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**EFL Teachers' Perspectives and Practices in Implementing
Core Values as a Key Factor in Shaping
Exit Profile Competencies in Algerian Middle Schools: The Case of
Middle School English Teachers in Guelma.**

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DEDICATION I

I dedicate this work firstly to the soul of the woman who was the
light of my life, my mother, “Zahia”.

To my beloved father for his support, his encouragement, and his
confidence in me during the years of my study, life, and work.

To my lovely daughter, “Aroua,” and my lovely sons, “Zaid”

And “Mohammed”.

To my husband for his care and endless support.

To my beloved brother, sisters, nephews, nieces, and all members
of my family.

To all my colleagues and friends, to everyone who helped and
encouraged me.

HAYAT ALLIOUAT

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To the soul of my mother, who always dreamt of standing beside me on this day.

Though you are no longer here to hold my hand, your love remains the compass guiding every step I take.

This dissertation is woven with the resilience you taught me, the dreams you nurtured, and the quiet strength

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I'd show you how far your sacrifices have carried me.

To the one whom the world has never seen an equal: my father. The best man I've ever known. Your unwavering belief in me turned impossibilities into milestones. For every late-night pep talk, every silent

sacrifice, and every proud smile

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To my other half, my pillar and support: my husband.

To the light of my eye: Maryam, Al Baraa and Qamar; my children.

To my siblings.

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ABSTRACT

Core values play a vital role in shaping students' character and guiding their social, moral, and civic development. They are central to the concept of the exit profile which outlines competencies and attitudes that students are expected to embody upon completing a cycle of education. In recent years, the Algerian educational reform supports value-based teaching, and emphasises the integration of core values into the English curriculum. This study attempts to investigate EFL middle school teachers' perspectives toward integrating core values in their teaching to examines their educational practices. It highlights the importance of integrating core values to foster students' personal and academic development. By exploring teachers' willingness, understanding, and methods of fostering these values, the research addresses the specific challenges and responsibilities faced by Algerian middle school EFL teachers in nurturing core values. Hence, a mixed research method which consisted of an online questionnaire for middle school EFL teachers and an interview for a middle school English inspector was adopted. The questionnaire was administered via Google forms to 70 middle school EFL teachers across the districts of Guelma, while the interview was conducted with middle school English inspector. The result of the analyses of teachers' questionnaire and the inspector interview shows that Algerian middle school EFL teachers indeed have positive attitude toward the integration of core values and they integrate them in their lessons intentionally and intuitively, but some of them face obstacles concerning explicit guidance, they lack clear teaching material and effective assessment tools.

Keywords

Core Values; Exit Profile ; Education; EFL middle school teachers.

LIST OF ACRONYMS

CBA: Competency Based Approach **CBC:** Competency Base Competence

EFL: English as a Foreign Language

EP: Exit Profile

GCED: Global Citizenship Education

LOA: Language Outcome Approach

MNE: Ministry of national Education

SDGs: United Nations' Sustainable Development Goal

TLT: Transformative Learning Theory

ZPD: The Zone of Proximal Development

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SUMMARIES

General Introduction

During the school year 2016/2017, known as the second-generation curriculum was introduced in Algerian middle schools. It seeks to nurture individuals with competences that enable them to contribute positively to their society. This curriculum emphasizes developing students' behavior and attitudes, which is evident in its integration of core values as a key component. Today, Teachers focus on developing students' character, social duty and instilling moral values in them, rather than just providing them with knowledge, thus, academic achievement alone is not sufficient for preparing students for the complexities of modern life. These values help students to defeat future challenges they possibly will face.

The second-generation curriculum highlights the importance of inspiring values such as respect, responsibility, national identity, citizenship, and openness to the world. This would help society to live in harmony with modernity. Moreover, the new curriculum promotes national and universal values. Furthermore, integrating these values provides students with an opportunity to access science, technology, and international culture while avoiding the dangers of acculturation. Accordingly, these values are considered essential components of Algerian education as they foster tolerance and critical thinking. Their integration into the curriculum contributes to shaping the desired exit profile competencies of middle school students.

This dissertation investigates the perceptions and practices of middle school English teachers regarding the implementation of core values as a crucial element in developing students' exit profile competencies. It focuses on how EFL teachers perceive and integrate these core values

into their teaching practices, and how this integration contributes to shaping the desired exit profile competencies of middle school students.

1. Statement of the Problem

As mentioned earlier, the second-generation curriculum places strong emphasis on the integration of core values as an essential part of shaping students' exit profile competencies. These values are not only meant to guide students academically, but also to help them become responsible, tolerant, and socially aware individuals. However, the success of this reform depends on how well these values are understood and applied by teachers in real classroom settings. Since teachers play a key role in turning curriculum goals into actual practice, it becomes important to explore how they perceive this new orientation, how they integrate core values into their teaching, and what obstacles they may face. This study, therefore, aims to investigate the perceptions, practices, and challenges experienced by both novice and experienced EFL teachers in the implementation of core values.

2. Research aims

The present research seeks to explore the role of EFL teachers in applying core values as part of the second-generation curriculum. It aims to:

1. Investigate EFL middle school teachers' perceptions of the importance of integrating core values in English language teaching.
2. Identify the methods and strategies teachers use to include core values in their classroom activities.
3. Examine the main difficulties teachers face during the implementation process.
4. Provide suggestions and insights that could help improve teacher training and curriculum

application in relation to core values.

3. Research Questions

To better understand how EFL teachers engage with the integration of core values in the classroom, the following research questions were addressed:

1. How do middle school EFL teachers perceive the importance of integrating core values in the English language classroom?
2. In what ways do EFL teachers incorporate core values into their teaching practices?
3. What challenges do EFL teachers face when implementing core values in their lessons?
4. Are there any noticeable differences in the practices or perceptions between novice and experienced teachers?

4. Research Methodology and Design

4. 1. Research Methodology

This study used a mixed-method approach, combining qualitative and quantitative data collection and analysis. This approach allows for a more comprehensive understanding of the research problem by capturing both the breadth and depth of teachers' perceptions and practices. It includes a questionnaire and an interview, to collect perspectives and practices from middle school EFL teachers in Guelma. To perform this study, 70 English teachers (novice and trainer) completed a questionnaire. Additionally, a semi-structured interview was conducted with a middle school inspector to gain further insights into the implementation of core values. The inspector's experience in observing teachers helped provide a broader perspective on how these values are applied in real classroom contexts.

4.2. population and sampling

The target population includes middle school English teachers of English in Guelma, of both Districts. A random sample 70 teachers were selected to answer the questionnaire. One

middle school English inspector from Guelma was interviewed face to face. The inclusion of both novice and experienced teachers allowed the researcher to compare perspectives based on experience levels.

4.3. Data gathering tools

A questionnaire was used to gather data about teachers 'perceptions, classroom practices, and challenges they may encounter when integrating core values in the teaching process. In addition to that, a semi-structured interview was conducted with a middle school inspector in Guelma in order to obtain more comprehensive view of the situation by exploring their observations and feedback about the way teachers implement core values in real classroom setting.

5. the structure of the dissertation

The present research is divided into three chapters. The theoretical part contains two chapters. The first presents the Exist profile, while the second chapter deals Core Values in Education. The practical part contains one chapter. It deals mainly with the research methodology, provides the results along with the analysis and discussion, and answers the research questions.

The dissertation, it offers recommendations and suggests directions for future research, by the end of the dissertation, the general conclusion involves of a summary of the research findings, limitations of the study, and suggestions for future research.

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Introduction

This chapter explores the essential role of exit profiles in shaping English as a Foreign Language (EFL) education within recent Algerian educational reforms. It tackles the concepts' origins and evolution, clarifying how these profiles define desired student outcomes as part of the second-generation curriculum. A focus is on the fundamental components of exit profiles, such as competencies, knowledge, skills, attitudes, and values that EFL programs aim to foster, emphasizing the deep interconnection between these elements, and the goal of lifelong learning. The chapter further examines the unique requirements of exit profiles in EFL, analyzing how language acquisition is inherently tied to personal development and how these profiles can be designed to ensure students not only achieve linguistic proficiency but also cultivate the crucial values and attributes necessary for success in a globalized world.

1.1. The Exit Profile

A key component that was announced in 2015, in the new Algerian middle school English Curriculum, is the exit profile (EP). At the end of each school year or at the end of the school cycle learners are supposed to have learned some given competencies: skills, knowledge and attitudes along with some values which are determined by the curriculum for the sake of an essential learning that the student should master. Its main role is aligning curriculum goals with competency development.

1.1.1. Definition

Commission Nationale des Programmes (2015, March) defines the EP as the set of competencies learners are expected to demonstrate by the end of a school year or educational cycle. It serves as both a pedagogical and evaluative framework that specifies the knowledge, skills, and attitudes students should acquire upon completing a given stage of education.

Similarly, the European Commission (2018) describes the EP as –the tool that identifies and defines, in connection with the challenges of the 21st century, the key competences that students are expected to have developed on completing this stage within their educational itinerary‖ (p. 5). These competencies are aligned with contemporary global demands and are intended to prepare learners for life beyond the classroom. In essence, the EP outlines the intended learning outcomes and guides curriculum development to ensure alignment with educational goals and societal needs.

1.1.2. Origin

The development of the exit profile is closely linked to modern educational reforms that emphasize both learning outcomes and competencies. As a result, The Competency-Based Approach (CBA) and the Learning Outcomes Approach (LOA) have significantly shaped its structure and purpose. Adam (2007) noted that the origins of the learning outcomes approach are deeply rooted in the behavioral psychology tradition of the late 19th and early 20th centuries, further advanced by American psychologists J. B. Watson and B. F. Skinner. These pioneers of behaviorism viewed learning as a response to external stimuli. Skinner emphasized education as a means to promote future-oriented, beneficial behavior, aligning closely with the goals of learning outcomes. As Skinner (1953) stated, –Education is the establishing of behavior which will be of advantage to the individual and to others at some future time‖ (p. 264).

In this context, the learning outcomes approach is closely connected to the CBA, which prioritizes practical, real-world skills. This approach emphasizes that learners should be able to demonstrate specific competencies upon completing a course or program. As Patrick and Sturgis (2013) explained, –Learning outcomes emphasize competencies that include the application and creation of knowledge‖ (p. 6).

Thus, learning outcomes are not limited to theoretical knowledge; they reflect the essential principles of competency-based learning. Educational outcomes, therefore, focus on knowledge application and the development of skills such as critical thinking and problem-solving. These are embedded within broader competencies that enable students to transfer and apply their learning in real-life contexts. In summary, the foundation of the pupils 'exit profile lies in both the LOA and the CBA. The adaptation of the EP represents a shift from traditional content-based instruction toward a competency-based model. It has become a cornerstone of this educational paradigm, aiming to ensure that learning is meaningful, measurable, and responsive to real-world demands.

1.1.3. Exit Profile Aims

The exit profile (EP) has brought a significant shift in pedagogy, moving from teacher-centered instruction to a learner-centered approach. It promotes long-term outcomes that are connected to real-world needs and experiences. Additionally, the EP guides curriculum development, ensuring that educational practices are aligned with clearly defined, future-oriented learning goals.

1.1.3.1. Promoting a Learner-Centered Pedagogy

Adam (2007) stated, –The adoption of a learning outcomes approach focuses activity on the learner and away from the teacher. It promotes the idea of the teacher as a facilitator or manager of the learning process (p. 12). This reflects a fundamental transformation in education, placing the learner at the center of the teaching and learning process. It emphasizes the active role of learners in constructing their own understanding and discovering knowledge independently. With the teacher acting as a facilitator, students are encouraged to think critically, work autonomously, and take responsibility for their learning. Ultimately, this transformation supports the development of critical thinking, learner autonomy, and active participation.

1.1.3.2. Preparing Learners for Lifelong Success

One of the fundamental aims of the EP is to prepare learners for lifelong success by equipping them with the competencies necessary for real dynamic world. Campo and Temporal (2022) view the EP as a long-term educational goal that extends beyond academic achievement, emphasizing the development of responsible and socially engaged individuals. This aim aligns with the principles of the CBA which promote a shift from traditional knowledge acquisition to the development of key competencies which include critical thinking, adaptability, collaboration, and problem-solving and skills essential for personal and professional growth beyond the classroom. By embedding such competencies into educational outcomes, the EP ensures that learners are not only prepared for exams but also for meaningful participation in society and continued learning throughout life.

1.1.3.3. Guiding Curriculum Development

The EP also functions as a strategic tool that defines the skills, competencies, and values learners are expected to achieve by the end of their educational cycle. It plays a critical role in curriculum planning and design. Adam (2007) clearly articulated learning outcomes aid course designers in identifying the core purpose of a course, organizing syllabus components, and ensuring logical learning progression. These outcomes help establish a coherent connection between teaching, learning, and assessment, ultimately enhancing course design and the overall student experience. Well defined outcomes guide curriculum designers to align instructional strategies and assessment tools more effectively with learning objectives and thereby improving both teaching practices and student achievement.

In short, the EP plays a foundational role in shaping modern education. It serves as a guiding framework for coherent curriculum design. By integrating competencies, skills, and values into the educational process, the EP ensures that teaching, learning, and assessment are

aligned with the needed goals for learners.

1.1.4. The Main Characteristics of the Exit Profile

1.1.4.1. Competency-Based

One of the fundamental characteristics of a well-designed EP is its competency-based nature, which prioritizes the development of essential skills that students must master upon completing their education. Shinda and Banda (2024) stated that a competence based curriculum (CBC) supports the development of learners' core competences such as problem-solving, critical thinking, and creativity. This statement highlights central role of constructivist theory in shaping competency-based education, where learners actively construct knowledge through meaningful, practical experiences. Thus, the EP does not merely represent a list of knowledge areas like in content-based curricula but CBC encompasses a comprehensive set of competencies that bridges the gap between education and real-world challenges. Therefore, the competency-based nature of the EP is essential, as it fosters transferable, applicable skills and bridges the gap between education and real-world challenges.

1.1.4.2. Holistic and Values-Oriented

A key characteristic of modern EP is their emphasis on holistic education, which aims to develop learners intellectually, socially, emotionally, and ethically. Campo and Temporal (2022) defined the EP as a comprehensive set of competencies that enable graduates to effectively navigate complex academic, professional, and social environments. This definition underscores the role of education in preparing students for both academic achievement and life's broader responsibilities. The integration of emotional and social competencies into educational frameworks reflects a shift from traditional, knowledge-centered approaches to learner-centered models. Holistic education fosters the development of well-rounded individuals capable of critical thinking, ethical decision-making, and empathetic engagement with others. The exit

profile thus serves not only as an academic level but also as a strategic framework for developing individuals who contribute meaningfully to society. Likewise, Miller (2019) asserted that humans are composed of interacting dimensions—physical, intellectual, emotional, and spiritual—and this view reinforces the foundation of value-oriented education, which focuses on developing the whole person rather than solely academic skills. By addressing these interconnected dimensions, holistic education promotes ethical awareness, emotional intelligence, and social responsibility. Therefore, exit profiles shaped by holistic principles prepare learners for meaningful participation in personal, civic, and professional life.

1.1.4.3. Integration

Another defining characteristic of the EP is its focus on integration. Ministry of National Education (2016) claimed –These competencies are taught in an integrated way, since in real life that is how they are used || (p. 5). Accordingly, learning outcomes should reflect the real-world application of competencies in a cohesive and interconnected manner to mirror authentic situations where learners do not apply knowledge, skills, or values in isolation. Harden (2002) emphasized this in clinical education, stating, –The outcomes recognize the authentic interaction and integration in clinical practice of knowledge, skills and attitudes and the artificiality of separating these|| (p. 152). In educational settings, knowledge, skills, and attitudes must be taught and assessed as unified elements. Learners must not only acquire theoretical knowledge but also demonstrate communication skills, attitudes, and values to navigate real-world challenges. Dawson College (2025) explained that the EP reflects how students bring together key competencies from both the Specific Education and General Education components of the program. Curriculum design should emphasize outcome-based approaches that reflect the interconnected nature of real-world demands.

In short, integration helps learners to become competent individuals who can respond to real-life challenges holistically. Learners are not only prepared to succeed academically, but they are also prepared for life skills and to contribute positively to their societies.

1.1.4.4. Assessment Alignment

The EP also plays a crucial role in aligning assessment with curriculum goals and instructional practices. It serves as a reference for designing curricula, teaching strategies, and evaluation tools to ensure that all targeted competencies are addressed. Judd and Keith (2017) emphasized that for students to achieve the competencies expected by the end of a program, assessment must be deliberately aligned with learning outcomes. This alignment promotes curriculum coherence and enables educational institutions to refine instructional strategies based on assessment data. As a result, educators can ensure that students are developing the intended competencies.

1.1.5. Components of exit profiles:

The EP has become a focal point in many modern educational systems, emphasizing the development of essential components such as knowledge, skills, and values. These elements do not function in isolation; rather, they interact to form competence, which reflects a learner's ability to apply acquired knowledge and skills in real-life situations. Understanding the components of the EP is essential for ensuring meaningful and effective learning outcomes.

1.1.5.1. Knowledge (Savoirs)

Knowledge is the foundational element of the EP. According to the European Commission (2008), knowledge refers to "the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories, and practices that is related to a field of work or study" (p. 11). This definition underscores that this component involves more than memorization; it includes understanding both abstract and concrete information. There are

two main types of knowledge: theoretical, which includes abstract concepts and frameworks, and factual, which refers to concrete data. Knowledge forms the basis upon which skills and competencies are built. In educational systems, acquiring this element is essential for learners to engage effectively with and respond to academic and professional challenges. Bloom et al. (1956) defined it as the foundational level of cognitive learning, emphasizing the ability to recall facts, definitions, and previously learned material. In his taxonomy of educational objectives, Bloom positioned knowledge at the base of the hierarchy, viewing it as essential for developing higher-order thinking skills such as comprehension, application, and evaluation. Thus, it serves as a necessary starting point for deeper cognitive engagement and is a core component of learning outcomes.

1.1.5.2. Skills (Savoir-apprendre)

Skills refer to the ability to apply knowledge and use know-how to complete tasks and solve problems. The European Commission differentiates between two main types of skills: cognitive and practical. Cognitive skills involve logical, intuitive, and creative thinking, while practical skills pertain to the use of methods, tools, materials, and instruments. Skills are not limited to technical or physical actions; they also encompass higher-order thinking processes that are essential for effective problem-solving in both academic and real-world contexts.

Gagné (1985) described a skill as a capability that allows an individual to perform tasks with a certain level of proficiency. He emphasized that skills involve the internal organization of performances within a specific domain, emphasising the cognitive structuring and mental coordination required to master them. Unlike innate abilities, skills are acquired over time through systematic learning and must be taught through clear instruction and refined through practice. Gagné's perspective underscores the structured and learned nature of skills, reinforcing their significance in educational planning and curriculum development.

1.1.5.3. Attitudes (Savoir-être)

Attitudes are another key component of the EP. Byram (1997) defines attitudes as "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own" (p. 50).

This suggests that being open-minded and self-reflective is crucial for intercultural competence. Learners should be prepared to engage with unfamiliar viewpoints while critically examining their own cultural assumptions. This understanding of attitude aligns with contemporary perspectives in intercultural education, which view attitudes as dynamic and shaped by social contexts and interactions. Therefore, learners should promote flexible and adaptive attitudes that support respectful and meaningful intercultural exchanges.

1.1.5.4. Competence

The concept of competence has evolved significantly, particularly in the field of linguistic theory. Chomsky (1965) introduced the foundational distinction between competence and performance, defining linguistic competence as "the speaker-hearer's knowledge of his language" (p. 4).

This perspective emphasized internal, rule-based knowledge essential for language production. However, subsequent scholars expanded this narrow grammatical view.

Hymes (1972) introduced the concept of communicative competence, emphasizing the importance of knowing how and when to use language appropriately in various social contexts.

Building on this, Byram (1997) proposed intercultural communicative competence, incorporating attitudes, knowledge, and skills necessary for respectful and effective intercultural communication.

Kramsch (2013) further expanded the concept by introducing symbolic competence, which focuses on learners' ability to interpret and reflect on cultural and ideological meanings in language.

Collectively, these developments underscore that competence

encompasses not only linguistic accuracy but also social, cultural, and symbolic dimensions. Accordingly, this board view aligns with the EP's goal of shaping well-rounded learners who can apply their knowledge and skills effectively in diverse and real-world contexts.

1.1.5.5. Values

Values represent a core component of the EP, as they guide learners' ethical Behaviour, social interaction, and civic responsibility. Unlike knowledge and skills, which are often more visible in academic performance, values shape the character and decision-making processes of learners in subtle yet profound ways. Schwartz (1992) explained that values function as enduring goals that influence individuals' priorities and actions across various life situations. Within the educational context, values help foster respect, empathy, tolerance, and responsibility qualities essential for meaningful participation in diverse societies. In today's world, where learners are expected to engage critically with complex social and cultural issues, the ability to express and reflect on values becomes increasingly important. Ministry of National Education (2019) noted, –Learners are keen to engage in spoken and written exchanges with others on those core values, hence the importance of improving children's literacy to enable them to face today's world (p. 4). Therefore, embedding values into the exit profile ensures that learners are not only intellectually equipped but also morally and socially prepared to navigate the challenges of the modern world.

1.2. Educational Reform and Exit Profiles in Algerian EFL Education

1.2.1. Overview of Recent Educational Reforms in Algeria

Algeria's educational system has undergone substantial reforms aimed at modernizing curricula, improving quality, and aligning educational outcomes with national development goals.

In the early 2000s, the Ministry of National Education initiated major curriculum changes at the

primary, middle, and secondary levels. According to the Ministry (2008), these reforms were designed to equip learners with the competencies necessary to meet contemporary and future challenges while supporting sustainable scientific and technological advancement. A pivotal aspect of this reform was the introduction of CBA in 2002, marking a shift from traditional knowledge-based instruction to a more skill-oriented model. This change led to significant revisions in both syllabi and textbooks to better reflect the goals of the new pedagogical orientation. In the field of English Language Teaching (ELT), this transition was driven by the need for learners to acquire practical English skills for real-world communication, rather than solely academic knowledge (Richards, 2001, pp. 23–24). Thus, the reforms aimed to develop learners' competencies and capabilities in alignment with global educational trends.

Educational reforms for Algeria middle schools are categorized into two main waves: the First-Generation and the Second-Generation reforms. The First-Generation reform, initiated in 2002, introduced the CBA as a foundational shift in teaching and learning strategies. In middle schools, this reform translated into substantial changes in English language education, particularly in curriculum design and textbook development. These changes emphasized practical language use, communicative competence, and the integration of linguistic skills with real-life applications, in line with CBA principles.

1.2.2 The Role of English Language Teaching (ELT) in Algeria

English has gained a prominent status in Algeria's educational policy, especially in response to globalization and the increasing need for international communication. The National Law of Orientation (2008) emphasizes the importance of equipping learners with proficiency in at least two foreign languages, facilitating access to global knowledge and promoting intercultural exchange. As stated in Article 2, Section 6, foreign languages are seen as tools –open up to the world... and promote exchanges with foreign cultures and civilizations.¶ In alignment

with this vision, English was officially introduced in Algerian primary schools in the 2022–2023 academic year. This integration aims to foster a generation of multilingual citizens who can engage competently in international contexts which aligns with the EP's emphasis on global competence.¶

1.2.3 Official Guidelines on Exit Profiles and Values in Algeria

The Ministry of National Education has outlined a comprehensive EP that articulates both academic competencies and core national values. These official guidelines aim to shape learners who are intellectually capable, socially engaged, and ethically responsible. The exit profile integrates essential values such as citizenship, solidarity, Islamic ethics, respect for diversity, and openness to other cultures. This value-based orientation ensures that education fosters not only knowledge acquisition but also the development of learners' moral character and social consciousness. By embedding these principles into the national curriculum, the Algerian educational system affirms its commitment to producing well-rounded individuals prepared to contribute positively to society.

1.2.3.1. The exit profile framework in Algeria

The EP of English at middle school is as follows (as stated in the curriculum/ syllabus of 2015):

By the end of middle school, the learner will be able to interact, interpret, and produce oral and written messages/ texts of average complexity, of a descriptive, narrative, argumentative, or prescriptive type, using verbal or non-verbal supports (written texts, audio, and visual aids) and in meaningful situations related to his/her environment and interests.

(Ministry of National Education, 2015, p. 8)

The exit profile for English at the middle school level in Algeria emphasizes the development of comprehensive communication skills. Specifically, by the end of middle school, learners are expected to interact effectively, interpret various messages, and produce both oral and written texts. Moreover, these texts may range in complexity and include descriptive, narrative, argumentative, or prescriptive types. Importantly, the curriculum highlights the use of both verbal and nonverbal supports, ensuring that students can engage meaningfully in real-life situations related to their environment and personal interests. Thus, the EP aims to foster practical language competence that connects classroom learning with everyday communication needs.

1.2.3.2 The Role of English in Supporting a Holistic Exit Profile in Middle School Education

English plays a significant role in achieving the overall exit profile in middle school, as it contributes to the development of essential communication skills. Moreover, English is closely interlinked with other subjects, creating a cohesive learning experience that supports the learner's comprehensive growth. One of the key characteristics of the EP is its emphasis on holistic education, which aims to develop the learner intellectually, socially, emotionally, and ethically. Consequently, the integration of English with other disciplines ensures that students develop the diverse competencies outlined in the EP. Therefore, the collaborative contribution of English and other subjects is fundamental to preparing students for future academic and professional challenges as stated in the curriculum (2015):

The global profile of the learner can be defined as the acquisition of communication competencies as well as cross-curricular competencies common to all disciplines of the cycle.....Teaching and Learning English contributes to the acquisition of other disciplines and benefits from them in many ways.

Accordingly, when learners study English, they are not just learning grammar or vocabulary. They are also developing important life skills, like how to communicate clearly, think critically,

and work with others. These skills are useful in all school subjects and in real life.

At the same time, learning other subjects (like science, history, or math) helps students improve their English, because they learn new ideas and topics that they can talk or write about in English. So, English helps students become well-rounded learners who are ready for the future, not just in language but in many areas of life.

1.2.4.3 Integrating core values and national identity in the exit profile

One of the most important aims of the second generation curriculum is to teach values to learners. This curriculum focuses mainly on three (03) main categories of values which are –national identity, –national conscience and –citizenship and openness to the world. The integration of such core values is an essential element of the Algerian exit profile. These values are explicitly represented in the national curriculum and supported through instructional materials, especially course books. Ministry of National Education (2016) explains, the core values contained in the course books are directly derived from the Law of Orientation (2008), and are presented as follows:

■ National identity

The learner can use the markers of his identity when introducing himself to others: name, nationality, language, religion, flag, national currency ...

He can speak about our school days, weekend and national public holidays (historic, religious, etc)

■ Citizenship

He shows respect for the environment and protects it continually. He is responsible

He is honest

He is respectful

■ Openness to the world

He is keen on learning about others' markers of identity. (p19)

The integration of core values is an essential element of the Algerian exit profile. These values are explicitly represented in the national curriculum and supported through instructional materials

Conclusion:

To conclude, this chapter has provided a comprehensive overview of the concept of the exit profile in education. While competencies and curricular outcomes are central to shaping the learner profile, they cannot be fully realized without the integration of core values. Indeed, values are crucial in forming well-rounded individuals capable of ethical decision-making and responsible citizenship. In this regard, the next chapter will shift the focus toward the concept of core values in education, exploring their theoretical underpinnings, relevance to learner development, and the practical ways in which they are incorporated into the teaching and learning process, particularly, within the context of English as a Foreign Language (EFL) classrooms.

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Introduction:

Core values in education form the ethical and moral foundation of any educational system. Not only do these values shape the aims of education, but they also guide classroom interactions, influence curriculum choice, and mold institutional culture. The relevance of core values is especially pronounced in the field of English as a Foreign Language (EFL) because language learning inherently involves global communication and cultural exchange. This chapter reviews the theoretical bases of value-based education, identifies universal core values, analyzes their implementation in EFL settings, and discusses challenges and opportunities within the Algerian context.

Theoretical frameworks of core values come as a pedestal to support the integration of values in learning, based on various pedagogical theories that consider students more from a perspective of not just being the recipients of knowledge but involving them as active moral agents responding to the challenges of ethical issues and cultural matters.

2.1 Theoretical Frameworks on Core Values

2.1.1 Constructivism and Value-Based Understanding

Constructivism has become one of the most critical aspects of modern education, especially in the field of teaching English as a foreign language. The theory postulates that knowledge is not passively received by learners; rather, they passively receive and memorize knowledge received from those experiences and construct knowledge actively with experience itself. This view greatly emphasizes how students interact with the language and the values of activities inside the class. They absorb the words by using it in a meaningful talk, sharing culture, and thinking

carefully. For example, when students talk with each other to solve problems in English, they are not just learning the language but also building social and moral skills, like valuing others' opinions or cultural awareness (Schunk, 2020; Halstead & Taylor, 2000).

Core contributors of the constructivist view, such as Piaget (1952) and Vygotsky (1978), emphasized cognitive development and the contexts of learning and teaching. While Piaget looked at individual cognitive processes, Vygotsky's work placed greater consideration in the importance of social interaction. The Zone of Proximal Development (ZPD) that he purports proves the need for guided participation and collaboration learning. These are the theories that, in an EFL classroom, help integrate core values of empathy, justice, respect, and responsibility, both linguistically and ethically (Schunk, 2020; Halstead & Taylor, 2000).

Constructivist pedagogy enriches EFL instruction by embedding academic content with value-driven learning experiences. Unlike traditional didactic methods, which often present learner passive acceptance of fixed moral norms, constructivism presents active moral reasoning, critical reflection, and the exploration of values through authentic activities such as group discussions, role plays, project-based learning, and ethical simulations, among others that could be undertaken by the learners themselves. These ensure students interact with learning not only at an intellectual level but also deeply moral, fostering the internalization of core values as part of their identity and exit profile. A profile that describes the knowledge, skills, and values a student should possess upon finishing a program. This approach ensures students leave the EFL classroom not only fluent in English but also grounded in universal values (Halstead & Taylor, 2000).

Constructivism holds that values emerge through shared meaning and collaborative ethical reasoning, which are the three core claims relevant both to teaching EFL and exit profiles. The second proposition places values in content, indicating that learning is contextual and dialogic;

values take concrete form through situated experiences and moral discourse. The role of the teacher in the third proposition is that of a moral guide; he or she helps make morality open to inquiry and does not prescribe it. These principles do not only develop ethical autonomy, critical thinking and preparing learners to use English not just as a communication tool, but as a vehicle for responsible and empathetic action also develop intrapersonal development which enables a person to integrate the values into one's identity and exercise moral judgment with autonomy and empathy in real-life situations (Schunk, 2020).

constructivist approach is needed to develop individuals recognize their roles and responsibilities in a complex, interconnected world. This allows them to explore and make positive contributions in a society characterized by diversity, rapid change, and long-term impacts. This process raises social consciousness as people become more aware of issues such as equality, social justice, and global interdependence that are essential to thriving in a diverse global society (Liu & Zhang, 2020; Vygotsky, 1978).

2.1.2. Transformative Learning Theory:

Transformative Learning Theory (TLT), created by Jack Mezirow in the late 20th century, is the framework that describes well how adults change deeply held beliefs and worldviews on the basis of critical self-reflection and rational discourse. Unlike traditional theories, which consider learning the passive acquisition of knowledge or skills, TLT views learning as an active process of development where learners critically analyze and reassess their standing or current view on something and compare it with new and often conflicting evidence (Mezirow, 1991). The theory is also quite applicable to adult education and therefore to teaching English as a Foreign Language, or any other means of instruction, through the exit profile's core values.

Mezirow (2000) found that learning often involves dramatic shifts in self-concept and worldview, not always fully transformative. The process of critical reflection is basically an analysis of

assumptions that underlie the beliefs held by the learners. There are ten interconnected stages in the process of transformative learning as described by Mezirow. It begins with the first stage that is somewhat self-initiated—a disorienting dilemma. The source could be a loss of employment, relocating to another country, or some other crises. For example, immigrant adult students from EFL civics classes may critically begin to question implicit beliefs about governance and gender roles when new cultural norms are introduced to them, thus developing critical moral consciousness.

Rational discourse is the mainstay of TLT. The process of transformative learning implies that learners, through rational dialogue, share diverse viewpoints on any issue and gradually reorganize their understanding of experience. The facilitation of rational dialogue in the EFL classroom helps create a safe environment in which questioning can take place not only on the content of the course but also on so much more. In service learning, too, transformational learning could be relevant for activities like role-play journals and moral dilemma simulations and analyses of controversial case studies. For example, a learner in nursing finds that cultural biases are sensitive during clinical placements and, as a result, becomes more empathetic in practice to provide inclusive patient care. This clearly defines the practicality of TLT in professional and language education contexts (Taylor, 2017).so by applying TLT in ELT contexts, educators can help students not only learn English but also navigate and appreciate cultural diversity, thus promoting inclusive and meaningful language education.

Critics say that while Mezirow's model (1978) is very much about rationality and the cognition of the individual, it has been an oversight that has led to the undervaluation of the emotional, relational, and cultural dimensions of transformation. According to Dirkx (2006), emotions and intuition, unconscious elements of transformative learning are uncovered, indicating that learning is a process of not only cognitive but soul and imaginative activities.

What has been further integrated by O'Sullivan (2002) and Taylor (2009) into ecological consciousness, spirituality, and embodied learning goes well beyond individual applicability to contexts that are more emotional and social alongside cognitive change. Such perspectives make the theory more relevant to EFL teaching by providing a holistic view of the learners' development of cultural and moral identities.

TLT is one of the most influential approaches in adult education and lifelong learning. It responds to critics who argue that the model passively waits for learners to come and try on new identities and does not actually transform or change the identities of the participants. Rather, it actively engages learners in reassessing and redefining their identities. This is, therefore, more closely linked to the EFL exit profiles fostering autonomy, empathy, and citizenship. These would critically and actively be responsive to society, thus meeting the theory's principles. Transformative learning theory goes further to support language acquisition and cultivate critical moral consciousness in empowering learners to make meaningful contributions to society (Cranton, 2006; Mezirow, 2000; Taylor, 2017).

2.1.3. Moral Development Theories: Supporting the Growth of Ethical Understanding in Learners

Theories of moral development play a vital role in shaping mature and reliable ethical frameworks within an individual. Practical significance of the theories comes into being when these are used in an educational setting, thereby leading to the enhancement of the students' ethical reasoning and the internalization of values in society. These processes are also basic to the development of a personal moral framework that guides behavior and decision-making. Therefore, moral theories of development are very crucial for educators, specifically in the English as a Foreign Language set up, to say what is to be considered the in-charge core values at exit profiles to make sure learners do not only learn the language but also attain ethical

competence (Nucci, 2001).

Piaget (1932) conducted the pioneering research in which he differentiated the children's concepts of the right and brought the stages of their moral development to view. Later, turning to a consideration of Kohlberg's (1984) work, describes a six-stage model of development in morality, which is grouped into three levels: pre-conventional, conventional, and post-conventional, through which the individual evolves from an emphasis on obedience and self-interest to more universal principles of ethics. The care perspective of Kohlberg's theory is also criticized, mainly for being and thus it is from here that Gilligan (1982) came up with her idea of care. It included empathy, relationship responsibility, and even compassion and thus was more concerned with the very human aspect of moral decision making. These are dual contrasts that would better enrich the understanding of moral development, thus rectifying the inadequacies of past teaching strategies in fostering ethical growth in diverse learners (Killen & Smetana, 2006).

In EFL classrooms, theories of moral development support pedagogical methods like the discussion of moral dilemmas, service learning, and peer mediation. The teacher's role is to initiate a facilitative and highly interactive or dialogic process of moral reasoning with reference to the individual student. This may involve learners reflecting socially on current ethical issues such as environmental justice or digital privacy. The result will be debates that enhance students' moral awareness and other higher cognitive skills necessary for understanding and successfully coping with intricate social contexts. At best, such pedagogies reflect and respect the cultural diversity of students by incorporating multiple perspectives that bring "both sides" closer together in the moral education curriculum (Nucci, 2001).

Moreover, theories of moral development state that ethical maturity is not something that can be taught or learned automatically; rather, it is developed over time, reflecting and talking about it. This understanding provides educators with sound strategies for enhancing moral autonomy,

civic responsibility, and character development in students. As students grow within learning contexts that promote social ethics and responsibility, they increasingly internalize the fundamental values vital for the exit profiles, which are meant to prepare them to be thoughtful and just decision-makers as conscientious global citizens.

2.1.4 Teaching Ethics and Morals

Ethics and moral education viewed as pedagogical praxis ought not to be seen as an input of content, but rather as activities that are reflective and holistic, inculcating an ethos of ethical thinking in all aspects of teaching and learning. Rooted in Freirean critical pedagogy, the praxis is dynamic, creatively relating word and action through dialogue, reflection, and transformative practice (Freire, 1970). Under these rubrics, moral education ceases to be just a simple subject and becomes dynamic, existing as an actual, real, and social process located in classroom interactions and relationships.

In a narrow sense, ethical education is seen more in the "manner" of teaching than in the "matter" taught, though the material itself is important. It is the "ethics of experience" that educators must bring to the classroom, providing learners with the mental tools to critically engage with ethical norms from different cultures and contexts. Besides, ethics in practice can even be more powerful than inculcation. Moral education emerges from classroom relationships and the "hidden curriculum" of teacher behavior, power sharing, and co-created norms (Campbell, 2003). Noddings (2005) supports the idea of care ethics, contending that real moral learning involves the student as a whole person, engaging him or her intellectually as well as personally. This can be achieved through teaching methodologies that bring out active participation, such as storytelling,

case studies, community projects, and service learning. In this sense, students would face real moral dilemmas, bridge abstract concepts of ethics with concrete experiences, and develop a feeling for social responsibility. For example, students involved in community service growing out of classroom discussions on justice would take them out of the theoretical aspect of justice and bring home the practice of justice in a concrete way.

What else moral education can be outlined as being cross-curricular, culturally responsive and participatory, allowing and encouraging learners to integrate and practice core values in their daily lives rather than being taught as an abstract idea. This endeavor closely relates to the objective of the EFL exit profiles, which strive to produce socially aware and ethically responsible individuals. Ultimately, ethics and moral education as pedagogical praxis challenge the educators to make it so: they have to provide a reflective, inclusive, and empowering learning environment where students will actively construct and embody rather than passively receive ethical values (Durlak, 2011; Freire, 1970; Noddings, 2005; Campbell, 2003).

2.2. The Role of ethics and moral education in fostering core values

The teaching of ethics and moral education is oriented to the inculcation of core values in individuals who would be keen to respond to society as socially responsible, caring, and critically thinking members. Values such as respect, integrity, justice, compassion, and responsibility do not come up by themselves; the realization of these values comes through carefully planned learning experiences. Learning experiences draw people's inclination towards reflection on their own belief systems, show respect for diverse perspectives, and bring alignment to actions with ethical principles. Further, it is this very integration that supports the holistic development of learners as capable of actualizing the aforementioned exit profiles (Lickona, 1991; Nucci, 2001).

Ethical and moral education gives a rational and emotional grounding that helps students not see ethical principles as something abstract but rather as guiding principles in real situations.

Narratives in the class linked with values, along with reflective moral reasoning, help understand morals and identity building. Having students actively participate in a discussion regarding issues like human rights or environmental dilemmas helps them express and resolve their feelings about the larger social issues and the needs of their communities. Such learning environments encourage better understanding and internalization of core values through discussion (Nucci, 2001).

Moreover, ethics education trains learners to develop a moral identity characterized by responsibility and accountability. It equips students to make responsible decisions and act in ways that justify the trust that will be placed in them by others. This integration of ethics and core values promotes learners to perceive ethical issues not as standalone matters but as related to the whole of their personal and academic issues. According to Narvaez (2006), a value-rich education does not produce better socialized individuals but produces better moral self-regulation and active citizenship.

Also, continuing education which stresses morals enhances the indirect learning by showing how values are used outside the classroom. This two-way method, formal teaching along with hands-on experience, gives students a socially encouraging setting that supports their ethical development. In the end, principles and values teaching forms, develops, individualizes, and puts into action core beliefs to make learners able to make a difference in their communities and steer through the ethical dilemmas of the modern world (Lickona, 1991; Nucci, 2001; Narvaez, 2006).

2.3. Identifying Core Values in Education

Core values in education are the foundational formation for the development of the whole learner, who is competent not only academically but also morally and socially responsible. Due to the increasing imperative demand of core values in the exit profile of learners in the teaching of English as a Foreign Language (EFL), core values have become very important. They include

respect, responsibility, integrity, empathy, justice, cooperation, and tolerance. They are essential to the preparation of students for democratic citizenship and for understanding core values on heterogeneous societies (UNESCO, 2015). These prepare students to move and work around different cultural settings with an awareness of ethics and sensitivity to different cultures.

Values differ in cultural, religious, and national settings, but there is increasing convergence in contemporary educational theory towards humanistic values of dignity, peace, equality, and respect (Halstead & Taylor, 2000). This convergence reflects the participation of all those concerned, directly or indirectly, in determining the nature of the citizens to be educated by the education system-whether they are policymakers, parents, students, or teachers. Such values education is found in most national curricula, including that of Algeria. It is an education that inducts the learner through many subjects and by both explicit and implicit curricula. The former consists of formal lessons and content, and the latter includes school culture and teachers' behavior and institutional policies (Lickona, 1991).

The value of honesty may explicitly be stated in textbooks, but teachers' attitudes and practices in issues related to academic honesty and being true to one's interactions have much later been used to infer the value of honesty itself. This implicit learning is most crucial in EFL cultural and moral socializations. The value frameworks further put values into action, translating core values into such competencies as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making that would be involved in any ethical behavior related to language use or communication (Durlak et al., 2011).

The identification of core values in education should not be a mere formal exercise but it is a vital pedagogical and institutional commitment. This will act as an ethical anchor that guides how teaching is conducted and how students collaborate, and the place of the school within the broader moral landscape of the society. When well-integrated into the teaching of EFL, these

core values would connect classroom practices to the general goals of equity, social cohesion, and human development, and through that ensure the enrichment of the learners' exit profiles by way of linguistic proficiency and moral competence.

2.3.1. Universal Core Values in Education

Universal core values in education represent fundamental principles that transcend cultural and national boundaries, underpinning humanistic and democratic ideals essential for developing equitable, responsible, and responsive global citizens. Educational institutions worldwide increasingly recognize the importance of these values, which encourage individuals to perform their duties positively not only at the local level but also in a global context (Hawkes, 2025). In the EFL classroom, these universal values are crucial for shaping learners' exit profiles, ensuring they emerge as ethically grounded individuals capable of engaging meaningfully in diverse cultural environments.

Among the most significant universal core values is respect. While it may superficially mean respect for oneself, others, property, and learning, educators understand respect more broadly to include dignity and rights; cultural, religious, and personal considerations; as well as adherence to institutional and environmental norms (Ryan & Deci, 2020). Respect manifests in classroom discipline, intercultural understanding, and inclusive learning activities, all harmonized to create a supportive and equitable learning environment (Banks, 2008). Closely related are honesty and integrity, which involve truthfulness, ethical behavior, and consistency between words and actions. These values are foundational for fostering academic honesty and building trust-based relationships within the learning community (Ryan & Deci, 2020).

Compassion and empathy are also vital, especially in culturally diverse EFL settings, where understanding and responding to the emotions of others help create harmonious and supportive communities (Banks, 2008). Instruction should cultivate a sense of justice and fairness by

promoting equitable treatment, respect for rights, impartiality, and encouraging students' critical thinking and social responsibility (Banks, 2008). Courage is another essential value, empowering learners to act ethically, stand up for their beliefs, resist peer pressure, and combat injustice. Such moral agency is particularly important in multicultural classrooms where students navigate complex social dynamics (Banks, 2008; Ryan & Deci, 2020).

Furthermore, cooperation and teamwork are indispensable in diverse learning environments. These values provide opportunities for learners to succeed collaboratively, developing skills in negotiation and shared problem-solving. Finally, education must foster peace and non-violence by encouraging dialogue, conflict resolution, and anti-aggression. Peace education goes beyond avoiding conflict; it actively promotes building relationships and communities founded on mutual understanding and respect. Together, these universal core values form the moral foundation of educational systems, guiding teaching practices, policies, and curricula toward the holistic development of learners and the betterment of society as a whole (Hawkes, 2025).

2.3. 2. Implementation of Core Values in EFL Contexts

2.3.3. Teaching English as a Foreign Language (EFL): A Medium of Values Education

Although the primary goal of teaching English as a foreign language (EFL) is to enhance learners' ability to use language effectively and appropriately, its educational value goes far beyond language acquisition (Banks, 2008). EFL education is a discipline grounded in communication, cultural exchange, and social interaction, providing a unique and powerful platform for the understanding, sharing, and internalization of fundamental human values (Banks, 2008; Ryan & Deci, 2020). Language learning is never value-neutral; it provides learners with opportunities to engage with a lot of perspectives, ethical dilemmas, and cultural narratives (Banks, 2008). In today's interconnected world, where English is really needed as a global lingua franca, so that EFL classrooms are an important requirement for fostering moral awareness, civic

engagement, and cross-cultural sensitivity (Banks, 2008; Ryan & Deci, 2020).

- **Formal Educational Context**

The formal educational context refers to national curricula, institutional frameworks, and systematically organized language syllabi (Banks, 2008). Banks (2008) notes that “The primary goal of citizenship education is to help students acquire the knowledge, skills, and values needed to become effective citizens in a multicultural, democratic society” (p. 130).

Illustrating the centrality of values in curriculum design. Within this domain, essential values are often intricately interwoven—either explicitly or implicitly—within educational standards, instructional resources, and assessment frameworks (Banks, 2008; Chimombo, 2006).

An examination of EFL textbooks indicates that values are frequently presented in a superficial manner, underscoring the necessity for instructional resources that enable learners to critically assimilate and engage in discussions about ethical principles (Sitio et al., 2023). For example, nations such as Algeria, Singapore, and Finland have enacted educational reforms that underscore the moral and civic dimensions of language instruction (Banks, 2008; Chimombo, 2006). In these systems, EFL pedagogy transcends mere proficiency in grammatical constructs, extending to the cultivation of students’ ethical reasoning, social awareness, and civic responsibility (Banks, 2008; Isaacs, 2004).

- **Informal Context**

Beyond school, informal spaces of education – including after-school clubs, community projects, online networks, youth projects (charity or campaigning action), as well as a diverse range of extra-curricular – offer parallel structures for learning in student-centred, open and flexible environmental contexts for experiential learning in practicing and reinforcing values. Here students develop through cooperative work and interaction with peers, as well as through

the use of language in real contexts, values such as solidarity, empathy, initiative and environmental awareness. Puspitasari, Sari, and Setyawan (2021) declared that “Learning experiences outside the classroom, such as extracurricular activities, provide students with opportunities to apply and internalize moral values in real-life contexts.” Since these experiences are often voluntary and student-driven, they are likely to encourage students’ intrinsic motivation and affective connection to values.

- **Intercultural Context**

While English as a global lingua franca readily exposes learners to diverse worldviews, belief systems, and cultural practices, this intercultural exposure serves as fertile ground for developing global-citizenship competencies—namely tolerance, curiosity, open-mindedness, and humility toward other cultures. As Banks (2008) asserts, “Educating students for citizenship in a multicultural society requires aiding them in developing the capacity to make reflective decisions and to undertake actions that foster the common good” (p. 130).

Effective pedagogical strategies make use of real-life scenarios and ethical dilemmas, with a view to engaging the students in moral reasoning. The use of reflective practices as well as collaborative learning is encouraged, and continuously shared to constantly improve critical thinking and character building. Learning experiences outside the classroom, such as extracurricular activities, afford students the chance to apply and internalize moral values in authentic contexts that demand cultural literacy from learners and respect for others if they are to successfully navigate cultural differences in an ethical and respectful manner while contributing to a culture of peace, dialogue, and cooperation. (Puspitasari et al., 2021)

2.4. Implementation of Core Values in EFL Contexts in Algeria

2.4.1. Strategies for integrating core values into language teaching.

There are many successful ways of integrating essential values in language learning in curriculum design, interactive teaching methods and encouraging a supportive classroom environment. Teachers who explore these approaches are better-equipped to foster moral growth while pursuing linguistic outcomes, thereby enhancing the learning journey and establishing a foundation for responsible world citizenship (Banks, 2008).

One of the fundamental ways to embed core values in language instruction is creating intentional curriculum. The latter implies that ethical principles become part and parcel of the content and text of the materials used in language teaching. It means that by choosing text or authentic materials which reflect moral virtues can be used as good media to explore values in context (Puspitasari, Susanti, & Susmanadji, 2021). For example, tales or articles that manifest qualities of honesty, perseverance, or kindness can generate conversations about principled behavior while building vocabulary and comprehension. As one educator explains, “Asking, ‘What did you think about the character in that story? What would the character have in common with you?’ is a way we have a conversation without a child feeling like they’re being attacked with problems” (Isaacs, 2004, p. 87). In addition, language activities focusing on valuation themes enhance ethical awareness; for instance, role-playing or debating ethical dilemmas can foster consideration from varied perspectives and embody ethical positions in the target language (Isaacs, 2004). This integration indicates that language learning is not separated from moral development; rather, it socializes ethical concern and enables a holistic educational process that links language competency with moral literacy (Puspitasari et al., 2021)

Apart from the content of the curriculum, the use of interactive and reflective teaching approaches may facilitate the development of core values (Isaacs, 2004; Puspitasari et al., 2021).

Role-plays and debates are especially useful instructional strategies, transporting students into “real-life” scenarios in which they must arrive at moral decisions or recommendations within the safety of a simulated environment. For example, students might discuss issues such as academic honesty or the significance of respect in a multicultural context, thereby practicing the formulation and defense of ethical perspectives in the target language (Isaacs, 2004).

Furthermore, encouraging self-reflection through journals and discussions in class and on moral issues may advance students’ awareness of their own values and how this tie into language use. For example, students could write or talk about an experience in their life that made it difficult to be a whole person, that is, to act in a manner consistent with how one feels about oneself and one’s fellow human beings. Cooperative work can additionally help to support core value building by encouraging the values of cooperation, empathy and mutual respect, such as group presentations on social issues in which students can come to understand differing perspectives and the value of moral responsibility (Puspitasari et al., 2021). Such approaches, not only contribute to language advancements, but also builds moral awareness in learners as they become involved with ethical issues in communicative, live situations.

The classroom is a very important environment for reinforcing core values and promoting moral development (Puspitasari et al., 2021). Redefining standards and norms that promote honesty, integrity and responsibility provide a base for ethical behavior. For instance, developing a classroom contract in which learners promise to communicate respect and be accountable for their behavior can establish a common ground in understanding moral expectations. Teachers also serve as role models and should ensure their behaviour, language, and feedback reflect key values (Isaacs, 2004). Telling students the truth about their good behavior reinforces the message that honesty, kindness, and other virtues are valued. In addition, creating an environment of inclusivity and appreciation of different perspectives is essential for moral development. When students are encouraged to bring cultural ideas and perspectives into the classroom, it not only supports learning but also fosters an empathetic attitude toward differences (Banks, 2008). For example, class debates

on moral dilemmas encompassing various cultural viewpoints can broaden students' understanding of global ethics. Ultimately, a core-values–based classroom provides a safe space where moral and language development are so intertwined that they become inseparable, encouraging individuals to flourish as both moral and linguistic beings.

The importance of integrating core values in language teaching is necessary for not only producing ethically minded communicators but also for shaping morally responsible global individuals (Banks, 2008; Puspitasari et al., 2021). Such approaches grown through well- designed curriculum that integrates texts and themes that promote moral development;" interactive and reflective pedagogical styles that draw out moral reasoning and empathy from their students;" and a classroom culture that provide models for morality and patterns that lend support and enforcement to such school and classroom learning. When teachers deliberately integrate ethics in language instruction, the educational environment becomes active and it promotes not only linguistic but moral growth as well. This integrated delivery model ensures that learners don't just master a new language but also acquire the virtues they will need in respectful and empathetic encounters in today's diverse society. (Banks, 2008; Isaacs, 2004; Puspitasari et al., 2021).

2.4.2. Challenges in Promoting Core Values through Language Education

Classrooms teaching English as a foreign language comprise students with varied cultural, religious, and linguistic backgrounds. Therefore, value essential to the course may not correlate with the cultural values of the students (Banks, 2008; Isaacs, 2004). These circumstances, therefore, demand that instructors handle cultural issues with care to ensure that there is

consensus and meaningful engagement with shared ethical principles. Most EFL curricula and instructional materials concentrate on the linguistic competencies with core values being either barely visible or not visible at all (Sitio et al., 2023). This makes the teachers very often to have to develop their own value-based materials; it requires more time, creativity, and also pedagogical expertise (Sitio et al., 2023).

Large class sizes prove quite a challenge for a teacher to install core values within the EFL instruction. Since there is very limited opportunity for individualized attention, it becomes very difficult to manage the students and ensure that all the students take part meaningfully in the activities and discussions provided for the values (Sitio et al., 2023). Some teachers do not feel well-prepared or creative enough to plan value-based lessons, especially since they do not have specific training on how to integrate ethics into language instruction (Sitio et al., 2023), which may lead to somewhat lax or superficial attitudes toward the actual values in the classroom. Students tend to perceive character education as a school requirement rather than a personal or social good, thus limiting the actual internalization and empirical habit of values (Isaacs, 2004). There appears a gross disconnection between classroom and daily life activities of the learners, a factor that makes it rather difficult for them to perceive the relevance of the core values outside the academic setting. Factors outside the control of the organization, like economic pressures, peer pressure, and general social norms can work against the promotion of core values in the EFL classroom (Banks, 2008). This creates internal war or external pressure against the individual, thus making it difficult to apply, in a consistent way, classroom-learned values in real-life situations. Teachers often face time constraints and pressure to prioritize linguistic achievement and exam preparation over value education (Sitio et al., 2023). This, therefore, does not avail much time for them to be able to freely engage in discussing and reflecting on ethical issues in the language classroom.

2.5.Core Values in the Algerian Educational System

The implementation of core values within the Algerian educational system forms part of an essential national reform that focuses on national identity and universal ethical principles in the process of instilling citizens with ethical awareness, social engagement, and an open mind to universal perspectives (Boudiba, 2014; MNE 2008). Since the educational reform of 2003, core values have been integrated at different levels: implicit at the philosophical level, targeted value education, and visible pedagogical strategies, which include direct instruction and the hidden curriculum(MNE, 2008). By integrating national values into EFL curricula, educators not only teach language skills but also nurture well-rounded, responsible global citizens. This approach aligns with the educational goals in Algeria, as emphasized by Ben Hedia (2018), and promotes the implementation of core values such as respect, active participation, and social responsibility in a global context.

The Algerian English language curriculum should be geared towards promoting national identity, openness to cultures around the world, and the development of critical thinking and tolerance (MNE 2008). In middle and secondary schools, English is viewed as a subject that contributes to both values at home and overseas and opens peoples to the world while making students principled inhabitants at both the local and global levels (Bouhadiba, 2014). The classroom activities should enforce respect for others' opinions, involve students in attaining communicative competence, and work together on values respecting empathy and social responsibility (Byram, 2021).

Values, or indeed humanity and the world, are relatively easy to find in the content of EFL textbooks and classroom practice, which often centers on themes of ethics, cultural diversity, and global citizenship. Research demonstrates that, in practice, the integration of human values and global awareness is rather superficial, with more emphasis on linguistic competence than deep

cultural or ethical understanding (Byram, 2021; Sitio et al., 2023). Therefore, the content of project-based learning and authentic materials can enhance, if not remove, this particular shortcoming by making the learning of values education more relevant and meaningful to the real lives of students.

2.6. Challenges and Opportunities in the Algerian Context

2.6.1. Challenges in Teaching Core Values in Algerian EFL Education

Major constraints that detract from the provision of enabling resources to implement core values in Algerian EFL classrooms are large classes and meager resources in terms of an urgent need for enhanced teacher training which injects invigorating methodologies and content expertise (Boudiba, 2014). The system also advances a more effective implementation of core values in the pedagogy of English language instruction to inculcate students with the right knowledge, skills, and attitudes to play due roles in a world that is increasingly becoming interconnected (Boudiba, 2014; MNE, 2008). In addition, though with shifts, there is still tension between the imperatives of preserving national identity and the ineluctable forces of global openness that require balancing in the curriculum design and classroom implementation (Bouhadiba, 2014). Focusing in Algerian English language classrooms Al-Jallad (2013) addresses the challenges in promoting core values primarily include large class sizes, limited teaching resources, and insufficient teacher training in both pedagogical and technological approaches, all of which hinder the effective integration of values education. Additionally, there is a persistent tension between preserving national identity and embracing global openness, complicating curriculum design and classroom practice.

2.6.2. Opportunities in the Algerian Context

In spite of these barriers, the Algerian educational scene gives optimistic opportunities for building core values in EFL teaching, mainly through its vast cultural and religious legacies,

student populations, reforms, and technological strides (Boukhatem, 2018). Implementing values-based education in Algeria faces barriers such as large class sizes, exam-driven curricula, and limited teacher training in ethics pedagogy. However, Algeria's pluralistic identity—shaped by Arab, Amazigh, Islamic, and Mediterranean influences—provides a strong ethical and philosophical foundation for values education (Bennabi, 2019). Teachers can leverage culturally relevant materials, such as folktales, proverbs, religious stories, and historical accounts, to introduce moral lessons in pedagogically sound, culturally appropriate ways. The linguistic and sociocultural diversity of Algerian classrooms—viewed through the lenses of language plurality and sociocultural difference—creates an enabling environment for empathy, intercultural dialogue, and collaborative learning via interactional pedagogy. Inclusive group work and student-led activities furnish authentic contexts in which learners practice respect, exercise democratic participation, and develop the interpersonal skills central to values education. Recent policy changes have placed greater emphasis on citizenship, explicitly integrating civic responsibility, environmental concern, and human-rights education in alignment with UNESCO's Global Citizenship Education (GCED) and the United Nations' Sustainable Development Goals (SDGs). These reforms present an opportunity to mainstream values education across all curricular components, supported by targeted facilitation and a strong focus on classroom practice

The increasing access to internet connectivity and educational technology, even in the rural parts, opens new doors for the integration of values. This presents an opportunity for students to be acquainted with global ethical issues and different viewpoints using online platforms, digital storytelling, virtual exchange, and gamified learning. International forums or collaborative projects with students from other countries would help Algerian learners to become more globally aware and to develop proper cultural sensitivity as well as a sense of shared responsibility.

Conclusion

The importance of core values in education has been outlined in Chapter Two, under the perspective of theories such as constructivism and transformative learning. Lessons respect, responsibility, empathy, and integrity for ethical citizenship have been discussed. Such values are well created on a diversified linguistic and didactic base in the Algerian educational context. Strategies for developing those values in language teaching, more precisely EFL, and Algerian contexts were discussed in view of cultural diversity amongst the learners, prescriptive restrictions of the curriculum, and resource constraints. Because resource constraints can appear to stand in the way of curricula, the Algerian educational system is under great pressure to balance national identity with global openness. This, in fact, provides the very great and, perhaps, ideally unlooked-for occasion to facilitate intercultural understanding and ethics in truly rife classrooms. The chapter will set the foundation for a closer look into effective practices in values-based education.

Chapter Three: Field of Investigations

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Introduction

The integration of core values in education plays a crucial role in shaping the exit profile of learners, particularly within the outline of competency-based education. Values ranging from identity and citizenship to openness and responsibility are necessary in developing learners into well-rounded individuals capable of engaging with both their local and global communities. Integrating these values in EFL classrooms is a vital step toward achieving the nation's educational goals. Thus, this chapter describes the research design and methodology used in this study. It describes the data collection tools, including a teacher questionnaire and semi-structured interview, and provides details about the research sample. This chapter also aims to analyse, interpret, and describe teachers' views and practices about core values integration in EFL classrooms. Through the analysis of questionnaire data and the interpretation of interview responses, the study aims to expose methods, beliefs, and challenges related to value based teaching. By the end of the chapter, a summary of the key findings from the questionnaire is presented in accordance with insights derived from the interview analysis, offering a comprehensive understanding of how core values are implemented by EFL Algerian middle school teachers.

3.1 Research Methodology and Design

3.1.1 Research Method

In this chapter, a descriptive method is adopted throughout the process of data collection and analysis. This approach allows the gathering of both quantitative and qualitative data from a diverse sample of respondents. It allows the study to describe the role of middle school teachers in applying core values within EFL classrooms. Moreover, it enables the acquisition of relevant data that is statistically easy to analyse, as well as qualitative insights that contribute to a more accurate description and deeper understanding of the participants' views, attitudes, and classroom

practices related to value integration.

3.1.2 Research Population and Sample

The research sample for this study consists of seventy (70) teachers, distributed across District 1 and District 2. The participants were randomly selected from a total population of three hundred (300) English teachers in Guelma province during the academic year 2024–2025. This includes fifty-seven (57) teachers from District 1 and thirteen (13) teachers from District 2. In addition to the questionnaire respondents, an inspector was selected for the semi-structured interview. The decision to select a combined sample was purposeful, aiming to ensure diverse perspectives and experiences related to the integration of core values in EFL classrooms.

3.1.3 Data Gathering Tools

A questionnaire was designed for middle-school teachers to gather the necessary data. Alongside, with a semi-structured interview which was conducted with one educational inspector to gain deeper insight based on his/her direct classroom observations and professional experience. These tools were selected to complement each other and provide relevant information about their perspectives, practices and challenges in implementing of core values into English language teaching

3.2 Description of Teachers' Questionnaire

The first adapted tool is a questionnaire, and it is segmented into different sections, each of which consisting of a set of various questions. It includes both closed-ended and open-ended questions to allow for a balanced collection of quantitative and qualitative data and it consists of twenty-five (25) questions which are ordered logically (APPENDIX 1). Items range from close-ended multiple-choice questions (quantitative) to open-ended questions that elicit qualitative data to open-ended questions in order to gather qualitative data and give respondents the chance to clearly express their views and experiences, challenges towards the implementation core values

and, their suggestions on improving it. The questionnaire is divided into six sections. The first section gathers demographic information, such as age, qualifications, years of experience, and regional location, providing a background context for interpreting the responses. While, the second section, contains Questions 5 to 9, it aims to explore teachers' perceptions of core values and the exit profile and investigates how familiar teachers are with the curriculum, how effective their training has been, their conceptual understanding of values and competencies, and their motivations for integration of core values. The third section focuses on classroom practices. It examines the frequency and stage of value integration, which values teachers focus on, and classroom activities used to nurture values. However, the fourth section addresses students' reactions and engagement with value-based lessons, it aims to capture how students express their understanding and whether changes in behavior are noticed. The fifth section identifies the challenges teachers may face, including curriculum clarity, material suitability, time constraints, and parental support. Finally, the sixth section collects teachers' suggestions for the improvements of core value integration, offering insights from the teachers. The results provide a comprehensive picture of the current state of value integration in Algerian EFL middle school classrooms.

3.3 Analysis of Teachers' Questionnaire

This section presents the analysis of the teacher questionnaire.

Section One: General Information

Question 1: Age?

Table 3.1

Teacher s ' Age

	Number	Percentage
Under 25	3	4.3%
25-34	15	21.4%
35-44	30	42%
45-54	19	27.1%
55 and above	3	4.3%
Total	70	100%

The results show that most of the teachers who answered back our questionnaire are between 35 and 44 years old, with a percentage of 42%, indicating they are in their prime working years and likely open to educational change. However, the participants with the least percentage are those aged 55 and above, with the same percentage of those who are under 25 years. This means that the sample might not fully capture the perspectives of teachers by end of their career or very novice teachers.

Question 2 : What is your qualification in EFL teaching?

Table 3.2

Teachers' Qualification

	Number	percentage
ITE graduate	11	15.7%
ENS graduate	11	15.7%
Licence	34	48.6%
Master's degree	13	18.6%
PhD degree	1	1.4%
Total	70	100%

The answers show that most of the participants have completed standard undergraduate studies (48.6%). However, only few participants hold higher education that would provide more valuable perspectives, with a percentage of 18, 6 % for Master degree holders and only 1.4% for PhD degree. Nevertheless, this presence of advanced academic degree would, undoubtedly, influence the depth of the results. Other participants are ITE and ENS graduate with same percentage, 15.7%. Notably, together marks a percentage of 31.4%, a considerable percentage. These participants graduate from specialized teacher training institutions and probably have more awareness about pedagogy, which may shape their attitudes about integrating core values.

Question 3: How many years of experiences do you have teaching EFL at middle school level?

Table3.3

Teachers' Teaching Experience

	Number	Percentage
less than 1 year	1	1.4 %
1-5 years	21	30%
5-10 years	22	31.4%
More than 10 years	26	37.2%
Total	70	100%

The response reveals a balanced teaching experience among the participants, with a percentage between 30% and 37.2%. The more experienced participants, with more than 10 years of experience and who may have deeper insights, have the top. This response shows only one participant who has less than one year of experience, with percentage of 1.4%. Overall, the results suggest that the majority of participants have accumulated enough professional experience to form informed opinions about value integration and the development of exit profile competencies in Algerian middle school.

Section two: Teachers' perspectives on core values and Exit profiles

Question 4: Which district do you belong?

Table3.4

Teachers' District

	Numbers	Percentage
District1	57	81.4%
District2	13	18.6%
Total	70	100%

Question 4 shows that 81.4% of participants come from District 1, while 18.6% are from District 2. Nonetheless, by including both districts results can be generalized.

Section two: Teachers' perspectives on core values and Exit profiles

Question 5: How often do you read or consult the official English curriculum to understand its core values?

Table3.5

Teachers' Frequency of Consulting the Curriculum

	Numbers	Percentage
Very frequently	29	41.4%
Occasionally	31	44.3%
Rarely	8	11.4%
Almost never	2	2.9%
Total	70	100%

This question aims to explore teachers' engagement with the curriculum as a source for teaching core values. The results show that a large majority of teachers regularly consult the curriculum to understand it and its new reform. Specifically, 44.3% of respondents reported doing so occasionally, while 41.4% consult it very frequently. This indicates that most teachers align their teaching with curriculum requirements. Whereas only a small minority reported that they do that rarely, with a percentage of 11.4%, and only a few answered –almost never, with a percentage of 2.9%, demonstrating their neglect of the curriculum and reliance on training for understanding. Since the majority of teachers consult the curriculum, the result proves teachers awareness of the role that core values play in achieving the exit profile's competencies.

Question6: To what extent did the training you received provide you with a clear understanding of core values to be implemented in your teaching?

Table3.6

Teachers' Perceptions of the Effectiveness of Their Training about Implementing Core Values

	Numbers	Percentage
Well	39	55.7%
To some extent	30	42.9%
Poorly	1	1.4%
Not all	0	0%
Total	70	100%

This question aims to evaluate the teachers perception of the effectiveness of the training they received to equip them with knowledge concerning the integration of core values. The majority of participants with a percentage of 55.7% indicated that their training addressed core values well, while an additional 42.9% believed it did so to some extent .The results reveal teachers' perceptions of how effective their professional training prepared them to understand and implement core values in their teaching. Only one teacher described the training to be poor with a percentage of 1.4% and no teacher claimed that training had no impact at all, a result which suggests that inadequate training among participants is rare. Accordingly, these results suggest that most teachers received at least a reasonable level of preparation to implement core values.

Question7: How would you describe your understanding of how to implement core values and the exit profiles competences?

Table3.7

Teachers' views on understanding the implementation of core values and the exit profile.

	Numbers	Percentage
Very clear and confident	31	44.3%
Fairley clear but need more guidance	31	44.3%
Somewhat clear	8	11.4
completely unclear	0	0%
Total	70	100%

This question aims to evaluate the extent of teachers' understanding of core values and to assess whether there is an alignment between teacher preparation and the competencies outlined in the learner's exit profile. The responses to Question 7 demonstrate that the majority of participants feel confident while integrating core values in teaching, with a percentage of 44.3% described their understanding as very clear and confident, with an equal percentage of 44.3% for those who stated that it is clear but that they needed more guidance. These responses suggest that most teachers know how to deal with the curriculum reform, even if some seek further support to implement these new components effectively. While, only 11.4% reported having a somewhat clear understanding, and none found it unclear. The results show that teachers generally comprehend the core values and exit profile competencies, there is a strong demand for more practical support for an effective implementation of the core values and the exit profile.

Question8: To what extent do you think teaching core values can influence pupil's behaviour and development?

Table3.8

Teachers' Views on the Role of Core Values in Shaping Learner Behaviour and Development

	Numbers	Percentage
A great deal	35	50%
A moderate amount	33	47;1%
A small amount	2	2.9%
Very little	0	0%
Total	70	100%

This question explores how teachers believe core-value instruction affects learners' behavior and development. The answers of this question reveal that teachers believe in the positive influence of teaching core values on pupils' behaviour and development. Half of the teachers reported that teaching core values can affect learners a great deal, with a percentage of 50.0%, while an additional 47.1% selected a moderate amount. This suggests a strong agreement among teachers about the impact of core values on learners' personal and educational and development. On the other hand, only 2.9% believed that core values influence students to a small extent, and none selected very little, indicating that there is very few doubts about the influence of core value. The great percentage of the results prove teachers' strong belief in the impact of value-based education on shaping students' behaviour and development in alignment with exit profile competencies.

Question9: What motivates you to include core values in your teaching practices?

Table3.9

Teachers' Motivations for Integrating Core Values in Their Teaching Practices

	Numbers	Percentage
curriculum requirements	28	40%
School leadership and inspection	27	38,6%
Belief in holistic education	38	54.3%
Students needs and behaviour	38	54.3%

This question aims is to explore what motivate teachers to integrate core values in their teaching, shedding light on whether their motivation is guided more by institutional instructions or by intrinsic beliefs and the developmental needs of their students. The responses reveal that the majority of participants (53.3 %). are motivated by a belief in holistic education and a desire to respond to students' needs and behavior when incorporating core values into their classroom practices. These responses suggest that teachers' integration of core values derives from intrinsic professional ethics and learners need to be nurtured by these values. Not far from the former percentage, teachers' answers are associated to external factors like curriculum requirements, with a percentage of 40%, and inspection with a percentage 38.6%. Overall, the results reflect a balance between policy-driven and ethically motivated practices in Algerian middle school EFL contexts.

Section three: Teachers' practices

Question10: How often do you incorporate core values into your lessons?

Table3.10

Core Values Implementation

	Numbers	Percentage
Always	39	55.7%
Sometimes	30	42.9%
Rarely	1	1.4%
Never	0	0%
Total	70	100%

This question explores how teachers believe core-value instruction affects learners' behavior and development. The results from question 10 show that the majority of teachers (55.7 %) selected –always, as evidence that most teachers incorporate core values into their lessons, while 42.9% chose —sometimes. Only 1.4% selected –rarely, and none of the participant chose –never, indicating that values integration is a near-universal practice among the participants. These findings reflect a high level of commitment among teachers to insert core values into their daily teaching, which directly contributing to the shaping of students' exit profile.

Question11: Which type of core values do you focus on most often in your teaching?

Table3.11

Teachers' Core Values Priorities.

	Numbers	Percentage
Identity	51	72.9%
National conscience	41	58.6%
Citizenship	49	70%
openness to the world	51	72%
it depends on the lesson	2	28%

The aim of this question is to identify the type core values that teachers prioritize in their classroom teaching. The responses reveal clearly that teachers give importance to these core values in their integration practices Teachers most often stress identity (78.6%), openness to the world (72.9%), and citizenship (70%) in their value integration practices. Only National Conscience was emphasized by 58.6% of participants which a considerable percentage, while 2.9% answered that their focus on specific values depends on the lesson content. This indicates that teachers should not integrate these core values randomly but teachers also show flexibility by adapting their value emphasis to fit the pedagogical context. Yet, this variation aligns with the principles of competency-based education and supports the development of a well-rounded exit profile.

Question12: At which stage of your lesson do you most often integrate core values?

Table3.12

Stages of Values Integration

	Numbers	Percentage
Warm up	27	38.6%
Presentation	24	34.3%
Practise	23	32.9%
Wrap up	11	15.7%
No specific stage	42	60%
Use	1	1.4%

This question aims at understanding whether core values are taught systematically at specific stages or their teaching is flexible across the lesson. Responses indicate that the majority of informants claim that sixty percent say core values are not tied to a specific lesson stage, indicating flexible integration throughout the class. The warm-up is chosen by a percentage of 38.6%; the presentation stage with 34.3%, and the practice stage with 32.9%. The Wrap-up phase is answered by only a low percentage (15.7%), and just one informant provided an alternative response. These results prove that there is flexibility in integrating core values across the lesson, though the majority preferred the beginning of the lesson to introduce or reinforce core values

Question13: Which classroom activities do you use most often to integrate core values into your teaching?

Table3.13

Teaching Practices for Values Integration

	Numbers	Percentage
Storytelling	25	35.7%
classroom discussions	51	72.9%
role playing	44	62.9%
group projects	33	47.1%
I don't consciously integrate them	1	1.4%
Dialogue	1	1.4%

This question seeks to identify how students demonstrate their understanding of core values into their daily instruction and determine whether teachers consciously plan for value integration or do so intuitively. The responses reveal that classroom discussion is the most commonly used activity for integrating core values, selected by a percentage of 72.9% of teachers. This suggests a strong preference for open dialogue and verbal interaction as a means of exploring moral values. Other participants preferred Role playing with a percentage of 62.9%, this points to a strong emphasis on interactive and experimental learning. Additionally, 47.1% of participants expressed a preference for integrating core values through group projects. This shows that collaborative learning environments are also seen as effective for promoting values like teamwork and responsibility. Storytelling, a traditional and culturally rich method, was chosen by 35.7% of the informants, reflecting its continued relevance in moral education. Only one teacher reported not consciously integrating values. This low number confirm that the vast majority of teachers are intentionally incorporating core values through their choice of classroom activities, which aligns with the goals of competency-based education and supports the development of the exit profile.

Question14: Which aspect of language do you think is most enhanced by integrating core values into teaching?

Table3.14

Core Values and Language Skill Development

	Numbers	Percentage
Listening	40	57.1%
Reading	42	60%
Writing	36	51.4%
Vocabulary	34	48.6%
Pragmatics	34	48.6%

The aim from this question is to discover teachers' belief about the influence of core values on different language skills. The responses show that the majority of participants argued that Reading is the most enhanced skill, with a percentage of 60.0%, followed closely by Listening skill (57.1%), and then 'Writing skill' (51.4%). Not far behind are responses about the enhancement of **Vocabulary** and **Pragmatics**, both with a percentage of 48.6%. The results provide evidence for the multifaceted benefits of integrating core values, and demonstrate that teachers perceive a direct positive impact on various language skills, which contributes to a well-rounded student exit profile.

Question15: How do you assess students' understanding of core values?

Table3.15

Core values assessment strategies

	Numbers	Percentage
Class discussions	53	75.7
Written reflections	26	37.1
Observation during tasks	36	51.4
Peer/group evaluation	19	27.1
I don't assess	2	2.9

The aim of the question is to define the assessment techniques teachers use to measure how well learners understand and internalize core values , to identify whether value learning is evaluated formally or informally, and how assessment aligns with exit profile goals, ensuring that values are not only taught but also meaningfully assessed. The majority of the informants used class discussion assessment method, with a percentage of 75.7% of teachers. Observation was also widely used, with 51.4% of participants selecting it. This result indicates that many teachers assess values through students' behaviour and participation classroom contexts. On the other hand, few participants used written reflections, with a percentage of 37.1% and peer/group evaluation with a percentage of 27.1%. Only 2 participants indicated that they do not assess students' understanding of core values. This

small number proves that core values are not only taught but also meaningfully assessed. The results also show that teachers rely on informal assessment to measure their learners' understanding and acquisition of core values.

Section four: Learners' Reaction

Question16: How do your students usually respond when core values are discussed in class?

Table3.16

Learners' Reaction to Value-Based Lessons.

	Numbers	Percentage
Interested	53	75.7%
Neutral	17	24.3%
Uninterested	0	0%
Total	70	100% ^S

This question aims to investigate teachers' perceptions on how learners receive moral, civic, and cultural topics, which is crucial for the development of the exit profile competencies. The majority of informants reported that their students are interested when core values are discussed in class, with a percentage of 75.7%. This suggests a positive engagement with moral and civic topics. Others stated that they observed neutral responses, which may indicate a need for more appropriate or relevant presentation of values. Yet, none of the participants indicated that students were uninterested, this response reflects a strong evidence for deeper integration of values in the curriculum. Overall the results prove that learners are very receptive to core values.

Question17: How do students express their understanding of core values?

Table3.17

Learners 'Responses to Core Value Integration

	Numbers	Percentage
Discussions	39	55.7 %
Behaviour	60	85.7%
Projects	20	28.6%
They don't show understanding	1	1.4%

The aim from the question above is to know the ways through which students demonstrate their understanding of core values. Responses show that the majority of participants, with a percentage of 85.7% observed learners, expressing their understanding of core values through behaviour. This suggests that values are being well embraced and shown in students' actions. Other informants noted that students articulate their understanding through discussion, with a percentage of 55.7%, which points to cognitive engagement and verbal expression. Few teachers with a percentage 28.6% cited that their learners demonstrate core values through projects because of time constraints or curriculum focus. Notably, only one respondent noted that learners do not show understanding; this last result reinforces the general effectiveness of value integration efforts. Overall, results confirm learners understanding of core values and this mirrors an effective integration of core values into teaching practices.

Question 18: Do you notice any changes in student behaviour after lessons involving core values?

Table 3.18

Impact of Core Values on Learners' Behaviour

	Numbers	Percentage
Often	20	28.6%
Sometimes	49	70%
Rarely	1	1.4%
Never	0	0%
Total	70	100%

This question connects the intended moral and civic outcomes of education with real classroom experiences, offering insight into whether learners are actually applying values in behaviour. The majority of informants observed behavioural changes in learners: 70% of the participants reported that –sometimes, with other who reported –often, with a percentage of 28.6%, together marking a very high percentage (98.6%). Only one informant reported rare behavioural change, and none observed no change. These results prove the belief that integrating core values into teaching can lead to meaningful shifts in learners' behaviour.

Section Five: Challenges in Integrating Core Values

Question 19: How clear are the curriculum guidelines about value integration?

Table3.19

Teachers' Views on curriculum Clarity

	Numbers	Percentage
Very clear	18	25.7%
Clear	48	68.6%
Unclear	4	5.7%
Total	70	100 %

The aim of this question is to assess teachers' perceptions of the clarity and adequacy of official curriculum guidelines related to integrating core values and, identify whether ambiguous or clear guidelines may affect the implementation of these core values. The majority of the participants found the curriculum guidelines on value integration to be clear, with a percentage of 68.6%, Other informants found it very clear, with a percentage of 25.7%. These results indicate a generally good level of understanding regarding the official expectations. Only few participants claimed that the guidelines are unclear, with a percentage of 5.7%, which may represent a challenge for those teachers in effectively implementing core values and curriculum improvement or professional development might be needed.

Question 20: How suitable are the current English teaching materials for integrating core values?

Table3.20

Alignment of English Teaching Material with Core Values.

	Numbers	Percentage
Very suitable	13	18.6%
Moderately suitable	43	61.4%
Slightly suitable	13	18.6%
Not suitable at all	1	1.4%

The question investigates the suitability of English teaching materials for value integration. Most of informant found the teaching materials moderately suitable for integrating core values, with a percentage of 61.4%, while only a minority considered them very suitable with a percentage of 18.6%, with the same percentage, 18.6%, see them as slightly suitable, and just one participant who claimed that they are not suitable at all. These results indicate that while many materials have some potential, there is room for improvement in aligning English teaching content with the goals of value-based education.

Question 21: How difficult is it for you to integrate core values while simultaneously teaching other language skills?

Table3.21*Core Values Integration Complexity*

	Numbers	Percentage
Very difficult	3	4.3%
Difficult	11	15.7%
Manageable	54	77.1%
Easy	2	2.9%
Total	70	100 %

The question's aim is to explore how challenging teachers find it to integrate core values while also teaching other language skill and learning objectives. The majority of participants said that it is manageable to integrate core values alongside language teaching with a percentage of 77.1%, While only few said it is easy with a percentage of 2.9%. The results show that, even though, integration is not seen as impossible; it still presents a pedagogical challenge for many other teachers. Additionally, some participants confirmed this finding, with 15% reporting difficulty and 4.3% stating it was very difficult. This suggests a need for supportive strategies and clearer instructional planning.

Question 22: What limits your ability to assess students' values?

Table3.22

Assessment Limitation

	Numbers	Percentage
No tools	29	41.4%
Lack of time	56	80%
Unclear criteria	20	28.6%

The aim of this question is to disclose the practical barriers that teachers face when assessing values. The majority of informants described that lack of time as the main obstacle to assessing students' values, with a percentage of 80%, reflecting a challenge of fitting value-based assessment within an already packed language syllabus. 41.4% of the informants reported the absence of assessment tools as a substantial challenge, emphasizing the need for well-developed evaluation methods. Additionally, 28.6% highlighted unclear criteria, pointing to a lack of formal guidance in assessing values, which may hinder consistency and reduce confidence in the evaluation process.

Question 23: How do parents influence your efforts to teach values?**Table3.23***Parents 'Role*

	Numbers	Percentage
Supportive	29	41.4%
Neutral	27	38.6%
Unaware	14	20%
Opposing	0	0%
Total	70	100%

This question aims at exploring outside reinforcement and whether the parents help in the moral development of learners the results presented above show that the majority of informants, 41.4%, believe that Parents are viewed as supportive by 41.4% of respondents; a similar 38% are neutral. Only few teachers claimed that the parents are unaware, with a percentage of 20%. However, the combination of the two previous responses shows a higher percentage (58.6%) and this indicates that there is a significant proportion parent who don't care about moral developments of their children and who may believe that value education is the responsibility of school because of their lack of awareness. At the same time no informant claimed that the parents are opposing. Results reveal parents' lack of awareness and big gap between schools and parents.

Section six: Teachers' suggestions

Question 24: What suggestions do you have for improving the integration of core values in teaching practices?

Informants were required to answer this question in order to give some recommendations according to their experiences to improve the implementation core values. However, the majority did not answer this question (67.1%). Only 32.9% of the participants answered it. Some of the participants who answered this part have the same suggestions. A prominent suggestion was the importance of integrating values in real-life contexts, as respondents indicated that authentic situations enhance learners' comprehension. Furthermore, participants emphasized the need for professional development, specifically training sessions on pedagogical approaches for integrating and assessing values, particularly within language instruction. Other participants claimed that there are no assessment tools for core values and demanded a clearer frameworks and criteria to evaluate core value outcomes. Moreover, some of the participants stressed the crucial role of parental involvement in reinforcing classroom values, they suggested a need for home-school collaboration. Finally, participants demanded the necessity for improving the quality of teaching materials by proposing that existing resources should be better aligned with the objectives of value education.

These suggestions offer practical guidance for curriculum developers, educational leaders, and policymakers.

Question 25: Are there any resources or support that would help you better integrate core values in your lessons?

Like the previous question, not all the participants answered this question. More than the half of them provided answers and wanted to offer more insight about the issue. Yet, their responses

to this question were similar. The majority of them said that they use storytelling as a good method to nurture values, seeing narrative based learning as an effective way to communicate values. Likewise, several informants stated that interactive activities like role play help them to integrate values. However, few participants chose the curriculum Rely on, may be to be the source they rely on, may be because of the limitations of the current curriculum materials in guiding value-based instruction.

3.4 Summary of Results from Teachers' Questionnaire

The analysis of the questionnaire indicates that middle school English teachers in Guelma are generally aware of the importance of integrating core values into their teaching. Most of teachers frequently refer to the official English curriculum to understand its values. Despite, results show that the training teachers received contributed to their understanding of how to implement core values in practice, some teachers reported that the training was insufficient. Accordingly, responses suggest that teachers need more training and guidance for more comprehensive and professional development to ensure that all teachers are well-equipped to support the value-oriented goals of the curriculum and contribute effectively to shape students' exit profiles. In addition, teachers reported that teachers frequently incorporate values into their lessons, most often through interactive methods such as classroom discussions, storytelling, role play, and group projects.

The results also, teachers are motivated to integrate values flexibly, depending on the lesson context, rather than restricting this to specific lesson stages. The most common values teachers addressed were identity, citizenship, and openness to the world, all of. Furthermore, results demonstrate that teachers actively incorporate values into their classroom practices, primarily through engaging strategies like storytelling, classroom discussions, role plays, and group projects. The most commonly identity, citizenship, and openness to the world which

reflect the core values of the Algerian exit profile. However, teachers also identify several constraints, such as lack of time, resources, and assessment tools, which limit their ability to apply values consistently and effectively. Findings, also illustrate a positive reaction to value based instruction by learners. Teachers observed that learners are interested and engaged during value discussions, and they noted improvements in behavior following such lessons. Additionally, Motivation for integrating values appears to be rooted in teachers' belief in holistic education. Results were inspired more by suggestions collected in the final section, teachers emphasized professional training, parental involvement, and improved teaching materials. Overall, the results indicate that while teachers are making meaningful efforts to embed core values, further support and professional training with good material are needed to enhance the process and achieve the goals of the national exit profile

3.2. Interview

3.2.1. Population and Sample

The sampled population of the current study consists of one (01) Supervising Inspector of English.District one-Guelma- selected through purposive sampling based on experience in integrating core values. A semi-Structured Interview Was conducted with her in duration of one hour in her place of work.

3.2.2. Description of the Interview

The interview contains twenty-seven (27) questions (see Appendix B), divided into six sections, and are provided in increasing detail from general to specific issues related to EFL Teachers' Perspectives and Practices in Implementing Core Values as Key Factors in Shaping Exit Profile Competencies in Algerian Middle Schools. The Case of Middle School Teachers in Guelma. The questions type for the interview ranges from close type of questions to opened ones, aiming to investigate the EFL teachers' views and practices in teaching core values in the

Algerian middle school. Part one (questions 1-2) is designed to break the ice and collect background information on the inspector's position and experience in overseeing EFL teachers¹. The next section (questions 3-8) explores the ideal understanding of moral values in EFL teaching, ascertaining how inspectors perceive moral values, their value and the correlation between language acquisition and moral development. Questions 9-17 (Section 3) explore in- practice implementations of the teachers as concerns observed pedagogy, distinction between novice and more experienced teachers, and collaborative practices in values education. Questions 18-20 are on curriculum alignment and institutional facilitation, discussing awareness on the Exit Profile framework and resources used. The section preceding this one (21-26) identifies obstacles to implementation and opportunities for system-wide improvement, including ranking activities and policy recommendations. The last section (question 27) allows for further thoughts.

3.2.3 Interpretation & Analysis

Section 1: Introductory Questions

The aim of this section is to establish rapport, clarify the participant's background and role, and contextualize the research purpose. The interviewee introduced herself as the Supervising Inspector of English in Guelma District 01, outlining her responsibilities in mentoring, observing, conducting professional development, and ensuring curriculum implementation. Her six years of experience as an inspector and 23 years of experience as an English as a Foreign Language teacher give her both classroom and administrative perspectives. This response highlights her extensive experience and multifaceted role that helps her bridging the gap between classroom practice and policy implementation which allows her to empathize with teachers' challenges while indicating strong capacity to evaluate and support EFL teachers in Algerian middle school. This grounding positions her as a credible, practical

guide for values integration in Algerian EFL classrooms

Section 2: Understanding of Core Values in EFL Teaching

In order to explore the conceptual understanding of core values by the inspectors and their relevance to the curriculum, we asked her different questions about the definition of core moral values and the exit profile, the main core values and their adaptation to the Algerian context, and how both language learning and moral development efforts are integrated. The interviewee defined core moral values as the fundamental principles that shape character and social behavior, expressed through respect, tolerance, responsibility, and cultural pride in everyday classroom life. She noted that the curriculum attempts to balance global and national values, but needs more contextually relevant examples. Important values include respect, acceptance of differences, responsibility, cooperation, and empathy. She defined the exit profile competencies as the skills, values, and attitudes expected at the end of secondary school, emphasizing communication, critical thinking, teamwork, and responsible citizenship.

Elaborating on how language learning can serve as a vehicle for moral development, she emphasized the importance of purposeful activities such as role-playing, debates, and group projects. She stated –For instance, when pupils explore real-life situations, share opinions, or step into someone else’s shoes through role play, they’re not just practising grammar, they’re building essential values like empathy, respect, and responsible thinking with every sentence they speak. «She acknowledged that curriculum guidance on values is often implicit and recommends more explicit strategies and training.

The inspector’s responses reveal nuances in understanding values as lived experiences rather than abstract concepts. She highlighted the curriculum’s dual mandate, to prepare students as both Algerians and global citizens, but identified gaps in practical support for teachers. The focus on experiential, contextually relevant activities underscores the importance of integrating

values into everyday routines and classroom interactions. The inspector's call for more explicit guidance and training reflects a systemic need for more robust support structures.

Section-3: Teachers' Practices and Implementation

This section explores various aspects of how core values are integrated into EFL teaching. It aims to assess the pedagogical strategies used by teachers, the extent to which values are implemented in practice and the variations observed in classroom approaches.

The inspector observed significant variation in how teachers integrate core values, with experienced teachers more adept at weaving values into daily routines and novice teachers needing more guidance. She noted that value education is often part of the hidden curriculum, embedded in classroom interactions rather than explicitly taught. Strategies include role plays, –value of the day activities, thank you walls, group problem-solving, civic mini-projects, and classroom jobs. Although collaboration among teachers on value-based initiatives occurs, it remains occasional. She actively promotes value-based teaching by modelling practices and encouraging shared efforts. As an illustrative example, she described a school-organized Earth Day event where students planted trees and flowers, installed litter bins, created posters, and participated in video-based discussions, an initiative she found impressive both in its linguistic engagement and ethical impact.

The inspector's observations highlight the influence of teacher experience and confidence on values integration. The reliance on the hidden curriculum suggests that, while values are present, they are not always systematically addressed. The inspector's advocacy and modelling demonstrate the importance of leadership in promoting values education. The need for more frequent collaboration and targeted support for novice teachers points to opportunities for systemic improvement.

Section 4: Support and Curriculum Alignment

To explore the role of the curriculum in supporting values education and institutional feedback mechanisms, the interviewee stated that most teachers are familiar with the exit profile framework, but some prioritize exam preparation over value integration. The official curriculum and textbooks offer indirect support through topics and activities, but lack explicit guidance on embedding values, stating that the official English curriculum and textbooks do not provide clear instructions, training, or classroom-ready tools to help teachers implement values-based teaching confidently and consistently.

On the other hand, she added –given the diversity of Algeria’s regions and communities, offering flexible, locally adaptable resources would enable teachers to engage with values in ways that resonate with students’ everyday lives.¶

The inspector also added that she provides constructive feedback, suggests practical activities, and models values-based behaviors during training. concerning assessment, she recommended formative, non-intrusive assessment methods such as observation, reflective portfolios, and peer feedback.

The inspector’s feedback highlights the gap between policy intentions and classroom reality. While the curriculum provides a foundation, the lack of clear guidance and ready-to-use tools limits consistent implementation. The inspector’s role in modelling and mentoring is crucial to bridging this gap. Her emphasis on formative assessment reflects a commitment to holistic, values-driven education.

Section 5: Challenges and Recommendations

The purpose of these questions is to explore inspectors’ perceptions of the challenges practitioners face in implementing core values in their teaching, and to gather suggestions for systemic improvements in values integration.

Throughout her responses, the inspector highlighted key challenges in integrating core values, including lack of time, pressure from exam preparation, insufficient training, and limited resources. She identified the shortage of relevant teaching materials and time constraints as the most critical obstacles. To address these, she recommended the implementation of a nationwide professional development program that offers practical strategies and model lesson plans. She emphasized the need for hands-on training, peer-sharing sessions, assessment tools to support personal growth, and clearer guidance on aligning curriculum content with values education. Furthermore, she advocated for formally incorporating values education as a criterion in both lesson planning and inspection processes. The inspector's responses highlight systemic barriers that hinder effective integration of core values in EFL classrooms, particularly for teachers pressured to prioritize exam preparation and content coverage. Her recommendations stress the importance of ongoing, practical support for educators. She noted that teachers themselves have expressed the need for:

- Peer-sharing sessions to exchange effective practices;
- Assessment tools to help track personal and moral growth without relying on formal grading;
- Clearer guidance on aligning teaching content with value education, especially when values are implicit rather than explicit.

Above all, teachers are calling for continued mentorship and follow-up support after initial training, to build confidence and ensure effective classroom application. The inspector also emphasized the necessity of policy-level changes to institutionalize values within the education system. Her focus on mentorship and professional collaboration reflects an understanding of the value of community and continuous learning within the teaching profession.

Section 6: Closing

The final question offered the inspector an opportunity to share concluding insights and confirm ethical review procedures. She reaffirmed that moral education is not a separate discipline, but rather an essential component of the teaching and learning process. She emphasized the importance of sustained training, ongoing support, and curriculum development to ensure that values are integrated into everyday classroom experiences.

In her closing remarks, the inspector underscored that effective values education through English plays a crucial role in shaping students into responsible, empathetic, and globally aware citizens. Her vision aligns closely with national educational priorities and global competencies, advocating for a holistic model that integrates language learning with moral development. This perspective highlights the transformative potential of values education within Algerian middle schools.

3.2.4. Summary of Findings from the Interview

According to the results of the inspector interview, core values are acknowledged to be the fundamental principles that frame the character and social behaviors of learners in EFL teaching, but they are also naturally faced with serious systemic barriers. The top values listed as for middle school EFL learners being respect others, understand cultural differences, take responsibility, cooperate, and empathize are incorporated into the program through role plays, group projects, civic mini-projects, and classroom responsibility systems. But this is not so smoothly translated in class, as there are major differences between experienced teachers and newcomers, with the former embedding the values through daily role play (modelling behaviour) and daily encounters inside and outside the school, while the latter are often at a loss as to how to do this. The five most severe challenges were: lack of appropriate teaching resources, shortage of class time for value education activities, lack of school-level support, lack

of students' perception of and involvement in the abstract value, and lack of teachers' preparedness to respond to these challenges. Although these topics of current EFL course books offer implicit support by relating the context of use to that of learning, however, they do not offer enough systemic integration and explicit guidance for teachers in such manner, leading to the need for more tailor-made context-specific examples that take into account diverse Algerian regional contexts. The inspector stresses that teachers require practical, hands-on training concentrating on classroom practice strategies, peer-sharing, assessment tools for monitoring personal development and ongoing mentoring, and recommends that moral education should be regarded as an intrinsic aspect of teaching and learning rather than stand-alone subject with policy-level changes necessary to make values education a formal requirement in lesson planning and assessment.

3.3. Correlation between the Teachers' Questionnaire and inspectors' Interview Findings

The analysis of the questionnaire reveals that most teachers recognize the importance of integrating core values into EFL teaching. Many respondents indicated a strong willingness to incorporate values such as identity, citizenship, and openness into their lessons. However, they also pointed to several challenges, including unclear curriculum guidelines, insufficient training, and a lack of assessment tools. These findings suggest that while teachers are motivated, they require more structured support to implement value-based teaching effectively. In contrast, the interview with the inspector suggests that experienced teachers often integrate core values more confidently and naturally, relying on their classroom experience rather than formal training. Nevertheless, this perspective only partially aligns with the questionnaire data, where even experienced teachers reported a need for clearer guidance. Thus, although teaching experience appears to facilitate value integration, there remains a clear demand for systemic improvements to better align curriculum goals with practical realities.

Conclusion

This chapter investigates how core moral and civic values are integrated into Algerian middle-school EFL classes under the competency-based curriculum. Using a mixed-methods design, the researcher surveyed 70 teachers (questionnaire) and interviewed an educational inspector. Quantitative data show high teacher awareness of values such as identity, citizenship, respect and openness; qualitative comments describe frequent use of interactive techniques—role-plays, group projects and discussions—to embed those values. While 42 % of teachers are in the 35–44 age bracket (indicative of openness to innovation), nearly half (48.6 %) hold only undergraduate qualifications and request more specialised training. Teachers consult the curriculum regularly but lament vague guidelines, limited resources and a lack of assessment tools. Percentages for key challenges cluster around inadequate time (58 %), resource scarcity (54 %) and insufficient parental involvement (41 %). The inspector corroborates these difficulties and stresses systemic reform, leadership and sustained professional development. Overall, the study highlights proactive teacher attitudes but underlines the need for clearer policy, richer materials and ongoing support .

GENERAL CONCLUSION

1.Summary of the Findings

The aim of this study is to investigate teachers' perspectives, educational practices, and the challenges they face in integrating core values in their teaching. This research aligns with the recent educational reforms in Algeria, which emphasize values-based education and teaching life skills. The study adopted a mixed-method which consists of an online teachers' questionnaire as well as a face to face inspector interview. An online structured questionnaire was answered by 70 middle school EFL teachers from two educational districts in Guelma face inspector interview. An online structured questionnaire was answered by 70 middle school EFL teachers from two educational districts in Guelma ,In addition to that a semi-structured interview was conducted with a middle school EFL inspector to gain deeper insights into classroom practices and policy implementation. This dissertation is composed of two theoretical chapters and one practical chapter. The first chapter tackles one of the most prominent components of the reformed Algerian middle school curriculum whereas the second chapter deals with core values as an essential part in the Algerian middle school curriculum exit profile. The third chapter is devoted to the analysis and data interpretation collected from the teachers _questionnaire and the inspector interview. Based on the discussion of chapters, we can answer the research questions in the next section.

2. Answers to the Research Questions

Question one: How do Algerian middle school teachers perceive the importance of integrating core values in English-language classrooms?

The findings indicate that the majority of Algerian middle school EFL teachers have a positive attitude toward integrating core values into their teaching. Furthermore, results show that the Algerian middle school EFL teachers believe that teaching core values does not only align with

curriculum goals but also plays a vital role in shaping students' behavior, identity, and social development. Moreover, results reveal that core values indeed contribute to build responsible citizens and promoting both national identity and openness to the world, which are essential components of the exit profile in the new Algerian curriculum.

Question two: In what ways do EFL teachers incorporate core values into their practices?

The results show that although, there is no explicit guidance, teachers incorporate core values implicitly by demonstrating respectful behaviour, promoting collaboration, and addressing real situations through interactive activities such as storytelling, role-play, group projects, classroom discussions, and contextual dialogues. Findings show also that the integration occurs during different stages of the lesson .(e.g., warm-up, practice, or wrap-up).

Question three: What challenges do EFL teachers face when implementing these core values?

The study revealed several key challenges faced by teachers. Though, the interviewee analysis indicates that experienced teachers do not struggle when integrating core values, the analysis of the questionnaire revealed that many teachers struggle with a lack of practical assessment tools, time constraints, and the absence of clear, structured materials aligned with core value integration.

Furthermore, some reported that curriculum guidelines are not always explicit or easy to apply in real teaching contexts. In fact, these difficulties hinder the effective implementation of values across all lessons.

Question four: Are there any noticeable differences in the practices or perceptions between novice and experienced teachers?

There is a notable contrast between the perceptions of experienced and novice teachers. According To the analysis of the inspector's interview, experienced teachers tend to integrate

core values more naturally and confidently, often drawing from their classroom experience without requiring further training. However, the questionnaire responses revealed that even experienced teachers expressed a need for additional support, clearer curriculum guidelines, and training sessions. This divergence suggests that perceptions of teachers' readiness may differ between observers and teachers themselves. Hence, this study inspires educators and policy makers with good insight and may change their perception of many educational issues.

3. Pedagogical Implications and Recommendations

Considering the results obtained from the teachers' questionnaire and the inspector's interview, it is apparent that value education is not only promoted but also effectively implemented across Algerian schools. The efficiency of this initiation depends on the ability to assess whether or how students internalize these values according to the intentions of teachers. The traditional exam-oriented systems in Algeria have prioritized more on grammar, vocabulary, and formula writing; thus, the communicative, ethical, and social dimensions of language learning have not been properly considered. This gives a very narrow focus that does not easily allow learners to find and show such values as respect, empathy, and responsibility. Recent reforms propose a move toward varied, process-based assessment forms which include self-assessment, peer assessment, portfolio assessment, and performance tasks. It will also help to assess different other linguistic aspects of learners' moral development. This determines the necessity for the development of assessment methodologies whose scope is not only to measure knowledge but also attitudes, behaviors, and real-life application of values. But there are some of the challenges that have continued to impede progress include. Firstly. Unclear articulation of assessment criteria led to a strong need for explicit rubrics and guidelines to help teachers assess values-based learning objectively. Then, Many educators need more training to use and create different types of assessments well. Balancing between the formative assessments and summative

evaluations is really required, mainly at critical transitory periods like the end of the middle school cycle. Conducting an Assessment of Learning Outcomes (ALO) at the end of middle school cycle, undertake as moderately comprehensive assessments to make a check on strengths and areas for improvement in core values for further instruction and support. We can call it: Growth Passport. The Growth Passport is a set way to check and has different parts that look at how strong and not strong learners are in key beliefs. It helps the next teaching and personal growth by giving this ethical stamp, linked to BEM One and led by teacher helpers to make learners' value lessons better and push for never-ending growth. The ethical certification that we suggest is a very official way of saying that a learner has moved one more step and shows dedication to important values. It is a motivational tool in earning where learners are motivated to take pride in it as a mark of their commitment to ethical growth, and to strive for continuous improvement. The idea will grow in depth if it is not numerical scored. The assessment of performance in each area of core values is done with letters; this Alphabetical Rating System must be made obvious and easy to understand. To effectively promote and assess core values in an educational setting, it is imperative to embrace a multi-stakeholder approach. First, formative assessment should be ongoing and there is need for low-stakes regular assessments to monitor progress on an individual basis. This will be able to identify strengths and weaknesses on time to make use of low-stakes assessments to providentially rectify the teacher's feedback to ensure that it is constructive and supports the students in improving and moving forward.

Assessment criteria should be explicit and shared with learners. Developing an explicit rubric that outlines requirements for value-based behaviors and attitudes should be available to both teachers and students for assessment. These criteria should be directly aligned with the intended core values and learning objectives of the curriculum. Criteria for the assessment of value-based

behaviors and attitudes toward patients should be relevant to the core values and intended learning objectives of the curriculum.

Improving teacher training is of paramount importance. Policymakers should organize workshops and training sessions with a theme on alternative assessment techniques, strategies for value integration in teaching, and the effective use of formative assessment tools. The workshop will be organized to share best practices among teachers, which will further enhance teamwork and bring to light successful methods and materials in the implementation of value-based assessments.

Empowering learners to take part in the assessment process should further enhance ownership and responsibility. Include self and peer assessments to critically evaluate their own and their peers' work. Also, include the reflective practices that will help them internalize core values and demonstrate them in different contexts. Include reflective writing and discussions that will help internalize core values and demonstrate them in different contexts.

Engaging families and community members makes more relevant the core values outside the classroom, hence reinforcing and making them more consistent to the students' lives. This, therefore, means campaigns and activities that celebrate and reward the demonstrations of core values within an extended school community help strengthen such environment.

Implementation of value-based assessment in Algerian EFL classrooms will only be possible through a transformation of existing practices from a content-centric to a more integrated, process-oriented focus. With diversified tools of assessment, criteria clarification, investment in capacity building for teachers, and creating an enabling environment, the educators will be able to harness the development of language proficiency and the values required for active citizenship and lifelong learning.

As a conclusion we can provide Practical Assessment Model: Growth Passport

Table3.24: Practical Assessment Model (Growth Passport)

Core Value	A (Excellent)	B (Good)	C (Developing)	D (Beginning)
National Identity	Consistently expresses pride in Algerian heritage, actively shares traditions, and helps others connect	Demonstrates understanding of Algerian history and symbols, occasionally refers to them in classroom activities	Can identify major elements of Algerian culture when prompted but rarely initiates connections to national identity	Shows limited awareness of Algeria's heritage and symbols; needs frequent prompts to recognize national elements
National Conscience	Regularly reflects on social issues from an Algerian perspective, proposes community-improvement actions	Generally considers Algerian social concerns in discussions and supports group decisions on civic matters	Understands basic civic responsibilities but requires guidance to apply them in local or school contexts	Has minimal grasp of civic responsibilities; does not yet link personal behavior to national wellbeing
Openness to the World	Actively seeks intercultural exchanges, compares Algerian	Shows curiosity about other cultures, engages in discussions	Demonstrates some interest in global perspectives when encouraged	Focuses almost exclusively on local context; shows little interest

	culture to others, and leads cross- cultural projects	about global issues, and participates in exchange tasks	but struggles to relate them back to Algerian context	in or awareness of other cultures
Citizenship	Takes leadership in group roles, models democratic participation, and initiates service- learning or advocacy	Participates responsibly in class decisions, respects rules, and volunteers for civic tasks	Fulfills assigned roles in group work but rarely takes initiative in civic or class community activities	Reluctant to participate in communal decisions; needs constant support to engage in basic class citizenship

This table represents a rubric-based assessment framework for evaluating students across four core competency areas related to Algerian national education it provides clear developmental pathways for educators to guide student growth across these competencies, making it a practical tool for both formative and summative assessment in civic education contexts. This structured frameworks to guide values integration in EFL classrooms, with emphasis on preserving Algerian cultural identity while fostering global citizenship values can be done in various ways as surveys and putting learners in delamma to solve and it is motivational method of integrating values in language education.

4. Limitations of the Study

Despite its valuable insights, this study has several limitations due to methodological and practical constraints. The interview process, however, produced rich qualitative data; but it was time consuming and has generated small sample size as the inspector of the second district made an apology for various reasons. Moreover, while classroom observation was initially intended as part of the data collection, it could not be conducted due to time constraints. This limited the opportunity to directly observe how core values are implemented in real teaching contexts.

Additionally, the study focused exclusively on teachers' and one inspector's viewpoints, without incorporating students' perspectives, which could have provided a more comprehensive understanding of value integration in the classroom.

5. Suggestions for Future Research

This study yields to more prospects in the field of value-based education in EFL teaching. Future researchers should take into consideration the following suggestions.

1. Further research could focus on developing and validating specific tools for assessing students' acquisition of values in language learning contexts.
2. Future investigations could explore students' perspectives on value-based learning to provide a more comprehensive view of the teaching-learning dynamic
3. Comparative studies between novice and experienced teachers could also deepen our understanding of how professional development and teaching experience influence value integration.
4. It would also be beneficial to conduct studies that observe the long-term impact of integrating core values on students' behavior,

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Appendices

Appendix A

Teachers' questionnaire about Teacher's perspectives and Practices in Implementing Core Values as a Key Factor in Shaping Exit Profile Competencies in Algerian Middle Schools.

Dear participants,

This questionnaire is part of a research study "investigating the perspectives and practices of EFL teachers in Algerian middle schools regarding the implementation of core values to shape exit profile competencies. Your participation is highly valued, and your answers will be kept entirely confidential and will be used exclusively for the objectives of this study.

Thank you for your collaboration.

* Indique une question obligatoire

General Information

This section provides general information about the participants, qualification and experience.

1. Age *

Une seule réponse possible.

- ☐ Under 25
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55 and above

2. What is your qualification in EFL teaching? *

Une seule réponse possible.

- ☐ ITE graduate
- ☐ ENS graduate
- ☐ Licence
- ☐ Master's degree
- ☐ PhD degree

3. How many years of experiences do you have teaching EFL at middle school level? *

Une seule réponse possible.

- ☐ less than 1 year
- ☐ 1-5 years
- ☐ 5-10 years
- ☐ More than 10 years

4. Which district do you belong? *

Une seule réponse possible.

☐ District1

☐ District2

Teachers' perspectives on core values and Exit profiles

This section explores teachers' understanding , willigness in fostering core values in shapping students'exit profile competences.

5. How often do you read or consult the official English curriculum to understand its core values? *

Une seule réponse possible.

☐ Very frequently

☐ Occasionally

☐ Rarely

☐ Almost never

6. To what extent did the training you received provide you with a clear understanding of core values to be implemented in your teaching ? *

Une seule réponse possible.

- ☐ Well
- ☐ To some extent
- ☐ poorly
- ☐ Not at all

7. How would you describe your understanding of how to implement core values and the exit profiles competences? *

Une seule réponse possible.

- ☐ Very clear and confident
- ☐ Fairly clear but need more guidance
- ☐ Some what clear
- ☐ completely unclear

8. To what extent do you think teaching core values can influence pupil's behaviour and development ? *

Une seule réponse possible.

- ☐ A great deal
- ☐ A moderate amount
- ☐ A small amount
- ☐ Very little

9. **What motivates you to include core values in your teaching practices?** (you can choose more than one option) *

Plusieurs réponses possibles.

- ☐ curriculum requirements
- ☐ School leadership and inspection
- ☐ Belief in holistic education
- ☐ Students needs and behaviour
- ☐ Autre : _____

Teachers' practices

This section explores the challenges faced by EFL teachers in nurturing core values

10. **How often do you incorporate core values into your lessons?** *

Une seule réponse possible.

- ☐ Always
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

11. Which type of core values do you focus on most often in your teaching?

*

(you can choose more than one option)

Plusieurs réponses possibles.

- ☐ Identity
- ☐ National conscience
- ☐ Citizenship
- ☐ openness to the world
- ☐ Autre : _____

12. At which stage of your lesson do you most often integrate core values?

*

(you can choose more than one option)

Plusieurs réponses possibles.

- ☐ Warm up
- ☐ Presentation
- ☐ Practise
- ☐ Wrap up
- ☐ No specific stage
- ☐ Autre : _____

13. **Which classroom activities do you use most often to integrate core values into your teaching?**
(you can choose more than one option)

Plusieurs réponses possibles.

- ☐ storytelling
- ☐ classroom discussions
- ☐ role playing
- ☐ group projects
- ☐ I don't consciously integrate them
- ☐ Autre : _____

14. **Which aspect of language do you think is most enhanced by integrating core values into teaching?** *
- (you can choose more than one option)

Plusieurs réponses possibles.

- ☐ Listening
- ☐ Reading
- ☐ Writing
- ☐ Vocabulary
- ☐ Pragmatics (use of language in context)
- ☐ Autre : _____

15. **How do you assess students' understanding of core values?**

*

(you can choose more than one option

Plusieurs réponses possibles.

- ☐ Class discussions
- ☐ Written reflections
- ☐ Observation during tasks
- ☐ Peer/group evaluation
- ☐ I don't assess
- ☐ Autre : _____

Learners' Reaction

This section explores learners' respond to the integration of core values

16. **How do your students usually respond when core values are discussed in class?**

*

Une seule réponse possible.

- ☐ Interested
- ☐ Neutral
- ☐ Uninterested

17. How do students express their understanding of core values?

*

(you can choose more than one option

Plusieurs réponses possibles.

- ☐ Discussions
- ☐ Behavior
- ☐ Projects
- ☐ They don't show understanding
- ☐ Autre : _____

18. Do you notice any changes in student behavior after lessons involving core values?

*

Une seule réponse possible.

- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Challenges in Integrating Core Values

This section explores the obstacles and limitations face when integrating core values

19. **How clear are the curriculum guidelines about value integration?**

*

Une seule réponse possible.

☐ Very clear

☐ Clear

☐ Unclear

20. **How suitable are the current English teaching materials for integrating core values?**

*

Une seule réponse possible.

☐ Very suitable

☐ Moderately suitable

☐ Slightly suitable

☐ Not suitable at all

21. **How difficult is it for you to integrate core values while simultaneously teaching other language skills?**

*

Une seule réponse possible.

☐ Very difficult

☐ difficult

☐ Manageable

☐ Easy

22. What limits your ability to assess students' values? *

(you can choose more than one option)

Plusieurs réponses possibles.

- ☐ No tools
- ☐ Lack of time
- ☐ Unclear criteria
- ☐ Autre : _____

23. How do parents influence your efforts to teach values? *

Une seule réponse possible.

- ☐ Supportive
- ☐ Neutral
- ☐ Unaware
- ☐ Opposing

Teachers' suggestions

This section investigate some suggestions solutions for improving the integration of core values in teaching

24. What suggestions do you have for improving the integration of core values in teaching practices?

25. **Are there any resources or support that would help you better integrate core values in your lessons?**

Ce contenu n'est ni rédigé, ni cautionné par Google.

Google Forms

Appendix B:

Interview Guide for Inspectors

Research Title: EFL Teachers' Perspectives and Practices in Implementing Core Values as Key Factors in Shaping Exit Profile Competencies in

Algerian Middle Schools. The Case of Middle School Teachers in Guelma.

Participant: Supervising Inspector of English

Type: Semi-Structured Interview

Estimated Duration: 30–45 minutes

Sampling: Two (2) inspectors of EFL teachers in the Algerian middle school context, selected through purposive sampling based on experience in integrating core values.

Section 1: Introductory Questions (5–7 minutes)

Objective: Establish rapport, clarify participant role, and contextualize research purpose.

Thank you for taking the time to speak with me today. This interview is part of my research exploring how core values—such as respect, responsibility, tolerance, and openness to the world—are taught in English classes, and how they contribute to the development of key learner competencies such as collaboration and critical thinking. Your responses will remain confidential, and you may skip any question or stop at any time.

1. Can you please introduce yourself and describe your current role as an inspector of English teachers?
2. How long have you been involved in supervising EFL teachers in Algerian middle schools?

Section 2: Understanding of Core Values in EFL Teaching (8–10 minutes)

Objective: Explore inspectors' conceptual understanding of core values and curriculum relevance.

3. How do you define 'moral core values' in the context of EFL teaching?

- Are the values promoted in the curriculum adapted to the Algerian cultural and social context?

4. In your opinion, what are the most important core values that should be promoted through EFL teaching in middle schools?

5. How do you define or understand the term 'exit profile competencies' in the Algerian educational context?

6. How do you reconcile the dual goals of language acquisition and moral development in the classroom?

7. Can you provide examples of activities that simultaneously target linguistic skills and ethical reasoning?

8. In your view, does the current EFL curriculum provide sufficient guidance or flexibility for integrating moral values?

Section 3: Teachers' Practices and Implementation (12–15 minutes)

Objective: Assess pedagogical strategies, practical implementation, and variation in teacher practices.

9. Based on your observations, to what extent do EFL teachers integrate core values into their English lessons?

10. Can you provide examples of strategies or activities you've seen teachers use to promote values such as respect, cooperation, or civic responsibility?

11. Do you observe differences in implementation between novice and experienced teachers?

12. Do teachers receive any specific training or guidance on how to implement core values through English language teaching?

13. Since the 2017 curriculum reform, have there been improvements in support for value-based instruction?
14. How do teachers navigate potential tensions between universal values and traditional local norms?
15. How often do teachers collaborate with colleagues to design value-based activities?
(Rarely / Occasionally / Frequently)
16. Can you share examples of successful practices you've observed?
17. Have you engaged in any form of advocacy to highlight the importance of moral education within your professional community?

Section 4: Support and Curriculum Alignment (10 minutes)

Objective: Examine the curriculum's role in supporting values education and institutional feedback mechanisms.

18. How familiar are teachers with the 'Excite Profile' framework?
19. Do the official English curriculum and textbooks support the integration of values education? If yes, how so? If not, what's missing?
20. As an inspector, what kind of support or feedback do you provide to help teachers incorporate values into their lessons, and how can they assess it?

Section 5: Challenges and Recommendations (10–12 minutes)

Objective: Identify barriers and collect suggestions for systemic improvement.

21. What are the main challenges that EFL teachers face when trying to implement core values in their teaching?
22. From the list below, could you rank the following challenges in order of severity (1 = biggest issue, 5 = least)?
1. Lack of time for value-based activities
 2. Student disengagement with abstract values

3. Lack of culturally relevant teaching materials
 4. Limited teacher training in this area
 5. Not enough school-level support or leadership
23. If you could introduce one improvement or program tomorrow to help teachers, what would it be?
24. What kind of training or resources do teachers say they need most to teach values more effectively?
25. Are there any changes at the policy level you think would make a significant difference?
26. Do you believe that teaching core values through English can significantly contribute to shaping students' exit profile competencies? Why or why not?

Section 6: Closing (5 minutes)

Objective: Offer the participant a chance to share final insights and confirm ethical review procedures.

27. Is there anything else you would like to add regarding this topic?

- Thank you very much for your thoughtful participation. Your perspectives are vital to understanding how moral values are taught and embodied in Algerian middle school EFL classrooms.

الملخص

تلعب القيم الاخلاقية دورًا حيويًا في تشكيل شخصية الطلاب وتوجيه تطورهم الاجتماعي والأخلاقي والمدني. فهي محورية لمفهوم الملف

الشخصي لطلاب، الذي يحدد الكفاءات والمواقف التي يُتوقع من الطلاب تجسيدها عند إكمال مرحلة تعليمية.

في السنوات الأخيرة، يدعم الإصلاح التربوي الجزائري التدريس القائم على القيم، ويؤكد على دمج قيم جوهرية في منهج اللغة الإنجليزية.

تحاول هذه الدراسة التحقيق في وجهات نظر أساتذة اللغة الإنجليزية (EFL) في التعليم المتوسط لدمج القيم الجوهرية في

تدريسهم، وتفحص ممارساتهم التربوية وتسلط الضوء على أهمية دمج هاته القيم لتعزيز التنمية الشخصية والأكاديمية للطلاب. من

خلال استكشاف رغبتهم ، فهمهم ، وأساليبهم في تعزيز هذه القيم، تتناول الدراسة أيضا التحديات والمسؤوليات المحددة التي يواجهها أساتذة

اللغة الإنجليزية في التعليم المتوسط بالجزائر في زرع القيم الاخلاقية.

لهذا، تم اعتماد منهج بحث مختلط يتألف من استبيان عبر الإنترنت لأساتذة اللغة الإنجليزية في التعليم المتوسط ومقابلة مع مفتش

للغة الإنجليزية في التعليم المتوسط. تم توزيع الاستبيان عبر نماذج جوجل على 70 أستاذًا للغة الإنجليزية كلغة أجنبية في التعليم المتوسط

عبر ولاية قالمه، بينما أجريت المقابلة مع مفتش للغة الإنجليزية في التعليم المتوسط.

تظهر نتائج تحليلات استبيان الأساتذة ومقابلة المفتش أن أساتذة اللغة الإنجليزية في التعليم المتوسط بالجزائر لديهم بالفعل موقف إيجابي تجاه

دمج القيم الاخلاقية وأنهم يدمجونها في دروسهم بشكل مقصود وتلقائي، لكن بعضهم يواجه عقبات تتعلق بالتوجيه الواضح، ويفتقرون إلى

مواد تعليمية واضحة وأدوات تقييم فعالة.

Résumé

Les **valeurs fondamentales** jouent un rôle essentiel dans le façonnage du caractère des élèves et l'orientation de leur développement social, moral et civique. Elles sont au cœur du concept de **profil de sortie**, qui définit les compétences et les attitudes que les élèves sont censés incarner à l'issue d'un cycle d'éducation. Ces dernières années, la réforme éducative algérienne soutient l'enseignement basé sur les valeurs et met l'accent sur l'intégration des valeurs fondamentales dans le programme d'anglais. Cette étude tente d'examiner les perspectives des enseignants d'anglais langue étrangère (EFL) du collège concernant l'intégration des valeurs fondamentales dans leur enseignement et d'analyser leurs pratiques éducatives. Elle souligne l'importance d'intégrer les valeurs fondamentales pour favoriser le développement personnel et académique des élèves. En explorant la volonté, la compréhension et les méthodes des enseignants pour cultiver ces valeurs, la recherche aborde les défis et les responsabilités spécifiques auxquels sont confrontés les professeurs d'anglais langue étrangère du collège algérien dans l'éducation aux valeurs fondamentales.

Par conséquent, une **méthode de recherche mixte** a été adoptée, comprenant un questionnaire en ligne destiné aux enseignants d'anglais langue étrangère du collège et un entretien avec un inspecteur d'anglais du collège. Le questionnaire a été administré via Google Forms à 70 enseignants d'anglais langue étrangère du collège à travers les districts de Guelma, tandis que l'entretien a été mené avec un inspecteur d'anglais du collège. Les résultats des analyses du questionnaire des enseignants et de l'entretien avec l'inspecteur montrent que les professeurs d'anglais langue étrangère du collège algérien ont effectivement une attitude positive envers l'intégration des valeurs fondamentales et qu'ils les intègrent dans leurs leçons intentionnellement et intuitivement. Cependant, certains d'entre eux rencontrent des obstacles concernant un guidage explicite, manquent de matériel pédagogique clair et d'outils d'évaluation efficaces.