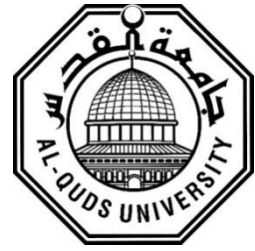**Deanship of Graduate Studies**

A-Quds University

Curriculum Ideologies in the Content of English for Palestine Secondary Stage Textbooks

Abeer Jamal Mohammad Qabaja

M.Sc. Thesis

Jerusalem-Palestine

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Curriculum Ideologies in the Content of English for Palestine Secondary Stage Textbooks

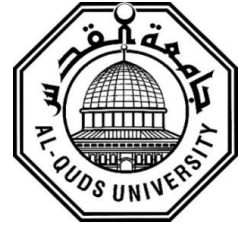**Prepared By:**
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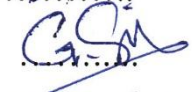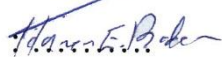
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Dedication

This thesis is dedicated:

To the soul of my father and my uncle Dr.Ziad Qabaja who encouraged me all the time and promised to help me to achieve this work, but he died before achieving my study.

To my mother, sisters and brothers for their endless support and patience they have shown during my study. They have been my largest source of inspiration, empowered my career of education, and have waited my success.

To my husband, my lovely kids, Sadeen, Sedra, Mohammad and Zain for their endless patience and support they have shown me during this process.

To my country Palestine, to our martyrs.

At the end, to everyone who helped me in the preparation of this work.

Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed………………………………………………….

Name: Abeer Jamal Mohammad Qabaja

Date: 22/ 12/ 2018.

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First and above all, I praise God, the almighty for providing me this opportunity and granting me the capability to proceed successfully. This thesis appears in its current form due to the assistance and guidance of several people. I would, therefore, like to offer my sincere thanks to all of them.

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Abeer Jamal Mohammad Qabaja

Abstract:

This study aimed at investigating the curriculum ideologies in the content of English for Palestine secondary stage textbooks. The study examined all activities in pupil`s book and reading plus for 11th and 12th grades to know the curriculum ideologies that are included in these textbooks.

To achieve the aim of the study, the researcher adopted the descriptive method. Consequently, the researcher used two tools to collect the needed data which were: a content analysis card which the researcher adopted from a foreign previous study. The second tool was a list about the characteristics of curriculum ideologies. The researcher checked the validity and the reliability of the tools. The data were collected by using frequencies and percentages.

The findings showed variation in frequencies of four ideologies. It showed that English for Palestine secondary stage textbooks focused on the scholar academic ideology which scores 31.2%, followed by the social reconstruction ideology 30.3%. The third ideology was social efficiency ideology 19.8% and the lowest score was learner-centered ideology 18.5%. Moreover, there was a simple difference between curriculum ideologies of grade 11 and curriculum ideologies of grade 12. The results showed that the first score for 11th grade was social reconstruction ideology, followed by scholar academic ideology 30.1%, the third was social efficiency ideology 20%, and the last one was learner-centered ideology 18.9%. Whereas the highest score for 12th grade textbooks was scholar academic ideology 32.1%, followed by social reconstruction ideology 29.9%, the third one was social efficiency ideology 19.7%, and the last was learner-centered ideology 18.3%.

Based on those findings, the researcher recommends the necessity of knowing the curriculum ideologies for English language textbooks by teachers to develop methods of teaching and evaluation. The researcher also recommends teachers to focus on learner-centered ideology and encourage students on creative and critical thinking.

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Chapter One:

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Background

1.1 Introduction:

Language is the source of communication. It is the way in which we share our ideas and thoughts with others where there are uncountable languages in the world. Because every country has its own national language, they have various local languages understood and spoken by people in different nations.

English is an international language that is used in all aspects of life. It is the language of science, politics, economics, education, information and technology. English language plays a significant role in daily situations all over the world. Accordingly, it is necessary to learn English as it is essential for communication and development. English is a universal language: the language of communication across countries in the international world of trade, business, air transportation and technology (Al-Faqawi, 2010).

English, being the most widely spread language has become an issue of interest that increases rapidly. For example, governments provide programs for English language in almost every school and university in the Middle East area. Realizing the importance of

English language, the Palestinian National Authority began its promising project of introducing Palestinian students to English from the first elementary grade (Qteefan, 2012).

Classroom teaching consists of three main elements: the teacher, the student and the textbook that presents the curriculum. A lot of studies showed that the textbook is the core of the educational process. And it is one of many materials which are used in the teaching and learning process. It is one of the sources for knowledge which help the students in obtaining clear concepts of subject matter (Rahamawati, 2018).

Most teachers agree that textbooks have the greatest effect on daily instruction. It is not supposed that the role of the textbook disappears with recent technologies and the changes of the world. However, it is important to modify it to be suitable with the changes and the needs of modern time. The textbook leads to the development of the curriculum as it is the backbone of education, particularly in the Arab countries including Palestine. It is an essential source in teaching skills and values designed in a systematic way which helps the students in learning (Abu Ashiba, 2009).

Marulcu and Akbiyik (2014) pointed out that change has become a controlling motto of modern-day life, and education has not been resistant to these tendencies. Therefore, few people would dispute that at the present time the world is undergoing enormous social changes and that these changes are having an inevitable impact upon educational theory and practice, particularly in regard to the curriculum.

It is now familiar that the effectiveness of foreign language instruction is not only measured by the type of method used for teaching and other instructions or by the quality of textbooks, but also by the learner`s ability to internalize and use the target language in natural situations, and the abilities for adaptive behavior that enables them to deal effectively with the demands and challenges of everyday life. Any Educational system aims to accustom people with innovations and developments in teaching and learning. An educational system is responsible for integrating English language in the people`s everyday life through stepping from the elementary stages at school to advanced levels at universities in an organized and systematic process. This can be achieved if there is a well-designed curriculum that corresponds to the needs, thoughts and beliefs of a specific nation (Hamdona, 2007).

"Curriculum" is a term referring to what teachers teach in schools or even a specific course or program undertaken by students. Traditionally, school principals were just placing teachers in classroom, provide textbooks and have teachers guide their students through class work; today`s curriculum is more than that. This is true because most people are not aware of their capabilities and what they can achieve. Most of them go to school to learn about things they don't know and fulfill their basic need which is "education"(Alanazi, 2016).

In recent studies educators and researchers of English as a second language have discussed issues of ideology that English language teaching creates worldwide. They have argued that the dominance of English, promoted by teaching English, has constructed and maintained structural and cultural inequalities in which more resources are allocated to

English than to other languages, and in which English-speaking individuals and social organizations benefit more than others (Kubota,1998).

There are various perspectives of educational expression which we can call "curriculum ideologies". Curriculum ideologies are defined as personal beliefs about what educational institutions should teach, for what ends, and for what reasons (Marulcu and akbiyik, 2014). Curriculum ideologies are divided into four different categories. Each of these ideologies reflects different epistemological visions regarding schooling, teaching, learning, childhood, knowledge, evaluation and education in general (Schiro,1978).

Schiro (2013) introduces four curriculum ideologies which are scholar academic ideology, social efficiency ideology, learner-centered ideology and social reconstruction ideology. Each ideology has special characteristics and beliefs about the type of knowledge that should be taught in schools, the role of students, what school learning consists of, how teachers teach students and how teachers should evaluate them. Also, each one has its own purposes of education, and its own meaning of words. For example, the purpose of knowledge for scholar academic ideology is understanding.

To know the characteristics of the content of English language textbooks for secondary stage, the researcher decided to analyze the content of 11th and 12th grades English textbooks to investigate the curriculum ideologies included in the content of these textbooks.

1.2 Statement of the Problem

As a teacher of English Language for 11th and 12th grades at a private school, the researcher has been teaching the grade 11 and 12 grades English textbooks "English for Palestine" since it was adopted by the Ministry of Education in the year 2015/2016. The researcher noticed that many teachers who teach secondary stage always complain about the textbooks for 11 and 12th grades saying that the curriculum is very difficult for students, and that it needs much time to complete, especially "Reading Plus". But the researcher realized that these textbooks contain many important topics for the students, and that they need special methods for teaching and evaluation. Therefore, the researcher decided to study the curriculum ideologies that existed in the content of English Language textbooks for 11th and 12th grades because she believes that teachers of English Language in Palestine should know and be aware of the curriculum ideologies that exist in the content of English Language textbooks. To this end, the researcher decided to study the ideologies of Palestinian curriculum for secondary stage.

It is right that there are many studies that dealt with evaluating English textbooks, but these are still insufficient, and to the best of the researcher`s knowledge, this is the first one to evaluate the new English textbooks for 11th and 12th grades in Palestine (the new edition 2015).

Doing so, the researcher has investigated the 11th and 12th grades curriculum of English in Palestine to examine the ideologies that are available in the content of English for Palestine secondary stage textbooks (11th and 12th grades textbooks).

1.3 Purpose of the study

This study aims to:

1-Identify the curriculum ideologies included in the content of English Language textbooks for 11th and 12th grades in governmental and private schools in Palestine.

2-Identify the differences between curriculum ideologies of 11th grade and 12th grade textbooks.

3- Give suggested perspectives for improvement and innovation.

1.4 Research Questions

The main questions in this study are:

1-What are the curriculum ideologies included in the content of English for Palestine secondary stage textbooks?

2- Are the curriculum ideologies included in the content of English for Palestine secondary stage textbooks different due to the class (11 and 12th grades)?

1.5 Significance of the study

This study is important because it:

1-May help English Language teachers to know the curriculum ideologies that exist in the content of English language textbooks for 11th and 12th grades.

2-May benefit researchers and postgraduate students as it provides a list of curriculum ideologies and content analysis tools that can be used in similar research.

3. May help the researchers to analyze other textbooks for English language in different levels.

4-May help the decision-makers to know the curriculum ideologies that are involved in the textbooks of 11th and 12th grades.

5- Could help designers to find out points of weakness and strength in the content of English language textbooks for 11th and 12th grades to avoid points of weakness and reinforce points of strength.

1.6 Limitations of the study

The study is applied in accordance with these limitations:

1-The study applies the content analysis for11th and 12th grades curriculum in the light of the curriculum ideologies.

2-The study applies the content analysis for 11th and 12th grades textbooks which are in use at the governmental and private schools in Palestine.

3-The analyzing process takes place in the school year 2018/2019 for the 11th and 12th grades curriculum.

4-The researcher means by "curriculum: the textbooks of 11th and 12th grades only and their contents.

1.7 Definitions of Terms:

The following definitions may help to clarify the meaning of the terms used in the study:

A: **Curriculum Ideology:** are opinions, philosophies, visions, dogmas, conceptual framework and belief systems of educators (Schiro, 2013). There are four curriculum ideologies: the scholar academic ideology, the social efficiency ideology, the learner-centered ideology and the social reconstruction ideology.

B: **Secondary stage:** the secondary stage in Palestine is the last stage of schooling, and it is of two grades: the first and the second secondary grades. This is equivalent to the eleventh and twelfth grades.

Chapter Two:

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Theoretical Framework and Related Studies:

2.1 Introduction

This chapter consists of two sections: the theoretical framework and the previous studies. The first section consists of three parts: part one presents the concept of "curriculum" in terms of its definition. Part two presents the concept of "curriculum ideology" in terms of its definition. Part three presents the "four ideologies" in terms of their characteristics.

The second section of this chapter aims at reviewing the previous studies related to curriculum ideologies.

2.2 Literature Review

2.2.1 Curriculum Ideology:

"Curriculum" has a root in the Latin word currere which means (to run) and refers to "a race course" or "a running track". Curriculum is the basic component of education reforms. It improves learners' positive values and attitudes to establish a strong foundation for lifelong learning and whole person development, and aims to stimulate students to learn, develop the knowledge and abilities of the students (Morris and Admason, 2010).

Curriculum is what is to be taught and learned in specific institutions. It may be even as narrow as the nation of a national curriculum includes its coverage to the prescribed content of learning the compulsory years of education. Curriculum consists of socially constructed or prescribed exercises, picked from the culture of that society and designed within its organizational framework to promote the personal, intellectual, physical and social development of its students. It contains not only the formal program of lessons, but also the informal program of so-labeled extracurricular exercises as well as all those characteristics which produce the school`s ethos such as the concern for equality of opportunity and the quality of friendship (Ross, 200).

It is also defined as a written plan that drives instruction. It determines the skills and concepts taught and evaluated to improve students` achievement. It is all the planned experiences which learners may be exposed to achieve the learning goals (Kumari and Srivastaya, 2005). Moreover, Quinn (2000) defined "curriculum" as a plan or design for education and training that addresses the following question: who is to be taught? what is to be taught? why is to be taught? And how is to be taught؟

The school curriculum consists of activities designed or encouraged within its organizational framework to enhance the intellectual, personal, social and physical development of its pupils. It contains the formal program of lessons and the informal program of extracurricular activities. Teaching and learning styles influence the curriculum and in practice they cannot be separated from it (Ross,2000). Curriculum is taking a subject, preparing it for classroom use, and following through so that it makes a lasting impact on students (Null.2011). There are three elements of the curriculum, namely what

teachers should teach, and pupils should learn, why and how it should be organized (Morris and Adamson, 2010).

"Curriculum ideologies" are the curriculum visions, philosophies, doctrines, opinions, conceptual frameworks, and belief systems of educators (Schiro, 2008). Schiro (2012) defined curriculum ideology as collection of ideas, comprehensive visions, a way of looking at things, or a worldview that frames the way a person or a group of people believe the world should organize and function. He presented four curriculum ideologies that inform how one views the aim of education and the measurements that should be used to measure success in international educational accountability: the scholar academic, the social efficiency, the learner-centered, and the social reconstruction ideology.

Curriculum ideology is beliefs about what should be taught, what should be the outcomes and what should be the purpose for teaching. The ideology provides a direction for the practices of a school, classroom and subject areas (Mnguni, 2012). Therefore, Quay (2013) defined curriculum ideology as a practical philosophy that affects educators` day to day behaviors toward curriculum issues.

Barton, et al (1980) defined curriculum ideology as a set of ideas and beliefs held by a group of people about the formal arrangements for education, especially schooling by extension or implication. It is beliefs about what schools should teach, for what ends and for what reasons and people`s attempts while they engage in curriculum activity or think about curriculum issues (Cochran, 2010).

The researcher believes that the four ideologies are important for designing any curriculum. Designers should be aware of the features of these ideologies because each one

has different and special ways of teaching and evaluation. The researcher also believes that designers shouldn't depend on one ideology when they design the curriculum because all of them are important to produce perfect students who have the ability to face the challenges in their lives.

There are four curriculum ideologies: the scholar academic ideology, the social efficiency ideology, the learner-centered ideology and the social reconstruction ideology. Each of these ideologies differs in its belief about the purposes of education, the role of the teacher in the educational process, how learning occurs and the evaluation method.

2.2.2 The Scholar Academic Ideology:

The scholar academic ideology is known as humanist disciplinarian or intellectual traditionalist. It deals with disciplining students by transmitting discipline specific knowledge (Mnguni, 2013). It is also called perennialism (Kondakci,2014). Piro (2013) mentioned that scholar academic ideology has various names in the past like the traditional (Posner,1995), the academic (Zeichner,1993), and the knowledge-centered (Ellis,2004) . Scholar academic ideology stresses the importance of all students receiving arts education structured around the knowledge identified by scholars. It also views students as creatures of intellect and expects them to learn the material and complete the assignments (Carr, et al (1961).

Schiro (2008), Farahani and Maleki (2010) mentioned that scholar academics believe that over the centuries our culture has accumulated important knowledge which has been organized into the academic disciplines in universities. The purpose of education is to help children learn the accumulated knowledge of our culture: that of the academic disciplines.

The aim of education for scholar academics is to extend their disciplines by introducing them to young people. Discipline extension is accomplished through imparting its knowledge and ways of thinking to students. The curriculum provides the means of doing so and derives both its meaning and its reason for existence from the academic disciplines. Scholar academics major concern is to construct curriculum in such a way that reflects the essence of their discipline.

" An academic discipline is viewed as hierarchical community of people in search of truth within one part of the universe of knowledge. The hierarchical communities consist of inquires into the truth (the scholars at the top of the hierarchy), teachers of the truth (those who disseminate the truth that has been discovered by the scholars), and learners of the truth (students whose job is to learn the truth so that they may become proficient members of the discipline)" (Schiro, 2013, p4).

Curriculum developers of academic ideology view curriculum creation from the perspective of the academic disciplines. They suppose a loose equality between the academic disciplines, the world of knowledge, and the world of intellect. The primary task of education is taken to be the extension of the elements of this equivalence. They are to be extended both on cultural level, as reflected in the enculturation of individuals into civilization`s accumulated knowledge and ways of knowing as reflected in the discovery of new truth, and on the individual level (Schiro, 1978).

The aim of the curriculum is the induction of the child into an academic discipline. For example, the schoolboy learning physics is a physicist performing the same type of intellectual activity as is performed by the professional physicist. They are also concerned about the methodology used in teaching but not to the nature of the school as an institution of socialization. Also, this ideology talks about content and poor teachers. Scholar academic ideology looks to the school as an ideal institution whose primary purpose is to

prepare students to the world of knowledge and not as a social institution which is functioning within the socio-psychological, eco-environmental, and politico-administrative structure of its society (Schiro, 1980).

Learning is viewed from the perspective of the teacher of knowledge. The teachers are the primary source of knowledge, and they are responsible for giving direction to the learning experience. Therefore, the role of learners in this ideology is negative because the knowledge is defined by the teachers within discipline into which students are initiated. Also, students are assessed using what is regarded as objective quantitative instruments which measure the extent to which students can reproduce what they have been taught. From assessments, students can be ranked according to their abilities in the discipline's hierarchy (Mnguni, 2012). The teacher acts as the transmitter of knowledge and the students as the recipient of transmission (Piro, 2013).

Child is regarded as a mind and the purpose of education is to cultivate the mind. Thus, the purpose of education is to transmit the academic discipline knowledge to learners in such a way that knowledge ends up in their minds (Kondakci, 2014).

Scholar academic ideology depends on formative evaluation to determine how well their curriculum reflect their discipline`s essence and the extent to which it is teachable (Schiro,1988). The aim of evaluation is to rank students by using accurate assessment of students` placements in the various disciplines based upon their performance. The students` responsibility in this ideology is to learn the subject matter as it has been taught by the discipline specialist. Assessments may be objective measurements of content but varying traditional forms of assessment may be used, such as the essay (Piro, 2013).

The researcher believes that if any curriculum depends on this ideology only, it will be a weak curriculum because the scholar academic ideology depends on the curriculum content and it isn't concerned with the child. The most important thing for this ideology is the mind of the students not the students themselves. Also, teachers are primarily mediators between the curriculum and the students. All of these points will weaken the curriculum and will not improve the characters of the students.

2.2.3 The Social Efficiency Ideology:

The social efficiency ideology is known as essentialism which aims to teach skills which are required in adult life and concentrates on academic subjects and direct teaching (Kondakci, 2014).

The social efficiency ideology aims to teach the students the skills they need to perform as efficient adult members of society (Schiro,1992). The purpose of schooling then is to meet the needs of society. Developers who adopt this ideology view the curriculum as an instrument that prepares students to be contributing members of the society and support the view that schools are places where students are prepared for a meaningful adult life (Schiro,1978).The aim of this ideology is to train children in the skills and procedures they will need in their homes and workplaces in order to lead productive lives and immortalize the functioning of the society (Farahani and Maleki, 2010).

The focus in this ideology isn't on the child. The focus is to develop skills necessary for society`s needs. It looks to the child as potential adult members of the society. It places less emphasis on the individual needs of the child (Schiro, 2013). The focus is on the teaching of skills and knowledge that will be productive in society, so this ideology prepares the

child to assume his place in the society as a productive member (Joyce,1989). Kondakci (2014) noted that education is a process of changing behavior of learners so that they can confirm society, and it prepares children for adult life, and it is a means of social progress and education has two basic functions. First, continuing the functioning of society; second, preparing individuals to lead a meaningful and productive adult life in society.

Alanazi (2016) mentioned that students tend to learn when to interact with each other in a rich environment and through the responses they receive from the surrounding environment. Learners connect educational value and social meanings to school activities. The aim of education is preparing students for their responsibilities as adults. And students will be able to effectively play their roles in society once they have graduated. Consequently, there are an infinite number of performances that students must be prepared for as adults (Htttp://www.brainyquote.com).

"The central theory is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares of life is one that prepares definitely and adequately for these specific activities. However, numerous and diverse they may be for any social class, they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which these affairs consist. These will show the abilities, attitudes, habits, appreciations, and forms of knowledge that men need)" (Schiro, 1978, p 85).

The basic concern of this ideology is scientific instrumentalism. This concern asserts that the curriculum should be developed in a scientific manner, and that curriculum development should be a tool for fulfilling the wishes of a client. The job of the curriculum developer is to determine the needs of society, and the things that will fulfill these needs are labelled by terminal objectives of the curriculum. As a result, the developer must find

the most efficient way of producing a product, the educated man, who meets the terminal objectives of the curriculum and fulfils the needs of society (Marulcu and Akbiyik, 2014).

Knowledge according to this ideology is viewed as capabilities for action. Students are viewed as knowledgeable when they are able to perform certain social function. In other words, having knowledge is associated with the ability to use that knowledge to perform special function. Furthermore, knowledge is viewed from a normative objective reality that is interpreted by members of the society because of the need to prepare students for their responsibilities as adults (Htttp://www.brainyquote.com).

According to this ideology; the teacher is the manager of the conditions of learning and the role of the teacher is to implement curriculum developed by developers with little or no input of their own. Teachers should be able to make needed changes to the curriculum to meet the needs and interests of the students. This will help students to learn and create meanings to be fully functioning members in a democratic society (Cochran, 2010).

Social efficiency educators show little concern for the child because this ideology understands education as a preparation. Therefore, childhood is only providing a time to prepare for adulthood. And principals of efficiency were introduced to make the curriculum socially efficient by ensuring that whatever children and youth studied would relate to their ability to function in their future adult roles (Quay, 2013).

There are two ways for assessments according to this ideology which are accountability and standards. Standardized tests are used as proof of failure or success. These tests show if the students are qualified enough to graduate from school or to enter another one. It also

compares the performance of the students with an external standard which represent the objectives of the curriculum. In other words, students use the traditional way of assessment which is paper and pencil tests. Standardized tests are used to evaluate the success of the curriculum in the social efficiency ideology. The standardized tests are used to evaluate the success of the students, which is an indication of the success of the curriculum itself (Kondakci, 2014).

The researcher believes that students need this ideology in their curriculum because it will teach them skills which are necessary for their society`s needs.

2.2.4 The Learner-Centered Ideology:

A learner-centered curriculum ideology follows progressivism and emphasizes the needs and interests of the learner over the content of the subject matter. Thus, the teacher builds the curriculum around the child`s interests. For example, a learner centered classroom emphasizes centers of interest for the school curriculum instead of focusing on academic subjects such as mathematics and reading (Carr, et al, 2016).

This ideology is called developmentalism that saw a need to design curriculum that is based on the development of students. It also labelled the child study movement. This curriculum concentrates on research regarding students` developmental phases and how those phases required to be acknowledged and planned for when providing instruction (Polito, 2007).

The learner centered ideology is a phenomenon that puts the learner at the center. So, educators should develop school curriculums that allow students to become active participants and have more choice on what they want to do and how to do it. Alanazi

mentioned that school curriculum should convince students to engage themselves in learning by asking questions creatively along a wide range of subjects and encourage them to think creatively and critically. This allows students to become creative thinkers who are able to imagine and explore alternatives they have in their exposure (Alanazi, 2016).

Schools should be places where individuals enjoy as they acquire knowledge and develop their inherent capabilities. Students do their best when they are allowed to do what they like most, and schools can be a better turning point if only they help students to discover the innate capabilities. Students will learn subjects that they want to learn, and they will be responsible for their learning. Schiro also mentioned that learner-centered educators believe people contain their own capabilities for growth, are the agents who must actualize their own capabilities, and are essentially good in nature. In addition, people are viewed as the source of content for the curriculum; their ends are considered to be the appropriate ends for the curriculum (Schiro, 2008).

"School curriculums should persuade students to engage themselves in learning by asking questions creatively along a wide range of subjects. This allows them to become creative thinkers who are capable of imagining and exploring alternatives they have in their exposure. Such an approach is essential for a firm academic foundation that enhances learner`s knowledge and skills including soft skills such as in-depth understanding of what they are taught in class as well as improved communication skills" (Alanazi, 2016, p3)

The learner-centered ideology focuses on the needs and concerns of every individual because the most important factor during learning is the student. Therefore, schools should be enjoyable places where people develop naturally in accordance with their innate characteristics. The goal of education is the growth of individuals, each in harmony with their own unique intellectual, social, emotional, and physical attributes. This leads learner-

centered supporters to treat the concept of growth as the primary theme of their endeavors. The developmental growth of learners in terms of their conformity with the laws of their being should become the educator`s very objective. As a result, education involves substantiating the inherent capabilities of people (Farahani and Maleki, 2010).

Marulcu and Akbiyik (2014) pointed out that this ideology represents a child centered perspective and aims to create more enjoyable school settings where children naturally train themselves for socialization. Teachers will concentrate on the students themselves to help them to form their characters.

 According to this ideology, teachers should be able to present meaningful experience for students in order to contribute to their learning experience. The role of the teacher is to provide consultation to the child. The consultation will help the child to reach whatever destination he needs to go. Therefore, the teacher should know the interests of the students, their knowledge and abilities in the beginning of the semester (Schiro, 2013). The teacher should be a model to the learners and should use appropriate teaching methods that help learners to be able to reflect on their own learning. Teachers should use different and special methods to deal with students. Also, teachers should facilitate learning by directing experiences, so that learners can have opportunities to build on their extant knowledge (Chaka,1997).

learner-centered learning is defined and linked with competences directed learning and with the constructivism-based learning concept. He said that the good learner is the one who knows how to reach the information, how to expand it, and how to apply it in real life cases. He also added that the learner wants to have a central role in the learning process.

They are deciding on their personal learning strategy, specifying the subjects of learning and deciding on how they wish to see the organization of the learning process, being full online or being organized as a blended learning process. Thus, students will be responsible for their learning and teachers should help them (Al-Huneidi and Schreus,W.D).

Learning is a function of the interaction between a person and his or her environment. Because individuals` interactions with their environment are assumed that the result of learning is also unique to the individual. Learner-centered curricula are thus thought of as contexts, environments, or units of work in which students can make meaning for themselves by interacting with other students, teachers, ideas, and things. It is the job of educators to carefully create those contexts, environments, or units of work, which will stimulate growth in people as they construct meaning for themselves (Schiro, 2008).

A learner-centered ideology asserts that education should facilitate the growth of students by helping them develop their skills and abilities further. This is because artisans learn to forge by forging, to carve by carving, to paint by painting. Therefore, you should let children learn to sing by singing, to write by writing and to reason by reasoning (Mnguni, 2013).

The learner-centered ideology is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the students in the center of learning process. The teacher provides students with opportunities to learn independently and from one another, and coaches them in the skills they need to do effectively. The learner-centered ideology includes such techniques as substitution active learning experience for lectures, assigning open-ended problems and problems requiring

critical or creative thinking that cannot be solved by following text samples, involving students in simulations and role plays, and using self-paced or cooperative learning (Froyed and Simpson, W.D).

Schiro (1978) mentioned that children can make knowledge for themselves by interacting with other children, teachers, and things because curriculum is thought of as contexts, environments, or units of work. Therefore, the job of the developers for this curriculum is to create those contexts, environments, or units of work which will stimulate growth in students as they create meaning for themselves. Chaka (1997) mentioned that the curriculum of learner-centered ideology should provide a chance for learners to interact, reflect, solve problems, experience learning, predict, make decisions, and communicate their findings to the classroom, school, and even to the community at large.

The assessment in this ideology is more formative which emphasizes feedback to students and enhance their learning, which does not add to the end of the course mark. There are many tools for assessment like diaries, logbooks, journals, portfolios, projects, group work, profiles and peer assessments, learning contracts, and negotiated assessment. This ideology emphasizes the importance of sociability and human connection inside the classroom because it will remove fears of failure, ridicule, family problems, the feeling of outcomes not fitting in identity issues which can prevent students from deeper learning (Joshani-Shirvan, 2008).

The researcher believes that the learner-centered ideology is very important for students because students have an active and responsible role in the learning process. Today we need students who can make choices about what and how to learn; we also need students

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who participate in learning across curriculum. All of these things will improve the characters of the students and encourage them to think differently.

2.2.5 The Social Reconstruction Ideology:

The social reconstruction ideology is based on progmatism. The purpose of this ideology is to reconstruct society. It focuses on skills and subjects needed to solve problems of the society. According to this ideology, society is the most important factor, but individuals aren't totally ignored. The individual is important since individuals create society and society creates individuals. It is like a cyclist process. Therefore, individuals must reconstruct themselves to reconstruct society because the learners are members of society. The social reconstruction ideology tries to stimulate students` awareness of social issues and teaching the importance of activism (Buren, 2016).

Also, this ideology attempts to help students understand the difficulties facing their societies, improve a value stance toward those difficulties, and learn to alleviate the difficulties, and thereby bring into existence a better society (Schiro,1992). It was rooted in the social development of the early 20th century progressive educators and particularly in the pragmatic and social ideas of John Deiwy and Jane Addama whose ideas about social reconstruction were improved and stretched by George.S Counts. Social reconstructionists think that the existing society has many troubles and difficulties because it was not willing to revision and reconstruct institutions in order to meet the challenges of a changing world. It is important and valuable to examine the past, but never as a scheme to keep the present discrepancies in society (Hill, 2006).

The social reconstruction ideology supposes that society is fragile and should be reconstructed. Educators and schools are seen as active agents in this reconstruction process (Marulcu and Akbiyik, 2014). It also involves active participants through "doing" and viewed the school as a community in which habits and values useful in the greater community would be instilled through practice. The focus is on the restructuring of schools by setting up an environment which would lead to a deeper understanding of a democratic way of life; orienting students and helping them commit to the life in which they would participate, helping students to develop intellectual, practical interests; and reconstructing the procedures of the school through experimentalism (Zuga,1992).

According to this ideology, education is the social process through which society is reconstructed. The aim of education is to teach people to understand their society in such a way that they can improve a vision of a better society and act to bring that vision into existence. It looked to the children as products of society and that they are the material of social reconstruction, so learners are viewed as active learners and meaning makers and the most important thing for learning is experience and interaction with the environment (schiro, 2013).

Another aim is to facilitate the construction of a new and more equitable society that offers maximum satisfaction to all its members and to reconstruct their culture so that its members will attain maximum satisfaction of their material, intellectual, and spiritual wants (Farahan and Maleki, 2010).

This ideology analyzes and understands society and then constructs a vision of an improved society and acting to transform the existing society into a better one. It depends on the assumption that our society is threatened by many problems like war, poverty,

pollution, global warming, political corruption and energy shortage, so the curriculum according to this ideology is a way to address these and other problems and thereby achieve the reconstruction desired as social end (Quay, 2013).

" The reconstructionists agreed with Dey`s critique of child-centered progressivism and wanted to go even further in terms of organizing the curriculum to help direct the future course of society. While Dewy would only impose what he called the method of intelligence on students, the reconstructionists were concerned with using schools to challenge directly the dominant social order and to achieve specific changes in our social, cultural, and economic institutions. Since socialization was essential to being human, the reconstructionists believed that we should use education to socialize our young in ways calculated to expand and reinforce a democratic culture" (Stanley, 1992, p8).

The role of the teacher is the coach or the guide of the students learning. The teacher plans and conduct projects and experiences that allow learners to see the connection between learning and its application in the world. Activities center on group projects that require students to learn how to solve problems and cooperatively develop workable solutions. The teacher focuses on developing challenging learning experiences and practices his/her skills in facilitating group activities (Jocye, 1989). Educators and teachers should develop techniques and practices which are directed toward creating a new reconstructed society, and educators should be encouraged to use the school to create social reform. Supporters of this ideology emphasized that teachers and educators should improve practices and policies that are directed toward creating a reconstructed society because they believe that the current society was in trouble (Hill, 2006).

Assessment is a way to measure the progress of the students with respect to students` abilities rather than in comparison with other students. The most important point for

assessment according to this ideology is "How does curriculum or student measure up to standard in a particular situation?". Therefore, the social reconstruction ideology thinks in the validity of assessment made in real situation, so the assessment of the pupils is taken outside the school like performance assessment. The best models for evaluation the social reconstruction ideology is the humanistic and naturalistic curriculum evaluation because evaluators will discuss the values and experiences of an educational program with their partners (Schiro, 2013).

The researcher believes that the social reconstruction ideology is very essential for students also, designers of curriculums should take care of this ideology because the Palestinian society is fragile and has many problems that face students, especially in their future plans. The curriculum should be a way to solve these problems and give the students opportunities to develop themselves to be able to rebuild and reconstruct their society.

2.3 Related Studies

This section introduces previous studies that are related to curriculum ideologies (scholar academic ideology, social efficiency ideology, learner-centered ideology and social reconstruction ideology). These studies have been carried out on evaluating the textbooks for foreign language content, and general characteristics as a whole. However, there are educational studies on curriculum ideologies of all kinds toward different subjects in school. The researcher has studied and mentioned them in previous studies for their importance to adopt the analysis card which will be used in collecting the needed data. The previous studies have also a lot of advantages to develop the theoretical framework and interpretation of the studies.

2.3.1 Studies related to curriculum ideologies

Armend`s (2017) study aimed to address the development of curriculum field in the United States through a historical lens. Specifically, it initially discussed the four widely-recognized competing curriculum ideologies or approaches, namely humanists, developmentalists, social reconstruction, and social efficiency as well as European influences on these approaches. Also, the researcher discussed in the second part how social efficiency model became the prevailing education ideology throughout the 20th century to date in the U.S. at the turn of 20th century aligned well with promises of social efficiency education ideology and it became the dominant curriculum approach that we know today. In addition, the researcher found that the other ideologies remained part of U.S. mainstream education to lesser extent, and never ceased to exist completely.

Alanazi`s (2016) study aimed to describe different ideologies that are included in the school curriculum and provided a comparison between the two ideologies of the school curriculum in America. The author proceeded to provide the purpose and significance of school curriculum in the learning institutions and described the underlying beliefs that the learner has about the past and the present curriculum ideology. The researcher also described the assumptions of the learner-centered ideology on explaining the student knowledge and the assumptions of the social efficiency about knowledge of the learner. The results showed that the learner-centered ideology is critical in emphasizing the need for adapting a teaching system that focuses on learners over any social purpose. Moreover, the results also showed that the social efficiency ideology stresses the importance of the social purpose or what educators refer to as final cause above any learner concern.

Al-Namleh`s (2016) study aimed to identify the social efficiency and its relation to motivation for achievement among high school students for outstanding students in Riyad region. The study used the descriptive approach to achieve the goal of the research using statistical analysis program (SPSS). The sample consisted of (248) outstanding students from 12th grade. The researcher used a questionnaire to measure social efficiency. The results showed that all levels of social efficiency were high.

Al Hosni`s (2016) study aimed to shed some light on the curriculum ideologies that best described the English curriculum in Oman. The researcher analyzed the ministry of education goals included in the first page of the English textbooks and analyzed some themes and topics listed in the English post basic textbooks. The researcher used a written interview which addressed some questions to teachers, and he analyzed the teachers` responses. He also used a card analysis for English post basic textbooks. The sample consisted of the textbooks of English and teachers of English in Oman. The results showed that the investigation of the Ministry of Education ideologies revealed that a mixture of thoughts from the progressivism and reconstructionism are directing and leading the goals and the curriculum designed shape in Oman. It also showed that ideologies adopted by teachers reflect more the perennialism and essentialism ideologies, but also a little of the progressive ideology.

Buren`s (2016) study aimed to link those ideologies (scholar academic, social efficiency, learner-centered and social reconstruction ideologies) to commonly taught works of literature in Oklahoma. The sample consisted of the fifteen most commonly taught literary works in high school classrooms. The researcher examined sources linking literature and curricular materials to social objectives, establishing a rationale for the project. Then

analyzed fifteen literary works (their plot, characters, themes, figurative language and connected them to Schiro`s ideological categories.

Unin and Bearing`s (2015) study aimed to explore the use of brainstorming activities to promote speaking engagement in the English as a Second Language classroom. The sample consisted of 321 students from an urban secondary school in Kuching. The researchers used questionnaires completed by the students, interviews with three English teachers and the classroom observations during the brainstorming sessions to achieve the goals of the study. The results showed that brainstorming activities using word lists, word mapping, and pictures are commonly utilized in the speaking tasks. The results also showed that brainstorming contributes to the increase in students` motivation, confidence, and participation as reflected by the positive students` behavior during classroom observations.

Bovin`s (2015) study aimed to investigate English language textbooks and the way they adhere to the curriculum and syllabi for English language teaching in Sweden. It looked at what language ideological elements these textbooks present. The researcher used a mixture of qualitive and quantitative content analysis to investigate both syllabi and textbooks. The study sample consisted of English language textbooks for upper secondary school. The results showed that the general curriculum for Sweden upper secondary school presented a general ideology of democratic and humanism, while the syllabi for English focused on linguistic competence versus cultural and societal understanding.

Kondakci`s (2014) study aimed to analyze five national and international high school English language curricula implemented in Turkey. The researcher analyzed the Turkish

Ministry of National Education (MONE), High School English Language Curriculum, International Baccalaureate Diploma Program (IBDP), Language A: Language and Literature curriculum, International Baccalaureate Diploma Program (IBDP) Language B curriculum, Advanced Placement (AP) English Language and Composition curriculum, and Advanced Placement (AP) English Literature and Composition curriculum. The researcher used content analysis to explore how the Turkish MONE (Ministry of National Education) English language curriculum for high schools compare and contrast with the English language curriculum in the two international programs, namely International Baccalaureate Diploma Programme (IBDP), and Advanced Placement (AP), in terms of educational philosophies, intent, content, approaches to design, approaches to implementation, approaches to assessment, and approaches to evaluation.

**Marulcu and akbiyik`s (2014)** study aimed to investigate pre-service teachers` curriculum ideologies in Turkey. The participants consisted of 242 senior pre-service teachers enrolled in various teacher preparation programs at the college of education in a mid-size university. The study was planned and conducted as a survey type research. The researcher used a survey which was developed by Schiro in 1978 to explore teachers` curriculum ideologies. The survey consisted of seven items to reveal ideological perspectives and each of these items was related with one particular concept. The concepts are school, learning, teacher, childhood, knowledge, evaluation and slogan of education. The researcher used a 4-point scale for ranking the statements (1 meaning strongly disagree and 4 meaning strongly agree). The obtained data were analyzed using frequencies, percentages, and arithmetic means. The results revealed that teacher candidates' perspectives showed that learner-centered ideology got the lowest score, and social reconstruction ideology got the highest score. The social reconstruction ideology was dominant among them and pre-

service teachers saw the mission of schools as being the construction of a better society indicating that they perceived society as fragile and problematic.

Abu Ghali`s (2014) study aimed to investigate the effectiveness of a training program in improving social competence of female pupils at late childhood stage. The study sample consisted of (26) female pupils whose ages ranged from (10.9 to 11.4) years. The female pupils were divided randomly into two groups, experimental group and control group; each of them included (13) female pupils. The researcher used means, standard deviations and ANCOVA. The results showed that there were statistical differences between the mean scores of the experimental group and those of the control one in social competence scale in favor of the experimental group, where there were no statistical differences between the post-measurement and the follow-up measurement.

**Kawser`s (2014)** study aimed to investigate how curriculum was understood in history as a discipline and how the faculty members engaged themselves in its development in Bangladesh. It also searched for the answer of how faculty members` understandings of curriculum, and their teaching and research experience influenced their curriculum development work. The sample consisted of the faculty members at DHDU. The researcher adopted a case study design. The case in focus was the Development of History in the University of Dhaka (DHDU), Bangladesh. The data were mainly derived from open-ended interviews of the faculty members at DHDU. Six faculty members were interviewed considering their expertise in three periodic lines-ancient history, medieval history and modern history. Data were analyzed qualitatively. The results showed that the faculty members in this history department mainly understood curriculum as syllabus. Thus, the curriculum development in history was centered to the content of the curriculum. It also

seemed to be a barrier for developing curriculum as an Academic Plan that included purposed, content, sequence, learners, instructional resources, instructional processes, evaluation and adjustment. The study also revealed that in a university with an autonomous status, faculty members` understandings of curriculum and experiences significantly influence the ways of their curriculum development work.

Mnguni`s (2013) study aimed to investigate the curriculum ideology of the grade 11 biology curriculum by analyzing the curriculum and assessment policy statement. The sample consisted of biology curriculum for 11th grade. The researcher used the qualitative approach to achieve the goals of the study, using an inductive curriculum analysis approach to determine the curriculum ideology of biology. The results showed that biology adopts a multi-curriculum ideology approach with greater emphasis on scholar academic and student-centered ideologies. Characteristics of the social reconstruction ideology were the least observed.

Piro`s (2013) study aimed to examines the values and metrics embedded in several curricular frameworks as they intersect global accountability systems. It encourages an integral vision of educational purposes for sustainability in accountability reform. The researcher focused on the competing value structures of two divergent accountability systems: one grounded in social efficiency and scholar academic ideologies and the other grounded in learner-centered and social reconstruction ideologies as they affect countries.

Juntura`s (2012) study investigated the ways in which three 8th grade English language study book series, namely Smart Moves 2, Spotlight 8, and key English 8, foster learner-centered language teaching procedures in Finland. The sample consisted of the books of

English language for 8th grade which have been published between 2003-2010. The researcher used a quantitative analysis where the data was qualified according to research parameters consisting 14 learner-centered exercise categories. He also used a qualitative content analysis for the educational philosophies and for respective views of learning. The results showed that there was very little difference between the Smart Moves 2, Spotlight 8, and Key English 8. Moreover, there were no statistically significant difference as to the overall proportions of the learner-centered exercises examined, and the only two exercise categories that showed a statistically very high significance were the categories of drama exercises and project tasks.

Mnguni`s (2012) study aimed to investigate the relationship between the South Africa Grade 11 Life Sciences curriculum documents, HIV and AIDS knowledge and behavioral preferences of students. The researcher analyzed the Life Sciences curriculum and textbooks used in grade 11 to determine the curriculum ideology of the subject and concepts related to HIV and AIDS that are prescribed for teaching with the aim of educating students about HIV and AIDS and promoting safe behavior. The researcher compared Life Sciences and non-Life Sciences students to determine whether academic HIV and AIDS knowledge taught in Life Sciences was related to functional HIV and AIDS knowledge and behavioral preferences. The sample consisted of life sciences curriculum and textbooks for grade 11. The researcher used tow tools: analysis of grade 11 Life Sciences curriculum and comparative survey test on students' knowledge and behavioral preferences. The results showed that Life Sciences does not promote safe behavior related to HIV and AIDS and Life Sciences is knowledge-oriented and integrates HIV and AIDS knowledge as extra content. It also showed that Life Sciences does not have a clear

curriculum ideology for HIV and AIDS education even though it has characteristics of various curriculum ideologies with greater emphasis on the scholar academic ideology.

Omoeva`s (2012) study aimed to examine the relationship between the use of student-centered instructional methods in teaching mathematics and science, and achievement of fourth grades in these subjects in the post-Soviet State. The context for analyzing this relationship is the post-Soviet region, with Kazakhstan selected as the main focus of the study. The researcher used the qualitative case study. The measures of student-centered instructional methods were drawn from student surveys administrated as part of the 2007 TIMSS study, while the TIMSS test scores serve as measure of student achievement. The results showed that student-centered instructional methods generally showed no statistically significant relationship with student achievement across all country datasets included in this analysis. The results also showed that while student-centered instruction is hailed as the pathway to reform of education in post-Soviet country, the state lacks the capacity to engage in instructional reform and improvement of teacher quality, while the teachers look to the state to guide them in choosing the right instructional methods. And the teachers need support from the central state to effectively implement student-centered methods in their lessons.

Lim`s (2012) study aimed to undertake a critique of the aims and objectives of thinking skills, one of the most widely and internationally used curricula in the teaching of thinking, offered by the University of Cambridge International Examinations in the USA. The researcher used the descriptive approach to achieve the goals of the study by analyzing a critical discourse of how political and class biases are (re-) produced in the forms of thinking that are valued in the classroom, issues of power and ideology latent in curricula

discourses of rationality are foregrounded. The researcher concluded by pointing to alternative conceptualizations of thinking curricula.

Grimes`s (2011) study aimed to map the curriculum looking for any gaps or areas of concern prior to conducting online surveys with faculty and learners in Canada. The questions addressed in this study were:1) was this curriculum change learner-centered?2) Did the faculty feel the curriculum was effective? 3) Did the curriculum change serve the needs of the learners? These questions were addressed through a curriculum mapping exercise and two online surveys, one for faculty and one for learners. The sample consisted of the 28 students and 13 faculty. The researcher used a Microsoft Excel format spreadsheet to analyze the learning outcomes. He used many tools to achieve the goals of the study: curriculum mapping, student survey and faculty survey. The results of the surveys were supportive of learner-centered theory occurring in the college curriculum. The results showed some differences among the three school of business programs.

Farahani and Maleki`s (2010) study aimed to survey types of curriculum development ideologies that exist among members of faculty in educational sciences department in Tehran universities. The study sample consisted of 95 members. 30% were women and 70% men. The research was carried out as a descriptive study using a standard questionnaire of curriculum ideology developed by Schiro (2008). The questionnaire focused on six curriculum factors including: purpose, teaching, learning, knowledge, childhood and evaluation and four curriculum ideologies (Scholar Academic Ideology, Social Efficiency Ideology, Learner Centered Ideology, Social Reconstruction Ideology). The results of the surveys showed that the greatest ideological preference was inclined toward the Learner Centered Ideology (69%), followed by social reconstruction ideology

(11%), social efficiency ideology (11%), scholar academic ideology (5%) and the combination of the learner centered ideology and social efficiency ideology (4%). In addition, the ideologies least preferred by academic board members included tendencies toward scholar academic ideology (70%), social reconstruction ideology (13%), social efficiency ideology (7%), scholar academic and social reconstruction ideologies in combination (7%), social reconstruction and social efficiency ideologies in combination (3%) and finally learner centered ideology with (0%).

**Cochran`s (2010)** study aimed to examine the relationships between mathematics teachers` curriculum philosophiesand their teaching experience in San Marcos. The sample consisted of secondary mathematicsteachers. The researcher used Michael Schiro`s (2008) and Paul Ernest`s (1991) curriculum ideologies as the framework, secondary mathematical teachers in Texas responded to researcher design inventory with an ipsative format, which was used to identify the composition of teachers` philosophies. The researcher used statistical methods and qualitative analysis of teachers` reactions to the survey. He also used a visualization tool to represent the composition of teachers` philosophies in a three-dimensional space, which aided in the explanation and analysis of teachers` philosophies and how those philosophies relate to their experience. The researcher used a combination of statistical methods including chi-squared and ANOVA tests of independence and multiple regression techniques. The results showed that the secondary mathematics teachers agree with one ideology over others, which varied among the different aspects of teachers` philosophies.

Gelisli`s (2009) study aimed to determine the effect of student-centered training approach on student success in Turkey. The researcher used experimental design with pretest-post

test control group. The sample consisted of experiment and test groups with 60 people chosen out of third grade students of Gazi University, Faculty of Technical Education, the program of Furniture Decoration Teaching and Machining Teaching. There were 30 students in the test group and 30 students in the control group which was determined out of the groups randomly. The results showed that the success was significantly higher in the group where student-centered methods were applied comparing to the teacher centered group.

Joshani-Shirvan`s (2008) study aimed to examine the impact of learner-centered teaching and learning process on pre-advanced first year medical students 'performance, attitudes, and retention in medical English through a pre-test/post-test experimental research design in Turkey. The sample of the study included 180 first year medical students of a state medical university, Gazi University, Medical Faculty, Ankara, Turkey. The experimental group consisted of 90 first year medical students, and the control group consisted of 90 first year medical students. The researcher used an achievement test and an attitude test for the control and experiment groups. He also used a qualitative design to identify the opinions of the subjects in the study. The results of the post-test showed that there was no statistically significance difference between the control and experimental groups immediately after the experiment, and the results of retention test showed significance difference between the two groups in favor of the experimental group.

Orchard`s (2007) study focused on professional development practices that empowered reluctant teachers to implement and sustain improved instructional practices. Constructs were viewed through perspectives of learner-centered principles in order to connect scientifically proven practices for teaching students in the classroom to effective

professional development practices for teachers. Data for this mixed-design study were gathered from the LCPD School Practices Survey, transcripts of follow-up interviews with once-reluctant teachers, and school document. Statistical correlations were used to analyze the variables of the quantitative portion of the study. The results showed that when schools implemented learner-centered professional development practices, students achieved increased and teacher reluctance toward new practices and change decreased. The qualitative data were coded and analyzed and cross-referenced with school documents.

Polito`s (2007) study aimed to explore what educational philosophies are evident in one K-12 public charter school organization, whether these philosophies are coherent and to what degree the espoused philosophies in curriculum and curriculum -in use are congruent in California. The sample consisted of a K-6 Collegiate Public Charter School and a 6-12 Collegiate Charter School in Northern California. The researcher used a qualitative case study to examine the relationship between educational philosophy and curriculum. The researcher used three tools: an analysis card for document about the school system, interviews with key administrators who are in the position of making curricular decisions and observations of classroom instruction. The results showed that Collegiate Public Charter Schools, Swan Academy and Washington Prep, have an electric coherent curriculum that draws from at least four educational philosophies.

Hill`s (2006) study is a theoretical and historical study of democracy as it relates to democratic educational practices and explores the implications that democratic reform in education has the potential to diminish inequity and social injustice in society. The study presented an intense review of the development of democracy from Plato to the present day. The progressive principles for democracy of the social reconstructionist and critical

theories from the theoretical framework for the dissertation and a Yardstick of Democracy is developed that draws upon the tenets of John Dewey, George S. Counts, Jane Addams, Paulo Freire, and Michaël Apple. The study also included a concentrated review of standards-based education, testing, and charter school movement in America. This study is qualitative in nature and conducted from primarily a historical and political way.

Cleveland-Innes and Emes`s (2003) study talked about learner-centered curriculum and how to prepare learners who will learn for a lifetime. The researcher contend that a shift in our understanding of curriculum design to accommodate learner-centeredness will provide the framework for preparing graduates for a lifetime of learning. He found that learner-centered curriculum proposes to create highly developed individuals, providing them the skills to continue creating learning experiences, digits current knowledge, and create new knowledge within the curriculum itself. Curriculum characteristics included content appropriate to the characteristics of a new society. The results showed that the definition of a learner-centered curriculum includes components that educators deem to be relevant and vital for students. It added that curriculum process and required outcomes to prepare students for curriculum creation alongside educators.

Chaka`s (1997) study aimed to determine the perceptions and practices of the lectures and student teachers regarding learner-centered education at one Namibian college of education. The sample consisted of six lecturers and ten student teachers, five Ministry of Education Officials and seven teachers, who were supervising the student teachers were also included. Data were collected through interviews, classroom observations, field notes and document analysis during a four-month period. The result showed that although perceptions of what learner-centered meant varied slightly among the participants, most

seemed optimistic regarding its implementation. The lecturers and student teachers 'classroom practice matched their perceptions of learner-centered which was limited mainly to group and pair activities. The study revealed that participants need to be more aware of the dynamics and interaction for successful group work.

Zuga`s (1992) study aimed to explore social reconstruction with regard to schools, curriculum, and technology education. In the first half of the paper the researcher explored what was meant by social reconstruction, the way in which it was implemented in experimental schools, and the legacy of social reconstruction. In the second half the researcher discussed the role of processes in technology education curriculum, provide ideas for organizing a social reconstruction curriculum orientation in technology education, and list examples of what a social reconstruction curriculum orientation in technology education is not. The researcher used the descriptive approach to achieve the goals of his study.

Schiro`s (1992) study aimed to investigate educators' perceptions about the types of changes that occur within their beliefs about curriculum over time at Boston College. It specifically examined the changes in curriculum ideology or philosophy that occurred during the careers of 76 educators. It explored the frequency of and reason for change. The sample consisted of 76 students enrolled in 1989 in graduate courses in curriculum theory taught by two full time faculty members at Boston College. The researcher used the biographical method. The results showed that educators make changes in their curriculum ideologies about once every four years. It showed also that the most frequently noted events associated with change are changing the school or grade in which an educator

works, noting and responding to previously unknown needs of the children or community, and changing jobs from teaching to administration.

Joyce`s (1989) study aimed to discuss the common role of educational leaders in curriculum and instructional programs in response to the following questions: How can an educational leader make sense out of the many diverse ideas, theories, and strategies that compete for inclusion in curriculum development? The researcher found that the solution to this question rests with the challenge of developing a thoughtful and balanced curriculum that includes a representative portion from each of four interwoven approaches based on Schiro`s (1978) Scholar Academic (SA), Child Study (CS), Social Reconstruction (SR) and Social Efficiency (SE) ideologies. The researcher found that the scholar academic ideology`s primary goal is to teach the knowledge that has been accumulated by the culture or to enculturate the learner. The child study ideology`s primary goal is to tap the individual potential of each learner. Those who follows social reconstruction ideology believe that their primary goal is to empower all learners to transform society. Social efficiency concentrates its focus on the teaching skills and knowledge that will be productive in society.

2.3.2 Comment on Previous Studies

After reviewing the above-mentioned studies, the researcher observes that little of them focus on evaluating English textbooks and other textbooks contents. Most of tthese previous studies focus on learner-centered ideology.

Most of these studies used questionnaires to achieve the aim of the study such as Al-Namleh`s (2016) study and Alanazi`s (2016) study. The researcher also presents studies that used interviews such as Armend`s (2017) study.

Those previous studies widened the researcher`s background, provided him with some insights to carry out this study easily especially in choosing the suitable tools for the study. However, this study differs from the previous studies in that it focuses on the curriculum ideologies in the content of English for Palestine secondary stage textbooks (11th and 12th grades textbooks).

Chapter Three:

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Methodology and Procedures:

3.1 Introduction

This chapter describes how the research is conducted, the instrumentation used, how the data are collected, recorded and analyzed, and how validity and reliability of the data are assured. It has four major sections: methodology, design of the study, instruments, data collection and data analysis.

3.2 Methodology

To conduct this study the researcher used the descriptive analytical method of research. This kind of research as defined by El Shawa (2011) is "any research that describes a setting or events in numerical terms". Being descriptive in nature, this study aims to evaluate the content of English language secondary stage textbooks. Thus, the researcher used content analysis to analyze the four textbooks (pupil`s book and reading plus for grade 11 and 12).

The researcher conducted this method due to its relevance to evaluate to what extent the curriculum ideologies are available in the textbooks of English language for 11th and 12th grade in Palestine.

3.3 Population and Sample of the Study

The population and the sample of this study are the textbooks of English for Palestine Secondary Stage which are for the first and second semester of the scholastic year 2018-2019. (New edition 2015). This included all activities in pupil`s book and reading plus for 11th and 12th grades.

Overview of English language Secondary Stage Textbooks (new edition 2015)

English for Palestine Secondary Stage Textbooks represent the population of the research. The secondary stage in Palestine is the last stage of schooling, and it is of two grades: the first and the second secondary grades. This is equivalent to the eleventh and twelfth grades. In this study English for Palestine Secondary Stage Textbooks were used to refer to Pupil`s Book and Reading Plus Book designed for grades 11 and 12 for both semesters (the first and the second semester). The structure of both textbooks is the same; however, the Pupil`s Book for 11th and 12th grades consists of twelve units and two of them are revision. Each unit in both textbooks consists of four sections, namely: Reading and Comprehension, Language and Vocabulary, Integrated Skills and writing. Every section contains a different number of activities with a minimum of four and a maximum of eleven. Also, each unit is designed to be covered in six class periods (two periods for reading and comprehension, two periods for language and vocabulary study, one period for integrated skills and one period for writing). Whereas the Reading Plus book for 11th and 12th grades consists of six units, literature and two progress tests. Each unit in both textbooks consists of four sections, namely: Reading and Comprehension, Vocabulary and Reading Skills, Writing

Skills and Literature. Every section contains a different number of activities with a minimum of five and a maximum of fifteen. Each unit in this book is designed to be covered in eight class periods (three periods for reading and comprehension, two periods for vocabulary and reading skills, two periods for writing skills and one period for literature). Since secondary schools in Palestine have six English classes a week, it is planned to cover the content of each unit in pupil`s book within one week and the content of each unit in "Reading Plus" within one and half a week. Each book has a standard structure. The structure of each book is illustrated. (appendixes 1 and 2)

3.4 Research Instruments

The researcher believes that the most suitable instrument for achieving the purpose of the study is conducting a content analysis card for collecting, describing and analyzing data for investigating the existences of curriculum ideologies in the content of English Language textbooks for 11th and 12th grades in Palestine. The researcher adopted her analysis card from previous studies and the international standard models for classifying curriculum ideologies implied in the content. The instrument refereed by a panel of experts (specialists and professors) from Al-Quds University and Birzeit University. (appendix 5)

3.4.1 Content Analysis Card

The content analysis card was used as a search design for this study. Abu Tailakh (2015) states that content analysis is a suitable research method to use when manipulating large quantities of textual information to systematically identity certain characteristics.

To achieve the aims of the study, the content analysis card is used for collecting and analyzing data regarding the availability of curriculum ideologies in the content of English language textbooks for 11th and 12th grades in Palestine. (Appendix 3)

Constructing the Content Analysis Framework

After reviewing the available literature including previous studies, books, and related articles, the researcher decided to adopt its criteria. That was because all the criteria suited the purpose of this study.

The Purpose of the Analyzing Content

Analysis comes as a first step in evaluating any book. The focus here was on the curriculum ideologies which are: scholar academic ideology, social efficiency ideology, learner-centered ideology and social reconstruction ideology.

The analysis in this evaluative study aimed at investigating the extent to which these curriculum ideologies are available in the whole exercises in the textbooks of English language for 11th and 12thgrades (Pupil`s Book and Reading Plus).

Elements of the Analysis

The researcher managed to adopt the criteria from a previous study; the criteria were the elements of the analysis card. The content analysis card contained five main domains. They are:

1- Knowledge which included 3 items: purpose for knowledge, nature of knowledge and source of knowledge.

2-Learning which included 5 items: learning viewed from, primary function of learning, results of learning, primary function of learning and student readiness.

3-The student which included 4 items: the role during learning, teacher focuses on, teachers concerned with children and viewing children.

4-Teaching which included 6 items: role of teacher, standard used to measure, teacher effectiveness, teachers stimulate, teachers, media used during learning and intend of learning.

5-Assessment which included 4 items: purpose of evaluation to the evaluator, nature of assessment tools, assessments are and point of assessment.

3.4.2 A List of Characteristics for Curriculum Ideologies:

The analysis card and characteristics of curriculum ideologies were adopted from a previous study. The list consisted of the characteristics of each ideology according to the five main domains and their items. The researcher depended on this list for analyzing the textbooks. (appendix 4)

Units of Analysis

The researcher considered the "activity " in every section of the units included in the four textbooks as the unit for analyzing the content of English language textbooks for grades 11 and 12 including literature, revision and progress tests in pupil`s book and reading plus book.

3.4.1.1 Validity of the Analysis Framework:

Validity refers to the extent we are measuring what we hope to measure, and what we think we are measuring. Hamdona (2007) defines validity as the truth of the test in relation to

what it is supposed to evaluate. It concerns the relevance and usefulness of what you are measuring.

To get the validity of analysis, the researcher consulted a group of specialists which included 6 doctors and a professor from different institutions. (appendix 5)

The list of the criteria was checked to examine the comprehensiveness and clarity of the statements, as well as the suitability of statements to the purpose of the study. After showing the content analysis card to the specialists and professors, all the referees confirmed the suitability of the criteria in the check list for evaluating the availability of curriculum ideologies in the content of English language textbooks for 11th and 12th grades.

3.4.1.2 Reliability of the Analysis Framework:

The concept of reliability can be viewed in internal or external terms. Abu Tailakh (2015) defined internal reliability as " the degree to which we can expect consistent results if the data for the study were re-analyzed by another researcher". On other hand, he defined the external reliability as "the degree to which we can expect consistent results if the study was repeated". El Shawa (2011) stated that reliability is necessary in the use of any measurement method. When conducting a study, measures and procedures must be reliable in the sense that repeated measures with the same instrument on a given sample of data should yield similar results; therefore, a measure is said to be reliable, to the extent to which the results of a study are consistent.

To test the reliability of the content analysis, the researcher followed the following two ways:

Reliability through persons

To examine the reliability of the analysis process, the researcher asked for the cooperation of eleventh grade English teacher to re-analyze the content of unit one for 11th grade as pupil`s book. At first the researcher applied the analysis card on lesson one for 11[th] grade pupil`s book as a model with the teacher by analyzing the whole activities in the lesson, then the teacher did the same process separately. The aim was to find out the correlation between the two results of the surveys for reliability.

To check the reliability, the researcher used Holesti equation.

$$R= \frac{2M}{N1+N2}$$

(R) refers to the consistency.

(M) refers to the number of the analysis agreed upon by the analyzers.

(N1+N2) refers to the elements of the analysis.

Person correlation was calculated for each of the four ideologies and then the researcher calculated the mean of the data. The correlation between the main researcher and the eleventh-grade teacher was as it appears in table (3.1)

Table (3.1) :Coefficient correlation between the researcher and the teacher.

No	Domain of curriculum ideologies	Scholar academic Ideology	Social efficiency Ideology	Learner-centered Ideology	Social reconstruction ideology	Result
1	Knowledge	92.3	88.8	85.7	92.3	
2	Learning	92.3	88.8	85.7	92.3	
3	The student	87.5	83.3	80	82.7	
4	Teaching	87.5	85.7	83.7	98.6	
5	Assessment	81.1	80	80	95.6	
Total		**88.14**	**85.3**	**83.0**	**92.3**	**87.1**

The results in the table (3.1) showed that there was a high correlation between the two researchers, which enabled the researcher to process the data collected.

Reliability through time

The researcher repeated the analysis process of unit one for 11th grade textbook (pupil`s book) after thirty days to investigate the reliability of the content analysis. She used Holesti equation to determine the reliability of analysis as follows:

Table (3.2) :Coefficient correlation among results/Reliability through time.

NO	Domain of curriculum ideologies	Scholar academic ideology	Social efficiency ideology	Learner-centered ideology	Social reconstruction ideology	Results
1	Content Knowledge	90.9	90.9	90	86.4	
2	Instructional process	86.9	85.1	80	90.9	
3	The student	85.7	92.3	94.1	87.1	
4	Teaching	87.0	92.3	86.7	91.3	
5	Assessment	97.5	98.3	86.2	93.6	
	Total	**89.6**	**91.7**	**87.4**	**89.8**	**89.6**

The results mentioned in this table (3.2) showed a strong correlation which enabled the researcher to process the data collected.

3.5 Procedures of the Study

The researcher followed many procedures to analyze the content of English Language textbooks for 11th and 12th grades in Palestine to achieve the purpose of the study. These procedures are as follows:

1-Referring to many studies regarding the field of the study and reading them to benefit from the incorporated information and the experiences of the researchers.

2-Benifiting from the theoretical framework with relevant literature which helped in conducting the study and reviewing it in order to progress correctly.

3-Adopting a content analysis card from previous studies.

4-Consulting some specialists and professors to verify the tool of the study.

5-Asking a teacher to help the researcher to check the reliability.

6-Analyzing the collected data since the researcher analyzed the results which were obtained to determine the percentage of each ideology.

7-Giving interpretations and comments.

8-Presenting the suggestions and the recommendation in the light of the study findings.

3.6 Statistical Forms

To analyze the content of English language textbooks for 11th and 12th grades in Palestine, the researcher used the following statistical forms:

1.Frequencies and percentages

2.Holisti equation

3.7 Difficulties faced the researcher

1. The shortage of references related to the topic in local libraries.

2. Curriculum ideologies are a new topic; few specialists helped me regarding the research items.

3. The researcher faced a great difficulty when distributing the content analysis card to referee it.

4. The process analysis of the textbooks was difficult; it took too much time.

5. The researcher encountered a great difficulty when searching for another teacher to check the reliability for the analysis card.

Chapter Four:

_____

Findings of the Study:

4.1 Introduction

This chapter introduces the findings and results of the study as they analyze the content and they discuss the results in light of the questions of the study. The researcher used different statistic forms such as means of frequencies and percentages to show the final collected data results. Tables and bar charts were also drawn to clarify and present these data.

4.2 Results of the study:

4.2.1 Results related to the first question:

The study investigated the curriculum ideologies in the content of English for Palestine secondary stage textbooks (11th and 12th grades) in the first research question,

"What are the curriculum ideologies included in the content of English for Palestine secondary stage textbooks?

To answer this question, the researcher analyzed the 11th and 12th grades curriculum of English for Palestine (pupil`s book and reading plus). The "activity" in every section of the units included in the four textbooks was considered as the unit for analyzing the curriculum

ideologies in the content of these books. The researcher also used the frequencies and percentages for each domain in the two books for 11th and 12th grades. The following table and chart explain the answer of the first question.

Table (4.1): Frequencies and percentages of curriculum ideologies in the content of English for Palestine secondary stage textbooks

Secondary Stage Textbooks	Scholar academic ideology	Social efficiency ideology	Learner-centered ideology	Social reconstruction ideology	Total
Total of frequencies	9864	6295	5869	9614	31642
Percentages	31.2%	19.8%	18.5%	30.3%	100%
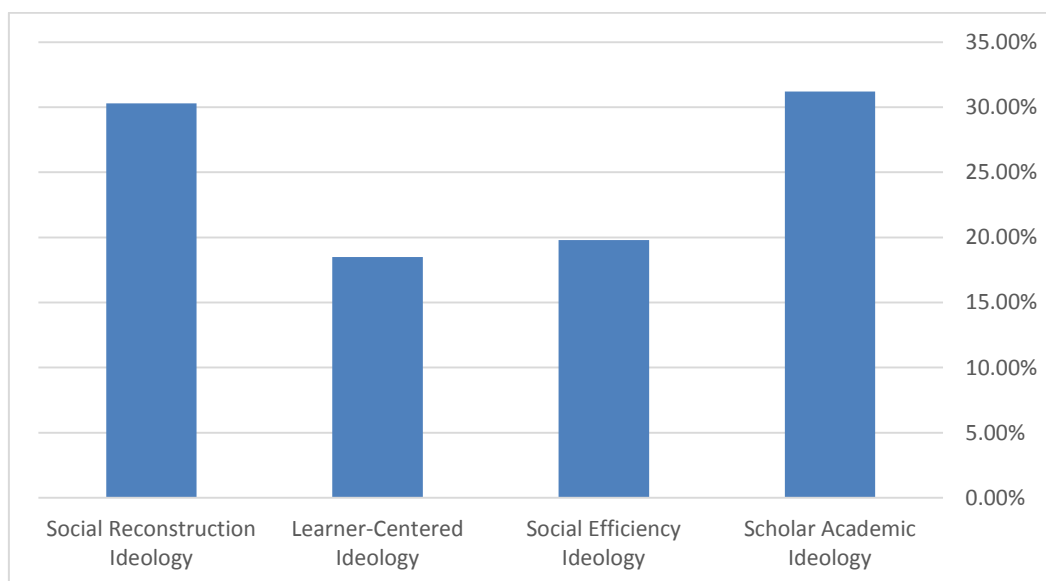
Figure (4.1): Percentages of curriculum ideologies in the content of English for Palestine secondary stage textbooks (11th and 12th grades textbooks)

Table (4.1) shows the frequencies and percentages of curriculum ideologies in the content of English for Palestine secondary stage textbooks (11th and 12th grades textbooks). The results show that the scholar academic ideology got the highest score 31.2% with

frequency of 9864, followed by social reconstruction ideology 30.3%, 9614 frequencies. The third ideology is social efficiency which scores 19.8% with frequency of 6295. The lowest score is learner-centered ideology 18.5%, 5869 frequencies.

4.2.2 Results related to the second question

Are the curriculum ideologies included in the content of English for Palestine secondary stage textbooks different due to class?

To answer this question, the researcher analyzed the content of English language textbooks for secondary stage in Palestine (pupil`s book and reading plus for 11th and 12th grades). The following tables and charts explain the answer of the second question.

Table (4.2): Frequencies and percentages of curriculum ideologies in the content of 11th and 12th grades textbooks

Grade	Scholar academic ideology	Social efficiency ideology	Learner-centered ideology	Social reconstruction ideology	Total
11th grade Freq. Per.	4637 30.1%	3077 20.0%	2890 18.9%	4764 31%	15368 100%
12th grade Freq. Per.	5227 32.1%	3218 19.7%	2979 18.3%	4850 29.9%	16274 100%

Figure (4.2): Percentages of curriculum ideologies in the content of 11th grade textbooks.
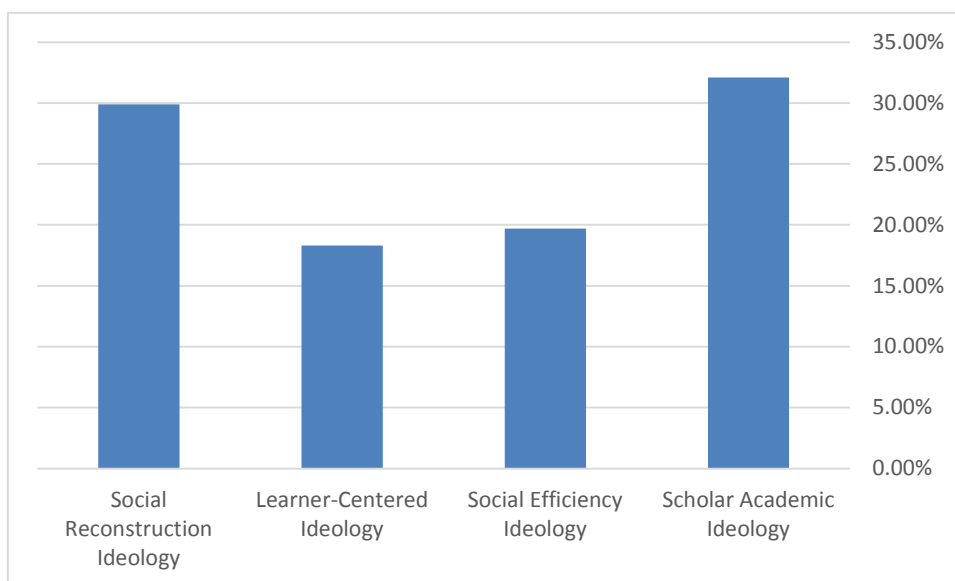
Figure (4.3): Percentages of curriculum ideologies in the content of 12th grade textbooks.

Table (4.2) shows that the highest score for 11th grade is social reconstruction ideology 31% with frequency of 4764, followed by scholar academic ideology which scores 30.1%, 4637 frequencies. The third score for social efficiency ideology 20%, 3077 frequencies, and the lowest ideology is learner-centered ideology 18.9%, 2890 frequencies.

The table (4.2) also shows that the highest score for 12th grade textbooks is scholar academic ideology which scores 32.1% with frequency of 5227, followed by social reconstruction ideology 19.9%, 4850 frequencies. The third ideology is social efficiency 19.7%, 3218 frequencies and the lowest score for learner-centered ideology 18.3% with frequency of 2970.

The researcher analyzed the textbooks for 11th and 12th grades (Pupil`s Book and Reading Plus) to see if there is a difference between these textbooks. The following tables and figures explain the answer.

Curriculum ideologies in the content of 11th and 12th grades textbooks:

Table (4.3- A): Frequencies and percentages of curriculum ideologies in the content of pupil`s book for 11th grade.

Domain	Statements	Scholar Academic Ideology	Social Efficiency Ideology	Learner-Centered Ideology	Social Reconstructed Ideology	Total
		Frequencies	Frequencies	Frequencies	Frequencies	
Knowledge	Purpose for knowledge	118	20	25	98	
	Nature of knowledge	118	20	25	98	
	Source of knowledge.	118	20	25	98	
Total	Total of Frequencies	**354**	**60**	**75**	**294**	**783**
	Percentage	**45.2%**	**7.6%**	**9.5%**	**37.5%**	**100%**
Learning	Learning viewed from…	110	20	25	98	
	Primary function of learning	110	20	25	98	
	Results of learning	110	20	25	98	
	Primary actor during learning	110	20	25	98	
	Student readiness	110	20	25	98	
Total	Frequency	**550**	**100**	**125**	**490**	**1265**
	Percentage	**43.4%**	**7.9%**	**9.8%**	**38.7%**	**100%**
The student	Role during learning	0	261	261	261	
	Teacher focuses on…	105	122	105	122	
	Teachers concerned with children….	215	215	25	215	
	Viewing children…	195	195	45	195	
Total	Frequency	**515**	**793**	**436**	**793**	**2537**
	Percentage	**20.2%**	**31.2%**	**17.1%**	**31.2%**	**100%**

Table (4.3- B): Frequencies and percentages of curriculum ideologies in the content of pupil`s book for 11th grade

Domain	Statements	Scholar Academic Ideology	Social Efficiency Ideology	Learner-Centered Ideology	Social Reconstructed Ideology	Total
Teaching	Role of teacher	0	50	190	0	
	Standards used to measure teacher effectiveness	79	40	49	72	
	Teachers stimulate	140	140	100	140	
	Teachers	187	187	29	24	
	Media used during learning	176	4	22	38	
	Intend of teaching	91	15	42	83	
Total	Frequencies	**673**	**436**	**422**	**357**	**1888**
	Percentages	**35.6%**	**23.0%**	**22.3%**	**18.9%**	**100%**
Assessment	Purpose of evaluation to the evaluator	132	11	53	45	
	Nature of assessment tools	104	47	89	89	
	Assessments are	151	151	89	89	
	Point of assessment	150	150	90	90	
Total	**Frequencies**	**537**	**359**	**321**	**313**	**1530**
	Percentages	**35.0%**	**23.4%**	**20.9%**	**20.4%**	**100%**
Total of Frequencies		**2629**	**1748**	**1379**	**2247**	**8003**
Total of Percentages		**32.8%**	**21.8%**	**17.2%**	**28.0%**	**100%**
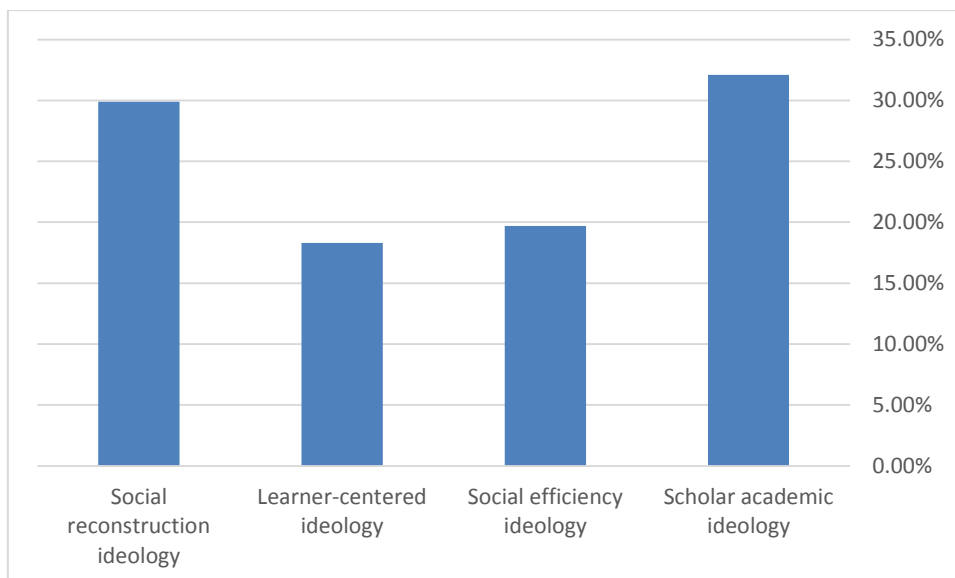
Figure (4.4): Percentages of curriculum ideologies in the content of pupil`s book for 11th grade.

Table (4.3) shows the frequencies and percentages of curriculum ideologies in the content of pupil`s book for 11th grade. The results show that scholar academic ideology got the highest score 32.8% with frequency of 2629, followed by social reconstruction ideology which scores 28%. The third ideology is social efficiency ideology 21.8%, 1748 frequencies. The lowest score for learner-centered ideology 17.2% with frequency of 1379.

According to the first domain (knowledge) the results show that the highest score for scholar academic ideology 45.2%, 354 frequencies, followed by social reconstruction ideology which scores 37.5% with frequency of 294. The third ideology is learner-centered which scores 9.5%, 75 frequencies. The lowest one is social efficiency ideology which scores 7.6% with frequency of 60.

Table (4.3) also shows the frequencies and percentages of the second domain (Instructional process) in the content of pupil`s book for 11th grade. The highest score for the second domain (Instructional process) is scholar academic ideology which

scores 43.4% with frequency of 550, followed by social reconstruction ideology which scores 38.7% with frequency of 490. The third ideology is learner-centered ideology which scores 9.8% with frequency 125, and the lowest score for social efficiency 7.9% with frequency of 100.

The results also show that the highest score for the third domain (the student) is social reconstruction and social efficiency ideologies which score 31.2% with frequency of 793, followed by scholar academic ideology which scores 20.2% with frequency of 515. The lowest score for learner-centered ideology which scores 17.1% with frequency of 436.

The table shows the frequencies and percentages of the fourth domain (teaching) in the content of Pupil`s book for 11th grade. The results show that the highest score for the fourth domain (teaching) is scholar academic ideology which scores 35.6% with frequency of 673, followed by social efficiency which scores 23.0% with frequency of 436. The third ideology is learner-centered ideology which scores 22.3% with frequency of 422, and the lowest score for social reconstruction ideology which scores 18.9% with frequency of 357.

The fifth and the last domain is (assessment). The results show that scholar academic ideology got the highest score 35.0% with frequency of 537, followed by social efficiency which scores 23.4% with frequency of 359. The third ideology is learner-centered ideology which scores 20.9% with frequency 321, and the lowest score for social reconstruction ideology which scores 20.4% with frequency of 313.

Table (4.4- A): Frequencies and percentages of curriculum ideologies in the

content of reading plus for 11th grade.

Domain	Statements	Scholar Academic Ideology	Social Efficiency Ideology	Learner- Centered Ideology	Social Reconstructed Ideology	Total
		Freq.	Freq.	Freq.	Freq.	
Knowledge	Purpose for knowledge	100	5	8	102	
	Nature of knowledge	100	5	8	102	
	Source of knowledge.	100	5	8	102	
Total	Frequencies	**300**	**15**	**24**	**306**	**645**
	Percentages	**46.5%**	**2.3%**	**3.7%**	**47.4%**	**100%**
Instructional process	Learning viewed from…	100	5	8	102	
	Primary function of learning	100	5	8	102	
	Results of learning	100	5	8	102	
	Primary actor during learning	100	5	8	102	
	Student readiness	100	5	8	102	
Total	Frequencies	**500**	**25**	**40**	**510**	**1075**
	Percentages	**46.5%**	**2.3%**	**3.7%**	**47.4%**	**100%**
The student	Role during learning	0	215	215	215	
	Teacher focuses on…	103	142	103	142	
	Teachers concerned with children….	207	207	8	207	
	Viewing children…	207	207	8	207	

Table (4.4- B): Frequencies and percentages of curriculum ideologies in the content of reading plus for 11th grade.

Total	Frequencies	**517**	**771**	**334**	**771**	**2393**
	Percentages	**21.6%**	**32.2%**	**13.9%**	**32.2%**	**100%**
Teaching	Role of teacher	0	40	175	0	
	Standards used to measure teacher effectiveness	40	20	65	90	
	Teachers stimulate	95	95	120	95	
	Teachers	113	113	14	102	
	Media used during learning	121	25	30	59	
	Intend of teaching	60	16	132	76	
Total	Frequencies	**429**	**319**	**536**	**422**	**1706**
	Percentages	**25.1%**	**18.6%**	**31.4%**	**24.7%**	**100%**
Assessment	Purpose of evaluation to the evaluator	56	20	150	76	
	Nature of assessment tools	22	8	195	195	
	Assessments are	90	90	107	107	
	Point of assessment	90	90	125	125	
Total	Frequencies	**258**	**208**	**577**	**503**	**1546**
	Percentages	**16.6%**	**13.4%**	**37.3%**	**32.5%**	**100%**
Total of frequencies		**2008**	**1329**	**1511**	**2517**	**7365**
Total of Percentages		**27.3%**	**18%**	**20.6%**	**34.1%**	**100%**
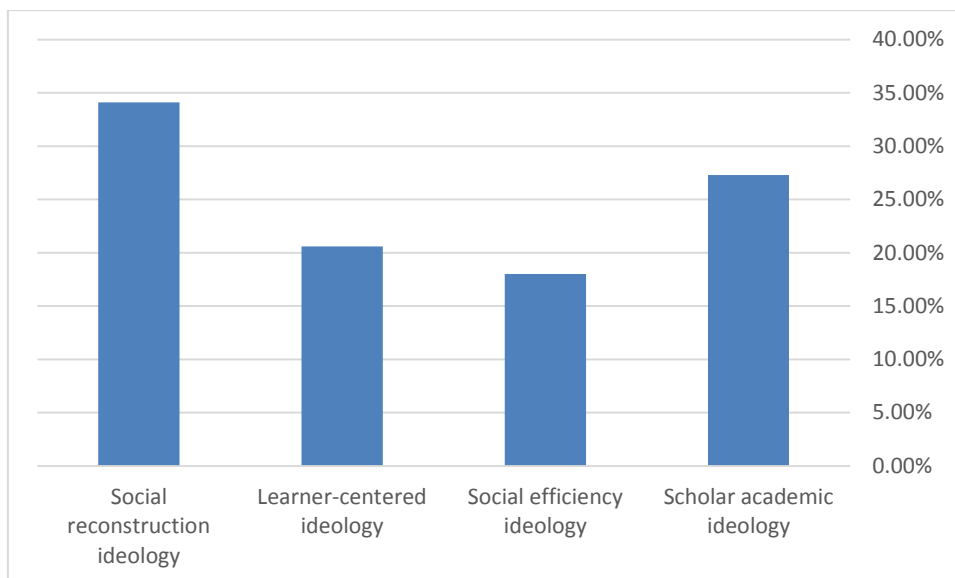
Figure (4.5): Percentages of curriculum ideologies in the content of reading plus for 11th grade.

Table (4.4) shows the frequencies and percentages of curriculum ideologies in the content of reading plus for 11th grade. The results show that social reconstruction ideology got the highest score 34.1% with frequency of 7365, followed by scholar academic ideology 27.3%, 2008 frequencies. The third ideology is learner-centered ideology which scores 20.6% with frequency of 1511. The lowest ideology is social reconstruction ideology 18%, 1329 frequencies.

The table also shows the frequencies and percentages of the five domains in the content of reading plus for 11th grade. According to the first domain (knowledge) the highest score for social reconstruction ideology 47.4% with frequency of 306, followed by scholar academic ideology which scores 46.5%, 300 frequencies. The third ideology is learner-centered ideology which scores 3.7% with frequency of 24. The lowest score for social efficiency ideology 2.3%, 15 frequencies.

The highest score for the second domain (Instructional process) is social reconstruction ideology which scores 47.4% with frequency of 510, followed by scholar academic ideology 46.5%, 500 frequencies. The third ideology is learner-centered which scores 3.7% with frequency of 40. The lowest score for social efficiency ideology 2.3%, 25 frequencies.

The results also show that the highest score for the third domain (the student) is social efficiency and social reconstruction ideology which score 32.2% with frequency of 771. The second ideology is scholar academic ideology 21.6%, 517 frequencies and the lowest score for learner-centered ideology which scores 13.9% with frequency of 334.

But the highest score for the fourth domain (teaching) is learner-centered ideology which got 31.4% with frequency of 536, followed by scholar academic ideology 25.1%, 429 frequencies. The third ideology is social reconstruction ideology 24.7%, 422 frequencies, and the last ideology is social efficiency ideology 18.6%, 319 frequencies.

The results for the last domain (assessment) show that the highest score for learner-centered ideology which scores 37.3% with frequency of 577, followed by social reconstruction ideology 32.5%, 503 frequencies. The third ideology is scholar academic ideology 16.6%, 258 frequencies and last one is social efficiency ideology 13.4%, 208 frequencies.

Table (4.5- A): Frequencies and percentages of curriculum ideologies in the content of

pupil`s book for 12ᵗʰ grade.

Domain	Statements	Scholar Academic Ideology	Social Efficiency Ideology	Learner Centered Ideology	Social Reconstructed Ideology	Total
Knowledge	Purpose for knowledge	149	24	25	111	
	Nature of knowledge	149	24	25	111	
	Source of knowledge.	149	24	25	111	
Total	Frequencies	**447**	**72**	**75**	**333**	**927**
	Percentages	**48.2%**	**7.7%**	**8.0%**	**35.9%**	**100%**
Learning	Learning viewed from…	149	24	25	111	
	Primary function of learning	149	24	25	111	
	Results of learning	149	24	25	111	
	Primary actor during learning	149	24	25	111	
	Student readiness	149	24	25	111	
Total	Frequencies	**745**	**120**	**125**	**555**	**1545**
	Percentages	**48.2%**	**7.7%**	**8.0%**	**35.9%**	**100%**
The student	Role during learning	0	309	309	309	
	Teacher focuses on…	174	135	166	135	
	Teachers concerned with children….	309	309	25	309	
	Viewing children…	309	309	25	309	
Total	Frequencies	**792**	**1026**	**525**	**1062**	**3405**
	Percentages	**23.2%**	**30.1**	**15.4%**	**30.1%**	**100%**
Teaching	Role of teacher	0	99	210	0	
	Standards used to measure teacher effectiveness	118	20	71	100	
	Teachers stimulate	149	149	156	149	
	Teachers	173	173	25	111	
	Media used during learning	182	15	18	72	
	Intend of teaching	149	12	48	90	
Total	**Frequencies**	**771**	**468**	**528**	**522**	**2289**
	Percentages	**33.6%**	**20.4%**	**23.0%**	**22.8%**	**100%**

Table (4.5- B): Frequencies and percentages of curriculum ideologies in the content of pupil`s book for 12th grade.

Domain	Statements	Scholar Academic Ideology	Social Efficiency Ideology	Learner Centered Ideology	Social Reconstructed Ideology	Total
Assessment	Purpose of evaluation to the evaluator	149	12	48	90	
	Nature of assessment tools	120	80	100	100	
	Assessments are	200	200	109	109	
	Point of assessment	173	173	136	136	
Total	**Frequencies**	**642**	**465**	**393**	**435**	**1935**
	Percentages	**33.1**	**24.0%**	**20.3%**	**22.4%**	**100%**
Total of frequencies		**3397**	**2151**	**1646**	**2907**	**10101**
Total of Percentages		**33.6%**	**21.2%**	**16.2%**	**28.7%**	**100%**
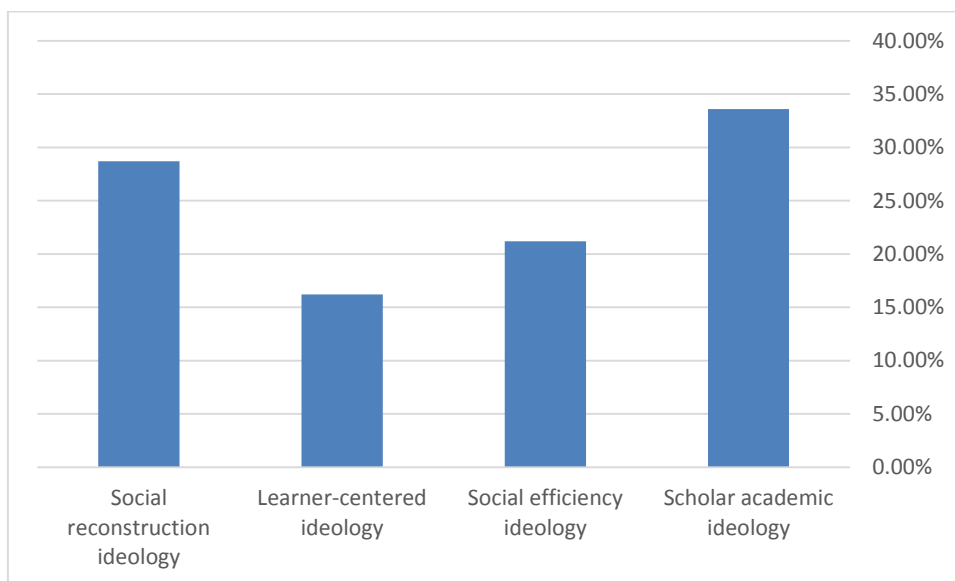
Figure (4.6): Percentages of curriculum ideologies in the content of pupil`s book for 12th grade.

Table (4.5) shows the frequencies and percentages of curriculum ideologies in the content of pupil`s book for 12th grade. The results show that scholar academic ideology got the highest score 33.6% with frequency of 3397, followed by social reconstruction ideology which scores 28.7%, 2907 frequencies. The third ideology is social efficiency ideology 21.2% with frequency of 2151. The lowest score for learner-centered ideology 16.2% with frequency of 1646.

The table also shows the frequencies and percentages of the five domains in the content of pupil`s book for 12th grade. The highest score for the first domain (knowledge) is scholar academic ideology which scores 48.2% with frequency of 447, followed by social reconstruction ideology 35.9% with frequency of 333. The third ideology is learner-centered ideology which scores 8%, 75 frequencies and the lowest score for social efficiency ideology 7.7% with frequency of 72.

Also, the highest score for the second domain (instructional process) is scholar academic ideology which scores 48.2% with frequency of 745, followed by social reconstruction ideology 35.9% with frequency of 555. The third ideology is learner-centered which scores 8% with frequency of 125. The lowest score for social efficiency ideology which scores 7.7%, 120 frequencies.

Whereas the highest score for the third domain (the student) is social efficiency and social reconstruction ideology which score 30.1% with frequency of 1026. The second ideology is scholar academic ideology which scores 23.2%, 792 frequencies. The lowest score for learner-centered ideology 15.4%, 525 frequencies.

The results also show that the highest score for the fourth domain (teaching) is scholar academic ideology 33.6%, 771 frequencies, followed by learner-centered ideology which

scores 23% with frequency of 528. The third ideology is social reconstruction which scores 22.8% with frequency of 522. The lowest score for social efficiency ideology 20.4%, 468 frequencies.

Assessment is the fifth domain and the highest score for assessment is scholar academic ideology which scores 33.1% with frequency of 642, followed by social efficiency ideology which scores 24%, 465 frequencies. The third ideology is social reconstruction ideology 22.4%, 435 frequencies. The lowest score for learner-centered ideology which scores 20.3% with frequency of 393.

Table (4.6- A): Frequencies and percentages of curriculum ideologies in the content of reading plus for 12th grade.

Domain	Statements	Scholar Academic Ideology	Social Efficiency Ideology	Learner Centered Ideology	Social Reconstructed Ideology	Total
Knowledge	Purpose for knowledge	94	2	5	85	
	Nature of knowledge	94	2	5	85	
	Source of knowledge.	94	2	5	85	
Total	**Frequencies**	**282**	**6**	**15**	**255**	**558**
	Percentages	**50.5%**	**1.0%**	**2.6%**	**45.6%**	**1005**
Learning	Learning viewed from…	94	2	5	85	
	Primary function of learning	94	2	5	85	
	Results of learning	94	2	5	85	
	Primary actor during learning	94	2	5	85	
	Student readiness	94	2	5	85	
Total	**Frequencies**	**470**	**10**	**25**	**425**	**930**
	Percentages	**50.5%**	**1.0%**	**2.6%**	**45.6%**	**100 %**
The student	Role during learning	0	186	186	186	
	Teacher focuses on…	99	87	99	87	
	Teachers concerned with children….	181	181	5	181	
	Viewing children…	181	181	5	181	

Table (4.6- B): Frequencies and percentages of curriculum ideologies in the content of reading plus for 12th grade.

Total	**Frequencies**	**461**	**635**	**295**	**635**	**2026**
	Percentages	**22.7%**	**31.3%**	**14.5%**	**31.3%**	**100 %**
Teaching	Role of teacher	0	2	184	0	
	Standards used to measure teacher effectiveness	20	10	106	50	
	Teachers stimulate	80	80	106	80	
	Teachers	141	141	5	40	
	Media used during learning	122	10	8	46	
	Intend of teaching	48	6	106	26	
Total	**Frequencies**	**411**	**249**	**515**	**242**	**1417**
	Percentages	**29.0%**	**17.5%**	**36.3%**	**17.0%**	**100 %**
Assessment	Purpose of evaluation to the evaluator	28	6	126	26	
	Nature of assessment tools	37	20	129	129	
	Assessments are	96	96	90	90	
	Point of assessment	45	45	141	141	
Total	**Frequencies**	**206**	**167**	**483**	**386**	**1242**
	Percentages	**16.5%**	**13.4%**	**38.8%**	**31.0%**	**100 %**
Total of frequencies		**1830**	**1067**	**1333**	**1943**	**6173**
Total of percentages		**29.6%**	**17.2**	**21.5%**	**31.4%**	**100 %**
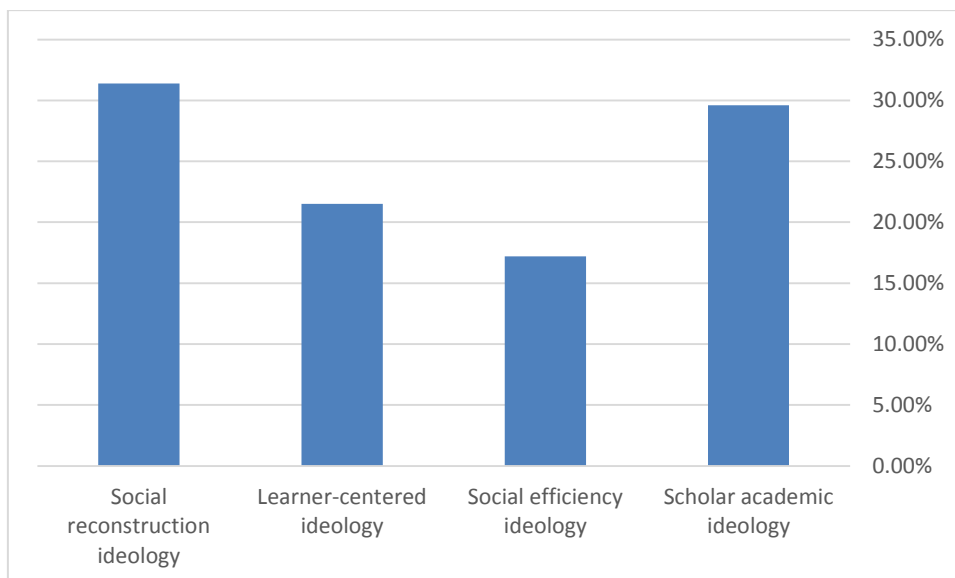
Figure (4.7): Percentages of curriculum ideologies in the content of reading plus for 12th grade.

Table (4.6) show the frequencies and percentages of curriculum ideologies in the content of reading plus for 12th grade. The results show that the highest score for social reconstruction ideology which scores 31.4% with frequency of 1943, followed by scholar academic ideology 29.6%, 1830 frequencies. The third ideology is learner-centered ideology which scores 21.5% with frequency of 1333. The lowest score for social efficiency ideology 17.2%, 1067 frequencies.

The table also shows the frequencies and percentages of the five domains in the content of reading plus for 12th grade. The highest score for the first domain (knowledge) is scholar academic ideology which scores 50.5% with frequency of 282, followed by social reconstruction ideology 45.6%, 255 frequencies. The third ideology is learner-centered which scores 2.6% with frequency of 15. The lowest score for social efficiency ideology 1% with frequency of 6.

The results for the second domain (instructional process) show that the highest score also for scholar academic ideology 50.5%, 470 frequencies, followed by social reconstruction ideology which scores 45.6% with frequency of 425. The third score for learner-centered ideology 2.6%, 25 frequencies and the lowest ideology is social efficiency which scores 1% with frequency of 10.

Whereas the highest score for the third domain (the student) is social efficiency and social reconstruction ideologies which score 31.3% with frequency of 635, followed by scholar academic ideology 22.7%, 461 frequencies. The third score for learner-centered ideology 14.5% with frequency of 295.

The fourth domain is teaching, and learner-centered ideology got the highest score 36.3% with frequency of 515, followed by scholar academic ideology which scores 29% with frequency of 411. The third score for social efficiency ideology 17.5%, 249 frequencies. The lowest score for social reconstruction ideology 17%, 242 frequencies.

The results for the last domain (assessment) show that learner-centered ideology got the highest score 38.8% with frequency of 483, followed by social reconstruction ideology which scores 31%, 386 frequencies. The third ideology is scholar academic which scores 16.5% with frequency of 206. The lowest score for social efficiency 13.4%, 167 frequencies.

The previous tables show that there is a difference between curriculum ideologies that included in the content of pupil`s book and reading plus for 11<sup>th</sup> and 12<sup>th</sup> grades. The results show that the curriculum ideology for pupil`s book for 11th and 12th grades is

scholar academic ideology which got the highest score. Scholar academic ideology got 32.8% for pupil`s book for 11<sup>th</sup> grade, and 33.6% for pupil`s book for 12th grade. The results also show that there is no difference between curriculum ideologies of 11th and 12th grade textbooks.

4.3 Sample activities from the pupil`s book for 11th grade

The researcher chose pupil`s book for 11<sup>th</sup> grade as a model out of four books (pupil`s book for 11th and 12th grades, reading plus book for 11th and 12th grades) in order to clarify the correspondence and existence of curriculum ideologies in different activities. She aimed at exemplifying the process that was conducted through the analysis (appendix 6)

Chapter Five:

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Discussions and Recommendations:

5.1 Introduction

This study aimed to investigate the curriculum ideologies in the content of English textbooks for 11th and 12th grades in Palestine. In this chapter the researcher discussed the findings of the study in the light of the results of content analysis. The results of this study are discussed briefly in this chapter. The chapter ends with recommendations.

The inclusive strategy of this research is to gain the range of availability of curriculum ideologies in the content of English language textbooks for 11th and 12th grades in Palestine. It identifies methods to improve the quality of English for Palestine textbooks, and to possibly improve the learning process for the Palestinian students.

5.2 Discussion of the Results

5.2.1 Discussion of the first question`s results:

The researcher would like to highlight that the necessity of the present study is due to the importance of its topic: curriculum ideologies. The general concern of this study with those ideologies represented by the five main domains: Knowledge, instructional process, the

student, teaching and assessment are greatly important. It appeared in the results of the analysis of English for Palestine secondary stage (11th and 12th grades).

According to the table (4.1) the data showed that the four curriculum ideologies reflected in the English language textbooks for secondary stage (Pupil`s Book and Reading Plus for 11th and 12th grades) but the scholar academic ideology reached the highest score in the results of analyzing English for Palestine -secondary stage which got 31.2%. The second score was social reconstruction ideology 30.3%. The third sore for social efficiency ideology which got 19.8%, and the lowest was learner-centered ideology which scores 18.5%.

The results indicate the importance of scholar academic ideology in the content of English for Palestine textbooks. This score is seen as high when compared with the other scores. The results show that the purpose of knowledge is to initiate children into an academic discipline at the level which it is being taught. They also indicate that the primary actor during learning is the teacher and the student; the role of students during learning is active in all activities. The primary function of learning is social transmission and teachers concentrate on the mind of the students only.

This results match Bovin`s study (2015) which showed that the general curriculum for Sweden upper secondary school presents a general ideology of democratic and humanism, while the syllabi for English focus on linguistic competence versus cultural and societal understanding. They also match Mnguni`s study (2013) showed that biology adopts a multi-curriculum ideology approach with greater emphasis on scholar academic and learner-centered ideologies. Mnguni`s study (2012) which showed that life sciences have

characteristics of various curriculum ideologies with greater emphasis on the scholar academic ideology.

These results conflict with Farahani and Maleki`s study (2010) which showed that the greatest ideological preference was inclined toward the learner-centered ideology (69%), followed by social reconstruction ideology (11%) and social efficiency ideology (11%), the lowest is scholar academic ideology (5%). They also conflict with Alanazi`s study (2016) which showed that the learner-centered ideology is critical in emphasizing the need for adapting teaching system that focuses on learners over any social purposes.

The researcher believes that knowledge is important for students to develop their English language. Without knowledge students will not improve because English is a foreign language. However, the researcher believes that textbooks aren't the main and the only source for knowledge because students nowadays can get the knowledge from different sources like the internet. Therefore, the job of teachers is to teach the students how to get the knowledge from other resources not give them the knowledge. The English for Palestine textbooks give the students a chance to understand the information alone and the teacher should only help them if they need, and this is clear in the textbooks and teacher`s book. But the researcher believes that teachers prefer to depend on themselves because they always say that the curriculum is too long and if they depend on the students, they will not complete the curriculum on time.

The second ideology is social reconstruction. This means that the designers of this curriculum are aware of the difficulties and problems that existed in the society. The researcher believes that this ideology is essential for students because the society of

Palestine is fragile and has many problems. And this is the job of our Ministry of Education in Palestine to reconstruct the society and make a better one for students. According to this ideology, teachers should concentrate on the behaviors of the students rather than on the mind of the students. Unfortunately, it is not clear in the teacher`s book how teachers should teach the topics that are related to this ideology. It offers the subjects that are related to this ideology as the topics of the scholar academic. Also, it doesn't mention that the role of the teacher is one of colleagues and that teachers should focus on the behaviors of the students rather than on the mind of the students.

The social efficiency ideology is the third ideology included in the content of textbooks for secondary stage. The results indicate to what extent textbooks prepare students into the society, and they encourage students to learn by doing. Therefore, the aim of this ideology is to train children in the skills that they will need in their homes and workplace in order to lead productive lives and preserve the function of the society. Teachers will directly implement the curriculum and it prepares students to perform skills, especially writing and reading skills.

The lowest score is the learner-centered ideology. This ideology focuses on the needs and concerns of the students as individuals. The results indicate that the purpose of education is the growth of the students and the result of learning is to change the mind of the students. They also indicate that teachers are concerned with students as they are. But unfortunately, teachers will directly implement curriculum, and not adapt the curriculum according to children`s needs.

The researcher believes that the learner-centered ideology is very important for students. Teachers should concentrate on this ideology and try to create activities that encourage students to think especially creative and critical thinking. In addition, teachers should be concerned with the needs of the students.

The researcher believes that designers of this curriculum focus on the scholar academic ideology, social efficiency, and learner-centered ideology but they neglect the social reconstruction ideology from teacher`s book which is clear from the objectives of grade 11 and 12 which are:

1-expanding the pupil`s active and passive vocabulary.

2-revisting and expanding previously seen grammar.

3-developing the key language skills of reading, writing, speaking and listening.

4-developing the analytical, critical and evaluative skills of the students.

5-preparing the students to use English in the world beyond the classroom (Palestine, Ministry of education, 2015).

5.2.2 Discussion of the second question`s result:

The findings of this study showed that there was a variance in presenting the four ideologies in the textbooks of 11th and 12th grades. They also showed that there was only a simple difference between curriculum ideologies of 11th and 12th grades textbooks. This indicates that 12th grade textbooks focus more on the scholar academic ideology, and that they depend on traditional evaluation which is the test. This refers to the nature of this grade because students need only marks to enter universities and study what they want.

There is also a difference between curriculum ideologies of pupil`s book and Reading Plus for secondary stage.

Pupil`s book for 11th and 12th grades

The results showed that the highest score for 11th and 12th grades pupil`s book was the scholar academic ideology which got 32.8% for 11th grade and 33.6% for 12th grade. It got the highest score in the first and second domains (knowledge and instructional process). They indicated that this ideology is necessary for English language. This ideology concentrates on understanding, and teachers are concerned with students as they ought to be. Table (4.2) shows that this ideology got the second score in the third domain (the student) which means that teachers concentrate on the mind of the students and view them in relation to standardized norms. However, it is clear in the teacher`s book and textbooks that the role of the students is active in all activities. The results also showed that this ideology got the first score in the fourth domain (teaching) which means that teachers will directly implement the curriculum and the standards used to measure the teacher effectiveness in an accurate presentation of discipline. Nevertheless, it is clear in the teacher`s book and textbooks that the role of the teacher is a facilitator not a transmitter. Mnguni (2013) mentioned that the scholar academic ideology is essential in ensuring that there is continued presence of the discipline because pupils are taught content knowledge that is fundamental to the discipline using discipline particular instructional processes and evaluation approaches. As a result, pupils are trained to become members of the future by understanding the fundamental principles of that discipline.

The second score is the social reconstruction ideology in both textbooks (pupil`s book for 11 and 12 grades). The social reconstruction ideology got 28.0% for 11th grade and 28.7

for 12th grade. It got the second score in the first and second domains (knowledge and instructional process). It concentrated on hidden aspects of the curriculum that shape the behavior and relationships of humans. According to this ideology students should first reconstruct themselves before reconstructing the society. There are many topics in the textbooks that help the students to reconstruct themselves, but it is not mentioned directly in the teacher`s book that teachers should focus on the behavior of the students.

The results also showed that this ideology got the first score in the third domain (the student). This means that the role of the students during learning is active. Teachers should focus on the behaviors of the students, and concern with students as they ought to be. But it is not in the teacher`s book that teachers should focus on the behaviors.

Whereas it got the third score in the fourth and fifth domains (teaching and assessment). This indicates that the role of the teacher is not of a colleague and that teachers sometimes adapt the curriculum according to social concerns. Also, the media used during learning is group dynamic. According to this ideology, the purpose of evaluation is to measure students' progress with respect to the ability of the students.

The social efficiency ideology got the third score of 28.2% for 11th grade and 21.8% for 12th grade. This ideology got the lowest score in the first and second domains (knowledge and instructional process) but got the highest score in the third domain (the student). This means that the role of students during learning is active and that teachers are concerned with students as they ought to be. It also got the lowest score in the fourth domain (teaching) which indicates that the role of the teacher is of a supervisor in some activities in the textbooks and it stimulates teachers on uniformity. The results also showed that this

ideology got the second score in the last domain (assessment) and this means that the purpose of evaluation is to certify that the students have the skills, and that the point of assessment is after instruction.

The fourth score is the learner-centered ideology which got 17.2% for 11th grade and 16.2% for 12th grade. This ideology got the lowest score in the first three domains (knowledge, instructional process and the student). This indicates that this curriculum neglects the knowledge that depends on actualizing oneself. Also, there are few activities that concentrate on the growth of the students. The results also showed that this ideology got the second score in the fourth domain (teaching) which indicates that the role of the teacher is a facilitator and there is diversity in offering the activities. According to the last domain (assessment), this ideology got the lowest score, which means that sometimes the point of assessment is during instruction.

The researcher believes that the learner-centered ideology is very important for students. Teachers should concentrate on this ideology and try to create activities that encourage them in thinking, especially creative and critical thinking. Teachers should adapt curriculum according to children`s needs.

Reading plus for 11th and 12th grades

The findings for Reading Plus for 11th and 12th grades showed that the social reconstruction ideology got the highest score of 34.1% for 11th grade and 31.4% for 12th grade. The ideology concentrates on viewing the curriculum from a social perspective because the society is unhealthy, and it needs reconstructing, so this ideology will keep the society from destruction. The results showed that this ideology got the second score in the

first, second and fifth domains (knowledge and instructional process and assessment) and got the first score in the third domain (the student), and the lowest score in the fourth domain (teaching). This means that the knowledge focuses on interpreting and reconstructing the society and the source of knowledge is individuals` interpretation of society`s past, present and future. Also, the primary function of learning is social transmission, but the role of the teacher is not one of a colleague; it is only of a facilitator or supervisor.

The researcher believes that the aim of education is to rebuild the students to be able to build their societies. The social reconstruction ideology got the highest score in the first three domains (knowledge, instructional process and the student) in the content of pupil`s book for 11<sup>th</sup> grade but got the second score for the first and second domain in the content of pupil`s book for 12th grade. It indicates that the purpose of knowledge is interpreting and reconstructing society. The primary function of learning is social transmission and that it focuses on the behavior of the students. There are many topics in the textbooks that help the students to be good members in their societies, but the teacher`s book deals with these topics like any topic related to the scholar academic ideology. It doesn't mention how teachers should evaluate their students.

The researcher believes that this ideology is the most important among all ideologies because our societies have a lot of difficulties that need solutions, and this will reflect on students. Therefore, the job of the Ministry of Education is to help students to face their problems to be good generations that build their society.

The results also showed that the second score for secondary stage pupil`s book is the scholar academic ideology which got 27.3% in the content of 11th grade and 29.6% in the content of 12th grade. This ideology got the second score in the first and second domains (knowledge and instructional process) and got the highest score in the content of 12th grade. It indicates that the textbooks included facts about the English language which depend on understanding. The source of knowledge is objective reality as interpreted by academic discipline. However, the role of the students is active not passive, and this is clear in the teacher`s book and in the textbooks.

The third score was for the learner-centered ideology which got 20.6% in the content of 11th grade and 21.5% in the content of 12th grade. The results indicate that this ideology got the third score in the first and second domains (knowledge and instructional process). This indicates that there is a trend toward creative and critical thinking. There are some activities which focus on actualizing oneself and personal meanings. But there are many activities that depend on the growth of the students. This is clear in the textbooks as the results showed in the fourth and fifth domains (teaching and assessment) which got the first score.

The lowest score was for the social efficiency which got 18% in the content of 11th grade and 17.2% in the content of 12th grade. The previous results show that this ideology got the lowest score in the first, second and the fifth domains (knowledge, instructional process and assessment) which means that there is no knowledge related to this ideology. Also, this ideology got the second score in the third domain (the student) and the third score in the fourth domain (teaching) which concentrates on the behaviors of the students. The results indicate that the curriculum is a tool that prepares students to be participant members of the

society, and support the view that schools are places where pupils are prepared for meaningful adult life. It also indicates that the role of students during learning is active and that teachers focus on the behaviors of the students. The curriculum that is related to this ideology views students in relation to standardized forms.

5.3 Recommendations

This research offers the following recommendations:

Recommendations to Curriculum Designers and Decision Makers:

1- Holding workshops to discuss areas of strengths and weakness of the textbooks to support strong points and avoid weak ones.

2- Curriculum Development Centers in the Ministry of Education are recommended to give coherent directives in terms of guidance on the teaching methods of the content, especially the content which is related to the social reconstruction ideology. This might be included in a separate section in the teacher`s guide.

3- The researcher recommends that Curriculum Development Centers in the Ministry of Education focus on reading plus and obligate teachers to use different modern ways of teaching like group work, presentation and making research by the students and don't use the traditional ways of teaching.

4-The theoretical framework for this research is based on many models for classifying curriculum ideologies. The researcher recommends that course designers cope with the progress of the mentioned models and applying them in the Palestinian textbooks.

5-The researcher suggests forming a committee that includes teachers, supervisors, educators and parents to follow up the syllabus in order to develop it according to both situation analysis and needs analysis.

Recommendations to Teachers:

1- Teachers are advised to be colleagues for the students during learning, especially with topics that are related to the social reconstruction ideology.

2- The researcher recommends that teachers focus on the learner- centered ideology and try to create activities that achieve this aim.

3-The researcher recommends that teachers use the authentic assessment rather than traditional assessment especially for Reading Plus.

4-The researcher advises teachers to ask their students to write their reflections after each unit.

Recommendations for Further Studies:

1- Conducting research that uses interviews as a tool to investigate the teachers as well as the textbooks` points of view of the curriculum ideologies of English for Palestine series (new editions).

2- The research on English textbooks` analysis should be conducted using varied methods such as interviewing teachers and supervisors for deeper information.

3- Research could be conducted to investigate the effects of the mentioned curriculum ideologies, especially the social reconstruction ideology on students' achievements and behaviors and their progress in real life situations.

4-This type of research might also be conducted and applied on the series of English for Palestine textbooks.

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Appendixes

Appendix (1)

The structure of the units in English for Palestine (Pupil`s book)-grade 11 and 12.

Part	Number of units	Titles of units for 11th grade	Titles of units for 12th grade	Periods in each unit	Total of periods
One	6 units+ Progress test 1for units (1-3)	Learning styles	A new start	6 periods	39 periods for the first semester
		Education for success	Under pressure	6 periods	
		Take care	A funny thing happened	6 periods	
		Progress test 1	Progress test 1	3 periods	
		Going places	The shrinking world	6 periods	
		Let`s go for a walk	Making friends	6 periods	
		Revision for units (1-5)	Revision for units (1-5)	6 periods	
Two		The food on your table	The world of work	6 periods	39 periods for the second semester
		Amazing animals	In business	6 periods	
		Once upon a time	Only a game	6 periods	
		Progress test 2	progress test 2	3 periods	
		Political systems	Who am I?	6 periods	
		It`s in the news	Different places, different ways	6 periods	
		Revision for units (7-11)	Revision for units (7-11)	6 periods	
Total		12 units	12 units		78 periods for the year.

Appendix (2)

The structure of the units in English for Palestine (reading plus)-grade 11 and 12.

Part	Number of units	Titles of units for 11th grade	Titles of units for 12th grade	Period in each unit	Total
One	3units, literature and progress test 1 for units (1-3)	The road to learning.	Making changes	8 periods	34 periods for the first semester.
		Taking risks.	Fitting in	8 periods	
		Tourism: mixed feelings	The global village	8 periods	
		Literature A: The Norwood Builder.	Literature A: Romeo and Juliet	8 periods	
		Progress test (units 1-3).	Progress test (units 1-3).	2 periods	
Two	3units, literature B and progress test 2 for units (4-6).	The web of life.	Money talks	8 periods	34 periods for the second semester.
		A good read.	Winners and losers	8 periods	
		Taking the lead.	Past history	8 periods	
		Literature B: The Call of the Wild.	Literature B: Romeo and Juliet	8 periods	
		Progress test 2 (units 4-6).	Progress test 2 (units 4-6).	2 periods	
Total	6 units, two of them are revision tests and literature A and B.				68 periods for the first and second semester.

Appendix (3): Content Analysis Card.

Curriculum Ideologies in the Content of English for Palestine Secondary Stage

Textbooks

Content Analysis Card

Dear Mr./Mrs.……………………………………………………………………

<u>Subject: Refereeing content analysis card</u>

The researcher is carrying out an MA research on The Curriculum Ideologies in the content of English Language Textbooks for 11th and 12th grades in Palestine. This thesis will be done for achieving a master`s degree in English teaching methods from Al-Quds University.

The purpose of the content analysis card is to check the curriculum ideologies in the content of English language textbooks for 11th and 12th grades in Palestine.

The researcher would be very grateful if you could provide her with comments on:

1-the suitability of the statements to the purpose of the card.

2-the comprehensiveness and clarity of the statements.

Any modifications, additions or omissions will be taken into consideration.

Comments:

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………

Referee`s name: ……………………………………….

Thanks in advance

The researcher

Abeer Jamal Qabaja

Content Analysis Card for Curriculum Ideologies in the Content of

English for Palestine Secondary Stage Textbooks

Domains	Statements	Scholar Academic Ideology	Social Efficiency Ideology	Learner Centered Ideology	Social Reconstructed Ideology
Knowledge	Purpose for knowledge				
	Nature of knowledge				
	Source of knowledge.				
Instructional Process	Learning viewed from…				
	Primary function of learning				
	Results of learning				
	Primary actor during learning				
	Student readiness				
The student	Role during learning				
	Teacher focuses on…				
	Teachers concerned with children….				
	Viewing children…				
Teaching	Role of teacher				
	Standards used to measure teacher effectiveness				
	Teachers stimulate				
	Teachers				
	Media used during learning				
	Intend of teaching				
Assessment	Purpose of evaluation to the evaluator				
	Nature of assessment tools				
	Assessments are				
	Point of assessment				

Comparison of Curriculum Ideologies. (Adopted from Schiro,2013)

Curriculum features		Scholar academic ideology	Social efficiency ideology	Learner-centered ideology	Social reconstruction ideology
Knowledge	Purpose for knowledge	Understanding	Doing/Action	Actualizing oneself	Interpret and reconstruct society
	Nature of knowledge	Didactic statements	Capabilities for action	Personal meanings	Intelligence and a moral stance
	Source of Knowledge	Objective reality as interpreted by academic discipline	Normative objective reality as socially interpreted	Individuals` personal creative	Individuals` interpretation of society`s past, present and future
Instructional Process	Learning viewed from	Transmitter	Transmitter	Receiver	Transmitter
	Primary function of learning	Social transmission	Social transmission	Growth	Social transmission
	Results of learning	Changed mindness	Changed behavior	Changed mindness	Changed behavior
	Primary function of learning	Agent	Agent/student	Student	Student/agent
	Student readiness	Simplification of difficult topics	Providing prerequisite behavioral capabilities	Stages of growth	Gestalt of prior experience
The Student	Role during learning	Passive	Active	Active	Active
	Teachers focuses on	Child`s mind	Child`s behavior	Child`s mind	Child`s behavior
	Teachers concerned with children	As they ought to be	As they ought to be	As they are	As they ought to be
	Viewing children	In relation to standardized norms	In relation to standardized norms	As individuals	In relation to standardized norms
Teaching	Role of teacher	Transmitter	Supervisor	Facilitator	Colleague
	Standards	Accurate	Efficiency of	Facilitation	Effective transference of the

Curriculum features		Scholar academic ideology	Social efficiency ideology	Learner-centered ideology	Social reconstruction ideology
	used to measure teacher effectiveness	presentation of discipline	student learning	of growth	vision
	Teachers stimulate	Uniformity	Uniformity	Diversity	Uniformity
	Teachers	Directly implement curriculum	Directly implement curriculum	Adapt curriculum according to children`s need	Adapt curriculum to social concerns
	Media used during learning	Didactic discourse	Programmed instruction	Child-environment interaction	Group dynamics
	Intend of teaching	To advance students in a discipline	To prepare students to perform skills	To stimulate child growth	To acculturate student into educators` Vision
Assessment	Purpose of evaluation to the evaluator	Rank students for a future in the discipline	Certify that students have the skills	Diagnose students 'abilities to facilitate growth	Measure student progress with respect to ability
	Nature of assessment tools	Norm reinforced	Criterion reinforced	Informal subjective diagnosis	Informal subjective diagnosis
	Assessments are	Objective	Objective	Subjective	Subjective
	Point of assessment	After instruction	After instruction	During instruction	During instruction

Appendix (5)

Arbitrators list:

No.	Name	Rank	Institution
1	Prof. Afif Zeidan	Dr.of teaching method	Al-Quds University
2	Dr. Ziad Qabaja	Dr. of teaching method	Al-Quds University
3	Dr. Ibrahim Islaibee	Dr. of teaching method	Al-Quds University
4	Dr. Nabeel Abedlhadi	Doctor	Al-Quds University
5	Ibraheem Abu Gharbia	Supervisor of English Language	Nour Al-Huda School
6	Wa`el Abdeen	English Literature	Birzeit University
7	Othman Amer	English Literature	Birzeit University

Appendix (6)

Sample activities from the content of pupil`s book for 11th grade about the characteristics of curriculum ideologies.

Sample activities from the pupil`s book for 11th grade

Domains	Statements	Scholar Academic Ideology	Social Efficiency Ideology	Learner Centered Ideology	Social Reconstructed Ideology
Knowledge	Purpose for knowledge	E4 P(9)The purpose of knowledge is understanding. Students will use fixed expressions with make and do like make an effort and do your duty.	E2,3 p(8) The purpose of education is doing. Students will do these exercises after explaining the rule by the teacher. They will match each phrase in the box with two of the definitions.	E3p(5)The purpose of knowledge is actualizing oneself. Students will read a passage about learning styles and they will think about the ways they prefer to learn and what kind of learners do they think they are.	E(3) p(18) The purpose of knowledge is interpret and reconstruct society. The students will discuss the question in pairs or groups. They will talk about what they would like to change in their present situations.
	Nature of knowledge	E1 P(18)The nature of knowledge is didactic statements. There are examples for hope and wish. The students will read the sentences and then they will complete the grammar rule.	E3 P(28) The nature of knowledge is capabilities for action. The students will look at the information about wearing cycle helmets and then complete the sentences with have/had to, don't/didn't have/need to or be allowed to.	E1p(4) The nature of knowledge is personal meanings. Students will know their learning styles after answering this question: "Which of these ways of studying do you prefer?". There are many choices for the students.	E1 P(14) the nature of knowledge is intelligence and a moral stance. After describing the picture, the students will have positive attitudes toward education because it leads to economic growth.
	Source of knowledge.	E1P(19) The source of knowledge is objective reality as interpreted by academic disciplines. The teacher will explain to the students how we can join sentences by using as long as or unless depending on the rule. And then the students will do the tasks.		E4P(29)The source of knowledge is individuals` personal creative. The students will write three sentences about themselves and their lives by using have to, don't have to or need to.	E1 P(14)The source of knowledge is individual interpretation of society`s past, present and future. There is a passage about the two countries education systems and their success stories in education. These countries are Finland and Taiwan. The students

					will learn many things from these countries.
Instructional process	Learning viewed from…	E1 P(24) The learning viewed from transmitter. Thereare passage and texts with pictures about accident prevention in the home. The students will read the passages and then do the tasks.	E1 P(18)learning viewed from transmitter. There are examples about using have to, don't have to, be allowed to and not be allowed to. The students will read the sentences and then complete the grammar rule.	E1 p(26)Learning viewed from receiver. The students will tell each other what they had to do when they were younger but don't have to do now.	E2 P(26) Learning viewed from transmitter. There is a passage and pictures about a safety first. The students will explain the pictures and then read the passage to do the tasks.
	Primary function of learning	E2 P(26) The primary function is social transmission. The students should know the safety regulations at schools, hospitals..etc.	E3 P(28) The primary function is social transmission. The students take some information about wearing helmets and then they will complete the sentences according to the information.	E 3p(18) The primary function is growth. The student will discuss the questions in pairs or small groups. They will talk about their aims or ambitious in the near and longer-term future and they will discuss their personal hopes for the future.	E1 P(24) The primary function is social transmission. There is a passage about accident prevention in the home. There are some tips for the students to follow them inside their homes.
	Results of learning	E2 P(7) The result of learning is changed mindnest.After taking the synonyms of the new words, the students should be able to use them in complete sentences.	E1 P(6) The result of learning is changing in behaviuor.After talking about the tips for smarter learning, the students should change their ways of learning according to their styles.	E2 P(8) The result of learning is changing in mind. The students should compare between literal and non-literal meaning for phrasal verbs.	E2 P(48)The result of learning is changing in behavior. Thereis apassage about disappearing beauty and what people can do to prevent treasures.
	Primary actor during learning		E5P(17) The primary actor during learning is the agent and the student. The students will read the questions with their possible answers and the teacher will help	E2 P(20) The primary actor during learning is the student. The students will complete the sentences with their ideas and opinions, and then they will work in pairs and tell each other their	E3P(20) The primary actor during learning is the agent and the teacher. The students will read the sentences and the teacher will help them to find the correct endings for the sentences

			them to choose the correct answer and then he should explain to them why the other answers are incorrect.	answers.	and then they will do the rest alone.
	Student readiness	E1 P(16) the student readiness is to simplify the difficult topics. The students should prepare the lesson by finding the meanings of the new vocabulary to understand the passage.		E 2,3, and 3 P(17). The student's readiness is to develop their mental skills. The students should find the meaning of the words from the text without using dictionaries and then use the words to complete the sentences.	From the teacher`s book page (21).The students readiness is gestalt of prior experience. The teacher will introduce the topic to the students and talk about accidents in the home and how to prevent them before starting the passage.
The student	Role during learning		E1P(28) the rule of the students during learning is active. The students will read the example sentences by using must, don't have to and had to and then read the grammar rule to be able to complete the sentences correctly.	E4P(17) The rule of the students during learning is active. The students will read the text for the second time and then answer the questions with his/her partner,	E7P(22) The rule of the students during learning is active. The students will complete Ahmad`s Fakhourie`s CV by using the information from activity 1.
	Teacher focuses on…	E2 P(17) the teacher focuses on the child`s mind. The students should know the meanings of the new words from the context without using a dictionary. And then complete the sentences by using the new words.	E2 P(68) The teacher focuses on the behavior of the child. There is a passage about slow food and the difference between slow and fast food. The students should eat healthy food instead of fast food.	E2 P(32) The teacher focuses on the mind of the child. The student will look at the graph and then write a short paragraph saying what it shows.	E1 P(85)The teacher focuses on the behavior of the child. There is a web story about a woman leaves 5 bedrooms in her house to cats. So students should take care of animals.
	Teachers concerned with children….	E4 P(30) Teacher concerned with children as they ought to be. The students will complete the sentences by using must or mustn't according to the rule.	E2P(25) Teachers concerned with teachers as they ought to be. The students should make a personal accident insurance and they should choose the right insurance policy	E1P(38)Teacher concerned with children as they are. The students will answer the question "Would you like to work as a tourist guide and what the advantages and disadvantages of this	E2P(38)Teachers concerned with children as they ought to be. There is a passage about the step on tour guides. If anyone wants to be a tourist guide, he should know what travelers

			for them.	job according to?	really want.
	Viewing children…	E3,4,5 P(15)Viewing children in relation to standardized norms. There are many tasks on the passage. The students will do them correctly.	E2,3,4,5 P(17)Viewing children in relation to standardized norms. All of the students will do the tasks on the passage after reading it.	E3P(23) Viewing children as individuals. Each student will write his/her own CV.	E1 P (22)Viewing children in relation to standardized norms. All of the students will circle the correct time words to complete the text.
Teaching	Role of teacher		E4,5 p(30) the rule of the teacher is supervisor. The students will these exercises alone and the teacher will only supervises them.	E3 P(39)From the teacher`s book. The students will read the examples and the teacher should make sure that they understand which ones are nouns, verbs and adjectives.	
	Standards used to measure teacher effectiveness	E2P(38) Standards used to measure teacher effectiveness is accurate presentation of discipline. The teacher will ask the students to read the passage about the step on tour guide, showing them the pictures and ask them to do the tasks.	E4 P(39) Standards used to measure teacher effectiveness is efficiency of student learning. The students will complete the sentences by using verbs, nouns or adjectives after explaining them by the teacher.	E1 P(38) Standard used to measure teacher effectiveness is facilitation of growth. The students will discuss the questions in pairs or small groups by using critical thinking. "What do you think tourists want when they visit a country or a city?".	E3 P(25).Standards used to measure teacher effectiveness is effective transference of the vision. Students will answer the questions like "How can people stop accidents from happening? And why is preparation important when doing jobs in the house?
	Teachers stimulate	P(24,25)Teachers stimulate on uniformity. There are texts and pictures about accident prevention in the home and there are tasks on them.	E5 P(19)Teachers are stimulated on uniformity. There are sentences about prefixes and only one activity.	E1 P(47) Stimulate teachers to diversity. Using different activities to write an application for the position of tour guide.	E2 P(26,27)Teachers are stimulated on uniformity. There is a passage and pictures about safety first. The students will describe the pictures and then read the passage to do the tasks.
	Teachers	E3,4P(39) Teachers are directly implement curriculum. The teacher will ask the students to complete the table by using the missing nouns, verbs or adjectives and then complete	E1,2,3(42) Teachers are directly implement curriculum. The teacher will explain the rule of using prefer and would rather by reading the	E3 p(51) teachers adapt curriculum according to children`s needs. The students will discuss the questions in pairs or small group about	From teacher`s book E1,2 P(38)Teachers adapt curriculum according to social concerns. The teacher will introduce the topic to the

		the sentences by using words from the table.	sentences on the book and then the students will do the activities.	walking."How much walking do you do in a normal week"?	students and encourage the students to discuss what they already know about the topic.
	Media used during learning	E2 P(48) Media used during learning is didactic discource.There is a passage about disappearing beauty. The students will read it and do the whole tasks.	E1 P(52). Media used during learning is programmed instruction. The teacher will explain the lesson and then the students will complete the rule and do the exercises.	E 3 P(31) Media used during learning is child-environment interaction. The students will look to the pie chart and then they will answer the questions.	E4 P(43) Media used during learning is group dynamic. In pairs or small group, the students will discuss the choices in the exercise.
	Intend of teaching	E1,3 P(51) Intend of teaching is to advance students in a discipline. The students should Know the meanings of the new words and making nouns by adding the suffix-ship.	E1 P(53)Intend of teaching is to prepare students to perform listening skill. The students will listen to the CD, then complete the pronunciation rule.	E3,4,5 P(59) Intend of teaching is to stimulate child growth. The students will find words from the text that have the same meanings with the words mentioned in the exercise without using a dictionary.	E 1 P(47)Intend of teaching is to acculturate students into educator`s vision. The students will write an application for the position of tour guide.
Assessment	Purpose of evaluation to the evaluator	E1,2,3 P(62) The purpose of evaluation is rank the students for a future in the discipline. Knowing verbs that followed by to+infinitive and the words followed by gerunds.	E3P(45) The purpose of evaluation to the evaluator is to certify that students have the skills. The students will listen to the CD to complete the application form to develop their listening skill.	E1,2 P(68) The purpose of evaluation is to diagnose students` abilities to facilitate growth. The students will answer the questions according to the pictures to develop the critical thinking.	E4 P(57)Purpose of evaluation to the evaluator is to measure student progress with respect to ability. The students will write an online review of a book they have read or a film they have seen.
	Nature of assessment tools	E2,3 P(72) The nature of assessment tools is norm reinforced. The teacher will explain the lesson about future continuous and then the students will complete the sentences by using future continuous according to the rule of this tense.	E 3 P(51) The nature of assessment tools is criterion reinforced. The students will make nouns by adding the suffix-ship to the words in the box.	E1 P(65) The nature of assessment tools is informal subjective diagnosis. The students will read the job advertisement and then write an application for any job they want.	E2 P(67) The nature of assessment tools is informal subjective diagnosis. The students will write a paragraph explaining the information in the chart alone.
	Assessments are	Pupil`s book p(34-37) Assessments are	Pupil`s book P(34-37) Assessments	E4 P(67) Assessments are subjective.	E2 P(96) Assessments are subjective.

| | | objective. There are progress tests in the book. | are objective. There are progress tests for units (1-3) and for (4-6) | Each student will write a review to one of the TV programs. | Each student will write a summary to the story that mentioned in the book. |
| | Point of assessment | E1,2 P(5) The point of assessment is after instruction. The students will do the whole exercises after reading and explaining the passage. | E4 P(9) The point of assessment is after instruction. The students will complete the sentences by using fixed expressions with do or make after taking the words that followed do and make. | E1 P(8) The point of assessment is during instruction. The students will look to the picture and then answer the questions to discover the literal and non-literal meaning for the phrase fall into. | E1 P(14) The point of assessment is during instruction. The students will look to the picture and discuss the questions in pairs or groups and talk about education. |

أيديولوجيات المنهاج المتضمنة في كتب اللغة الإنجليزية للصف الحادي عشر والثاني عشر في فلسطين

اعداد: عبير جمال محمد قباجة

اشراف: د. محسن عدس

الملخص

هدفت هذه الدراسة التعرف الى مدى تضمن كتب اللغة الإنجليزية للمرحلة الثانوية لأيديولوجيات المنهاج في فلسطين (كتب اللغة الإنجليزية للصف الحادي عشر والثاني عشر). وقد استخدمت الباحثة المنهج الوصفي التحليلي.

كما قامت الباحثة بتبني أداة التحليل لتحقيق أهداف الدراسة. واستخدمت الباحثة أداتين لجمع البيانات وهما: أداة تحليل المحتوى التي تبنتها الباحثة من دراسة سابقة أجنبية وقائمة بخصائص أيديولوجيات المنهاج التي تحتوي على خصائص كل أيديولوجية. وتم التحقق من صدق الأداة وثبات التحليل. وقد تكون مجتمع الدراسة من كتب اللغة الإنجليزية للمرحلة الثانوية للصفين الحادي عشر والثاني عشر وهي عينة التحليل. قامت الباحثة بجمع البيانات عن طريق التكرارات والنسب المئوية.

وأظهرت نتائج التحليل تباين في تكرارات الأيديولوجيات الأربعة. فقد حصلت أيديولوجية الطالب الأكاديمي على أعلى نسبة 31.2%، تلتها أيديولوجية إعادة الإعمار الاجتماعي 30.3%، وفي المرتبة الثالثة أيديولوجية الكفاءة الاجتماعية 19.8%، وأخيراً الأيديولوجية المتمركزة حول الطالب 18.5%.

كما أظهرت النتائج ان هناك فرق بسيط بين أيديولوجيات المنهاج المتضمنة في كتب الصف الحادي عشر وكتب الصف الثاني عشر. فقد حصلت أيديولوجية إعادة الإعمار الاجتماعي على أعلى نسبة 31% في كتب الصف الحادي عشر، تلتها أيديولوجية الطالب الأكاديمي 30.1%، وفي المرتبة الثالثة أيديولوجية الكفاءة الاجتماعية 20%، وأخيراً الأيديولوجية المتمركزة حول الطالب 18.9%. أما كتب الصف الثاني عشر فكانت أعلى نسبة لأيديولوجية الطالب الأكاديمي 32.1%، تلتها أيديولوجية إعادة الإعمار الاجتماعي 29.9%، وفي المرتبة الثالثة أيديولوجية الكفاءة الاجتماعية 19.7%، وأخيراً الأيديولوجية المتمركزة حول الطالب 18.3%.

وفي ضوء النتائج السابقة، أوصت الدراسة العديد من التوصيات كان من أبرزها التركيز على الأيديولوجية المتمركزة حول الطالب وتشجيع الطلاب على التفكير الإبداعي والناقد. كما توصي الباحثة أيضاً بأهمية معرفة أيديولوجيات المنهاج لتطوير طرق تدريس وتقويم مناسبة للمنهاج.

الكلمات الدلالية: أيديولوجيات المنهاج– المرحلة الثانوية.