

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.