations.

Figure 9 summarizes science teachers' conceptions of citizenship education.

Figure 9

Science Teachers' Conceptions of Citizenship Education



The Sources and the Origin of the Teachers' Conceptions about Citizenship Education

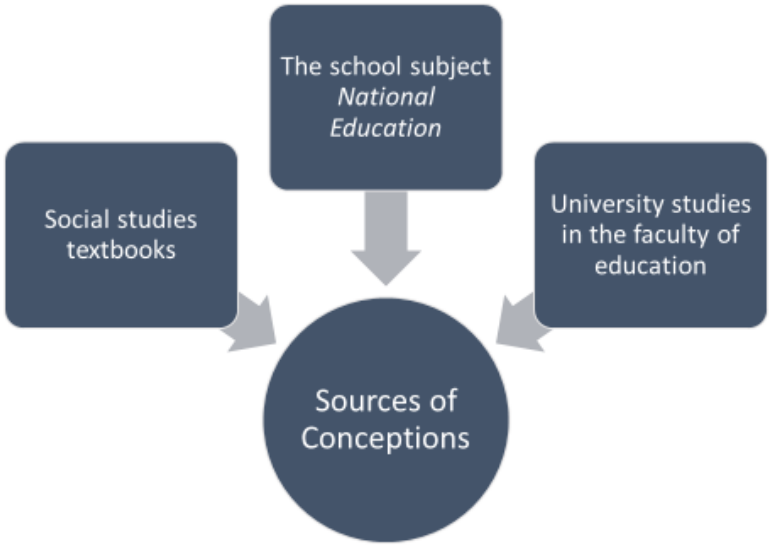
The participating science teachers reported social studies textbooks, their university studies in the faculty of Education, and the school subject *National Education* as sources of their definition. Three teachers from two focus groups said that citizenship values are incorporated in social studies textbooks. "This term [citizenship education] is written in social studies textbooks, in lesson objectives, unit objectives, and curriculum objectives," stated S4-ST8. "In social studies textbooks we come across many topics that can be related to citizenship education or the good citizen. For example, attributes of good friends, tolerance, respect, love, cooperation," explained S4-ST7.

Three teachers from two focus groups claimed that they have heard of the term citizenship education during their university studies in the faculty of Education. One of them stated, "in the teaching diploma program, we had a course named *Philosophy of Education*. We have encountered this term in that course" (S3-ST4).

Lastly, five teachers from three focus groups said that issues related to citizenship or citizenship values are found in *National Education* textbooks, especially grade nine and 12 textbooks. Figure 10 summarizes the sources of science teachers' conceptions of citizenship education.

Figure 10

Sources of Science Teachers' Conceptions of Citizenship Education



Representation of Citizenship Education in Teachers' Pedagogical Planning and Practices

The participating science teachers described the following teaching methods that they integrate in their instruction which contribute to citizenship education.

Incorporating Real-Life Situations. Six teachers from three groups explained that incorporating real-life examples plays a role in developing knowledgeable citizens. To demonstrate, S1-ST2 declared, "I try to teach science through real-life examples. I rely a lot on real-life examples, because science is a manifestation of the reality that we live in." "When we study about human health, we teach them how to maintain their health. For example, we teach them to eat sugary products moderately," asserted S1-ST1. Referring to the content of the biology, chemistry, and physics textbooks S1-ST3 explained:

> After they have updated the books in Syria, the new curriculum relies upon linking everything to students' daily lives. If they take a lesson about vitamins, they have to examine their food and explore their vitamin intake. Even in physics and chemistry it's the same. Opening and closing the door is rotation in physics, the salt that you eat is chemistry.

One teacher talked about encouraging her students to give real-life examples, as she mentioned, "this week I gave them a lesson about frictional force. A student who has big imagination explained the role of frictional force in skiing" (S1-ST3).

Moving beyond the content knowledge and their instructional plans and practices, the teachers cited a number of real-life scenarios that they engage students in, which contribute to the development of the good citizen. S1-ST1 stated, "after we do an experiment, I tell the students that the tools and the equipment that we used for the experiment belong to the school, so we have to clean them and put them back." According to her, this act teaches the students responsibility.

Classroom Discussions. The participating science teachers mentioned classroom discussions as a method to foster citizenship-related values. Five teachers from three groups claimed that they regularly engage students in discussions. It is important to mention that all these five teachers stated that classroom discussions take place at the end of each period. As for the topics of discussions, they were mainly focused on values such as respect, or preserving the environment. Whereas the aim of the discussions was to provide a moral lesson to the students. S5-ST7 elaborated on this idea by saying, "the last 10 minutes of my sessions are allocated for questioning. Students ask me questions. We discuss about topics of their choice, and I try to teach them what is right and what is wrong." Another teacher in the same group mentioned that their lessons target behavioral and affective objectives; hence, at the end of every lesson they teach students certain values. Providing an example of a discussion topic which conveys values S4-ST8 mentioned "respecting animals or living things in general."

The latter thought was articulated in one of the members of another group as well. "At the end of each lesson we are required to give a moral lesson. For example, we have a lesson about

pollution in biology. At the end of the lesson we talk about how to keep the environment clean," asserted S1-ST1. Similarly, S1-ST3 stated, "we study about the formation of water in physics. At the end of the lesson, students discuss about how to preserve water."

In another group, a teacher claimed that in her classrooms, discussions usually take place before conducting an experiment, as students think and share their insights about the results of the experiment. She stated, "we have simple experiments in science. Before we do the experiment, I explain it and ask their opinion about the result. I get so many different opinions. Then, after we do the experiment, they discover the correct result" (S5-ST10).

Lastly, highlighting the role of textbooks in advancing classroom discussions S1-ST3 clarified, "we have a section in each lesson titled, *I think*. The students have to think and give me an answer. We usually convert this into a classroom discussion."

Conducting Experiments. Two teachers from two groups highlighted the importance of science experiments in teaching the students certain values and life skills. S4-ST8 explained:

> I think engaging students in experiments is very important to teach them that only by trial and hard work they can achieve success. During experiments they do not only acquire knowledge, but they also learn values. I try to teach them life skills, such as perseverance, consistency, hard work. I try to link everything to real life.

Cooperative Learning. The idea of cooperative learning as a teaching method that promotes citizenship education was emerged only from one focus group. Two teachers from this group highlighted the role of cooperative learning activities in teaching the students "commitment, belonging, and respect" (S1-ST3). Emphasizing the impact of group work on fostering a sense of responsibility S1-ST3 added, "the students actively engage in their learning while participating in cooperative group works. Being engaged in and responsible for their

learning promotes a sense of responsibility." Giving an example of a cooperative learning activity S1-ST1 articulated:

> To make a poster or decorate the bulletin board, the students collaborate to initiate ideas. For example, we have the classification of animals into vertebrates and invertebrates. They cooperate and search for animals and then make a poster representing them.

Community-Based Learning. Four teachers from two groups pinpointed the role of integrating student learning with community engagement in the preparation of good citizens. The most recurrent examples of community engagement as articulated by the teachers were "participation in campaigns for cleaning or planting trees" (S3-ST4), "blood donation" (S3-ST6), and "cleaning campaigns" (S3-ST5). "Involvement in these kinds of campaigns foster certain values," confirmed S3-ST5.

Organizing clean-up campaigns was an idea emerged from another group as well. "Whenever we discuss about keeping the environment clean, we engage students in clean-up campaigns such as cleaning the school yard or the neighborhood," explained (S4-ST8).

A significant finding in this category is some teachers' beliefs about their inability to prepare good citizens through teaching science. As articulated by one of the teachers, "as a science teacher I don't think I can prepare a good citizen through teaching science. It happens through the teacher's personality and character" (S5-ST10).

In another groups the role of the teachers' characters, personalities, attitudes, and behaviors in teaching citizenship-related values were also emphasized. One of the participants explained, "when we see something on the ground and we remove it, they learn from our behavior" (S3-ST6).

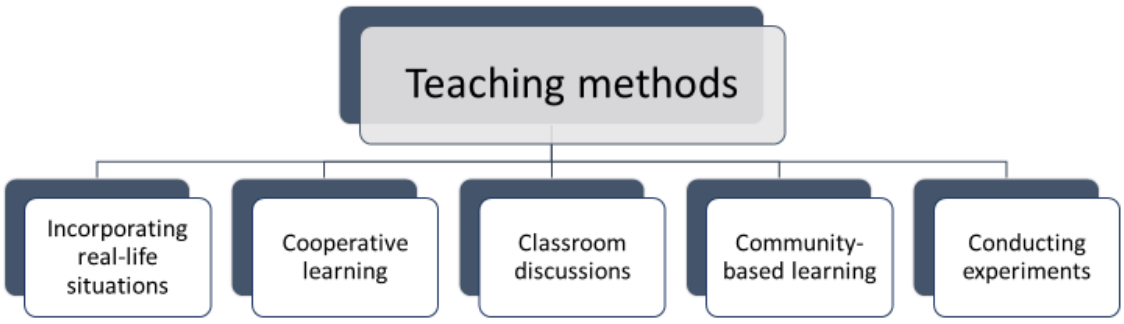
Finally, a teacher said that teaching citizenship-related values is the responsibility of the social studies teacher and it happens through social studies. She made the following clarification:

> Our social studies curriculum has changed a lot. Previously, it included separate subjects; history, geography, and civics, and it was based on maps, definitions, and rote memorization. Now we have one subject called social studies and the teaching is based on case studies. Through analyzing these case studies, students grow as persons and citizens. (S5-ST11)

Figure 11 provides a summary of the views of science teachers about the representation of citizenship education in their pedagogical planning and practices.

Figure 11

Citizenship Education in Science Teachers' Pedagogical Planning and Practices



Challenges Associated with Citizenship Education

The participating science teachers reported the following challenges that they face when they incorporate citizenship education in their instructional plans and practices.

Lack of Harmony between Home and School. This was the most salient challenge as reported by the participating science teachers. Nine teachers from all four focus groups reported the discrepancy between what parents teach their children and what schools aim to teach them. "They are used to something at home and we try to teach them something else. Changing

students' bad habits is challenging," proclaimed S1-ST3. A similar comment was made by a teacher from another group. S5-ST11 explained, "the parents' impact on students is huge. We cannot teach them something if their parents do not collaborate with us."

Another important argument within this category was the lack of collaboration and support from parents regarding some of the school's initiatives, which was emphasized by one of the focus groups. For instance, S3-ST4 stated, "last year when we did a cleaning campaign, many parents have complained; they were against the idea." Furthermore, the teachers in this group claimed that some parents do not care at all about teaching their children certain values. To demonstrate, S3-ST5 declared, "parents are not teaching their children to respect and love their country." Another teacher from the same group stated, "when children do not respect their parents and grandparents, how do we expect them to respect us or their country?"

Educational System. Four teachers from two focus groups reported the impact of the exam-driven Syrian educational system on providing citizenship-related education. "At the end of each lesson, we have students who keep asking about what they have to learn to get good grades in the test," claimed S1-ST2. The exam-driven culture has influenced parents as well, as "some parents put pressure on their children to get high grades; hence, the students are learning just for the sake of the grades," confirmed S1-ST3.

Further elaborating about the negative impacts of the exam driven culture in preparing good citizens S4-ST7 mentioned, "when parents require children to get full grades, they might encourage them to cheat and lie."

Curriculum-Related Factors. Curriculum related factors that affect citizenship education as reported by the participating science teachers can be divided into two parts: (a) Curriculum overload and time constraints; and (b) curriculum objectives.

Two science teachers from one of the focus groups cited curriculum overload and time constraints as factors that affect the provision of an effective citizenship education. “Our curriculum is overloaded; 45 minutes is not enough to engage students in many things. We just review the previous lesson and deliver the new one,” asserted S1-ST1. Another issue within this context was the burden put on teachers to prepare the students for the official Brevet and Baccalaureate examinations. S1-ST3 clarified, “we have a lot to cover in the curriculum. The curriculum is overloaded with information. Moreover, we have to solve previous exam questions and prepare the students for the official exams.”

As for the general objectives of the curriculum, two teachers from one focus group stated that citizenship-related education is completely absent from the sciences curricula. S5-ST10 claimed, “the concept of citizenship is absent from our curriculum; our curriculum does not help us to provide citizenship-related education, but we do it as teachers.” Another teacher from the same group explained:

> Citizenship-related topics are usually discussed in the social studies curriculum. But in sciences, we never come across citizenship. However, I provide them with this [citizenship education] through my personality, through the way I deal with them, and through guiding them in my classes.

Two teachers from another focus group described the general aims of the Syrian curriculum, which according to them emphasizes rote memorization. S1-ST1 shared the following thought:

> Patterns of thinking differ between Syria and western countries. Our curriculum is different. Here the focus is on rote memorization. In other countries, there is more focus

on comprehension and analysis. They might be teaching the same concepts but in different methods.

Environmental Factors. According to three teachers from two focus groups, a successful citizenship-related education necessitates collaboration between different stakeholders, since there are many environmental factors that interfere and impede the goal of preparing the good citizen. S1-ST3 stated, "the school is not enough for providing citizenship education. Home, school, universities should collaborate." She further explained her argument by saying:

> Preset rules and regulations are very important for preparing good citizens. There should also be consistency. We have rules and regulations at our school. However, when a student graduates from high school and pursues higher education in a university where there are no firm rules and regulations, this affects their development as good citizens.

Moving beyond the boundaries of the school, a teacher from another school highlighted the impact of the student's environment on the effectiveness of citizenship education, as she noted:

> The family and society in which they [the students] live, or the original environment that they came from affect a lot. Because no matter how much we tried, we would not be able to change these students in order to become good citizens.

Cultural Considerations. This idea was emerged only from one focus group, where two teachers highlighted the impact on having multicultural classrooms on transferring certain values which might be "accepted by one culture but not the other" (S1-ST1). S1-ST3 elaborated on this idea by saying, "we have mixed classrooms with multiple languages, multiple cultures and

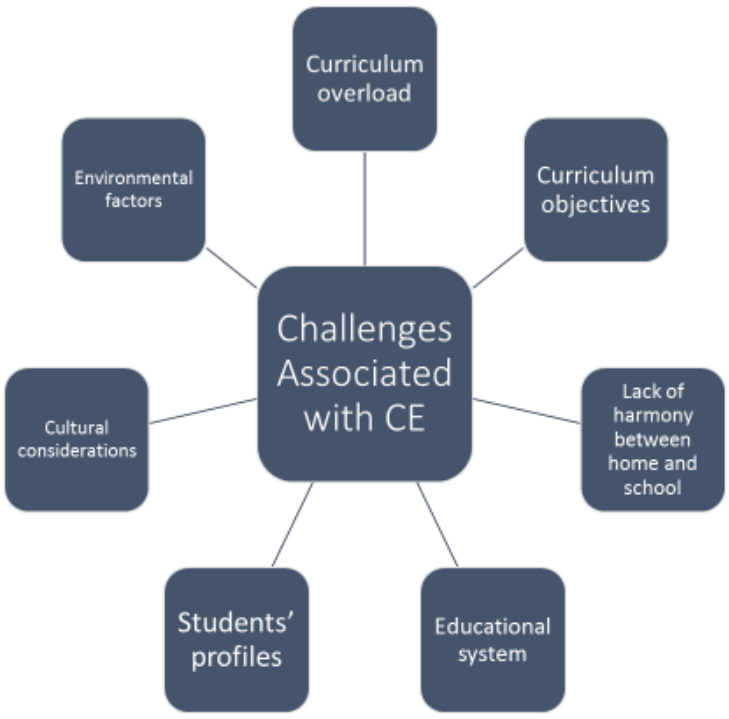
traditions. Armenians have cultural traditions and habits which are different than non-Armenians. Their cultural backgrounds sometimes affect their behaviors."

Students' Profiles. Only one science teacher referred to the students' profiles as a challenge in the face of achieving the goal of citizenship education which is to prepare students to become good citizens. She mentioned that some students have the fear of making mistakes which limits their thinking. According to her, "if students are to become good citizens, they should be taught that making mistakes is acceptable and thinking fearlessly is the key to creativity" (S1-ST3).

Figure 12 summarizes the challenges that science teachers face when they integrate citizenship education in their pedagogical planning and practices.

Figure 12

The Views of Science Teachers about the Challenges of Citizenship Education



Support Needed to Enhance Citizenship Education

The participating science teachers highlighted professional support, non-academic support, and academic support as key instruments to enhance citizenship education in their teaching practices. The teachers' suggestions are described below.

In-Service Training. When it comes to professional support, according to three teachers from one focus group, professional training provided by experts in the field is key to enhance citizenship education. "We need experts. We need guidance from professionals so we can better help the students," asserted S1-ST3. Concerning the objectives of the training, S1-ST1 stated, "learning about new teaching methods to incorporate citizenship education might be of great help."

Home-School Collaboration. Although the lack of harmony between home and school was the most frequently and extensively discussed challenge by most of the science teachers, only two teachers from one focus group deemed home-school collaboration as a vital constitute of a successful citizenship education. S4-ST7 stated, "we need support from parents. No matter how much we work, if parents do not follow up with their kids, we cannot make a great impact."

Academic Support. Academic support was represented in terms of curriculum reform and the allocation of more time and freedom to teachers. To illustrate, three teachers from two focus groups stated that dedicating time for citizenship education requires its integration in the sciences curricula. S3-ST6 stated, "there is a need for curriculum reform; the schools should focus more on extra-curricular activities."

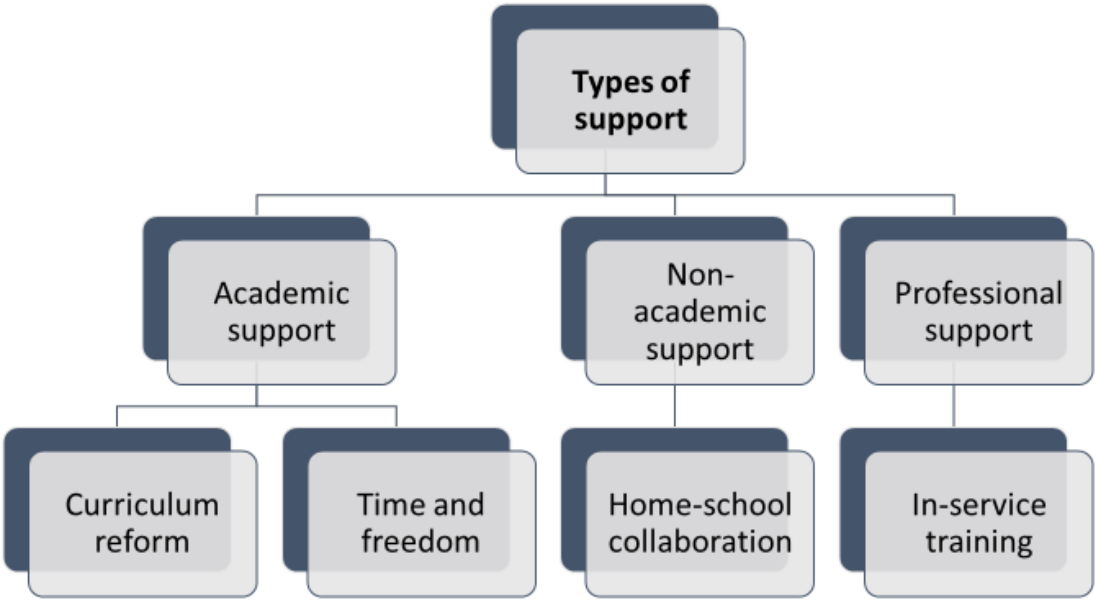
Four teachers from two focus groups highlighted the importance of the freedom given to teachers in enhancing citizenship-related education. In other words, S4-ST8 mentioned that if teachers have the freedom to choose how much of content they will cover or whether they will

test the students or not, then they can choose and integrate teaching methods that emphasize citizenship education in their practices.

Finally, one teacher who believes that providing citizenship education is beyond her responsibilities as a science teacher explained, "we need to be given more time for extra-curricular activities such as teaching them how to be good citizens through sharing our personal life experiences for example" (S5-ST10). Figure 13 summarizes the views of science teachers about the support that they need to enhance citizenship education in their schools.

Figure 13

The Views of Science Teachers about the Support Needed for Citizenship Education



Findings of the Content Review

To verify the teachers' claims about the integration of citizenship education in the textbooks that they use, prefaces, textbook objectives, content of certain lessons, and the activities of five textbooks (three language textbooks and two science textbooks) were reviewed. The following are brief descriptions of the data reviewed from each of the textbooks.

Arabic Language Textbook (Grade 7)

The textbook was published for the 2019-2020 academic year by the National Center for Educational Curriculum Development which belongs to the Syrian Ministry of Education. S3-LT12 claimed that the Arabic language textbook promotes citizenship education and aims at preparing the good citizen. She also mentioned that each unit in a textbook includes projects that require cooperation. To confirm her claims, the preface of the textbook was reviewed. In the first paragraph of the preface the authors state that the aim of teaching the Arabic language is to develop the personality of the Syrian Arab citizen, enhance their citizenship values, and encourage self-learning that achieves sustainable development and the advancement of their life skills. Moreover, the authors claim that each text targets comprehension, understanding, and analysis. Among other objectives related to this aim, each lesson includes a question that measures the learner's ability to read between the lines, and a question from the affective domain which reinforces the values of the Syrian Arab citizen, such as citizenship, belonging, tolerance, adhering to the homeland, and loving and respecting the nation's flag, in addition to a question that measures critical understanding.

The review of the preface also revealed that the first unit of the textbook is titled *Belonging and Citizenship*. According to the authors, by studying the topics of this unit, the learners acquire the values of belonging to the homeland and Arabism in its correct context and appreciate the difference between the opinions of the citizens. They also appreciate diversity that promotes integration among the citizens.

Finally, it is stated that the textbook includes a number of educational projects that the learners are required to implement either individually or collectively. These projects aim at revitalizing the learners, and developing their skills in investigation, scientific research and self-

learning. This statement verifies the teacher's claim about the integration of cooperative learning activities in the textbook. To further validate S3-LT12's argument, the first unit of the textbook, namely *Citizenship and Belonging,* was reviewed. As stated by the teacher, at the end of the unit there were a number of proposed projects. The proposed projects included cooperative learning activities, such as a group work to design a dictionary and a group work to design an advertising magazine which includes ads that encourage the use of the Arabic language and warn of the dangers that it faces (See Appendix M).

English Language Textbook (Grade 5)

The textbook was first published in 2008 by York Press and then reprinted for the 2014-2015 academic year by a public center printing house. S2-LT7 claimed that citizenship education in the textbook is represented through texts that promote historical knowledge and reinforce national pride. She specifically made a reference to a text about the Queen Zenobia of Palmyra (See Appendix N). The review of the text revealed that it is an informative text about the life of Queen Zenobia and her battles against Romans. The questions following the text were factual questions that can be answered by facts contained in the text. The lesson did not include any explicit references to citizenship values.

English Language Textbook (Grade 3)

The textbook was first published in 2002 by York Press and last updated in 2019. It is accredited by the National Center for Educational Curriculum Development. According to S2-LT8, the textbook includes projects and activities after each lesson, which require students to work in pairs or groups, which teach students to express their opinions, respect others' opinions, collaborate, and be active learners. She also stated that through these projects, the students are prepared as good citizens. The textbook was reviewed to check whether it includes activities and

projects at the end of each lesson, and what types of projects it includes. A review of the units revealed that the last two activities in each unit are doing a pair work and making a project respectively. Suggested pair works were mainly conversation activities between two students to share ideas about their school timetables, ask and answer questions about their classroom, take turns and make sentences about some pictures.

Concerning the projects, the review indicated that some of the suggested projects are individual tasks and require students to draw a map of Syria, draw their favorite place at school, or to make a painting about their favorite hobby, food, lesson, or place in Syria for instance. Some of the projects require an implementation of a group work such as making a dice or a spinner and play some kinds of games that mainly target conversational skills. Others require collaborating and making surveys. Appendix O shows examples of cooperative learning activities.

Science Textbook (Grade 4)

The textbook was published for the 2019-2020 academic year by the National Center for Educational Curriculum Development which belongs to the Syrian Ministry of Education. S5-ST10 claimed that the textbook integrates many activities and projects that promote the active engagement of the students in their learning. She also contended that the aim and the objectives of the textbook tap upon citizenship-related values. The preface of the textbook which includes the aims and the objectives was reviewed. A number of lessons were reviewed as well, to examine the nature of the activities and the projects and confirm teachers' claims.

According to the authors, the general aim of the textbook is to linking sciences and technologies to the society and the environment, and to develop the skills, strategies, and mental processes needed for scientific research and solving technical problems. Moreover, they assert

that the textbook develops the habits of observation, exploration, classification, and the systematic way of thinking. It also enhances learners' capabilities in data collection, and fosters creativity and innovation. Furthermore, the textbook inculcates healthy living habits as well as decent life habits, and regularity at work. This review shows that the teacher's claims are valid regarding the general aims of the textbook.

As for the activities included in the textbook, the review revealed that the book includes some projects that require cooperation. Moreover, each lesson includes specific tasks that require students to observe, experiment, make inferences, think, ask questions, assess their learning, conduct a research at home and present the findings through an essay, a poster, or any other means. Appendix P includes an example of a group project.

Physics and Chemistry Textbook (Grade 7)

The textbook was published for the 2019-2020 academic year by the National Center for Educational Curriculum Development which belongs to the Syrian Ministry of Education. According to S1-ST3, the textbook incorporates real-life examples and problems which foster students' involvement in their learning. Moreover, the teacher mentioned that in each lesson, there is a section named *I contemplate*. In this section, the students are presented with some prompts which require them to think and provide an answer. According to the teacher, this activity plays a role in preparing students to become critical citizens, who think and make connections between physics and chemistry and their lives and come up with solutions to real-life problems and dilemmas.

To validate the teacher's argument, the preface and some lessons from the textbook were reviewed. The authors of the textbook assert that the content is based on knowledge and skills which enable learners to face the problems that they get exposed to in their daily lives, and to

find appropriate methods to solve them. It also stimulates learners to acquire the skills of communication, thinking, and research. On the other hand, the review of the lessons showed that questions under the title *I contemplate* are included in the lessons as the teacher described. Examples of the questions included in the section are: Why does it usually get warmer when it snows; Why are air conditioners placed at the top of the room close to the ceiling, etc. Appendix Q presents examples of some questions and activities from the textbook.

Although the content review confirmed the participants' claims regarding some of the aspects of the textbooks, it cannot be confirmed whether the teachers engage students in these activities or projects and how the actual implementation takes place.

Summary

The findings of this qualitative case study regarding teachers' conception of citizenship education, show that there are many areas of similarities between the conceptions and the views of language teachers and science teachers. The teachers of all eight focus groups provided very similar definitions to citizenship education. Moreover, they agreed on a great number of characteristics of the good citizen. There weren't any noticeable disagreements regarding their conceptions. However, there were a few remarkable differences in the subthemes of some major themes related to their views about the representation of citizenship education in their instructional plans and practices, the challenges associated with this representation, and the support needed to enhance citizenship education in their schools. The next chapter presents a thorough comparisons between the data collected from the two cases and compares the study's findings with the reviewed literature in chapter two.

Chapter 5

DISCUSSION

This study adopted a qualitative research design and methods to examine the conceptions of science and language teachers at Syrian private schools about citizenship education, and to explore their views regarding (a) the sources and the origin of their conceptions of citizenship education; (b) the representation of citizenship education in pedagogical planning and practices, and the challenges associated with this representation; and (c) the academic and professional support they need to enhance citizenship education in their schools. This chapter presents a comparison between science teachers and language teachers' conceptions and views and reveals the emerging similarities and differences. It also presents a discussion and an interpretation of the results, based on a comparison with the literature. Moreover, based on the study's findings, implications for practice are outlined for integrating citizenship education in Sciences and Languages school curricula. Finally, conclusions and recommendations for future research are offered.

Comparison Between Science Teachers' and Language Teachers' Themes

The findings of the study regarding science and language teachers' conceptions of citizenship education show that there are many areas of similarities between the conceptions and the views of language teachers and science teachers. In other words, the comparisons drawn between the two cases regarding the definition of citizenship education, its scope, goals, rationale, and significance show a general alignment of their conceptions. Moreover, their views were somehow similar in terms of the challenges associated with providing citizenship education and the support needed to enhance citizenship education in their schools. However, further analysis of the results revealed some points of discrepancy in some areas especially concerning

the representation of citizenship education in their pedagogical practices. In this section, the discussion examines the *Areas of Agreement and Discrepancy* between the two cases. First, the themes that emerged from the two cases are discussed, followed by the themes that were emerged from one group and not the other.

Areas of Agreement and Discrepancy

Themes Emerged from the Two Cases.

Conception of Citizenship Education. Teachers' conceptions of citizenship education within both cases were represented in terms of: Definition of citizenship education; scope of citizenship education; rationale for citizenship education; goals of citizenship education; and significance of citizenship education. Regarding the definition of citizenship education, half of the teachers in each case defined citizenship education as education to foster human values and develop the good citizen. The teachers in both cases provided examples of moral values that should be inculcated in students to prepare them as good persons and good citizens. The idea of education to foster a sense of belonging has also emerged from both cases. The teachers explained belonging as love of one's homeland/country and willingness to serve it. The high focus on moral values and national belonging could be a manifestation of the general citizenship-related values particularly highlighted in the Syrian national curriculum. A notable finding in this respect is the idea of fostering a sense of belonging towards both Syria and Armenia which was emerged from both cases from groups where some of the participants were of Armenian origin. The latter idea is a context-specific finding which can be attributed to the personal profiles of the teachers who are Syrians of Armenian origin, hence they identify with both nations, namely Armenia and Syria.

When it comes to the scope of citizenship education, more than half of the teachers in both cases argued that citizenship-related education is not restricted to the national context and it has a borderless relevance. Their arguments were based on the universality and transferability of citizenship-related values such as *abiding by the laws, keeping the environment clean, respecting rules and regulations,* etc. Few teachers from both cases argued that citizenship education is restricted to one's national context and cited the preservation and the development of the nation as a rationale for citizenship education.

The development of good citizens as a rationale for citizenship education has emerged from both cases, however it was highly emphasized in the case of language teachers but less extensive and frequent in the case of science teachers. Within this regard, citing the Syrian crisis as a rationale for citizenship education is a unique finding to the Syrian context. Teachers in both cases argued that the war in Syria has shown that many people "are not good citizens" and that is a vital reason for providing citizenship education. Their justifications for this argument included certain attributes of good citizens such as *non-discrimination* between religions, races, and ethnicities, and *loving one's homeland*, which, according to them, are not manifested by the citizens of the Syrian Arab Republic.

With respect to the goals of citizenship education, the vast majority of the teachers from both cases considered developing the good citizen a major goal of citizenship education. In their descriptions of the good citizen, the participating teachers in both cases focused on certain skills, values, attitudes and patterns of behavior of good citizens. The most frequently discussed attributes were the notions of keeping the environment clean and respecting rules and regulations. Only few teachers talked about skills that good citizens should possess such as creativity and problem solving.

As for the significance of citizenship education, when the participating teachers in both cases were asked whether citizenship-related education provides any worthwhile learning gains and should be regarded as an educational priority, most of the teachers reiterated their ideas about the importance of citizenship education in developing good citizens. A noteworthy finding is the emphasis on having a special class for citizenship education. Although the teachers believe that they have a role in preparing future citizens, they consider dedicating a special class for it a more effective approach to have more significant outcomes.

It is worthwhile to mention that some of the teachers' responses in this category are not consistent across the different themes. More specifically, although some of their definitions of citizenship education emphasize its importance in fostering a sense of belonging to one's nation, they believe that citizenship education has a borderless relevance and when someone is prepared as a good citizen in terms of the ethical values and personal characteristics that they possess, they will become good citizens in any country that they live in.

Moreover, the findings in this category indicate that there is an overlap in the participating teachers' responses concerning the rationale, goals, and significance of citizenship education. In other words, they consider preparing good citizens a part of the rationale, goal, and significance of citizenship education. This might be attributed to their lack of understanding of the difference between *rationale, goals,* and *significance,* or having a low level of acquaintance with citizenship education, since they have not participated in any professional development on citizenship education as all of them indicated in the *Teacher Profile Questionnaire*. Considering preparing good citizens as part of the rationale, goal, and significance of citizenship education would have been justifiable if the teachers have provided detailed explanations or examples to

demonstrate their awareness of how preparing good citizens can be viewed differently in accordance with certain characteristics pertaining to the terms rationale, goal, and significance.

The Sources and the Origin of the Teachers' Conceptions of Citizenship Education.

The participating teachers from both cases reported social studies textbooks, the school subject *National Education*, and their university studies in the faculty of education as sources of their conception of citizenship education. The majority of the teachers from both cases mentioned that citizenship-related topics are discussed in social studies textbooks. When the teachers were asked to provide examples of citizenship-related topic, their responses were represented in terms of values that they consider part of becoming good citizens, such as respect, tolerance, cooperation. The school subject *National Education* was also frequently and extensively reported as a source of the teachers' definitions in both cases. It is noteworthy to mention that the teachers who referred to the subject *National Education* were the ones who defined citizenship education as education to foster national belonging. As for the teachers who mentioned their university studies as a source of their definitions, they have either completed a teaching diploma program or have a bachelor's degree in education. As it was evident from the *Teacher Profile Questionnaires*, some of the science teachers have bachelor's degrees in education, and some of the teachers from both cases have teaching diplomas. It is important to mention that to become an elementary level teacher in Syria, the teachers do not need to be specialized in a specific subject; rather, they must have a degree in education with a specialization named *Classroom Teacher* (E. F., personal conversation, 2 December, 2020). This explains why some of the elementary level science teachers and some language teachers cited their university studies as a source of their definition. It is important to mention that as a former student in the faculty of education at the university where the teachers graduated from, I can verify that the program of study of the specialization

Classroom Teacher and the teaching diploma program include courses that address citizenship education such as *Civic Education*, *History of Education,* and *Philosophy of Education*.

Representation of Citizenship Education in Teachers' Pedagogical Planning and Practices. The teachers in both cases made references to four teaching methods that they incorporate in their instruction which contribute to citizenship education. These methods are: (a) Cooperative learning; (b) classroom discussions; (c) community-based learning; and (d) incorporating real-life situations. However, the frequency and extensiveness of these methods differed across the cases. Cooperative learning activities were represented in terms of group works to make posters or to organize campaigns, which according to the teachers are means to acquiring citizenship-related skills and values such as respecting others' points of views and collaboration. It is worthy to mention that the teachers could not elaborate and provide details about the specific procedures that they follow to design the group works or other cooperative learning activities. Moreover, they did not provide details about the frequency of cooperative learning activities, and the degree of student involvement.

When it comes to classroom discussions, while the results in the case of language teachers show that classroom discussions are more focused on national and moral values, the results of the science teachers reveal topics of discussions related to the preservation of the nature and the environment. The difference in the discussion topics can be attributed to the nature of the subject (i.e., languages and sciences) that the teachers teach. In other words, the discussion topics were mainly derived from the textbooks that the teachers use in their instruction which was verified by the content review. For example, environmental topics are recurrent in science textbooks, whereas topics about national belonging are covered in Arabic language textbooks. Moreover, although the idea of incorporating real-life situations have

emerged from both cases, it was more extensively and frequently discussed in the case of science teachers. This can be explained by the relevance of scientific knowledge to real-life as described by the teachers. The scientific knowledge that the teachers had in mind was represented in terms of knowledge about one's health (biology) or how certain things move (physics). In other words, the teachers did not make clear associations between scientific knowledge and the preparation of informed citizens. Lastly, community-based learning was another common finding related to this theme. Community-based learning was moderately discussed by participants from both cases. The discussion was limited to mentioning certain examples of community-based activities such as volunteering, blood donation, cleaning campaigns, etc. The teachers' arguments were built upon the relevance of these activities with teaching students to become active members in their communities. However, the teachers did not provide details about the frequency and the specificity of these activities. How often do they engage students in such activities? How do they plan for them? What are the specific learning gains from such activities?

Challenges Associated with Citizenship Education. The participating teachers from both cases agreed on a number of factors that affect negatively their provision of citizenship education. These challenges included: (a) Curriculum-related factors especially having an overloaded curriculum and insufficient time; (b) the educational system in Syria where the emphasis is put on textbooks and official examinations; (c) lack of harmony between home and school which was reported by the vast majority of the participants from both cases; (d) environmental factors; and (e) students' profiles.

Curriculum overload was mentioned as a challenge by many teachers, especially by those who teach grades nine and 12. This challenge can be associated mainly with the accountability that the teachers have to prepare their students for Brevet and Baccalaureate official exams.

Unlike the case of other grade levels, both science and language teachers of the overmentioned two classes are required to cover all the topics found in the textbook to prepare their students for the exams. Furthermore, some teachers reported the educational system in Syria as a challenge associated with the provision of citizenship education. The challenges related to the educational system were represented in terms of (a) *textbook-related challenges* which are either outdated or foster rote memorization especially that activities that contribute to citizenship education are absent from the textbooks, and (b) the prevalent *exam-driven culture* which was discussed above. It is important to mention that the arguments made regarding the textbooks were not consistent across the groups and cannot be verified since the content of these textbooks were not formally analyzed based on a systematic research scheme. In some groups, the teachers talked about how the textbooks are being updated regularly; they even made references to citizenship-related activities which are incorporated in them, and the content review confirmed their claims. Tabbaa (2020) claims that by Decree No. 3 of the year 2013, the National Center for Educational Curriculum Development was established in Syria, which was a fundamental building block for education reform in the Syrian Arab Republic, given that the reform and development of educational curricula is the first stepping stone for the reform of the entire educational system. Moreover, since its establishment, the center has put great efforts to update not only the textbooks but also the whole curriculum, and the curriculum development process relied on setting a general framework for the national curriculum that clarifies the process of developing citizens in accordance with the requirements of life, work and citizenship, to create a cohesive society (Tabbaa, 2020).

Here a context-specific finding which is not directly related to the research questions has emerged which is the misconception that the teachers have about what constitutes a curriculum.

It was evident from the teachers' responses that what they deem to be a curriculum is the textbook that they use. Based on my modest familiarity with the Syrian educational context, this misconception has its roots in the education system in Syria. In its website, the Ministry of Education refers to the section which includes the PDF versions of the textbooks of all grade levels as *School Curricula*. However, the textbook is only one component of the curriculum. According to the website of the glossary of educational reform, curriculum refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning (Great Schools Partnership, n.d.).

Aside from their misconception of what a curriculum is, the teachers' responses also indicate that they think that curriculum is something imposed on them and their role is restricted by the implementation of the curriculum. It has been argued that the most important person in the curriculum implementation process is the teacher; however, teachers are also central to any curriculum development effort, because they know their students better than others involved in the curriculum process (Alsubaie, 2016). Moreover, while the state often dictates the skills covered by the curriculum (national written curriculum), a teacher can provide insight into the types of materials, activities and specific skills that need to be included.

The lack of harmony between home and school was the most recurrent challenge that the participating teachers reported with great intensity and specificity in both cases. The teachers believe that there is a discrepancy between what they try to teach the students at school and what their parents teach them at home. Finally, the teachers described some environmental factors that

affect citizenship education such as the impact of technology on students' behaviors and attitudes towards learning, in general, and learning values in particular**.** What the teachers meant by technology was the amount of time some students spend using social media platforms. Some teachers explained technology as cell phones, televisions, and computers. Here again, the teachers use of the term technology may be regarded as holistic and correspondingly ambiguous. A further analysis of the data reveals that the teachers want to justify any perceived or identifiable failure of citizenship education by referring to factors unrelated to them, since they believe that they do a great job in *disciplining* and *instilling values* in students.

Support Needed to Enhance Citizenship Education. The types of support that the teachers in both cases described include professional support in terms of in-service training, in addition to non-academic support in terms of home-school collaboration have emerged from both groups. The idea of professional training by experts in citizenship education was highlighted. As for the non-academic support, home-school collaboration was the most frequently discussed support mechanism. It is important to mention that the data analysis reveals that the teachers although believe that it is their role and responsibility to teach for citizenship, however they consider environmental factors which go beyond their responsibilities as teachers to be more detrimental in providing successful citizenship education. This might be explained by their lack of knowledge of what citizenship education constitutes to begin with. As the *Teacher Profile Questionnaires* revealed, the teachers do not have any professional experience in citizenship education. Moreover, their inability to provide profound definitions of citizenship education also explains their lack of familiarity with the topic. Hence, their responses were restricted to discussing and reiterating their views about what they deem to be moral, national, personal,

universal values and the role of education in transmitting those values for the sake of preparing the good citizens.

Themes Emerged from Science Teachers' Groups. Regarding the definition of citizenship education, only one teacher from one of the science teachers' groups defined citizenship education as education to prepare the global citizen. The same teacher also emphasized the borderless as well as national relevance of citizenship education. Moving to the rationale for citizenship education, a specific finding from the science teachers' focus group is the idea of the preservation and the development of the nation. The majority of the teachers in this case agreed that teaching the students certain values like cooperation and responsibility prepares them to contribute to the preservation and the development of their country. Again, the idea of value transmission was highlighted in the teachers' responses.

When it comes to instructional practices and teaching methods pertaining to citizenship education, a teaching method that was particular to science teachers' groups is conducting experiments to teach the students life skills such as perseverance and consistency. It is important to mention that the teachers did not explain with adequate clarity the relationship between experiments and like skills. This finding can be explained by the fact that the teachers mainly rely on textbooks to teach science, and the textbooks that they use include scientific experiments and encourage student learning through experimentation. The textbook review also verifies the latter claim.

A unique finding in the case of science teachers is considering citizenship education to be beyond the responsibility of the science teacher since the concept of citizenship is absent from science curricula and it is mainly targeted by social studies teachers or manifested through extra-curricular activities. In relation to the later claim, to enhance the provision of citizenship

education in their school, the participating science teachers highlighted academic support as a key instrument to it. To further elaborate, they explained academic support as curriculum reform and the allocation of more time and freedom to teachers to tackle citizenship-related topics. It is worthwhile to mention that what teachers meant by the integration of citizenship education in the sciences curricula is its integration in the textbooks in terms of activities.

Themes Emerged from Language Teachers' Groups. The theme *Education to Inculcate Patriotism* as a definition for citizenship education has emerged only from two different language teachers' groups. An interesting finding regarding this finding is that for these teachers one cannot be a good citizen without being patriotic, and patriotism is what differentiates a good person from a good citizen. Other context-specific findings that emerged only from language teachers' focus groups regarding the rationale for citizenship education are the need to change with emphasis on avoiding chaos and the need to set the foundations for coexistence. These are specific findings to the Syrian context, since the teachers elaborated on these ideas by mentioning the chaotic situation and the crimes that are happening in Syria due to the war and the need for citizenship education to enhance the situation and to establish the platform for coexistence.

Concerning the sources of the teachers' conceptions of citizenship education, Arabic language textbooks as a source has only emerged from language teachers' groups and articulated by Arabic language teachers. This can be justified by the fact that these teachers use Arabic language textbooks in their instruction, which openly addresses citizenship-related topics such as nationality, belonging, adhering to one's homeland. This finding is also validated by the content review of an Arabic language textbook, which revealed a unit entitled *Belonging and Citizenship*, through which the learners acquire the values of belonging to the homeland and

Arabism in its correct context and appreciate the difference between the opinions of the citizens. They also appreciate diversity that promotes integration among the citizens (The National Center for Educational Curriculum Development, 2019).

An area which was emphasized only in the case of language teachers is the integration of citizenship education in the content of the textbooks that they use in terms of historical knowledge which cultivates national pride and texts that promote citizenship-related national and humanitarian values such as love for the homeland, volunteering, etc. In this regards, the teachers' backgrounds played a role in shaping their responses. In other words, the results show that Armenian language teachers' responses targeted Armenian history and love for the Armenian homeland, whereas other teachers made references to Armenian as well as Syrian histories.

As for the challenges to providing citizenship education, a number of language teachers cited unique context-specific factors that affect negatively citizenship education which are socioeconomic and political considerations. These teachers referred to the absence of the basic constitutes of decent living in Syria as well as the war that the country is undergoing as challenges to provide citizenship education. These challenges stemmed from the teachers' belief that goal of and the rationale for citizenship education is to prepare good citizens in particular, and for someone to be a good citizen, i.e., love their homeland and contribute to its development they should get something from it such as rights and freedoms.

The results of the comparison between the conceptions and the views of language and science teachers are presented in Table 6.

Table 6

A Comparison Between the Conceptions and the Views of Language Teachers and Science Teachers

Themes	Categories and codes	Language teachers N=18	Science teachers N=11
Conception of CE	**Definition of CE**		
	Education to foster human values and develop the good citizen	9	6
	Education to inculcate patriotism	2	-
	Education to foster sense of belonging	6	3
	Education to prepare the global citizen	-	1
	Scope of CE		
	Relevance to a person's direct environment or national context	6	1
	Borderless relevance	12	9
	Borderless and national relevance	-	1
	Rationale for CE		
	Development of good citizens	10	2
	Need to change with emphasis on avoiding chaos	5	-
	Setting the foundations for coexistence	3	-

	Promoting national identity	1	-
	The preservation and the development of the nation	-	6
	Goals of CE		
	Developing the good citizen	18	9
Origin of the conception of CE	**Source of definition**		
	Social studies textbooks	9	3
	Arabic language textbook	2	-
	The school subject *National Education*	7	5
	University studies in the faculty of Education	2	3
Representation of CE in pedagogical planning and practices and challenges associated with this representation	**Content of textbooks**		
	Historical knowledge	7	-
	Texts that promote citizenship-related values	10	-
	Teaching methods		
	Incorporating real-life situations	1	6
	Cooperative learning	7	2
	Classroom discussions	4	5
	Project-based learning	5	-
	Community-based learning	3	4
	Conducting experiments	-	2
	Challenges of integrating CE in teaching plans and practices		
	Curriculum-related factors		

	Curriculum overload	2	2
	Curriculum objectives	-	4
	Socioeconomic / political considerations	5	-
	Cultural considerations	-	2
	Lack of harmony between home and school	15	9
	Educational system	8	3
	Students' profiles	7	1
	Teacher-related factors	3	-
	Environmental factors	3	3
Academic and professional support	**Professional support**		
	In-service training	3	3
	Academic support		
	Curriculum reform	-	3
	Time and Freedom	-	4
	Non-academic support		
	Conducive work environment	5	-
	Home-school collaboration	10	2
	Collaboration between teachers	1	-

Discussion of the Findings and Comparisons with the Literature

This part discusses the findings of the study from both cases and links them to the literature. The discussion is organized based on the themes derived from the data analysis pertaining to each research question as following: Teachers' conceptions of citizenship

education; citizenship education practices; challenges associated with providing citizenship education; and support needed to enhance citizenship education. The themes within each category are discussed in relation to the existing literature to provide a deeper view of the implications teachers' conceptions and views carry, and conclusions are derived and presented in a form of implications for practice and future research.

Teachers' Conceptions of Citizenship Education

In this section, science and language teachers' conceptions are collectively presented and compared to the reviewed literature. The analysis of the data did not reveal any identifiable distinctions between the two cases; thus, a decision was made to present them collectively. It is important to note that McLaughlin (1992) and Kerr's (1999) theoretical frameworks were used as a lens for examining and processing the participants' conceptions.

Both science and language teachers' conceptions of citizenship education were articulated in terms of the definition of citizenship education, its scope, rationale, goals, and significance. The Analysis of the data revealed that teachers of the two cases have very similar conceptions pertaining to the five overmentioned themes.

When the participating teachers were asked to frame their understanding of the role of formal education in preparing future citizens in a representative definition, the majority of the teachers from both cases defined citizenship education as education to foster human values and develop the good citizen. According to some teachers, citizenship education strives to develop good citizens who know their rights and duties. This definition aligns with McLaughlin's (1992) minimal interpretation of citizenship education, which is knowledge based and content led (Kerr, 1999). In other words, educating students *to know* their rights and duties aligns with what Kerr (1999) described as *education about citizenship* or *civics education*.

Value transmission was another notable definition of citizenship education as articulated by the participants. According to some teachers, raising a good generation means educating the students on human values first, so they would become good citizens who tell the truth, work hard, are tolerant, and respect the opinions of others. This is consistent with what Leenders et al. (2008) described as adapting citizenship education, which focuses on value transmission as a method, where the teacher attempts to transmit knowledge and fixed values and virtues such as discipline, obedience, hard work, integrity, respect and responsibility. Again, the adapting citizen is more inclined towards the minimal end of McLaughlin's (1992) continuum of citizenship education.

The teachers also defined citizenship education as a process that prepares the future generation to contribute to their society and country. The idea of preparing future citizens is highlighted in Peterson et al.'s (2016) definition of education for citizenship as well, who define it as the formal and informal processes through which young people are prepared for their roles as participatory members of local, regional, national and global communities. What distinguishes the teachers' definition is its focus on the local context and immediate environment of the individual. Restricting citizenship in one's local community also aligns with McLaughlin's (1992) minimal interpretation of citizenship. Sim's (2008) study on Social studies teachers' understandings of citizenship in Singapore schools revealed similar findings. Sim (2008) considered the teachers who linked citizenship to participation in terms of *giving back to society* as nationalistic teachers. Moreover, in her study's findings indicated that these teachers view good citizens as active participants in nation-building through the duties that they carry out, the obligations that they fulfill, and the responsibilities that they perform for the nation.

Although the majority of the teachers highlighted the universality and transferability of citizenship-related values, their definitions denote a narrow and limited scope of citizenship education. More specifically, defining citizenship education as education to inculcate patriotism and education to foster a sense of national belonging restricts citizenship education to the national context. Similar findings were emerged from a focus group study conducted in New Zealand, where the findings revealed that many social studies teachers framed citizenship as belonging (Milligan et al., 2011).

Fostering a sense of belonging is at the heart of the definition of global citizenship education as reported by UNESCO (2014). However, this sense of belonging surpasses the nations' border and is manifested in terms of "belonging to a broader community and common humanity, promoting a 'global gaze' that links the local to the global and the national to the international" (UNESCO, 2014, p. 14). Hence, the idea of fostering a sense of belonging which is restricted to the national context can be linked to McLaughlin's (1992) minimal interpretation of citizenship education.

Some teachers conceptualize citizenship education as teaching discipline and ethics. To further justify their arguments about the borderless relevance of citizenship education, teachers explained that discipline and ethics are reflected on all contexts. For these teachers, citizenship education teaches students universal values like not throwing the garbage on the street, keeping the environment clean, and respecting rules and regulations. These teachers consider the people who embrace the latter values and who are smart, polite, and respectful are global citizens. The definitions provided in the literature of global citizens and global citizenship go beyond the characteristics that the teachers have mentioned. For instance, the UNESCO (2014) report on global citizenship described it as a way of understanding, acting and relating oneself to others,

based on universal values, through respect for diversity and pluralism (UNESCO, 2014). According to Katzarska-Miller (2013), these universal values that global citizenship promote are "global awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act" (p. 858). In other words, global citizens should "actively question and extend their local and immediate horizons in the light of more general and universal considerations such as those of justice, and to work for the sort of social conditions that will lead to the empowerment of all citizens" (McLaughlin, 1992, pp. 236-237). The teachers haven't tapped upon the notions of social justice, empowerment, or embracing cultural diversity, so this explains that their conceptions of who is a global citizen and what is global citizenship do not align with the definitions provided in the literature.

Furthermore, it is worthy to highlight the use of the term *about* in the teachers' responses. As articulated by the participating teachers, the students should learn *about* their rights and responsibilities; the students should learn *about* citizenship-related values. Almeida et al. (2017) claim that without specialist training, teachers may be tempted to fall back on *safe* teaching about citizenship as in previous civics models. Hence, this proves that the teachers need further training to move beyond the minimal interpretation of citizenship (McLaughlin, 1992; Kerr, 1999).

Defining citizenship education as a series of rights and responsibilities was cited in previous empirical studies as well. For example, Önal, Öztürk, and Kenan's (2018) study which explored citizenship education teachers' perspectives on citizenship education in England revealed that many teachers think that citizenship education is about learning about rights and responsibilities. Moreover, the concepts of rights and responsibilities were regarded as central to citizenship by social studies' teachers in the focus group study which was conducted by Milligan, Taylor, and Wood (2011) in New Zealand.

When it comes to the rationale for citizenship education, most of the teachers cited the development of good citizens as a reason to provide citizenship education. A context-specific justification was the war in Syria which revealed that people are not good citizens. To further clarify their assumptions, the teachers presented various distinguished descriptions of what they deem to consider a good citizen. Veugelers and de Groot (2019) claim that people can and often do have different ideas about what makes a good citizen. While some teachers focused on values that good citizens possess, such as respect, love, tolerance, hard work, honesty, courtesy, politeness, altruism, generosity, hospitality, responsibility, obedience, commitment, non-discrimination, fair-mindedness, confidence, conscientiousness, self-reliance, others focused on behavioral patterns of good citizens like keeping one's neighborhood, the environment, and the country clean, and respecting traffic rules. Similar characteristics of good citizens have emerged from an empirical research study conducted by Schoeman (2005) which aimed to find out African teachers' perceptions of the factors that contribute to be a good citizen. The teachers identified the following eight characteristics as indicative of a good citizen: responsibility, morality, tolerance, participation, critical thinking, patriotism, obedience, and knowledge.

It is important to mention that all the attributes that the teachers cited as characteristics of good citizens can be linked to what Westheimer and Kahne (2004) described as the personally responsible citizen. According to Westheimer and Kahne (2004), this type of citizen acts responsibly in their community, works and pays taxes, obeys laws, recycles, gives blood, and volunteers. This finding also aligns with Denters et al.'s (2007) traditional elitist model of good citizenship, where the core norm is law-abidingness and loyalty (as cited in Kuang & Kennedy, 2014).

Very few teachers raised arguments about the skills that good citizens should possess such as creativity, problem solving, and conflict resolution skills. The skills of creativity and problem solving are considered *core life skills* of the 21st century which are important means of education for citizenship (Ministry of Education, 2019; UNICEF, 2017).

In addition to the personal qualities and the skills that good citizens possess, in their definitions of good citizens some teachers emphasized the rights that these citizens should have. This is consistent with Pykett, Saward, and Schaefer's (2010) assertion that good citizens are the individuals with rights and freedoms, who respect the rights and freedoms of others while they pursue their interests.

The data analysis revealed another rationale for citizenship education, namely *setting the foundations for coexistence.* The teachers who mentioned this underlined the notion of coexistence and its importance in multicultural societies. Moreover, they considered citizenship education as means to teaching future generations how to live together. Setting in childhood and youth the fundamental of coexistence and teaching them how to live together has also been emphasized by Buxarrais, Noguera, and Esteban (2019), who argued that multiculturism in advanced societies necessitates learning how to live together. Moreover, they argued that citizenship education is necessary in today's pluralistic world and appropriate to build a democratic society where people know how to live together (Buxarrais et al., 2019).

Finally, few teachers cited the preservation and the development of the nation as a rationale for citizenship education. Focusing on the nation state and educating the next generation to be loyal to the nation has been considered as aspect of traditional civics education as articulated by Almeida et al. (2017). Therefore, this finding also further validates the

argument that the participating teachers have a minimal view of citizenship education (McLaughlin, 1992).

Representation of Citizenship Education in Teachers' Pedagogical Planning and Practices

While language teachers cited the content of the textbooks that they use as resources for historical knowledge and texts that promote citizenship-related values, teachers from both groups revealed a number of teaching methods which according to them are conducive for providing citizenship education. These methods include: (a) Cooperative learning; (b) incorporating real-life situations; (c) classroom discussions; (d) project-based learning; (e) community-based learning; and (f) conducting experiments.

Suggestions of Language Teachers

A number of language teachers claimed that historical knowledge that is found in the textbooks serves as a foundation for citizenship education. The teachers elaborated on their answers by stating that knowing a nation's history contributes to its preservation and fosters national pride. Kerr (1999) explains that informing students about the history and geography of a country is the main purpose of the minimal approach to citizenship education and is more compatible with civics education where the focus is on mere knowledge. What the teachers described align with this minimal interpretation of citizenship education (McLaughlin, 1992) and it falls under the umbrella of *education about citizenship* (Kerr, 1999). It is important to mention that the literature has shown that history contributes towards active and participative citizenship through investigating concepts such as power, freedom, equality, democracy and racism, which are central to the debates of citizenship and relate to political literacy (Brett, 2005). Moreover, it has been argued that history helps students to develop their skills of analysis, critical judgement and expressing a point of view (Brett, 2005). Although the latter skills are attributes of whom

Westheimer and Kahne (2004) described as justice-oriented citizens, the participating teachers who talked about the role of historical knowledge in citizenship education did not tap upon those critical skills. Instead, their responses were restricted and highly focused on transmitting historical knowledge.

Project-based learning was also cited by some of the language teachers as a method that promotes citizenship education. The teachers especially highlighted the role of project-based learning in encouraging students to think, analyze, and make inferences. Kerr (1999) asserted that creating structured opportunities for student interaction by encouraging them to use their initiative through projects and other forms of autonomous learning and participative experiences are characteristics of *education for citizenship* which lies on the maximal end of McLaughlin's (1992) continuum. Moreover, the skills of thinking, analyzing, and making inferences are among the 21st century learning skills that education systems aim at promoting (Ministry of Education, 2019; UNICEF, 2017).

Suggestions of Science Teachers

When it comes to incorporating real-life situations in teachers' instructional practices, it was highly recommended and cited by science teachers, who believed that science is a manifestation of the reality that they live in hence it cannot be taught without the reliance on real-life examples. A report published by the European Commission, EACEA & Eurydice (2017) cited relevant classroom practices which focus on real-life issues facing young people and society as one of the six characteristics of most successful and effective practices of citizenship education. Although the teachers mentioned real-life examples as a method for teaching citizenship through sciences, the examples that they provided were predominantly concerned with one's individual (e.g., developing healthy eating habits) or local community (e.g., keeping

the environment clean). They have not mentioned, for example, engaging students with socio-scientific issues which are great examples of real-life situations which have a basis in science and have a potentially large impact on society (Ratcliffe & Grace, 2003).

One of the noticeable differences in the results of this study as compared to the literature is the fact that some science teachers believed that citizenship cannot be taught through sciences. Moreover, these teachers claimed that the concept of citizenship is absent from science curricula and it is mainly targeted by social studies or manifested through extra-curricular activities. When it comes to the Syrian national curriculum, Tabbaa (2020) contends that since the establishment of the National Center for Educational Curriculum Development in 2013, the curricula of scientific subjects such as biology, physics and chemistry have been updated and developed in line with global development on the one hand, and the needs of society and national competencies on the other hand, and in a way that allows the learner to use these sciences to improve their life and the life of their community, enhance creative skills and show excellence in them. Enhancing the creative skills of the students is one of the key components of education for citizenship (UNESCO, 2014).

On the other hand, the same author states that social studies curricula focused on strengthening the personality of the learner and developing it according to the foundations of acquaintance with oneself, the other, society and the homeland, and enhancing their integrity according to the foundations of coexistence, acceptance of others, tolerance and love, and acceptance of cultural diversity, valuing and respecting differences (Tabbaa, 2020). All the values mentioned in the latter argument are what the teachers considered to be attributes of good citizens. Additionally, it is obvious that these values are directly and overtly targeted by social

studies. This argument also validates to a certain extent the teachers' claims about identifying social studies textbooks as sources for their definitions of citizenship education.

The reviewed literature in chapter two has shown that in today's world, with increased focus on sustainability and socio-scientific issues, dealing with issues related to citizenship and integrating citizenship in science curricula is now seen as an important element of science education (Sperling & Bencze, 2010; Vesterinen et al., 2016). Moreover, previous research has shown that as values are integral part of teaching, reflected in what is taught and also in how teachers teach and interact with pupils, they are also key components of citizenship education as described previously. Hence, preparing students to become good citizens is an aim of all education, and thus deserves to be taught through all curriculum subjects (Syed, 2013).

Common Suggestions

The emphasis on cooperative learning activities in this study is consistent with what is in the literature regarding the role of cooperative learning activities in fostering citizenship education. The teachers stated that cooperative group work~~s~~ teach students to respect the opinions of others. This finding also aligns with the findings of an empirical research study conducted by Evans (2006) who explored teachers' characterizations of citizenship education pedagogy in Canada and England. The findings indicated that Canadian teachers advocated the use of cooperative learning structures to develop social skills (Evans, 2006). In Önal et al.'s (2018) research on teachers' perspectives on citizenship education in England, the participating teachers also advocated group work as key to increasing student participation and cooperation among students which is conducive to citizenship education. Johnson and Johnson (2016) argue that in order to prepare the future citizens who understand their rights and are committed to their responsibilities, schools must involve them in cooperative learning activities. They claim that

engaging students in the processes of cooperative learning means engaging them in constructive controversy, where they give voice to and consider different opinions, ensure that every student has the right to express his or her views and be listened to with respect, stay open-minded, take other persons' perspectives, and engage in decision-making with others. Hence, through cooperative learning, children, adolescents, and young adults will eventually internalize the values, attitudes, and patterns of behavior necessary to be involved and contributing citizens in a democracy (Johnson & Johnson, 2016).

Citing classroom discussions as a method that contributes to citizenship education, the participating science and language teachers discussed the role of classroom discussions in fostering citizenship-related values. The review of the literature has shown that classroom discussions are an essential part of democratic citizenship education, which aim at developing democratic, critical citizens who actively and responsibly participate in their society (Haste, 2004; Schuitema et al., 2018). Pertaining to the topics of discussions, science teachers mainly referred to topics that deal with respecting and preserving the environment and respecting animals or living things. This finding aligns with the results of a qualitative case study which examined the views of science teachers about the topics and the contexts covered in the science course with respect to citizenship education (Özden, 2020). The participating science teachers indicated that the students should learn about improving and protecting the natural environment and that citizenship education in science course should deal with issues such as protection of the natural environment, environmental pollution, water pollution, air pollution, erosion, conservation of species in the nature, recycling, etc. (Özden, 2020). An important notion in this regard is the content and the structure of classroom discussions (Schuitema et al., 2018). Schuitema et al. (2018) assert that to achieve the various goals of citizenship education, teachers

should guide classroom discussions on controversial social issues, involving moral values and multiple perspectives. As for the means of internalizing these values, Gutmann (2007) suggests that these values should be taught through rational deliberation so that the students internalize them through thinking critically about them. The findings of this study do not align with the latter argument, since the teachers' responses revealed that they are more inclined towards encouraging students to socialize into a particular set of values, rather than critically engage with these values.

Another teaching method reported by a few teachers from both cases is community-based learning. Community-based learning was represented in terms of volunteering and community service. Citizens who volunteer and engage in community service are described in the literature as personally responsible citizens (Westheimer & Kahne, 2004), as participatory citizens who "move beyond one's individual self-interest and are committed to the well-being of some larger group of which one is a member" (Sherrod et al., 2002, p. 265). The results of an empirical study conducted by Deer (2010) also asserted the importance of localizing citizenship development with genuine community involvement.

Challenges Associated with Citizenship Education

In previous literature, challenges related to the provision of citizenship education included inadequate training (Adeyemi et al., 2003; Almeida et al., 2017; Faour & Muasher, 2011); large class sizes, irrelevant instructional materials, mixed ability classes, and job dissatisfaction (Adeyemi et al., 2003); inconsistencies between home, school, and society (Akar, 2006); good governance and management at both the central government level and the local school level (Faour & Muasher, 2011); funding (Faour & Muasher, 2011); curriculum-related challenges related to a shortage of planning in terms of time and content (Gürkan & Doğanay,

2020); the education system which causes students to have a high level of exam anxiety (Gürkan & Doğanay, 2020; Peterson & Bently, 2016); shortcomings of educational systems (Faour & Muasher, 2011); the low education level of the environment which creates a destructive, discriminatory attitude (Gürkan & Doğanay, 2020); the negative effects of media, arts, parents, and relatives (Gürkan & Doğanay, 2020); the developmental period of the student (Gürkan & Doğanay, 2020).

The findings of this study indicate a significant level of agreement between science and language teachers in terms of the challenges that affect their provision of citizenship education. The reported challenges are also compatible with the pervious literature. In the following section, the common challenges that were reported by both language and science teachers are discussed first and compared with the literature. Then, the challenges that were particular to each case are highlighted and discussed in separate paragraphs.

Common Challenges

The participating teachers from both cases reported a number of factors that affect negatively their provision of citizenship education which agree with the previous literature, such as the lack of harmony between home and school, environmental factors, curriculum-related factors, educational system, and students' profiles.

Lack of harmony between home and school was the most recurrent challenges that the participating teachers reported with great intensity and specificity in both cases. The teachers reported the discrepancy between what parents teach their children and what schools aim to teach them. In other words, they emphasized a number of challenges associated with parents and gave examples of parents who do not support schools' initiatives, or who do not teach values. Akar's (2006) qualitative study in the Lebanese context revealed similar challenges to the provision of

citizenship education. The interviewed four civics teachers cited difficulties associated with inconsistencies between home, school, and society as challenges of teaching citizenship (Akar, 2006).

In accordance with the previous literature, the teachers also cited the exam-driven educational system, curriculum overload and time constraints, having mixed ability classrooms, and students' profiles as challenges to citizenship education (Adeyemi et al., 2003; Gürkan & Doğanay, 2020; Peterson & Bently, 2016).

A number of teachers described some environmental factors that affect citizenship education such as the impact of technology on students' behaviors and attitudes towards learning in general, and learning values in particular. The participants' concerns regarding the impact of environmental factors such as family and media may be reasonable because schools are not the most powerful agent of socialization as described by Faour and Muasher (2011). Moreover, although previous research also highlights the negative impact of media and technology on the provision of citizenship education (Gürkan & Doğanay, 2020). However, the literature reveals variety of implications regarding the impact of technology on students' behaviors and values and some of them are positive. For example, Frau-Meigs et al. (2019) assert that the current notion of *Digital Citizenship Education* can encourage young people to develop their online proficiency, engagement and creativity as well as teaches students to work, live and share in digital environments in a positive way. Therefore, if teachers are well trained to provide citizenship education, they can make use of the current technological advancements to prepare justice-oriented global citizens.

An interesting finding pertaining to this theme is that when the teachers were first asked about the challenges that they face when they integrate citizenship education in their teaching

practices the did not mention anything related to teacher preparation and training. However, in the review of the previous literature, inadequate teacher training was one of the most commonly cited challenges to citizenship education both in the international context and in the Arab world (Adeyemi et al., 2003; Almeida et al., 2017; Faour & Muasher, 2011). A possible explanation of this could rest on the fact that science and language teachers do not deem citizenship-related education as an educational priority which could be delivered through formal curricular subjects. According to Kerr (1999) and McLaughlin (1992), those who view citizenship as a largely *public* concern see a major or *thick* role for education (through the school and formal curriculum) in the promotion of citizenship. On the other hand, those who view citizenship as a largely *private* affair see a much more limited or *thin* role for education (largely through the hidden curriculum). Those in the latter group advocate a much stronger role for the family and community organizations than for teachers. Hence, based on Kerr's (1999) and McLaughlin's (1992) argument, the participating teachers belong to the latter group. This can be further justified by the results of the study which indicate that the teachers in both cases put a great emphasis on factors outside the school and consider them to have a greater impact on preparing students to become good citizens, and pay lesser attention to formal and guided citizenship education practices within the school. In other words, although the teachers articulated that they are aware of the significance of citizenship education, they were not able to provide thorough justifications for their claims.

Challenges Reported by Language Teachers

In a number of language teachers' focus groups, a few teachers made references to socioeconomic and political factors which affect the preparation of good citizens in particular. The teachers' justifications emphasized the basic rights that citizens should have in a country so

they would become good citizens. The argument that the teachers made may be considered valid based on Osler and Starkey's (2005) characterization of citizenship. According to them, citizenship has three essential and complementary elements, namely *a status*, *a feeling*, and *a practice* (Osler & Starkey, 2005), and as a status, citizenship refers to a number of rights and duties. Moreover, they claim that citizens who lack some of the privileges may impede them from feelings of belonging to the country and from participating in social, cultural, political and economic activities (Osler & Starkey, 2005).

Challenges Reported by Science Teachers

Cultural considerations as a challenge for providing citizenship education was articulated by two science teachers. These considerations were mainly related to having multicultural classrooms with students from different ethnic and cultural backgrounds. In Önal et al.'s (2018) study on teachers' perspectives on citizenship education in England, the teachers also referred to having diverse classes as a challenge to teach citizenship, because students with different backgrounds have different cultural expectations and this can interfere with teaching "British Values."

An interesting finding here is the fact that the challenges that were reported by only science teachers or only language teachers did not have any relevance to their disciplines. Instead, these challenges were derived from their individual backgrounds and profiles. In other words, the teachers did not mention any subject specific challenges or factors that affect the provision of citizenship education. This reveals that the teachers are not knowledgeable about how they can actually teach for citizenship through their respective subjects, even though when they were asked about whether they have a role as science and language teachers to educate for citizenship their answers were positive.

Types of Support Needed to Enhance Citizenship Education

In this section, types of support as articulated by both science and language teachers are presented collectively, since the analysis of the results did not reveal any significant differences between the findings of the two cases regarding this theme.

Previous research has shown that achieving the goals of citizenship education and preparing the kind of citizens that are not only informed, but also active and able to contribute to the life of their community, their country and the wider world, and take more responsibility for it, requires an effective system of teacher education, teacher training programs and teacher support (Council of Europe, 2017).

A closer look at the types of support articulated by the teachers shows aspects that generally align with the previous literature. For example, the idea of professional training by experts in citizenship education was highlighted by the teachers as one form of professional support.

An interesting type of support suggested by only one language teacher is collaboration between teachers. Other teachers from both cases also highlighted the need for collaboration between different stakeholders on the community level to enhance citizenship education. The teachers elaborated on their responses by asserting that they cannot foster certain citizenship related values in their students if there are discrepancies between what each and every teacher tries to do at the school level, or what the teachers and students' families or other community organizations try to do on the community level. However, the teachers did not provide any examples on how this collaboration might be actualized; they did not provide any examples or justifications to demonstrate collaboration mechanisms. On the school level, this collaboration can be achieved through the creation of Professional Learning Communities. DuFour (2004)

argues that the powerful collaboration that characterizes Professional Learning Communities (PLC) is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. He also asserts that educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture.

Finally, the most intensely, frequently, and extensively discussed support type was the collaboration between home and school. Although previous literature also discusses the negative impacts of certain environmental and family-related factors on the provision of citizenship education (Faour & Muasher, 2011; Gürkan & Doğanay, 2020) citing this factor as the most important type of support might be considered a context-specific finding.

Conclusion

The findings of this study indicate that even though both language and science teachers believe that they play a role in citizenship education in general and in developing good citizens in particular, they do not provide subject-related elaborations to validate their arguments. An intriguing finding is the fact that teachers from different backgrounds, teaching different subject matters which traditionally thought to be at opposite ends of curricular spectrum; literary versus scientific, subscribe to comparable conceptions and views. This might be attributed to the sources and the origins of their conceptions which are highly affected by contextual factors and not based on thorough pedagogical content knowledge. Moreover, although the teachers' views about the classroom practices that promote citizenship education are comparable to the literature, the extent to which they are well acquainted with these practices is questionable due to lack of the specificity of their responses. Finally, the need for professional development as a means to

enhance citizenship education which is articulated by the teachers is compatible with the recommendations of the literature.

Research Implications for Practice

In this section, the research implications for practice are discussed in three different directions, namely *implications for curriculum development*, *implications for teacher preparation programs*, and *implications for school-based support*.

Implications for Curriculum Development

On a national level, the development of national science and language curricula that incorporate citizenship education is very important. Subject specific aspects of citizenship must be incorporated in a way that would facilitate the teachers' representation of the curricular requirements.

On the school level, the first step that needs to be taken is adopting structured, well defined school level policies that constitute a framework for integrating citizenship education in pedagogical plans and practices of science and language teachers. To develop a successful citizenship education policy, schools are required to: (a) Come up with a working definition of citizenship education; (b) design instructional plans and practices that foster citizenship education pertaining to each curricular subject; and (c) design and plan supportive practices.

All the pedagogical practices that were depicted in the current study as conducive to fostering citizenship education can be implemented in classrooms. However, in line with the study's findings, the teachers should be provided with ongoing professional, academic, and non-academic support to be empowered and qualified to provide effective citizenship education.

Moreover, the teachers should be active participants in the development of any kind of curriculum or policy. With their knowledge, experiences and competencies, teachers are central

to any curriculum development effort. Moreover, teachers are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. So, teacher's opinions and ideas should be incorporated into any curriculum or policy development.

Implications for the Teacher Preparation Programs

University level teacher preparation programs must be supporting the development of teachers' science specific and language specific pedagogical content knowledge (PCK) as depicted in the literature review. Citizenship-related pedagogy must be a substantial component of the subject specific PCK to be enhanced both at the levels of conceptualization and practice.

Implications for School-Based Support

School-based professional development opportunities should be provided to the teachers. The schools need to take drastic measures aimed at providing the professional, academic, and non-academic support to the teachers so they would integrate citizenship education in their practices. By providing the needed support, the quality of preparing future citizens would be improved and would move beyond the minimalist interpretations of citizenship education. An example for pedagogical development scenario would be Professional Learning Communities. These communities provide a suitable context for enhancing professional interactions and sharing of experiences among teachers, which were suggested by participants during the study. In these communities, teachers will work together to analyze and improve their classroom practice and strengthen their professional development in areas related to citizenship education.

Limitations of the Study

The Neglect of Wider Social Contexts and Constraints

By conducting a highly context-bound case study using only focus groups interviews, teacher questionnaires and content review, important macro-level factors such as school culture, school climate, and classroom environment were being somehow neglected and excluded (Cohen et al., 2018). More credibility could be given to this study if coupled with school and classroom observations.

Sample Limitation

For the purpose of the study, only science and language teachers' views and conceptions were considered at a number of private schools in Syria. Moreover, the number of participants in each focus group was small since a number of teachers who initially agreed to participate were not available on the day of the meeting. Another major sample-related limitation is the discrepancy between the number of participating science teachers and language teachers. Additionally, most participants were teachers at the elementary level. Furthermore, the case of science teachers included only one teacher who teaches physics and one who teaches chemistry; all other teachers were biology teachers. Besides, the sample included only one male teacher. Exploring and investigating conceptions and views of greater number of teachers who teach other subjects in each category and who teach in other grade levels can add insight.

Study Limitation

Due to time constraints some trustworthiness considerations which were initially planned to apply were missed. For example, member checking to solicit feedback from the interview participants on their transcripts did not take place and follow up interviews were not conducted. Follow up interviews would have been conducive to clarify ambiguities in participants'

responses and to get detailed elaborations. The gathered data were insufficient to make reasonable judgments.

Literature Limitation

Due to the limited access to previous literature published on the topic, previous studies' findings were not sufficiently represented in the discussion; instead, comparisons were made with the existing theoretical literature.

Recommendations for Research

Given the scarcity of the research on teachers' conceptions of citizenship education in the context of Syrian private schools, this study constitutes a humble contribution to research in this area. It adds to the literature and provides a base line of information that can perhaps guide future research in this area. Future research can help provide additional results to be compared with the results of the current study.

The current study revealed a number of cultural manifestations while examining teachers' conceptions of citizenship education; however, these manifestations are neither persistent nor sufficiently clear. Thus, studies are needed to further elucidate the impact of the culture on teachers' conceptions. Additionally, taking into consideration the contextual nature of citizenship education, a qualitative study could be developed to understand the role of the school culture in shaping teachers' conceptions of citizenship education.

The findings of this study trigger similar studies that explore teachers' conceptions of citizenship education in new contexts such as private schools outside the governorate of Latakia and private schools with different religious or political affiliations. Moreover, more studies could be designed to explore the conceptions' and views of teachers of other curricular subjects.

Finally, the brief content review revealed some citizenship-related aspects in the textbooks. Future research may be conducted to formally analyze science and language textbooks using research-based analytic schemes.

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Appendix A

Principal Information Letter

Date
School's name
Address
Phone Number
E-mail address
Website

Dear Principal,

I am Dzaghig Sahagian, a student at Haigazian University from the Department of Social and Behavioral Sciences. This is to inform you about a research study that I am carrying out as a partial fulfillment of the requirements for the degree of Master of Arts in Educational Administration and Supervision, advised by Dr. Nizar El Mehtar. The study is entitled "Citizenship Education in Syrian Private Schools: Conceptions of Science and Language Teachers."

The purpose of the study is to examine the conceptions of the teachers at a number of Syrian private schools about citizenship education, and to explore their views regarding the representation of citizenship education in their pedagogical planning and practices. The study will also tap into the challenges that teachers face in their teaching for citizenship, and the academic and professional support that they need to enhance the practices of citizenship education in their schools.

I am writing to request your permission to conduct the research study at your institution. If approval is granted, I would like to ask for your cooperation and assistance to arrange for focus groups (small discussion groups) with the teachers at your school. To achieve the purpose of the study, science and language teachers who agree to participate in the study will be grouped based on the subject they teach and then interviewed as a group. More specifically, 3-6 teachers from each of the following departments will be asked to participate in the study: (a) sciences (physics, biology, chemistry); and (b) languages (Armenian, Arabic, English, French).

Each group of teachers will attend only one focus group interview, which will last around one hour. All interviews will be held in your school, at a time and date convenient for all the participants. The session will be audio recorded to ensure an accurate transcript of the focus group. If a participant is unwilling to be audio-recorded in an interview they are free not to participate. Teachers might also be invited to participate in a follow-up individual interview. With participants' permission, anonymous quotations may be used in my final thesis. Kindly note that participation

in this project is voluntary. Teachers are free to withdraw anytime without having to give any reason for your withdrawal.

Moreover, the data gathered from the focus groups will remain confidential. Identifying information will be removed from the transcripts and the audio recordings will be deleted after I defend my thesis. No identifying information will be used in my thesis or any presentations or publications based on this research.

This research study has been reviewed and has received clearance from the SBS Ethics Committee at Haigazian University. For any ethical concerns, you may contact the committee at sbs.ethics@haigazian.edu.lb. If you have any questions regarding this study, or would like additional information about the study, please contact the student investigator Dzaghig Sahagian at 76/743552 or dzaghig_sahagian@yahoo.com, or the thesis supervisor Dr. Nizar El Mehtar at nizar.mehtar@haigazian.edu.lb.

Yours Sincerely,
Dzaghig Sahagian
MA Candidate

Appendix B

Տնօրէնի Հրաւէր-Նամակ

Թուական
Դպրոցի անուն
Հասցէ
Հեռաձայնի թիւ
Ե-նամակ
Կայքէջ

Յարգելի (տնօրէնի անուն),

Ես Ծաղիկ Սահակեանն եմ, մագիստրոսական աստիճանի ուսանող՝ Հայկազեան Համալսարանի Մանկավարժութեան բաժանմունքին մէջ։ Այս նամակով կու գամ ձեզի տեղեկացնելու գիտահետազօտական աշխատանքի մը մասին, զոր կը կատարեմ դոկտ. Նիզար Ալ Մըհթարի ղեկավարութեամբ՝ ամբողջացնելու համար «Կրթութեան Կառավարում»-ի մէջ մագիստրոսական աստիճան ստանալու պահանջները։ Աշխատանքին խորագիրն է՝ «Սուրիոյ անձնական վարժարաններու ուսուցիչներուն ըմբռնումները՝ քաղաքացիական կրթութեան վերաբերեալ»:

Սոյն ուսումնասիրութիւնը կատարելու համար ձեր հաստատութենէն ներս, կը խնդրեմ ձեր արտօնութիւնը, համագործակցութիւնն ու աջակցութիւնը՝ դպրոցի ուսուցիչներուն հետ հարցազրոյց մը կատարելու։

Ուսումնասիրութեան նպատակը իրագործելու համար, **գիտութիւններ** (բնագիտութիւն, կենսաբանութիւն, քիմիագիտութիւն) եւ **լեզուներ** (հայերէն, արաբերէն, անգլերէն, ֆրանսերէն) դասաւանդող ուսուցիչները, որոնք կ'ուզեն մասնակցիլ ուսումնասիրութեան, պիտի հրաւիրուին կարճ հարցազրոյցի մը։

Հարցազրոյցներուն վայրն ու ժամը պիտի ճշդուին իւրաքանչիւր ուսուցիչի յարմարութեան համաձայն, իսկ հարցազրոյցին տեւողութիւնը պիտի չգերազանցէ 60 վայրկեանը։ Հարցազրոյցը պիտի ձայնագրուի, ապա արտագրուի՝ տուեալներու ճշգրտութիւնը ապահովելու համար։ Տուեալներու վերլուծութենէն ետք, հաւանականութիւնը կայ, որ ուսուցիչներէրէն ոմանք հրաւիրուին մասնակցելու երկրորդ հարցազրոյցի մը։ Մասնակիցներուն արտօնութեամբ, աւարտական թեզիս մէջ պիտի կատարուին անանուն մէջբերումներ:

Սոյն ուսումնասիրութեան մասնակցիլը բոլորովին կամաւոր է: Ուսուցիչներուն իրաւունքն է հրաժարիլ մասնակցելէ կամ պատասխանելէ կարգ մը

հարցումներու՝ առանց որեւէ պատճառաբանութեան։ Հարկ է նշել, որ հարցազրոյցներէն հաւաքուած տուեալները պիտի մնան գաղտնի: Դպրոցին անունը եւ ուսուցիչներուն անձնական տուեալները բացայայտող բոլոր տեղեկութիւնները պիտի մնան գաղտնի, եւ ձայնագրութիւնները պիտի ոչնչացուին՝ թեզս պաշտպանելէ ետք։ Ինչպէս նաեւ անձնական տուեալներ բացայայտող տեղեկութիւնները պիտի չօգտագործուին թեզիս կամ հետազօտութեան վրայ հիմնուած որեւէ հրապարակութեան մէջ։

Այս ուսումնասիրութիւնը վերանայուած եւ վաւերացուած է Հայկազեան Համալսարանի Մանկավարժութեան բաժանմունքին կողմէ։ Հետազօտութեան մասին, կամ որպէս ուսումնասիրութեան մասնակից ձեր իրաւունքներուն վերաբերեալ որեւէ մտահոգութիւններ ունենալու պարագային՝ կրնաք դիմել Հայկազեան համալսարանի Մանկավարժութեան բաժանմունքին՝ sbs.ethics@haigazian.edu.lb ե-նամակով։ Իսկ ուսումնասիրութեան մասին յաւելեալ տեղեկութիւններ ստանալու համար, կրնաք դիմել հետազօտողին՝ Ծաղիկ Սահակեանին, հեռ.՝ 0417710072, WhatsApp՝ +961 76743552, ե-նամակ՝ dzaghig_sahagian@yahoo.com, կամ թեզի ընդհանուր պատասխանատու՝ դոկտ. Նիզար Ալ Մըհթարին՝ nizar.mehtar@haigazian.edu.lb:

Շնորհակալութեամբ եւ լաւագոյն մաղթանքներով՝
Ծաղիկ Սահակեան
Մագիստրոսի թեկնածու

Appendix C

رسالة دعوة للمشاركة ببحث علمي

حضرة المدير الفاضل،
أنا زاغيك ساهاكيان، طالبة في كليّة العلوم الاجتماعية والسلوكيّة في جامعة هايكازيان في بيروت. أريد أن أبلغكم عن دراسة بحثية أجريها بإشراف د. نزار المهتار، كتحقيق جزئي لمتطلبات درجة الماجستير في الإدارة والإشراف التربوي. الدّراسة بعنوان "مفاهيم معلمي المدارس الخاصّة في سورية حول التربية على المواطنة".
الغرض من البحث هو دراسة مفاهيم المعلمين في عدد من المدارس الخاصّة في سورية حول التربية على المواطنة، واستكشاف وجهات نظرهم بشأن إدراج تعليم المواطنة في تخطيطهم للدروس وممارساتهم التربوية. ستتناول الدّراسة أيضًا التحديات التي يواجهها المعلمون في تعليمهم للمواطنة، والدعم الأكاديمي والمهني الذي يحتاجونه لتعزيز ممارسات تعليم المواطنة في مدارسهم.
أكتب إليكم لأطلب إذنكم لإجراء الدّراسة في مدرستكم. إذا تم منحي الموافقة، أود أن أطلب تعاونكم ومساعدتكم لترتيب مقابلات مع المعلمين في مدرستكم. لتحقيق الغرض من الدّراسة، سيتم دعوة المعلمين الذين يقومون بتدريس العلوم (علم الأحياء والفيزياء والكيمياء) واللغات (الأرمنية والعربية والإنكليزية والفرنسية) لإجراء مقابلات قصيرة
سيتم إجراء جميع المقابلات في مكان وزمان مناسب لكل مشارك. أما مدّة المقابلة فلن تتجاوز الستّين دقيقة. سيتم تسجيل المقابلة صوتيًا ثم نسخها لضمان دقّة البيانات. بعد تحليل البيانات، قد تتم دعوة بعض المعلمين للمشاركة في مقابلة ثانية بعد طلب إذن المشاركين. من الممكن استخدام اقتباسات من دون ذكر مصدرها في رسالة أطروحتي.
علاوة على ذلك، ستظل البيانات التي تم جمعها من المقابلات سرية. ستتم إزالة أسماء المشاركين أو أي معلومات أخرى قد تعرّف عنهم من النصوص وستُحذف التسجيلات الصوتية بعد أن أدافع عن أطروحتي. لن يتم استخدام أي معلومات تعريفية في أطروحتي أو أي عروض تقديمية أو منشورات بناءً على هذا البحث.
تمت الموافقة على هذه الدّراسة من جانب مجلس مراجعة الأخلاقيات في كليّة العلوم الاجتماعية والسلوكيّة في جامعة هايكازيان في بيروت. إذا كانت لديك أي أسئلة أو مخاوف أو شكاوى تتعلّق بحقوقك كمشارك في هذا البحث، يمكنك الاتصال بمجلس مراجعة الأخلاقيات في كليّة العلوم الاجتماعيّة والسلوكيّة في جامعة هايكازيان: sbs.ethics@haigazian.edu.lb
أما إذا كانت لديك أي أسئلة أو استفسارات حول البحث يمكنك الاتصال بالجهات التالية:

زاغيك ساهاكيان
كليّة العلوم الاجتماعية والسلوكيّة في جامعة هايكازيان، بيروت
هاتف: +963 41 7710072
واتس اب: +961 76 743552
البريد الإلكتروني: dzaghig_sahagian@yahoo.com

د. نزار المهتار
كليّة العلوم الاجتماعية والسلوكيّة في جامعة هايكازيان، بيروت
البريد الإلكتروني: nizar.mehtar@haigazian.edu.lb

Appendix D

Participant information letter

Dear Ms./Mr.,

I am Dzaghig Koul Sahagian, a student at Haigazian University from the Department of Social and Behavioral Sciences. I am currently carrying out a research study titled "Citizenship Education in Syrian Private Schools: Conceptions of Science and Language Teachers" advised by Dr. Nizar El Mehtar.

You are being asked to take part in this study since you are a teacher at a private school in Syria and teach one of the following subjects: (1) sciences (physics, biology, chemistry);and (2) languages (Armenian, Arabic, English, French).

Kindly read the below information to decide whether you would like to participate in this research study.

Purpose of the Research Project

This research study aims at examining the conceptions of the teachers at a number of Armenian schools in Lebanon about citizenship education and exploring their views regarding the representation of citizenship education in their pedagogical planning and practices. The study will also tap into the challenges that teachers face in their teaching for citizenship, and the academic and professional support that they need to enhance the practices of citizenship education in their schools. The data gathered from the study will aid in outlining a preliminary framework for integrating citizenship education in school curricula. This study will contribute towards the partial fulfillment of my academic study requirements at Haigazian University.

What will I be asked to do?

- If you choose to participate in this research study, you will be asked to attend only one focus group (small discussion group) with 3 to 6 other teachers from the same subject department to which you belong (i.e. math; languages; sciences; social studies; arts or physical education). The interview is expected to last around one hour. The interview will be held in your school, at a time and date convenient for all the participants. First, you will be asked to complete a short questionnaire (personal data, professional data, academic qualifications, etc.), and then I will guide a discussion on citizenship education. The types of questions that I will ask include; How do you define citizenship education? Do you think that teaching for citizenship is important? The session will be audio recorded to ensure an accurate transcript of the focus group. With your permission, anonymous quotations may be used in my final thesis. Given the group format of this session, I will ask you to keep in confidence information that identifies or could potentially identify a participant and/or their comments. You might also be invited to participate in a follow-up individual interview. If you are unwilling to be audio-recorded in an interview you are free not to participate.

  Participation in this project is voluntary. You are free to withdraw anytime without having to give any reason for your withdrawal.

What are my rights?

- Participation in this study is completely voluntary, anonymous and confidential. Your name or any other identifying information you share will be kept confidential. Identifying information will

be removed from the transcripts and the audio recordings will be deleted after I defend my thesis (expected to be May 2020). No identifying information will be used in my thesis or any presentations or publications based on this research.

- Data you provide along with data from all participants in the present research will be stored in aggregate in encrypted folder on my password protected laptop. The data will be analyzed and reported in aggregate. Only the principle investigator of this study will have access to the compiled data which will be stored for a period of 5 years post data. During this time, you have the right to inspect the data.

- You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to refuse participation or withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in no way affects your relationship with Haigazian University.

- This research study has been reviewed and has received clearance from the SBS Ethics Committee at Haigazian University. In case of breaches you may contact the committee at sbs.ethics@haigazian.edu.lb. If you have any further concerns about your rights as a research participant, please, do not hesitate to contact the thesis supervisor Dr. Nizar El Mehtar at nizar.mehtar@haigazian.edu.lb.

What are the risks and benefits of participation?

- Participation in this study does not involve any physical risk or emotional risk to you beyond the risks of daily life. If a question, or the discussion makes you uncomfortable, you can choose not to answer.

- You will receive no direct benefits from participating in this research; however, your participation does help the researcher better understand the challenges that teachers face and the support that they need to enhance citizenship education at their schools. Moreover, the data from the focus groups will aid in outlining a preliminary framework for integrating citizenship education in school curricula.

Contact information

If you have any questions or concerns about the research, you may contact:
The student investigator Dzaghig Koul Sahagian at 76/743552 or dzaghig_sahagian@yahoo.com, or the thesis supervisor Dr. Nizar El Mehtar, at nizar.mehtar@haigazian.edu.lb.

Dzaghig Koul Sahagian, MA candidate
Haigazian University
Phone: 76-743552
Email: dzaghig_sahagian@yahoo.com

Participant Consent

Citizenship Education in Syrian Private Schools: Conceptions of Science and Language Teachers

Please read the following statements and place a check mark in the boxes adjacent to them.

	I have volunteered to participate in this research project conducted for purposes of study. My participation is voluntary and does not involve payment of any kind.
	I know that I can choose to withdraw from participation any time without any penalties or consequences whatsoever. I also hold the right to decline to respond to any question(s) that I may feel uncomfortable with.
	My participation may involve attending a focus group interview which is expected to last around 60 minutes. I will be asked to complete a short questionnaire (personal data, professional data, academic qualifications, etc.). I might also be invited to participate in a follow-up individual interview. The interviews will be audio recorded to ensure an accurate transcript of the focus group. I understand that my unwillingness to be audio-recorded implies my withdrawal from participation. (I will be given a transcription of the audio-recording for possible rectification).
	I have been assured that the researcher will maintain my identity securely confidential. I have been assured that the information from this interview will be used for the purpose of academic study only.
	I have received the assurance that this research study has been duly reviewed and approved by the Faculty of Social and Behavioral Sciences at Haigazian University.
	I agree that the data gathered be kept in a secure location under the care of the study investigator for a period of five years as per the regulations of the Faculty of Social and Behavioral Sciences at Haigazian University.
	I have read, listened and fully understood the explanation given to me. All my questions have been satisfactorily answered.
	I, therefore, choose to voluntarily participate in this research study.
	I have received a copy of this consent form co-signed by the investigator.

Participant consent		Investigator	
Date:	_____	Date:	_____
Name:	_____	Name:	_____
Signature:	_____	Signature:	_____

Appendix E

Ուսուցիչի հրաւէր-նամակ

Յարգելի ուսուցիչ,

Ես Ծաղիկ Սահակեանն եմ, մագիստրոսական աստիճանի ուսանող՝ Հայկազեան Համալսարանի Մանկավարժութեան բաժանմունքին մէջ: Այս նամակով կու գամ ձեզի տեղեկացնելու գիտահետազօտական աշխատանքի մը մասին, զոր կը կատարեմ դոկտ. Նիզար Ալ Մըհթարի ղեկավարութեամբ՝ ամբողջացնելու համար «Կրթութեան Կառավարում»-ի մէջ մագիստրոսական աստիճան ստանալու պահանջները: Աշխատանքին խորագիրն է՝ «Սուրիոյ անձնական վարժարաններու ուսուցիչներուն ըմբռնումները՝ քաղաքացիական կրթութեան վերաբերեալ»:

Հրաւիրուած էք մասնակցելու սոյն ուսումնասիրութեան, որովհետեւ կը դասաւանդէք **գիտութիւններ** (բնագիտութիւն, կենսաբանութիւն, քիմիագիտութիւն) կամ **լեզուներ** (հայերէն, արաբերէն, անգլերէն, ֆրանսերէն)՝ Սուրիոյ մէջ գործող անձնական դպրոցի մը մէջ:

Հաճեցէ՛ք ուշադրութեամբ կարդալ հետեւեալը՝ ուսումնասիրութեան մասնակցելու ձեր որոշումը կայացնելու համար:

Ուսումնասիրութեան նպատակը

Աշխատանքին գլխաւոր նպատակն է ուսումնասիրել Սուրիոյ մէջ գործող շարք մը անձնական դպրոցներու ուսուցիչներուն ըմբռնումները՝ քաղաքացիական կրթութեան վերաբերեալ, ինչպէս նաեւ ուսումնասիրել անոնց տեսակէտները՝ քաղաքացիական կրթութիւնը իրենց կրթական աշխատանքներու մէջ ներառելու գծով: Պիտի քննարկուին ուսուցիչներուն դիմագրաւած մարտահրաւէրները՝ քաղաքացիական կրթութիւն ջամբելու գործին մէջ, ինչպէս նաեւ պիտի խօսուի, թէ ի՛նչ տեսակի մասնագիտական աջակցութեան կարիք ունին՝ քաղաքացիական կրթութիւն դասաւանդելու համար: Հաւաքուած տուեալները պիտի նպաստեն մշակելու նախագիծ մը՝ քաղաքացիական կրթութիւնը դպրոցի ուսումնական ծրագիրներուն մէջ ընդգրկելու համար:

Ի՞նչ պահանջուած է մասնակիցէն:

- Եթէ համաձայն էք ձեր մասնակցութիւնը բերելու սոյն աշխատութեան, նախ ձեզմէ պիտի խնդրուի ամբողջացնել կարճ հարցաթերթիկ մը (անձնական տուեալներ, մասնագիտական տուեալներ, կրթութիւն եւ այլն), ապա պիտի մասնակցիք խմբային հարցազրոյցի մը խումբ մը ուսուցիչներու հետ, որոնք կը պատկանին ձեր դասաւանդած նիւթի խմբաւորումին՝ **գիտութիւններ** (բնագիտութիւն, կենսաբանութիւն, քիմիագիտութիւն) կամ **լեզուներ** (հայերէն, արաբերէն, անգլերէն, ֆրանսերէն: Հարցազրոյցի ընթացքին ձեզի պիտի հարցուին շարք մը հարցումներ՝ քաղաքացիական կրթութեան շուրջ:

- Հարցազրոյցին վայրն ու ժամը պիտի ճշդուին՝ ըստ ձեր յարմարութեան, իսկ հարցազրոյցին տեւողութիւնը պիտի չգերազանցէ 60 վայրկեանը: Հարցազրոյցը պիտի ձայնագրուի, ապա արտագրուի՝ տուեալներու ճշգրտութիւնը ապահովելու համար:

Տուեալներու վերլուծութենէն ետք, հաւանականութիւնը կայ, որ հրաւիրուիք մասնակցելու երկրորդ հարցազրոյցի մը: Ձեր արտօնութեամբ, աւարտական թեզիս մէջ պիտի կատարուին անանուն մէջբերումներ:

Ի՞նչ են մասնակիցին իրաւունքները:

- Սոյն ուսումնասիրութեան մասնակցիլը բոլորովին կամաւոր է: Ձեր իրաւունքն է հրաժարիլ մասնակցելէ կամ պատասխանելէ կարգ մը հարցումներու՝ առանց որեւէ պատճառաբանութեան: Հարկ է նշել, որ հարցազրոյցներէն հաւաքուած տուեալները պիտի մնան գաղտնի: Դպրոցին անունը եւ ձեր անձնական տուեալները բացայայտող բոլոր տեղեկութիւնները պիտի մնան գաղտնի, իսկ ձայնագրութիւնները պիտի ոչնչացուին՝ թեզս պաշտպանելէ ետք: Ինչպէս նաեւ անձնական տուեալներ բացայայտող տեղեկութիւնները պիտի չօգտագործուին թեզիս կամ հետազօտութեան վրայ հիմնուած որեւէ հրապարակութեան մէջ:

- Ձեզմէ հաւաքուած տուեալները գաղտնաբառով պահպանուած համակարգիչի մը մէջ պիտի պահուին, եւ հասանելի պիտի ըլլան միայն գլխաւոր հետազօտողին: Տուեալները պահուած պիտի մնան հինգ տարի, որմէ ետք պիտի ոչնչացուին: Հինգ տարիներու ընթացքին, ձեզի հասանելի պիտի ըլլան անոնք:

- Այս ուսումնասիրութիւնը վերանայուած եւ վաւերացուած է Հայկազեան Համալսարանի Մանկավարժութեան բաժանմունքին կողմէ: Հետազօտութեան մասին, կամ որպէս ուսումնասիրութեան մասնակից, ձեր իրաւունքներուն վերաբերեալ որեւէ մտահոգութիւններ ունենալու պարագային՝ կրնաք դիմել Հայկազեան Համալսարանի Մանկավարժութեան բաժանմունքին՝ sbs.ethics@haigazian.edu.lb, կամ թեզի ընդհանուր պատասխանատու դոկտ. Նիզար Ալ Մըհթարին՝ nizar.mehtar@haigazian.edu.lb:

Ի՞նչ են մասնակցութեան վտանգներն ու օգուտները:

- Սոյն ուսումնասիրութեան մասնակցութիւնը որեւէ տեսակի ֆիզիքական կամ հոգեկան վտանգներ չի պատճառեր: Եթէ որեւէ հարցում ձեզ անհանգստացնէ, կրնաք հրաժարիլ պատասխանելէ:

- Ուսումնասիրութեան ձեր մասնակցութեամբ ուղղակի օգուտ մը չէք ստանար: Սակայն ձեր մասնակցութիւնը պիտի օգնէ հետազօտողին՝ աւելի լաւ հասկնալու ուսուցիչներուն դիմագրաւած մարտահրաւէրները՝ քաղաքացիական կրթութիւն ջամբելու գործին մէջ, ինչպէս նաեւ ճշդելու, թէ ինչ տեսակի մասնագիտական աջակցութեան կը կարօտին՝ քաղաքացիական կրթութեան դասաւանդումը բարելաւելու համար: Հաւաքուած տուեալները պիտի նպաստեն նաեւ մշակելու նախագիծ մը՝ քաղաքացիական կրթութիւնը դպրոցական ուսումնական ծրագիրներու մէջ ընդգրկելու համար:

Կապ

Ուսումնասիրութեան մասին յաւելեալ տեղեկութիւններ ստանալու համար, կրնաք դիմել հետազօտողին՝ Ծաղիկ Սահակեանին, հեռ.՝ 0417710072, WhatsApp՝ +961 76743552, է-նամակ՝ dzaghig_sahagian@yahoo.com, կամ թեզի ընդհանուր պատասխանատու՝ դոկտ. Նիզար Ալ Մըհթարին՝ nizar.mehtar@haigazian.edu.lb:

Շնորհակալութեամբ՝
Ծաղիկ Սահակեան, Մագիստրոսի թեկնածու
Հայկազեան Համալսարան

Մասնակիցի Համաձայնութիւն

Սուրիոյ Անձնական Վարժարաններու Ուսուցիչներուն Ըմբռնումները՝ Քաղաքացիական Կրթութեան Վերաբերեալ

☐ Կարդացի եւ հասկցայ վերը նշուած տեղեկութիւնները:

☐ Առիթը ունեցայ հարցումներ հարցնելու՝ ուսումնասիրութեան նպատակներուն եւ մասնակցութեանս վերաբերեալ:

☐ Կը հասկնամ, որ այս ուսումնասիրութեան մասնակցիլը կամաւոր է: Կը հասկնամ նաեւ, որ իրաւունք ունիմ հրաժարելու մասնակցելէ որեւէ ատեն՝ առանց որեւէ հետեւանքի կամ որեւէ բացատրութիւն տալու անհրաժեշտութեան:

☐ Համաձայն եմ տուեալներու վերլուծութեան, առանց անունիս եւ այլ անձնական տուեալներու բացայայտութեան:

☐ Համաձայն եմ, որ տրամադրած տուեալներս պահուին 5 տարի ժամկէտով՝ Հայկազեան Համալսարանի Մանկավարժութեան բաժանմունքի կողմէ հաստատուած կանոնագիրին համաձայն:

☐ Համաձայն եմ մասնակցելու այս ուսումնասիրութեան:

☐ Ստացայ այս թերթիկէն օրինակ մը:

Մասնակիցի համաձայնութիւն		Հետազօտողի համաձայնութիւն	
Թուական	_____	Թուական	_____
Անուն	_____	Անուն	_____
Ստորագրութիւն	_____	Ստորագրութիւն	_____

Appendix F

إستمارة المعلومات عن الدّراسة

عزيزي المشارك/ عزيزتي المشاركة،

أنت (أنتِ) مدعوّ(ة) للمشاركة في دراسة بعنوان "مفاهيم معلمي المدارس الخاصّة في سورية حول التربية على المواطنة" من إعداد زاغيك ساهاكيان، وهي طالبة ماجستير في قسم العلوم الاجتماعية والسلوكية بجامعة هايكازيان في بيروت، لبنان، وبإشراف د. نزار المهتار.

أنت (أنتِ) مدعوّ(ة) للمشاركة لأنك تدرّس (تدرّسين) إحدى المواد التالية في مدرسة خاصة في سورية: العلوم (علم الأحياء والفيزياء والكيمياء) أو اللّغات (الأرمنية والعربية والإنكليزية والفرنسية).

ما هو موضوع الدراسة؟

يهدف هذا البحث إلى دراسة مفاهيم المعلمين في عدد من المدارس الخاصّة في سورية حول التربية على المواطنة، واستكشاف آرائهم فيما يتعلق بإدراج تعليم المواطنة في تخطيطهم للدروس وممارساتهم التربوية. ستتناول الدراسة أيضًا التّحديات التي يواجهها المعلمون في تعليمهم للمواطنة، والدعم الأكاديمي والمهني الذي يحتاجونه لتعزيز ممارسات تعليم المواطنة في مدارسهم. ستسهم هذه الدّراسة في التحقيق الجزئي لمتطلبات درجة الماجستير في الإدارة والإشراف التربوي.

ماذا يترتب عليك في حال قررت المشاركة؟

إذا قررت(تِ) المشاركة، سوف يُطلب منك(كِ) المشاركة في مقابلة جماعية مع مجموعة من المعلّمين اللذين ينتمون إلى نفس اختصاصك المهني (مجموعات تركيز): العلوم (علم الأحياء والفيزياء والكيمياء) أو اللغات (الأرمنية والعربية والإنكليزية والفرنسية). سيتم إجراء المقابلات في مكان وزمان مناسب لكل مشارك. أما مدّة المقابلة فلن تتجاوز الستّين دقيقة. في البداية سوف يُطلب منك(كِ) تعبئة استمارة قصيرة (بيانات شخصية، بيانات مهنية، مؤهلات علمية، إلخ)، بعد ذلك سأقوم بطرح أسئلة تتعلّق بالتربية على المواطنة.

سيتم تسجيل المقابلة صوتيًا ثم نسخها لضمان دقّة البيانات. بعد تحليل البيانات، قد تتم دعوتك(كِ) للمشاركة في مقابلة ثانية بعد طلب إذنك(كِ)، من الممكن استخدام اقتباسات من دون ذكر مصدرها في رسالة أطروحتي.

ما هي حقوقك؟

- إنّ المشاركة في هذه الدّراسة طوعيّة وسرية كما أن هويّة المُشارك(ة) مجهولة. ستتم إزالة أسماء المشاركين أو أي معلومات أخرى قد تعرّف عنهم من النصوص وستُحذف التسجيلات الصوتية بعد أن أدافع عن أطروحتي. لن يتم استخدام أي معلومات تعريفية في أطروحتي أو أي عروض تقديمية أو منشورات بناءً على هذا البحث.
- سيتمُّ تخزين البيانات التي تقدّمها كما بيانات جميع المشاركين في هذا البحث في مجلّد محميّ بكلمة سرّ على الكمبيوتر الشخصي للطالبة زاغيك ساهاكيان. وسيتم تحليل البيانات والإبلاغ عن نتائجها في المجموع. وبإمكان الباحث الأساسي حصراً الإطّلاع على البيانات التي سيتم تخزينها لفترة 5 سنوات ما بعد جمع البيانات. وخلال هذا الوقت، لديك(كِ) حقُّ الإطّلاعِ على البيانات.
- لكَ(كِ) الحقُّ في سحب موافقتك(كِ) أو وقف مشاركتك(كِ) في أي وقت ولأي سبب كان. ولن ينطوي قرارك(كِ) برفض المشاركة أو الإنسحاب على أي عقوبة أو فقدان لأي فائدة قد تكون من حقِّكَ(كِ). ولن يؤثّرَ قرارك(كِ) بوقف المشاركة إطلاقاً على علاقتك(كِ) مع جامعة هايكازيان.
- تمت الموافقة على هذه الدّراسة من جانب مجلس مراجعة الأخلاقيات في كليّة العلوم الاجتماعية والسلوكيّة في جامعة هايكازيان في بيروت. إذا كانت لديك(كِ) أي أسئلة أو مخاوف أو شكاوى تتعلّق بحقوقك(كِ) كمشارك(ة) في هذا البحث، يمكنك(كِ) الاتصال بمجلس مراجعة الأخلاقيات في كليّة العلوم الاجتماعيّة والسلوكيّة في جامعة هايكازيان: sbs.ethics@haigazian.edu.lb

ما هي مخاطر وفوائد المشاركة؟

- لا تنطوي المشاركة في هذه الدراسة على أي خطر جسديّ أو معنويّ مقارنةً بمخاطر الحياة اليومية. إذا كان هناك سؤال يزعجك(كِ)، يمكنك(كِ) الامتناع عن الإجابة.
- لن تتلقى (تتلقّي) أي فائدة مباشرة من المشاركة في هذه الدّراسة، لكن مشاركتك(كِ) ستساعد الباحثة على فهم التحديات التي يواجهها المعلمون والدعم الذي يحتاجون إليه لتعزيز التربية على المواطنة في مدارسهم.

إذا كانت لديك(كِ) أي أسئلة أو استفسارات حول البحث يمكنك(كِ) الاتصال بالجهات التالية:

زاغيك ساهاكيان
كليّة العلوم الاجتماعية والسلوكيّة في جامعة هايكازيان، بيروت
هاتف: +963 41 7710072
واتس اب: +961 76 743552
البريد الإلكتروني: dzaghig_sahagian@yahoo.com

د. نزار المهتار
كليّة العلوم الاجتماعية والسلوكيّة في جامعة هايكازيان، بيروت
البريد الإلكتروني: nizar.mehtar@haigazian.edu.lb

إستمارة الموافقة

عنوان الدّراسة: مفاهيم معلمي المدارس الخاصّة في سورية حول التربية على المواطنة
يرجى قراءة العبارات التالية والإجابة عليها عبر وضع علامة في المربعات المجاورة لها.

☐ لقد قرأت المعلومات أعلاه وفهمتُها.

☐ حظيتُ بالفرصة لطرح الأسئلة فيما يتعلق بأهداف الدراسة ومشاركتي.

☐ أنا أفهم أن المشاركة في هذه الدراسة طوعيّة تماما. وأفهم أيضا أنّ لدي الحق برفض المشاركة في الدراسة أو الانسحاب منها في أي لحظة ومن دون أي عواقب أو الحاجة إلى تقديم أيّ تفسير.

☐ أوافق على أن يتم تحليل البيانات الخاصة بي شرط أن يبقى اسمي مجهولاً.

☐ أوافق على أن يتم تخزين البيانات التي أقدمها لمدة 5 سنوات وفقا للأنظمة المعتمدة في لجنة المراجعة الأخلاقية في جامعة هايكازيان.

☐ أنا أوافق على المشاركة في هذه الدراسة.

☐ وصلتني نسخة من هذا النموذج.

موافقة المشارك(المشاركة)		الباحث (الباحثة)	
التّاريخ:	_____	التّاريخ:	_____
الإسم:	_____	الإسم:	_____
التوقيع:	_____	التوقيع:	_____

Appendix G

Teacher Profile Questionnaire

Please respond to all of the questions below accurately, concisely, and honestly.

Personal Data

In this section, you are kindly required to include specific information about yourself:

Name	
Gender	
Age	

Education and Qualifications

In this section, you are kindly required to include specific information about your education and academic qualifications:

Highest level of formal education What is the highest level of formal education (school/university) you have completed?	**University attended** (If applicable. Type N/A if not applicable) [Name, location, faculty/department]	**Major** [e.g. Armenian studies, Chemistry, Mathematics, English literature, …]
☐ High school ☐ Bachelor's degree ☐ Master's degree ☐ Doctorate degree ☐ Other…		

Professional Data

In this section, you are kindly required to include specific information about your work as a teacher or educator:

Total years of teaching experience [Include specific number; e.g., 1, 5, 17, …]	
School(s) where you are currently employed. [Indicate the names of all schools]	
Employment status	☐ Full time ☐ Part time

	☐ Other…
Grade level(s) you teach [Please mark ALL that apply]	☐ Kindergarten ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
Language(s) of instruction you use [Please mark ALL that apply]	☐ Arabic ☐ English ☐ Armenian ☐ French ☐ Other…
Subject(s) that you currently teach [Specify the subject(s); e.g., Physics, Biology, Armenian, …]	
Besides teaching, do you have other responsibilities at the school(s) where you work? Specify if applicable. Type N/A if not applicable. [Other responsibilities include serving as a librarian, subject coordinator, academic director, curriculum coordinator, …]	

Professional Development in Citizenship Education

Have you participated in any professional development activities or trainings focused on citizenship education?
(e.g. courses, workshops, educational conferences or seminars, individual or collaborative research, mentoring, peer observation, coaching, etc.)

- ☐ Yes
- ☐ No

Indicate the type of professional development activity [Please mark ALL that apply]	☐ Course ☐ Workshop ☐ Educational seminar or conference ☐ Individual or collaborative research ☐ Mentoring ☐ Peer observation

	☐ Coaching ☐ Other…
Institution/organization [Include name(s) and location(s) of the professional development provider(s) or Institution(s)/organization(s)]	
Name of the activity(ies) [e.g., Citizenship education in the science curricula]	
Year(s) of the activity(ies) [e.g., 2005, 2014…]	
Hour(s) of activity(ies) In total, how many hours of professional development have you received? [Indicate the total number of hours; e.g., 1, 7, 15, …]	

If you have any additional comments, questions, clarifications, or concerns, please type them below.

Appendix H

Ուսուցիչի Հարցաթերթիկ

استبيان الملف الشخصي للمعلم

Յարգելի ուսուցիչ,
Հրաւիրուած էք մասնակցելու գիտահետազօտական աշխատանքի մը՝ «Սուրիոյ անձնական վարժարաններու ուսուցիչներուն ըմբռնումները՝ քաղաքացիական կրթութեան վերաբերեալ» խորագիրով: Աշխատանքը պատրաստուած է Հայկազեան Համալսարանի Մանկավարժութեան բաժինի մագիստրոսականի ուսանող՝ Ծաղիկ Սահակեանին կողմէ: Հրաւիրուած էք մասնակցելու սոյն ուսումնասիրութեան, որովհետեւ կը դասաւանդէք **գիտութիւններ** (բնագիտութիւն, կենսաբանութիւն, քիմիագիտութիւն) կամ **լեզուներ** (հայերէն, արաբերէն, անգլերէն, ֆրանսերէն)՝ Սուրիոյ մէջ գործող անձնական դպրոցի մը մէջ:

عزيزي المشارك/ عزيزتي المشاركة،
أنت (أنتِ) مدعوّ(ة) للمشاركة في دراسة بعنوان "مفاهيم معلمي المدارس الخاصّة في سورية حول التربية على المواطنة" من إعداد زاغيك ساهاكيان، وهي طالبة ماجستير في قسم العلوم الاجتماعية والسلوكية بجامعة هايكازيان. أنت (أنتِ) مدعوّ(ة) للمشاركة لأنك تدرّس (تدرّسين) إحدى المواد التالية في مدرسة خاصة في سورية: **العلوم** (علم الأحياء والفيزياء والكيمياء) أو **اللّغات** (الأرمنية والعربية والإنكليزية والفرنسية).

Հաճեցէ՛ք պատասխանել հետեւեալ հարցումներուն:
يرجى الإجابة على الاسئلة التالية بشكل دقيق وواف.

Անձնական Տուեալներ / بيانات شخصية

Անուն / الاسم	
Սեռ / الجنس	
Տարիք / العمر	

Կրթութիւն / المؤهلات العلمية

Կրթութեան բարձրագոյն աստիճան أعلى شهادة تعليمية	Յաճախած համալսարան الجامعة التي انتسبت إليها	Մասնագիտութիւն الاختصاص الجامعي
Ո՞րն է ձեր կրթութեան բարձրագոյն աստիճանը կամ մակարդակը: / ماهي أعلى شهادة تعليمية/درجة علمية حصلت عليها في نطاق التعليم النظامي (أي المدرسي والجامعي)؟	Ձեր յաճախած համալսարանը: (Նշել՝ առկայութեան պարագային) / (إن الجامعة التي انتسبت إليها وتخرجت منها وجدت) [Նշել անունը, վայրը եւ բաժանմունքը: / الاسم ، الموقع ، الكلية، القسم]	[Օրինակ՝ հայագիտութիւն, քիմիագիտութիւն, ուսողութիւն, անգլերէն գրականութիւն… / مثلا دراسات أرمنية، كيمياء، ... رياضيات، أدب إنكليزي]

☐ Երկրորդական վարժարանի վկայական / شهادة الثانوية العامة ☐ Պսակաւոր աստիճան / درجة (بكالوريوس إجازة جامعية) ☐ Մագիստրոսի աստիճան / درجة ماجيستير ☐ Դոկտորի աստիճան / درجة دكتوراه ☐ Այլ / آخر		

Մասնագիտական Տուեալներ / بيانات مهنية

Դասաւանդման փորձառութեան ընդհանուր տարիներ։ / إجمالي سنوات التدريس [Նշել տարիներու թիւը. օրինակ՝ 1, 5, 17… / ...17 ،5 ،1 أدخل رقمًا معينًا مثل]	
Ներկայիս ո՞ր դպրոցին (կամ դպրոցներուն) մէջ կը դասաւանդէք։ / المدرسة (أو المدارس) التي تعمل فيها حاليًا [Նշել դպրոց(ներ)ուն անունները։/ اذكر أسماء جميع المدارس]	
Աշխատանքի կարգավիճակ / الحالة الوظيفية	☐ Լիաժամ / دوام كامل ☐ Մասնաժամ / دوام جزئي ☐ Այլ / آخر
Ո՞ր դասարաններուն կը դասաւանդէք։ / الصفوف التي تتولى تدريسها [Նշել բոլոր դասարանները։ / يرجى اختيار كل الاحتمالات المناسبة]	☐ Մանկապարտէզ / روضة ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Ի՞նչ լեզու(ներ)ով կը դասաւանդէք: / اللغة (أو اللغات) التي تستخدمها في التدريس [Նշել բոլոր լեզուները, զորս կ՝օգտագործէք: / يرجى اختيار كل الاحتمالات المناسبة]	☐ Արաբերէն / العربية ☐ Անգլերէն / الانكليزية ☐ Հայերէն / الأرمنية ☐ Ֆրանսերէն / الفرنسية ☐ Այլ / آخر
Ներկայիս ի՞նչ նիւթ(եր) կը դասաւանդէք: / المادة (أو المواد) التي تدرّسها حاليًا [Նշել նիւթ(եր)ը. օրինակ՝ բնագիտութիւն, կենսաբանութիւն, հայերէն ...: / حدد المادة (أو المواد). مثلا الفيزياء، علم الأحياء، اللغة الأرمنية]	
Դասաւանդումէ բացի, այլ պարտաւորութիւններ ունի՞ք դպրոց(ներ)էն ներս: / هل إلى جانب التدريس، لديك مسؤوليات أخرى في المدرسة (أو المدارس) التي تعمل فيها؟ [Եթէ այո, հաճեցէ՛ք նշել ձեր պարտաւորութիւնները. օրինակ՝ գրադարանի պատասխանատու, նիւթերու համակարգող, կրթական պատասխանատու, ուսումնական ծրագիրներու համակարգող ... إذا أجبت بنعم، حدد المسؤوليات. مثلا أمين مكتبة، منسق مواد، مدير أكاديمي، منسق مناهج]	

Մասնագիտական զարգացում՝ քաղաքացիական կրթութեան ոլորտին մէջ / التطوير المهني حول التربية على المواطنة

Մասնակցա՞ծ էք մասնագիտական զարգացման որեւէ միջոցառումներու կամ դասընթացքներու՝ քաղաքացիական կրթութեան ոլորտին մէջ: / هل شاركت في برامج للتطوير المهني تتضمن أنشطة أو تدريب حول التربية على المواطنة؟

Օրինակ՝ դասընթացքներ, սեմինարներ, կրթական գիտաժողովներ, անհատական կամ համատեղ հետազօտութիւններ, խորհրդատուութիւն, գործընկերներու դիտարկումներ եւ այլն: / مثلا دورات تدريبية، ندوات، مؤتمرات تربوية، بحث فردي أو تعاوني، إرشاد، مراقبة الأقران، إلخ

☐ Այո / نعم

☐ Ոչ / لا

Հաճեցէ՛ք նշել մասնագիտական զարգացման գործունէութեան տեսակը: / حدد نوع نشاط التطوير المهني [Նշեցէ՛ք այն բոլորը, որոնք կիրառելի են: / يرجى اختيار كل الاحتمالات المناسبة]	☐ Դասընթացք / دورة تدريبية ☐ Սեմինար /ندوة ☐ Ուսումնական գիտաժողով / مؤتمر تربوي

	☐ Անհատական կամ համատեղ հետազոտություն / بحث فردي أو تعاوني ☐ Խորհրդատուություն / إرشاد ☐ Գործընկերներու դիտարկում / ملاحظة الأقران ☐ Այլ / آخر
Հաստատություն - կազմակերպություն / مؤسسة - منظمة Հաճեցէ՛ք նշել մասնագիտական զարգացումը կազմակերպող կազմակերպություններուն կամ հաստատություններուն անուններն ու վայրերը։ اذكر أسماء ومواقع ومنظمي برامج التطوير المهني	
Գործունէութեան անուանում(ներ)ը / اسم النشاط (أو النشاطات) [Օրինակ՝ Քաղաքացիութեան կրթութիւնը գիտութեան ուսումնական ծրագիրին մէջ։ / مثلا تعليم المواطنة في مناهج العلوم]	
Գործունէութեան տարեթիւ(եր)ը / سنة (أو سنوات) النشاط (أو النشاطات) [Օրինակ՝ 2005, 2014 … / …2014 ،2005 مثلا]	
Ընդհանուր առմամբ, քանի՞ ժամ մասնագիտական զարգացում ստացած էք։ / كم هي إجمالي عدد ساعات التطوير المهني التي تلقيتها؟ [Նշել ժամերու ընդհանուր քանակը. օրինակ՝ 1, 7, 15… / حدد إجمالي عدد الساعات. مثلا 1، 7، 15]	

Եթէ ունիք որեւէ մեկնաբանութիւն, լուսաբանութիւն, հարցում կամ մտահոգութիւն, կրնաք այստեղ արձանագրել։ إذا كانت لديك أية تعليقات أو أسئلة أو توضيحات أو مخاوف إضافية ، فيرجى كتابتها أدناه.

Appendix I

Interview Protocol

Question type	Main questions and *prompts*
Opening questions	1. Would you please tell us your name and share with us your favorite thing about being a teacher? 2. How do you perceive your role as a science/language teacher and educator?
Introductory questions	3. In your opinion, who is a citizen? What are the attributes of good citizens?
Transition questions	4. How do you describe the school's role, in general, and your role as science/language teacher in developing good citizens? 5. In relevant literature, the terminology used to frame the role of formal education in preparing young people for their roles and responsibilities as citizens includes citizenship education, education for citizenship, education to enhance citizenship/citizenship values and other expressions. Kindly, tell me whether and how you have heard of these expressions? *a. You may wish to share and briefly describe any academic, professional, or personal experience related to aforementioned terminology [e.g., workshops/seminars/conferences, University courses, interaction with colleagues, Personal interest and self-initiated readings, Media, others.]* *b. What do you think about the different expressions used? How do you interpret the diversity of the terminology?*
Key questions	6. What's your conception of citizenship education? *a. How can you describe and justify your understanding of the role of formal education in preparing future citizens?*

	b. *How would you delineate the scope of citizenship-related education? Should it be restricted to national context? Global context? National and global contexts?* c. *How can you frame this understanding in terms of a representative definition? You may wish to refer to our previous discussion regarding the diversity of terminology.* 7. What do you think are the reasons and goals for providing such education? a. *Given the reasons and goals you suggested, do you think that citizenship-related education provides any worthwhile learning gains? Should it be regarded as an educational priority? Please explain your position.* 8. As a science/language teacher, do you think that it is your responsibility to have a role in preparing your students to assume their roles as good citizens? Why? 9. If you think it is your responsibility, in what ways do/would you emphasize citizenship in your instructional plans and practices? a. *Please describe the teaching methods and learning activities that you use or would use. I would appreciate specific examples.* 10. What challenges (if any) do you face/anticipate to face when you integrate citizenship in your teaching plans and practices? a. *Please refer to any challenge that deem significant [e.g., lesson plan & delivery, assessment of learning, your views, students' profiles, curriculum, cultural/social/political considerations …etc.]* 11. What kind of support (if any) do you need to overcome these challenges?

	a. *Please feel free to describe any support you deem important [e.g., pre-service preparing, in-service training, policies …]*
Ending questions	12. Would anybody like to summarize the key ideas raised in our meeting today? 13. Is there anything that we should have talked about but didn't?

Appendix J

Հարցազրոյցի հարցումներ

Բացման հարցումներ

1. Հաճեցէ՛ք նշել ձեր անունը եւ յայտնել, թէ ի՛նչ կը սիրէք ուսուցչական ասպարէզին մէջ:
2. Ձեր կարծիքով, ի՞նչ է ձեր դերը իբրեւ գիտութեան/լեզուի ուսուցիչներ եւ կրթական մշակներ:

Ներածական հարցումներ

3. Ձեր կարծիքով, ո՞վ է քաղաքացին: Ի՞նչ են լաւ/տիպար քաղաքացիին յատկանիշները:

Անցումային հարցումներ

4. Ի՞նչ է դպրոցին դերը ընդհանրապէս, եւ ձեր դերը որպէս գիտութեան/լեզուի ուսուցիչներ մասնաւորապէս՝ լաւ քաղաքացիներ պատրաստելու գործին մէջ:
5. Գրականութեան մէջ օգտագործուած են տարբեր եզրեր՝ նկարագրելու համար դպրոցի դերը տիպար քաղաքացիներ պատրաստելու գործին մէջ: Այդ արտայայտութիւնները կը ներառեն՝ քաղաքացիական կրթութիւն (citizenship education), կրթութիւն քաղաքացիութեան համար (education for citizenship), կրթութիւն՝ քաղաքացիութիւնը/քաղաքացիական արժէքները զարգացնելու եւ այլ արտայայտություններ: Լսա՞ծ էք այս արտայայտութիւնները: Ինչպէ՞ս կամ ուրկէ՞:

   Ա. Կրնաք նշել եւ նկարագրել վերոյիշեալ եզրերուն հետ կապուած որեւէ ակադեմական, մասնագիտական կամ անձնական փորձառութիւն [օրինակ՝ աշխատանոցներ / սեմինարներ / գիտաժողովներ, համալսարանական դասընթացքներ, գործընկերներու (այլ ուսուցիչներու) հետ փոխ-

յարաբերութիւններ, անձնական հետաքրքրութիւն եւ ընթերցումներ, լրատուամիջոցներ եւ այլն]:

Բ. Ի՞նչ է ձեր կարծիքը օգտագործուած տարբեր եզրերուն մասին: Ինչպէ՞ս կրնաք բացատրել եզրերուն բազմազանութիւնը:

Գլխաւոր հարցումներ

6. Ինչպէ՞ս կը բացատրէք «քաղաքացիական կրթութիւն» արտայայտութիւնը:
   Ա. Ինչպէ՞ս կրնաք նկարագրել եւ արդարացնել ապագայ քաղաքացիներ պատրաստելու գործին մէջ դպրոցական կրթութեան դերի ձեր ընկալումը:
   Բ. *Ինչպէ՞ս կը բնորոշէք քաղաքացիական կրթութեան ոլորտը: Արդեօք պէտք է սահմանափակուի մի՛այն ազգայի՞ն պարունակին մէջ, համաշխարհայի՞ն պարունակին մէջ կամ ազգային եւ համաշխարհային պարունակներուն մէջ:*
   Գ. Ինչպէ՞ս կրնաք սահմանել քաղաքացիական կրթութիւնը: Կրնաք անդրադառնալ եզրերու բազմազանութեան վերաբերեալ մեր նախորդ քննարկումին:
7. Ձեր կարծիքով, ի՞նչ են նման կրթութիւն մատուցելու պատճառներն ու նպատակները:
   Ա. Հաշուի առնելով ձեր առաջարկած պատճառներն ու նպատակները, կը կարծէ՞ք, որ քաղաքացիական կրթութիւնը որեւէ ուսումնական արժէք ունի: Պէ՞տք է զայն համարել կրթական առաջնահերթութիւն: Հաճեցէ՛ք բացատրել ձեր դիրքորոշումը:
8. Որպէս գիտութեան/լեզուի ուսուցիչներ, կը կարծէ՞ք, որ ձեր պարտականութիւնն է ձեր աշակերտները պատրաստել՝ որպէս ապագայի լաւ քաղաքացիներ:
9. Եթէ կը կարծէք, որ այդ մէկը ձեր պատասխանատուութիւնն է, ինչպէ՞ս կը ներառէք քաղաքացիական կրթութիւնը ձեր ուսումնական ծրագիրներուն եւ դասաւանդումին մէջ:

Ա. Հաճեցէ՛ք նկարագրել ուսուցման մեթոտները եւ վարժանքները, զորս կ'օգտագործէք կամ կրնաք օգտագործել: Հաճեցէ՛ք նշել օրինակներ:

10. Ի՞նչ մարտահրաւէրներ (եթէ կան) կը դիմագրաւէք կամ կրնաք դիմագրաւել, երբ քաղաքացիութիւնը ներառէք ձեր ուսուցման ծրագիրներուն եւ դասաւանդումին մէջ:

    Ա. Հաճեցէ՛ք նշել այն մարտահրաւէրները, զորս կարեւոր կը համարէք: [Օրինակ՝ դասի ծրագիրը կամ դասաւանդման գործընթացը, ձեր տեսակէտները, աշակերտները, ուսումնական ծրագիրը, մշակութային/ընկերային/քաղաքական նկատառումները եւ այլն]:

11. Այս մարտահրաւէրները յաղթահարելու համար՝ ի՞նչ տեսակի աջակցութեան կարիքը ունիք:

    Ա. Հաճեցէ՛ք նկարագրել որեւէ տեսակի աջակցութիւն, զոր կարեւոր կը համարէք: [Օրինակ՝ նախնական պատրաստութիւն, վերապատրաստման դասընթացքներ, կրթական քաղաքականութիւն...]

Փակման հարցումներ

12. Ո՞վ կ՚ուզէ ամփոփել մեր այսօրուան հանդիպման ընթացքին քննարկուած հիմնական գաղափարները:
13. Կա՞յ որեւէ բան, որուն մասին պէտք է խօսէինք, բայց չխօսեցանք:

Appendix K

بروتوكول المقابلة

أسئلة افتتاحية

1. هل بإمكانك أن تخبرنا باسمك وتشاركنا الشيء المفضل لديك حول كونك مدرسًا؟
2. برأيك، ما هو الدور الذي تلعبه كمدرس لغة/علوم وكمربي؟

أسئلة تمهيدية

3. برأيك من هو المواطن؟ ما هي سمات المواطن الصالح؟

أسئلة الانتقال

4. كيف تصف دور المدرسة بشكل عام ودورك كمدرس بشكل خاص في تنمية مواطنين صالحين؟
5. في الأدبيات، المصطلحات المستخدمة لتأطير دور التعليم النظامي في إعداد الشباب لأدوارهم ومسؤولياتهم كمواطنين تشمل: التربية على المواطنة، والتعليم من أجل المواطنة، والتعليم لتعزيز المواطنة/ قيم المواطنة وغيرها من التعبيرات. هل سمعت بهذه التعبيرات؟ كيف سمعت عنها؟

a. قد ترغب في مشاركة أي خبرة أكاديمية أو مهنية أو شخصية تتعلق بالمصطلحات المذكورة أعلاه ووصفها بإيجاز [على سبيل المثال، ورش العمل/الندوات/المؤتمرات، الدورات الجامعية، التفاعل مع الزملاء، الاهتمامات الشخصية والقراءات الذاتية، وسائل الإعلام وغيرها] .

b. ما رأيك في التعبيرات المستخدمة؟ كيف تفسر تنوع المصطلحات؟

الأسئلة الرئيسية

6. ما هو مفهومك للتربية على المواطنة؟

a. كيف يمكنك وصف وتبرير فهمك لدور التعليم النظامي في إعداد مواطني المستقبل؟

b. كيف يمكنك تحديد نطاق التعليم المرتبط بالمواطنة؟ هل يجب أن يقتصر على السياق الوطني؟ السياق العالمي؟ السياقات الوطنية والعالمية؟

c. كيف يمكنك تأطير هذا الفهم من خلال تعريف تمثيلي؟ قد ترغب في الرجوع إلى مناقشتنا السابقة حول تنوع المصطلحات.

7. برأيك، ما هي أسباب وأهداف توفير مثل هذا التعليم؟

a. بالنظر إلى الأسباب والأهداف التي اقترحتها، هل تعتقد أن التعليم المرتبط بالمواطنة يوفر أي مكاسب تعليمية جديرة بالاهتمام؟ هل يجب اعتبارها أولوية تعليمية؟ يرجى توضيح موقفك.

8. كمدرس علوم/لغة، هل تعتقد أنه من مسؤوليتك أن يكون لديك دور في إعداد طلابك لتولي أدوارهم كمواطنين صالحين؟ لماذا؟
9. إذا كنت تعتقد أنها مسؤوليتك، فما هي الطرق التي تستخدمها/سوف تستخدمها للتأكيد على المواطنة في خططك وممارساتك التعليمية؟
   a. *يرجى وصف طرق التدريس وأنشطة التعلم التي تستخدمها أو ستستخدمها في الفرص المستقبلية. يرجى ذكر أمثلة محددة.*
10. ما هي التحديات (إن وجدت) التي تواجهها/تتوقع مواجهتها عند دمج المواطنة في خططك وممارساتك التعليمية؟
    a. *يرجى ذكر أي تحد يعتبر مهمًا [على سبيل المثال، خطة الدرس وتقديمه، آرائك الشخصية، الطلاب، المناهج الدراسية، الاعتبارات الثقافية/الاجتماعية/السياسية ... إلخ].*
11. ما هو نوع الدعم (إن وجد) الذي تحتاجه للتغلب على هذه التحديات؟
    a. *يرجى عدم التردد في وصف أي دعم تراه مهمًا [على سبيل المثال، التحضير قبل الخدمة، والتدريب أثناء الخدمة، والسياسات التربوية...].*

أسئلة ختامية

12. هل يرغب أي شخص في تلخيص الأفكار الرئيسية التي أثيرت في اجتماعنا اليوم؟
13. هل هناك أي شيء كان يجب أن نتحدث عنه ولكننا لم نقم بذلك؟

Appendix L

Example of the Data Analysis Process

Theme	Category	Codes	Transcription of interview
Conception of citizenship education	Definition of citizenship education	Education to foster sense of belonging	"Fostering a sense of belonging to one's country and its people."
			"The value of national belonging is very important for me. I always highlight this principle in my teachings of Arabic language. I try to foster their sense of belonging towards Syria. I instill in them love for their homeland. I encourage them to study well and work hard, because in the future, they will become educated citizens and will serve their country by their education."
		Education to foster human values / develop the good citizen	"To raise a good generation that is to be educated on human values first. To prepare a good person, will become a good citizen, someone who tells the truth, works, sanctifies work which is something very important. To become a human being who loves to work, who is tolerant, respects the opinions of others. All of these are values. If the generation is raised on these values, then citizenship education will be successful."
			"This is citizenship education in my opinion. When you talk about developing a person, you are laying the foundation for a good citizen."
		Education to inculcate patriotism	"The most important thing [in citizenship education] is to prepare them to love their country. A good citizen loves his country. Patriotism. Without patriotism he would become a good person. He has to love his nation to become a good citizen. He has to do something for his country."

	Rationale for citizenship education	Need to change with special emphasis on avoiding chaos	"Without citizenship education we would live in chaos." "In my opinion, citizenship education is necessary, because there is a need to change in the society. So, through citizenship education, we focus on developing the good person. There is a need to change, because the current situation is not something in which a good citizen can live."
		Developing good citizen / person	"Developing good persons is why citizenship education exists." "Due to the bad conditions in the countries, the number of good citizens are decreasing." "During the war in Syria it turned out that many people do not love the homeland, do not love their neighbors, do not love people from another race or religion. So, there is something wrong here; they are not good citizens."
		Developing the nation	"Developing the country. If we abide by the laws and everyone works and has a sense of responsibility, the country develops."
Citizenship education in pedagogical planning and practices	Teaching methods	Classroom discussions	"Hamasdegh has a story titled *Helena's Doll*. It's about a poor girl who stole a doll. Before reading the complete story, I give the students the chance to write the ending of the story, and then we discuss their endings in the classroom. We decide on what is right and what is wrong. This is an example where we discuss moral values." "In Arabic, after each lesson there are questions like what are the values that you learned from this lesson? The answers would be goodness, tender, love of

		homeland, etc. We also discuss about how we can live by these values."
		"At the end of each lesson we are required to give a moral lesson. For example, in biology we have a lesson about pollution. At the end of the lesson we talk about how to keep the environment clean."
		"We study about the formation of water in physics. At the end of the lesson, we can discuss about how to preserve water."
		"For example, discussion, self-expression. Each one of them has to express his opinion about a certain topic, for instance."
	Cooperative learning	"Student participation in their learning and engagement in activities. Sometimes we ask them to collaborate, come up with the answer to a certain question and write it on the board."
		"For example, to make a poster or decorate the bulletin board, they collaborate to initiate ideas. For example, we have the classification of animals into vertebrates and invertebrates. They cooperate and search for animals and then make a poster representing them."
		"They cooperate to make posters."
		"We divide them into groups. These groups have students of different levels. The weak student learns from high achievers. They learn from each other."
	Incorporating real-life situations	"After they have updated the books in Syria, the new curriculum relies upon linking everything to students' daily lives. If they take a lesson about vitamins, they have to examine their food and explore their vitamin intake. Even in physics and chemistry it's the same. Opening and

	closing the door is rotation in physics, the salt that you eat is chemistry." "I try to teach science through real life examples. I rely a lot on real-life experiments, because science is a manifestation of the reality that we live in." "We had a lesson about volunteering. I shared with them real-life examples about volunteering."

Appendix M

Cooperative Learning Activities in the Seventh Grade Arabic Language Textbook[2]

مشروعات مقترَحة

١. أعمَلُ معَ زملائِي على تَصميمِ مُعجمٍ للكلماتِ الجَديدةِ الّتي تعلّمتُها في الموادِ الدراسيّةِ، وأرتّبُها هجائيًّا، مُراعياً المعَاني المختلفة لكلٍّ مِنها.

٢. أعمَلُ مع زملائِي على تَصميمِ مجلّةٍ إعلانيّةٍ تضمّ إعلاناتٍ تُشجّع على استعمالِ اللّغةِ العربيّةِ، وتُحذّرُ من المخاطرِ الّتي تُواجهُها.

٣. أكتبُ قِصّةً أو أكثرَ حولَ الموضوعاتِ التي تمرُّ بي في الموادِّ الدراسيّةِ، وأختارُ لها عنواناً شائقاً.

٤. أكتبُ مجموعةً منَ الخَواطرِ أُعبّرُ فيها عَن مَواقفَ أو مَشَاعرَ انتابَتني في لحظاتٍ مُعيّنة، وأرغبُ في التّعبيرِ عَنْها كتَابةً.

٥. أعُودُ إلى إحدى المجموعاتِ القَصصيّة، وأُلخّصُ إحدى القِصصِ الواردة فيها محافظاً على عناصرها.

٦. أعمَلُ مع زملائِي على تَمثيلِ مَشهدٍ مَسرحيّ حولَ أحدِ الموضوعاتِ الّتي تَناولَها كتابِي المُقرّر.

٧. أقترحُ على مُعلّمي مَشروعاً أودُّ القيامَ بِهِ.

[2] The National Center for Educational Curriculum Development (2019). *Arabic language (1): Seventh Grade.* http://moed.gov.sy/curricula-new/07/Arabic-1.pdf

Appendix N

A Text that Promotes Historical Knowledge from Fifth Grade English Language Textbook[3]

Unit 2

5 Read and answer

The story of Queen Zenobia

Zenobia was a very clever and beautiful queen who lived in Palmyra a long time ago. Palmyra was the capital city of a great kingdom in the Syrian desert.

Zenobia had a husband, King Odaena. She had a son , too. His name was Habat Allah. When her husband died, Zenobia became Queen of Palmyra and her son became king. She was a strong woman and a very good queen and the people of Palmyra loved her.

The Romans were trying to control Palmyra but Zenobia didn't accept this. There was a war between Zenobia and the Romans. The last big battle was near Homs and the Romans won. They took Zenobia to Rome by force and she never saw Palmyra again.

1 Where did Queen Zenobia live?
2 What was her son called?
3 Did the people of Palmyra like the Queen?
4 Was Queen Zenobia a good queen?
5 Where did the Romans take Queen Zenobia?
6 Did Queen Zenobia visit Palmyra again?

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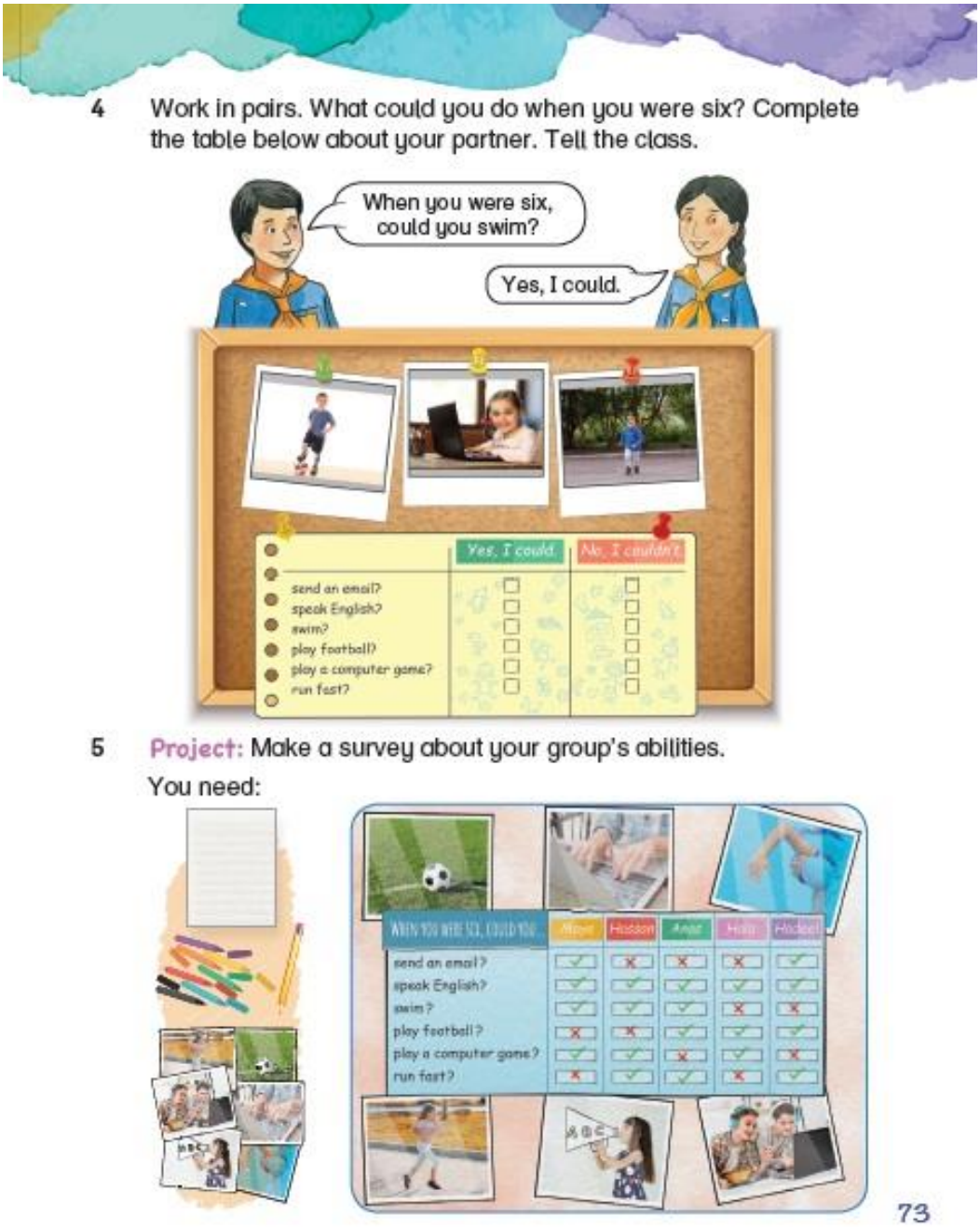
[3] Loader, M. (2014). *English for Starters: 5*. York Press. http://moed.gov.sy/curricula-new/05/EFS-5-SB.pdf

Appendix O

Examples of Cooperative Learning Activities from Third Grade's English Textbook[4]



[4] Hancock, M. (2019). *Passport to World* (3rd ed.). York Press. http://moed.gov.sy/curricula-new/03/PTTW-G3-SB.pdf

Appendix P

Example of a Group Project from Fourth Grade's Science Textbook[5]

[5] The National Center for Educational Curriculum Development (2019). *Science textbook.* http://moed.gov.sy/curricula-new/04/science-1.pdf

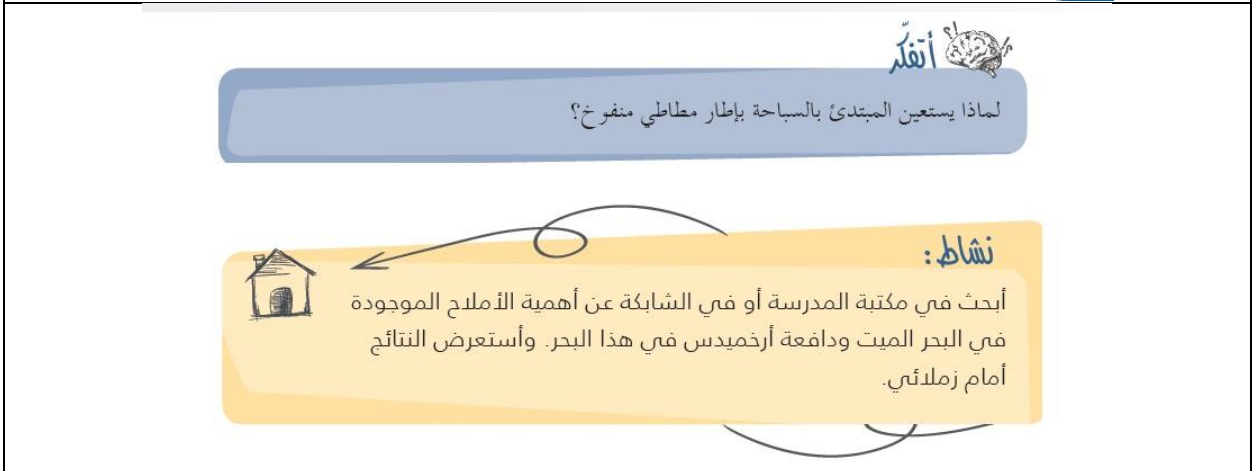
Appendix Q

Examples from Seventh Grade's Physics and Chemistry Textbook[6]

أتفكّر

كيف يتم تحديد مراتب الفائزين في السباقات الرياضية؟

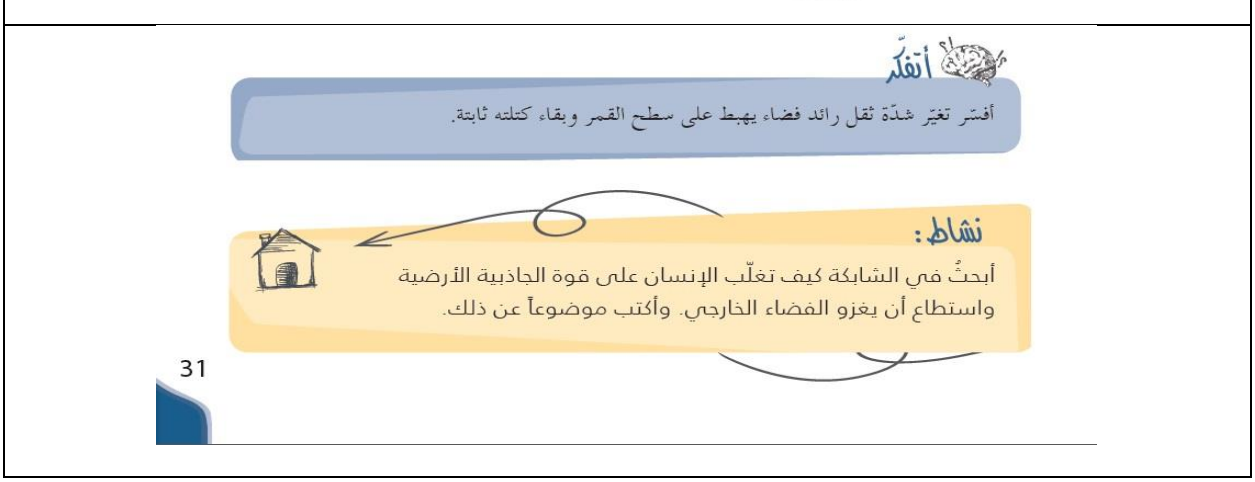
18


أتفكّر

لماذا يستعين المبتدئ بالسباحة بإطار مطاطي منفوخ؟

نشاط:

أبحث في مكتبة المدرسة أو في الشابكة عن أهمية الأملاح الموجودة في البحر الميت ودافعة أرخميدس في هذا البحر. وأستعرض النتائج أمام زملائي.


أتفكّر

أفسّر تغيّر شدّة ثقل رائد فضاء يهبط على سطح القمر وبقاء كتلته ثابتة.

نشاط:

أبحثُ في الشابكة كيف تغلّب الإنسان على قوة الجاذبية الأرضية واستطاع أن يغزو الفضاء الخارجي. وأكتب موضوعاً عن ذلك.

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[6] The National Center for Educational Curriculum Development (2019). *Physics and Chemistry.* http://moed.gov.sy/curricula-new/07/Physics-Chemistry.pdf