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**The Social and Cultural Foundations in English
Textbooks for the Secondary Stage in Palestine**

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The Social and Cultural Foundations in English Textbooks for the Secondary Stage in Palestine

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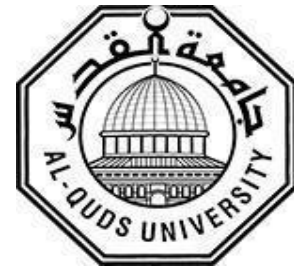
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Dedication

To the only person wishes me to be better than him, and to whom I am proud to be called by his name... my father.

To the one who stayed up at night for my comfort, and the one who woke up at dawn to pray for me...my beloved mother.

To that great man who brought out the best in me and always encouraged me to achieve my dreams.... my dear husband.

To whom my eyes are happy to see their faces, and my heart is happy to hear the sounds of their laughter...my dear brothers and sisters.

My little angels who have endured my absence and my busyness for so long, I love you more than anything in the world..... To my kids (Juman and Rida).

To my second family who supported me to achieve my dream and was a warm embrace for my kids in my absence... my husband's family.

To my best friend and colleague who is always there to give positive energy, my beloved niece Anfal.

Declaration

I certify that this thesis submitted to get the Master degree in Teaching English Methods, is a result of my own research, except where otherwise acknowledged. This thesis has not been submitted for a higher degree to any other university or institution.

Signature: 

Name: Ghadeer Kayed Mohammad Aljawadeh

Date: 12/8/2023

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Abstract

This study aimed to investigate the social and cultural foundations in English textbooks for the secondary stage in Palestine. To achieve the study objectives, the researcher used the descriptive analytical approach. The researcher created two content analysis frameworks. The first 26-item framework examined the social foundations in English textbooks, and the second analysis 29-items framework investigated the cultural foundations in English textbooks. Instruments' validity and reliability were verified. The data was collected and analyzed by using percentages and frequencies

The study population and sample were English textbooks for the secondary stage 11th and 12th grades, the first and second semesters of the academic year of 2022-2023 (new edition of 2018). Four textbooks were analyzed, two textbooks for each stage pupil's book and reading plus (extra textbooks that taught to the literary section only containing extra reading passages and literature).

The study results showed imbalanced presence for social and cultural foundations in English textbooks for the secondary stage. Social foundations in the 11th grade came with a percentage of (63.19%) with frequency of 91. In the 12th grade social foundations got (36.80%) with frequency of (53). Cultural foundations occurred in the 11th grade with a percentage of (58.11%) and frequency of (111), 12th grade got a percentage of (42%) and frequency of (80).

In the light of these results, the researcher recommended that curriculum designers should pay more attention to the inclusion of the social and cultural foundations that have a direct relation to the Palestinian social and cultural identity that didn't get any representation in the analyzed textbooks or got low

occurrence. These foundations should be higher in English textbooks for the secondary stage.

Key words: Social Foundations; Cultural Foundations; English Textbooks; Secondary Stage

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Chapter One:

Background

1.1 Introduction:

The importance of language can be overstated as it lies at the core of human existence and development. From the very beginning of our lives, language shapes how we perceive the world, communicate with others, and understand ourselves. It serves as a powerful tool for expression, enabling us to convey our thoughts, emotions, and ideas with precision and nuance. Through language, we establish connections, build relationships, and foster a sense of community and belonging.

Language is not merely a means of communication; it is also a vehicle for culture, heritage, and knowledge. Each language carries within it a unique perspective on the world, reflecting the values, traditions, and history of its speakers. Preserving and promoting diverse languages is crucial for maintaining cultural richness and preventing the loss of invaluable cultural knowledge. Moreover, language is the foundation of learning and education. It is through language that we acquire knowledge, study various subjects, and engage in critical thinking. A strong command of language enables individuals to articulate their thoughts effectively, participate in debates, and contribute meaningfully to society.

Being bilingual, or proficient in two languages, is a valuable skill with numerous advantages. It goes beyond the ability to communicate in multiple linguistic settings and offers a range of cognitive, social, and cultural benefits. Cognitively, bilingual individuals experience enhanced executive functions, such as better problem-solving skills, multitasking abilities, and improved attention control. Constantly switching between languages helps exercise the brain, leading to increased mental flexibility and adaptability.

Socially, bilingualism fosters intercultural communication and understanding. It enables individuals to connect with people from different backgrounds and cultures, promoting empathy and reducing language barriers in diverse settings. Bilingual

individuals can forge stronger connections with others, bridging gaps between communities and enhancing collaboration on a global scale.

English language is the most utilized foreign language in Palestine. It is taught in schools from primary to secondary stages, universities' courses, and governmental institutions. In other words, English language has a vital role in the Palestinian society, especially in the educational field.

English language is taught in Palestine as a foreign language in schools from the first grade to 12 grade. Students learn English through the school curriculum which is defined as a written plan that guides teaching strategies. It specifies the competencies and ideas that are taught and assessed in order to enhance learner performance. Essentially, it encompasses all the structured educational opportunities that learners may encounter to attain educational objectives (Kumari and Srivastaya, 2005). In addition, Tyler (1957) defines the word "Curriculum" as all planned and presented learning experiences by the school to achieve its educational objectives. He emphasized the necessity of the well coordination between the elements of curriculum to guarantee its success and efficiency. Objective, subject matter, methods, and evaluation are the four fundamental elements of the curriculum. If there is a loss in one of these elements, the structure of the curriculum would be weakened. The curriculum seems as a mirror that reflects the social and cultural aspects of any society, and supports the community hopes and attitudes. Constructing a curriculum must be based on specific foundations that dominate the mind of the curriculum designer. Curriculum foundations according to (Alian& Alhindi: 1999, p27) as all influences and factors which affect the process of planning and implementing curriculum.

Curriculum foundations can be classified as follows:

1- Philosophical foundation: it is the general framework of philosophical beliefs and opinions about humans and the world in which he lives. Moreover, these foundations guide human's education processes, objectives, and activities (Altayb: 1999, p142).

2- Psychological foundation: it is the principles and general rules of human behavior, including the learning and development theories, and the factors that affect human behavior.

3- Cognitive foundation: it is connected to the approved knowledge philosophy by society and presented to its individuals through the content of a subject matter (Talafha, 2013).

4- Socio-cultural foundation: it is the social and cultural aspects that affect the construction of the curriculum and reflected in the content of the textbooks. Social customs, traditions, social values, beliefs, religious thoughts, norms, language. And cultural heritage are the basics of the socio-cultural foundation.

The curriculum foundations are combined and organized in the schools textbooks, which lead the learning process and work as guidelines for both teachers and learners. The textbook content must be appropriate to learners' cognitive and developmental stage, socio-culturally accepted, and valuable in adding educational experience to learners.

English for Palestine is the official curriculum for teaching English as a foreign language in Palestine. Palestinian Ministry of Education officially implemented English as a core subject in schools for the first time in 2000 from the first grade. The official textbooks were implemented for the secondary stage in 2006. English curriculum planners do their best to develop, implement, improve, and modify the context of the English textbooks to attain the intended national objectives.

1.2 Statement of the Problem:

While working as substitute English teacher for the secondary stage in the Palestinian government schools, the researcher noticed that the English for Palestine textbooks which are adopted from the Ministry of Education in 2018, are isolated from the Palestinian social and cultural life, and do not reflect the Palestinian and social issues. Students in the secondary stage do not have sufficient knowledge about their country's social and cultural problems, especially those related to the Palestinian issue. In contrast, their knowledge is very rich about international issues, for example, World Cup championship, globalization, and global warming. Therefore, the researcher decides to analyze the content of English for Palestine textbooks for the secondary stage

to answer the question "do we have social and cultural foundations of the Palestinian curriculum in textbooks of the secondary stage?"

1.3 Purpose of the Study

This study aimed to:

- 1- Identify the social and cultural foundations representation in English textbooks for the secondary stage in Palestine in the light of the Palestinian Curriculum Outline.
- 2- Examine the difference in the representation of social and cultural foundations between 11th and 12th grades English textbooks.
- 3- Propose suggested recommendations for new studies.

1.4 Study Questions

This study aims to answer the following questions:

The first question: What are the social foundations in English textbooks for the secondary stage in Palestine?

The second question: What are the cultural foundations in English textbooks for the secondary stage in Palestine?

The third question: How are the social foundations distributed in English textbooks for the secondary stage in Palestine?

The fourth question: How are the cultural foundations distributed in English textbooks for the secondary stage in Palestine?

The fifth question: Are the social foundations in English textbooks for the secondary stage in Palestine different due to the class (11 and 12th grades)?

The sixth question: Are the cultural foundations in English textbooks for the secondary stage in Palestine different due to the class (11 and 12th grades)?

1.5 Significance of the Study:

1-This study may help English teachers to know the social and cultural foundations included in English textbooks for 11th and 12th grades.

2-The study may help researchers and postgraduates' students as it provides them with a list of curriculum social and cultural foundations, and content analysis tools.

3- The study may help curriculum designers to develop or improve English curriculum.

1.6 Limitations of the Study

1- The researcher investigated the content of English textbooks of 11th and 12th grade for governmental schools, the 2018 edition (pupil's textbooks and reading plus textbooks).

2- The study took place in 2022-2023.

3- This study took place in Palestine.

1.7 Definitions of Terms

Social foundations: they are the social forces influencing the development and the implementation of the curriculum, these foundations are represented in the cultural heritage of a society, societal needs, problems, and attitudes. (Roomani, Rafieian, & Sepahvand, 2015).

Cultural foundations: they are the overall fabric which includes standards, beliefs, and attitudes which are shaped by the society, and reflected in accepted and desired behaviors by society (yousif:2021, p497).

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

Reading Plus textbook: are extra textbooks that taught to the literary section only containing extra reading passages and literature.

Chapter Two:

2.1.Introduction

This chapter contains two sections: first one is the theoretical framework which consists of the definition of terms related to curriculum in general, curriculum foundations, content analysis and its significance. The second section presents previous and related studies about curriculum foundations in general and social and cultural foundations in particular.

2.2.Literature Review

2.2.1 Theoretical framework

Society and culture

Society

UNESCO (2008) defined the society as a place in which people interact and participate. Relations within a society are restricted with fundamental principles of social justice, equality, neutrality, human rights, acceptance of differences, respect for diversity, as well as liberties. Values of tolerance and inclusivity are the main base of the society .

Culture

Physical and noticeable elements are features of any culture, such as arts, celebrations, educational system, and societal cluster. UNESCO defined culture as the unique intellectual, spiritual, material features of a society or societal group. This definition does not include only arts and literary expressions but include social life, norms, customs, and beliefs (UNESCO, 2001:3).

Elements of culture

Culture was known as the elements which structure a society, including language, symbols, norms beliefs, values and objects. Culture elements consisted of two fundamental parts. First part is nonmaterial culture elements, this part refers to the intangible aspects that make a society unique and special, such as its religion, language, symbols, values and beliefs .The second part of culture elements is the material aspects which are constructed and presented by a society such as inventions, discoveries, technology, sciences, tools, food presentation, transportation means, and clothing.

Connection between culture and social

Society and culture might be considered the same for a while, but they are totally different. Even though they cannot exist without each other, there are differences that separate them. Culture can be defined as a group of customs that supports solidarity and consistency among individuals who process them. Furthermore, a word "culture" refers to a customary form of beliefs, behaviors, symbols, and values specialized to a group of people, which are usually accepted automatically and transferred through from generation to another. Additionally, people in a society are responsible for generating culture, which is well-preserved through changes and transmitted to next generations. Society and culture are interconnected like a piece of paper with double sides.

Socio-cultural influence on the curriculum

Schools are a part of society and are shaped by the social environment in which they interact. The purpose of schools is to prepare children to function effectively within a social framework that is established by society, its institutions, and its values system. The culture of a society has a significant impact on the educational ideals and practices that are adopted. Schools play a crucial role in promoting social growth and development, and should support learners in achieving their full potential and reaching their life goals. This is what Dewey (2011) emphasized when he considered the school as a social institution that works to simplify social life and condense it into a simplified primary form. Accordingly, the school has a set of educational, pedagogical, and moral roles and functions.

Dhanajoy (2016) the effect of culture and society on curriculum comes from regarding curriculum designers as members of society, they are inevitably influenced by their cultural and societal surroundings. Their personal beliefs, attitudes, and cultural norms can have a significant impact on the design of curriculum, including the selection of objectives, subject matter, teaching methods, and evaluation process. As a result, their influence indirectly affects individuals who interact with the curriculum.

Curriculum and society problems

Many modern curricula are based on learners' needs and life problems. These curricula used modern methods which concern presenting subjects in problematic issues.

A problem from the learner's point of view is differ from a teacher's one, so curricula which are based on social problems should stand for scientific considerations to the learner's needs and improving learners' circumstances for thinking and developing innovative capacity (Aljaki, 2017:9).

Curriculum and social problems solving

- 1- Curriculum should be sensitive and closely linked to social and economic changes, this requires flexibility in curriculum planning and freedom in its implementation.
- 2- Discussing social problems in an objective manner and scientific thinking is one of the social problems based curriculum.
- 3- Curriculum designers should cooperate with media and social institutions in instilling sound trends which are required by the current stage of development.
- 4- Planning for social problems based curriculum should take in account preparing learners for productive fields that are included in the economic development plan (Samaan & Rushdi, 1982:89).

Curriculum and characteristics of culture

- 1- Humanity, is linked to human beings. The curriculum should be concerned with developing learning thinking skills and characteristics that distinguish humans from other species.

2- Acquired, a human lives in a cultural area and acquires culture. Curriculum planners should choose and present what is suitable for learners based on scientific foundations to achieve objectives of education.

3- Elements of culture are constantly interacting. Modern curricula tend to integrate interdependence and the principle of unity in curriculum planning domain stages that are guided by learners' point of view of things, so schools become closer to real life (Abdalmajeed, Al Muneer, 1995:62).

4- Culture is changeable, which means it's constantly changing and growing. The curriculum should be changed and developed continuously to keep up with culture's changes and needs.

5- Elements of culture are integrated. Each element completes others, so missing one of them would affect individuals and the whole society badly.

Components of culture and curriculum

1- The generalities, which are accepted and shared by the majority of society, such as language, religion, norms, symbols, values, beliefs, traditions and customs. They serve as the cohesive elements that unite society, fostering harmony and sustainable progress. They represent the established standards and practices of the society, and they are often resistant to change, as exemplified by language. The significance of these generalities lies in their inherent value and impact on societal dynamics. Curriculum should include and provide learners with the cultural generalities to preserve society's unity and culture (Hindi, Elayan, 1992:51).

2- Particularities of culture are elements which are limited to specific groups of people in a society like occupations. Curriculum shall develop learners' attitudes toward professions, encourage learners to respect all occupations, motivate learners' talents, and vary the content to suit their needs.

3- Variables or alternatives in a culture are not universal nor particularities, but they are in between both and not distributed to all society members. Curriculum planners must take in account learner's attitudes, individual differences, and give learners the freedom to choose what they like (Mujawara, Aldib, 1984:17).

2.2.1.2 Curriculum

Alkhuli (2011:17) defines curriculum as every planned process to achieve educational goals. Therefore, the curriculum includes objectives, teaching subjects, textbooks, teaching methods, aids, educational technology, school buildings, laboratories, playgrounds, and all activities inside and outside school. Curriculum includes students' evaluation methods.

Mariam Webster Dictionary defines the word curriculum from the Latin term "currere" which means to run, was the root of the word curriculum. Now it is used to describe the practice of running courses in schools, from kindergarten to university .

Taba (1962) defines curriculum as a written record that outlines a set of desired outcomes and specific aims. It also implies an intentional arrangement or sequence of subject matter. This means that in order to achieve the planned learning objectives, certain teaching or learning approaches may be employed, and there may be a specific evaluation process in place to assess the results. Tyler (1957) defined the word curriculum as " the curriculum is all of the learning of students which is planned and directed by the school to attain its educational goals".

The fundamental element of the educational process is the curriculum, which enhances learners' constructive principles and perspectives, establishing a solid base for lifelong education and holistic growth. Its objective is to encourage students to acquire knowledge and skill (Morris and Adamson, 2010). The curriculum can also be described as a written plan that guides teaching strategies. It specifies the competencies and ideas that are taught and assessed in order to enhance learner performance. Essentially, it encompasses all the structured educational opportunities that learners may encounter to attain educational objectives (Kumari and Srivastava, 2005

According to Quinn (2000) the term" curriculum "can be described as a planned arrangement or framework for providing education and training that addresses the following questions: who is to be taught? What is to be taught? Why is it taught? And how is it taught?

2.2.1.3 English for Palestine Curriculum

According to the English Language National Team (1999), a significant milestone in English education in Palestine has been the recent implementation of the first English school curriculum called English for Palestine (EFP). This curriculum, especially designed for Palestinian schools, is a contemporary and communicative English course. It represents a major achievement in English teaching in Palestine. The curriculum consists of twelve levels that progressively enhance students' competence in the four language skills, empowering them to become proficient and self-assured English users. The primary objectives of (EFP) designers to achieve are the following:

1- Developing Communicative Competence: the main emphasis of the syllabus is to enable students to attain proficient level of language mastery, focusing on effective communication skills.

2- Cultivating Cultural Awareness: the curriculum aims to provide a comprehensive cultural package encompassing various local and intercultural dimensions, fostering students' understanding and appreciation of different cultures.

3- Enhancing Study and Thinking Skills: the materials presented in the curriculum are designed to assist students in acquiring essential study skills while also promoting the development of cognitive abilities, ranging from basic to advanced analytical thinking skills.

2.2.1.4 Content analysis

Content analysis is a technique utilized in the social sciences to scientifically investigate the presented material in communication. It involves analyzing the content of messages with regards to their meanings, contexts, and intentions. The term "Content Analysis" has been in use for a long time and was listed in Webster's Dictionary of English language in 1961. Content analysis is presented as a scientific methodology that enables the impartial and methodical evaluation of verbal, written, or other types of materials, and facilitates the comprehension of the underlying messages within such materials.

Berelson (1952) defined content analysis as a method of research used to provide an objective, methodical, numerical portrayal of an explicit material present in communication. In addition, content analysis is a systematic and objective approach for examining communication that involves quantitatively analyzing the material to measure variables (Kerlinger, 1986:544).

Types of content analysis

1- Conceptual analysis: it is a process of identifying and examining the presence and frequency of concepts within a given text. When conducting conceptual analysis, a specific concept is selected for examination, and the analysis involves quantifying and counting the frequency of its presence in the data. The primary objective is to investigate the occurrence of particular terms within the text, whether they are explicitly stated or implied. Identifying explicit terms is straightforward, whereas coding implicit terms can be more complex, requiring a determination of the level of implication and subjective judgments. This can present issues of reliability and validity. To address this, coding of implicit terms may involve the use of a dictionary, contextual translation rules, or a combination of both.

2- Rational analysis: it is similar to conceptual analysis that involves selecting a specific concept for examination. However, the focus is on exploring the relationships and connections between different concepts within the text. Rather than considering individual concepts as having inherent meaning, relational analysis views meaning as a product of the relationships between concepts.

Features of content analysis

Prasad (2008) adds similar to any other research technique, content analysis adheres to fundamental principles of scientific method which include:

- 1- **Objectivity:** it refers to the idea that content analysis is conducted using explicit rules that allow different researchers to obtain identical results from the same messages or documents.
- 2- **Systematic:** it means that content analysis follows consistent rules for the inclusion or exclusion of material. This approach ensures that researchers don't selectively include only materials that support their ideas.

- 3- Generalizability: it means that the findings of the researcher can be applied to other comparable studies.

Use of content analysis

Content analysis is employed by scholars across a variety of disciplines, including social science, history, and language studies. However, it is primarily used in social science and mass communication research. Content analysis has a wide range of applications, such as understanding social change, cultural symbols, changes in theoretical content in various disciplines, verifying authorship, examining changes in mass media content, analyzing news coverage of social issues or problems like violence against women, dowry harassment, social movements, identifying propaganda trends, analyzing election issues as reflected in mass media content (Prasad, 1994).

2.2.1.5 Textbook

A school textbook is a written resource created for students that focuses on a specific subject or field of study. These textbooks are typically developed according to a syllabus and designed to meet specific quality and learning standards. They are intended to complement the instruction of a qualified teacher and aid in teaching of a curious student by following a structured curriculum (UNESCO, 2006). Typically, students rely on textbooks as their primary source of information during the education process. These books are intentionally authored by experts in the field to aid in teaching and learning, and making the learning process easier for students (Sjamsuddin, 2004; Saripudin & Komalasari, 2016a).

Textbooks and English language teaching

Textbooks are efficient means in English language Teaching (ELT) and considered as a major resource for culture performance by English language teachers, curriculum designers, and experts (Cunnings worth, 1995; Nomnian, 2013a; Richards & Renandya, 2002; Wu; 2010). Textbooks of (ELT) play a significant role in reflecting culture and social aspects because of the strong connection between language and culture. They consist of instructions and content to create better cultural understanding for learners and teachers who have different social backgrounds (Beiki & Gharaguzlu, 2017; Inphoo & Nomnian, 2019).

.2.2.1.6 Curriculum Foundations

Curriculum foundations are mentioned in various social and educational studies as "curriculum values" also. Alkhuli (2011:57) defined curriculum foundations as the main factors which affect the objectives, content and arrangement of curriculum . Curriculum foundations include the curriculum creators' vision to the nature of learner, knowledge of community, and teaching theories. Curriculum foundations involve examining educational programs and policies from an interdisciplinary perspective that incorporates insights from various fields such as philosophy, psychology, and history.

(Khan & complete profile, 2020) mentioned that foundations play a significant role in shaping the minds of those who design educational curricula. As a result, they have a profound impact on the content and organization of these curricula. These foundational forces can take many forms, such as cultural values, philosophical beliefs, historical perspectives, or social norms. Moreover, (Alian& Alhindi: 1999,p27) they define curriculum foundations as all influences and factors which affect the process of planning and implementing curriculum.

Curriculum foundations establish the boundaries of curriculum's subject matter and establish criteria for determining reliable sources for developing theories, principles, and concepts in the field. The generally recognized foundations of curriculum include philosophical, psychological, socio-cultural, which are explained below:

1- Philosophical foundations

Philosophy is concerned with a deep understanding of truth, not just superficial truth, but eternal truth, reality, and fundamental principles of life. The curriculum, on the other hand, facilitates the practical application of knowledge in real-world circumstances and aids comprehending the realities and concepts of life and world. That is why the curriculum is regarded as the dynamic aspect of philosophy (Sutradhar, 2021). Philosophical foundations are the general framework of philosophical beliefs and opinions about humans and the world in which he lives. Moreover, these foundations guide human's education processes, objectives, and activities (Altayeb: 1999, p142). Philosophical curriculum foundations are affected by several ideologies

including Idealism, Realism, Existentialism, Pragmatism, Essentialism, Perennialism, and deconstructionism.

2- Psychological foundations

Curriculum psychological foundations are rooted in recognizing and regarding individual differences among learners. Each student has a distinct personality and varying levels of aptitude, applying a uniform teaching is an incorrect process. Furthermore, psychologists aim to identify consistent patterns in human behavior to gain an understanding of and predicting it (Shiundu and Omulando, 1992).

Ornstein and Hunkins (1998) suggest that psychology plays a significant role in determining curriculum choices. The psychological impact on curriculum can be noticed by examining learning theories. These theories can be broadly categorized into three types: behavioral learning, cognitive and developmental learning, and humanistic learning.

3- Cognitive foundations

Cognitive foundations are the collection of information and knowledge that will be included in the school curriculum. The nature of content, its information and its arrangement and its presentation differ according to the psychological, social and philosophical foundations. Cognitive foundations vary from one culture to another according to the degree of specificity and generality (Saadah& Ibrahem, 2004).

4- Socio-cultural foundations

Olyan and AL Hindi (1982) define social foundations as a set of societal forces affecting the construction of curriculum. These foundations are represented in the cultural heritage of society, values and principles that prevail in it, the needs and problems that it aims to solve, and the objectives it aims to achieve. Moreover, social foundations are a group of elements or basis related to the society in which learners live. Social foundations must be taken into account in the process of planning, modifying or developing curriculum (Saadah & Ibrahim, 1991). Social foundations inclusion is one of tough duties and these foundations are the oldest

through human history. In addition these foundations have the strongest effect on curriculum designers because of its relative relationship to the individuals and the whole society's different life aspects (Musalam, 2008:89).

Cultural foundations or values are presented by (yousif:2021,p497) as the overall fabric which includes standards, beliefs, and attitudes which are shaped by the society, and reflected in accepted and desired behaviors by society. The impact of social and cultural factors on curriculum designers, whether consciously or unconsciously, the influence is clearly evident within the curriculum, revealing its deep impact.

The curriculum serves as a reflection of society, designed to foster societal changes. It is through the curriculum and education that society finds expressions, and the outcomes achieved by curriculum developers demonstrate the significant role played by both society and culture in shaping the curriculum. When a societal goal is adopted as an educational objective, it becomes imperative for schools, teachers, and students to exert their efforts towards its achievement. To facilitate this process, suitable educational techniques and methods need to be planned. When there is a conflict between the objectives of a majority and minority groups, the objectives of the majority are typically acknowledged and accepted (Sutradhar, 2021).

According to, there is a tendency to separate teaching values from teaching fundamental subjects like reading, writing, and math, which are considered value-neutral subjects. However, we have come to realize, as proved by parents who help their children doing homework, they inevitably teach values while teaching these subjects.

Social and cultural foundations affect the construction and cohesion of society, as their consistency in a unified value system brings individuals together, leading to the unity of that society. Individuals act and deal with each other according to social values, which are composed of beliefs, thoughts, moral judgments, ideologies, estimation, and justifications; these components are used by individuals to present themselves and to influence others (Rokeach, 1973). (Sapsaglam & Omeroglu, 2016) state that values are the guidelines of individuals' behaviors, thinking, decision making, and process of selection, in other words, values can prevent individuals from committing unacceptable actions, values regulate the individuals' behaviors.

Palestinian curriculum foundations:

The general curriculum foundations are rooted in the general philosophy of the Arab Palestinian society. They derive their principles from its heritage, religion, values, customs, traditions, and the Declaration of Independence of the state of Palestine in 1988, as well as the inspiration of the Palestinian people towards the future. Education plays a role in preserving this society and ensuring its continuity, while also striving for its prosperity, progress, and well-being (First Palestinian Plan, 1998).

2.3. Related studies

This section presents a group of previous studies that are related to curriculum foundations in general, with a specific focus on social and cultural foundations in English Language textbooks and other subjects. This study examines both the social and cultural foundation in English Language textbooks for the secondary stage in Palestine.

Alwadai and Alhaj (2023) carried out a study to investigate Saudi high school teachers' attitudes toward the role of values education in embedding certain moral values among high school students in the district of Asir. The study also aims to examine the degree to which the role of values education in the curriculum of high school fosters certain definite moral values among high school students from their teachers' point of view. Researchers employed the qualitative method according to its accuracy in investigating perspectives in a real issue. To achieve the study goals researchers adopted the most suitable tool to gather teachers' perspectives. A survey consisted of 14 items focusing on teachers' perspective toward the role of education values in constituting particular moral values. The sample included a hundred high school teachers in Asir district. Study results showed that high school teachers have a significant role in strengthening the values and improving morals among their students. Study findings also mentioned that values education are the most embedded values in high school students' daily life, and they practice these values spontaneously and unconsciously.

Al-azimi& Amro's(2022) study aimed to identify social values in Kuwait's middle school Social Studies curriculum. Researchers used content analysis and developed a tool with 51 values. The sample included 22 teaching units from all textbooks. Results showed "social cooperation" as the most influential values, followed by "preserving public and private property". "Etiquette in communication" and "compassion" were identified as least embedded values. Recommendations included adding weakly embedded values and using instructional media to promote social value development.

Olyan (2022) conducted a study to investigate the values of citizenship in Arabic language textbooks for fourth and fifth grades in Palestine. To achieve the study objectives, the researcher followed the descriptive analytical approach. Content analysis instrument was created by the researcher. Reliability and validity were verified. The study population and sample are Arabic language textbooks for fourth and fifth grades with their both sections. The study findings showed that the values of citizenship included in Arabic language textbooks for the fourth and fifth grades are political, social and economic values. In the first the political values got the highest score with a rate of (42.5%), followed by the economic values (31.7%), social values with the rate of (25.8%) got the third score. Otherwise, Arabic language textbooks for the fifth grade got a rate of (52.7%) for political values, followed by economic values (26.11%), and social values got a rate of (21.2%). The researcher recommended that curricula have to be enriched with values of citizenship and have a balance between political, economic and social values in the curricula.

Jatuporn (2022) study investigated how qualification frameworks for Bachelor of Education and Thai Teacher Council regulations on teaching professional standard influence the status of knowledge of socio- cultural foundations in teacher education institutes. The researcher used the descriptive analytical approach to achieve the study's objectives. Content analysis, interviews, and field observation were conducted. The study sample population was all teachers of institutions, the researcher selected participants through the purposeful sampling method (7 teachers from 7 education institutes in Thai). For content analysis the sample was the Bachelor Education course syllabus, and the Thai government document which is taught for pre-service teachers. Study results showed that socio-cultural foundations courses still occur in the teacher education program, and there is a blending of subject matter of philosophy and

sociology of education. Moreover, the regular life procedures of teacher educators are the application of teacher education curriculum conflict between policy and practice.

Alqimarie and Sandoqa (2021) examined the values cluster included in Jordan history textbooks for the secondary stage. Presented by units of analysis: paragraph, sentence, word, picture, and question. The study used the descriptive analytical approach to achieve study objectives. The study community and its sample consisted of Jordan history textbooks for the secondary stage. Researchers constructed a list which consisted of six major dimensions of values: social and religious, moral, national, economic, and cognitive, including (49) minor values which are distributed on the six dimensions. In addition to the content analysis frame. The study instrument's validity and reliability have been verified. The study results showed the total frequency of the values included in the history textbooks for the secondary stage in Jordan, according to the study dimensions the total of values frequencies was (377). The dimension of the national values got the highest score (174) with a rate of (46%), the cognitive values dimension ranked second with a frequency of (93) with a rate of (25%), followed by the field of the social values with a frequency of (36) with a rate of (7%), and in the last place the field of religious and economic values with a rate of (6%). The study recommended the necessity of more national values inclusion in Jordan history textbooks for the secondary stage, and the researchers recommended also to textbook designers to include more values in Jordan history textbooks.

Saemee & Nomnian (2021) examined the illustration of cultural aspects in the English Language Textbooks (ELT) that are utilized in a public primary school where Cambodian, Lao, Myanmar, and Thai pupils have culturally and ethnically diverse surrounding. To attain the study objectives, the descriptive analytical approach was used. Quantitative and qualitative content analysis were carried out, by adapting a content analysis tool which consisted of five dimensions. The study population and sample were Pupils' English Textbooks for grades 1-6 in Thai. Tool validity and reliability were verified. The study findings showed 5 cultural items ranked in the following order: products (41%), practice (26%), place (20%), persons (6%), perspectives (6%), and unidentified (1%). According to the misallocation about cultural representation and learners' absence of knowledge of socio-cultural background, cultural aspects are imbalanced and inappropriate.

Youssif (2021) analyzed cultural values in some stories that were presented in Qatar Al-nada magazine, and to investigate the extent of the comprehensiveness of those stories on the positive cultural values presented to children. This study identified social values, moral values, political values, economic values, and aesthetic values. To achieve the study objectives, the researcher used a descriptive analytical approach. The researcher defined categories of analysis which are the issues of the journal, which are published during a year, and consist of development of cultural values presented to kindergarten children. Moreover, researcher defined the years in which the journal's issues were published. The journal's analysis was in between 2018-2020. Study instrument was a content analysis frame created by the researcher, who did a list consisting of essential values for kindergarten stage, and childhood needs.

Hussien's (2021) study aimed to investigate whether writers of "English for Iraq " textbooks are currently capable of meeting the educational objectives. And to examine whether the socio-cultural aspects of the 2nd intermediate textbooks effectively activated. The population and sample is Iraqi English language student's book, activity book and teacher's book for 6th grade in secondary schools. To achieve study objectives, the researcher used the descriptive analytical approach, study instruments were content analysis frames, which it used to analyze the well-known cultural aspects of values, costumes, traditions norms, etc. the study results showed that various cultural dimensions were included in analyzed textbooks like names, food addressing people, both genders occurrence, clothes, arts, food, familiar expressions, literature, archeological sites, currency, language, and industries. The researcher recommended that the Iraqi local aspects in English textbooks should be equivalent to the target language cultural aspects.

Bani khaled and Al-khresha (2020) examined the extent to which the national interactive curriculum programmed for the governmental kindergartens in Jordan relates to the psychological, social, aesthetic and cognitive foundations. The researchers used the descriptive analytical approach to achieve the study goals. The study community was all kindergarten teachers in the education districts of central Badia region. The sample consisted of 118 teachers, during the second semester of the schooling year (2017-2018). Findings showed that there is a significant difference between the average estimates of the sample on the dimension of psychological

foundations and the total score according to the difference of scientific qualification for the benefit of higher studies. No difference occurred for the extent of regarding the national interactive curriculum scheduled for the governmental kindergartens in Jordan for the social, cognitive, psychological, aesthetic and whole scores except for the dimension of social foundations, according to the years of experience variable. To ascertain the source of these differences, researchers used the Scheffe test. In conclusion, the researchers presented some recommendations.

Öztürk and Can (2020) conducted a study in order to explore the effect of music learning on the acquisition of social values by preschool children. Researchers used the quasi-experimental approach with the pretest- posttest control group is employed. To achieve the study objective and to collect data, researchers used the Preschool Social Scale. The study sample consisted of (26) preschool children from Kartal/Istanbul, Turkey (the experimental and control groups 13 children each). The experiment submitted to 30 minutes of music training twice a week for ten weeks, and the control group continued their ordinary preschool education. Music education for the experimental group consisted of activities, where students interact and taste music. Songs that consisted of social values were taught to children in the domain of playing music and body movement. At the conclusion of the study, the scores related to the social values of the experimental group were elevated as compared to the control group. No significant difference was detected between the results of the posttest and the social values follow- up test.

Khoja (2020) examined the inclusion of the psychological, social and cognitive curriculum foundations from Arabic Language teachers' point of view. To achieve the study objectives, the researcher adopted the descriptive analytical approach. The researcher created a survey which consisted of (60) items distributed to three main dimensions. The survey was applied to all Arabic Language teachers for the medium stage in the state of M'sila in Algeria their number was (261) teachers, males and females. The study findings demonstrated as follows: from Arabic Language teachers for intermediate stage point of view that, the psychological foundations were the most common in the Arabic Language curriculum, social foundations were highly included, the psychological foundations came at a median level, and the cognitive foundations were at a low level.

Hussain's(2020) study aimed to identify cognitive and cultural values in mathematics textbooks for first and fourth grades in accordance with the Collins curriculum. The textbooks were analyzed, including exercise and student books. Findings showed a balanced distribution of values in the first-grade mathematics textbooks, indicating well-structured planning. However, there was variation in value distribution in both grade levels, with some values presented randomly. The study revealed a lack of fundamental values like reading, research and inquiry in the lower elementary stage. The researcher suggests a homogeneous distribution of values based on clear criteria, emphasizing the importance of reading, scientific research, and inquiry. Attention to the overall value system and Arab-Islamic civilization is recommended. Additionally, studying implicit education values in modern science textbooks adopted in Jordan and conducting a comparative analysis of cognitive and cultural values in Collins curriculum textbooks.

Al-Enezi (2018) conducted a study to identify how much the psychological and philosophical curriculum foundations are taken into account in Arabic Language textbooks for the intermediate stage in Kuwait from teachers' perspectives. The researcher used the descriptive approach to achieve the study goals, a survey composed of (42) items, validity and reliability of the instrument were verified. The study population was all Arabic Language teachers for the intermediate stage in Kuwait. The study sample consisted of (228) teachers (males & females) the sample was selected in a simple random class method. The results of the study mentioned that the consideration of the psychological and philosophical curriculum foundations in Arabic Language textbooks for the intermediate stage is very high from teachers' point of view. The results showed that there is no significant difference at level ($\alpha \leq 0.05$) between the average response of the sample on the degree of considering the psychological and philosophical curriculum foundations in Arabic Language textbooks for the intermediate stage in Kuwait to variables of gender, years of experience, and qualifications. The study recommended conducting more studies about Arabic textbooks for the primary stage.

Aljabary((2018) conducted a study to investigate the role of the national curriculum in creating a mental image of the map of Palestine, and promoting the Palestinian cultural identity. This study aimed to investigate the curriculum components' role in

promoting national belonging, especially the image and the map of Palestine and its geography. The researcher used the deceptive analytical approach to explain the phenomenon and track it historically. The study population is the national textbooks for the basic stage in Palestine, the study sample is the national textbooks 1-4 in both sections. The researcher created a content analysis card to achieve the study objectives. The study findings mentioned that the national curriculum is promoting the image of the map of Palestine as an image of the country in students' consciousness. The curriculum was keen to repeat the name of Palestine and link it to its historical land. The curriculum has proven the names of the Palestinian cities and regions without regard to the exceptional case of the occupation. The curriculum emphasized the state of liberation and the Palestinian struggle against the occupation.

Lekawael, Emzir, & Rafli's (2018) study examining and understanding cultural values in English texts of English course books for Junior high school in Ambon, Moluccas, Indonesia. To achieve the study objectives, the researchers used the descriptive analytical approach, a content analysis instrument was conducted. The study population consisted of English course books for junior high school in Ambon. The study sample was the three English course books for 8th grade. Findings showed that many values were found in English course books such as honesty, discipline, generosity, hard-working, equality, diversity, individuality, alignment, beauty, creativity, fighting spirit, mutual help, caring, proud, independent, and belief. Moreover, there were three dominant values which are diversity, alignment, and beauty.

Abuloum & Al-Ramamneh(2017) conducted a study to investigate the inclusion of values in Math textbooks for the 1-4 grades of the elementary stage in Jordan for the academic year (2011-2012). To achieve the study objectives, the researchers used the descriptive analytical approach. The researchers created a content analysis tool to examine the inclusion of values in math textbooks of 1-4 grades of the elementary stage in Jordan. The study population and sample included all Math textbooks for the primary stage in Jordan. The instrument's validity and reliability were verified. The study results showed that in the first and second grades math textbooks practical values were presented the most followed by social and religious values. In the third grade Math textbooks, the national values were emphasized the most followed by the scientific,

social, and religious values. Fourth grade Math textbooks included the scientific values the most followed by the national, religious, and social values.

Al-Otaibi (2017) presented a study to explore the extent of ideological and social foundations in Saudi science in the textbook for sixth grade primary. To achieve the study objective, the researcher used the descriptive analytical approach, a content analysis tool created according to ideological and social standards that must be included in the textbooks. Study population consisted of all science textbooks for the primary stage in Saudi Arabia, the study sample was a science textbook of sixth grade for the first semester. The study results showed that the contractual standards are absent from sixth grade as needed. The study showed also that the social foundations standards are not available in sixth grade textbooks as required.

Shibita (2016) conducted a study to investigate the compatibility of Arabic Language textbooks for upper primary grades in the Palestinian curriculum with the global gender perspective. To achieve the study's objectives, the researcher followed a descriptive-analytical approach using an analysis instrument. The study sample included reading materials and texts from the Arabic language curriculum for grades seven, eight, and nine in the Palestinian curriculum. The study reached several findings, including the weak incorporation of the gender perspective in the content of textbooks, along with the emphasis on traditional stereotypical images that reinforce secondary roles for women. Furthermore, the content of the textbooks does not adhere to the spiral approach and the principle of progression, resulting in an imbalance in the content of the included textbooks in the study sample.

Alsaleem (2015) conducted a study to identify the educational values embedded in the songs included in the Arabic language textbooks for the primary stage in Jordan. The researcher used a content analysis approach to explore the explicit and implicit meanings of the content in these textbooks. The study found a total of 196 embedded values in the songs, with the third grade ranking first with a repetition of 83 values, followed by the first grade with a repetition of 70 values, and the second grade came in third with a repetition of 43 values. Social values ranked first with a repetition of 85 values, followed by personal values with a repetition of 58 values, and religious values were represented with a repetition of 12 values. The study revealed statistically significant differences in the education values within the social domain among different

grades, favoring the third grade, which had the highest repetition with significance at ($\alpha = 0.05$), Furthermore, statistically significant differences were found among different grades in the national domain, favoring the third grade with the highest repetition of 41 values, also with significance at ($\alpha = 0.05$).

Abbas' (2011) study shed light on the different cultural curriculum dimensions in the new English Palestinian curriculum. To achieve the study objectives, the researcher examined the process and presentation of these included dimensions. The study focused on the curriculum of the eleventh and twelfth grades. The study used the analytical descriptive approach, the content of the Palestinian curriculum was reviewed and analyzed comprehensively and extensively. Findings showed that the new curriculum was rich in presenting the different cultural dimensions, they were connected and integrated with each other. The curriculum presented different global perspectives. At the same time, the curriculum succeeded in presenting the cultural Palestinian identity. Thus, the curriculum designers have committed themselves to a reasonable extent to the standards and strategic content set by the educational experts who laid the education foundations to create global and local cultural comprehension among learners, and at the same time to show the cultural Palestinian identity.

2.3.2. Comment on previous studies

Several of previously mentioned studies were conducted to examine and analyze English textbooks, curriculums, and teachers perspectives in the light of curriculum social and cultural foundations such as Kırkgöz's (2021) study, Saemee & Nomnian (2021) study, Hussien's (2020) study, **Lekawael, Emzir, & Rafli (2018) study**, and Abbas (2011) study. However, other studies were conducted to examine and analyze other subjects like mathematics, Arabic language, history, kindergarten programs, sciences, and social studies. For instance, Alwadai and Alhaj (2023) , Al-azimi& Amro(2022) , atuporn (2022), Alqimarie and Sandoqa (2021), Youssif (2021), Bani khaled and Al-khresha (2020), Öztürk and Can (2020), Hamza (2020), Hussain(2020), Al-Enezi (2018), Abuloum & Al-Ramamneh(2017), Al-Otaibi (2017), Shibita (2016), and Alsalem (2015).

This study differs from previous studies in using two variables together which are social and cultural foundations in analyzing the last edition of English for Palestine textbooks that was published in (2018), for the secondary stage in Palestine.

Chapter Three

Methodology and Procedures

3.1 Introduction

This chapter explains the methodology employed in this study. The used instruments, data collection and analysis. This chapter also shows the way in which validity and reliability were verified. This chapter consisted of four major sections: methodology, study design, study instruments, and data collection and analysis.

3.2 Methodology

To achieve the study objectives, the researcher used the descriptive analytical approach due to its appropriateness to the nature of the study.

3.3 Population and Study Sample

The study population and sample are English textbooks for the secondary stage 11th and 12th grades, the first and second semesters of the academic year of 2022-2023 (new edition of 2018). Four textbooks were analyzed, two textbooks for each stage pupil's book and reading plus (extra textbooks that taught to the literary section only containing extra reading passages and literature).

3.4 Study Instruments

Content analysis frames were the most appropriate instrument to study goals. Content analysis frames were created by the researcher to collect and analyze data. The researcher created two content analysis cards, the first content analysis was to examine the social foundations included in English textbooks for the secondary stage, and the second content analysis card was created to explore the cultural foundations in English textbooks for the secondary stage in Palestine.

Content analysis cards were created by the researcher after reviewing the First Plan of Palestinian Curriculum (1999), English Language Curriculum Document (2015), and previous studies related to curriculum foundations in general and socio-cultural foundations in particular.

The items of content analysis cards:

First content analysis card was designed to examine social foundations in English textbooks for the Secondary stage in Palestine. This content analysis frame consisted of (26) items.

Second content analysis card was designed to identify the inclusion of cultural foundations in English textbooks for the secondary stage in Palestine. This card consisted of (29) items.

Units of analysis

The researcher considered the unit of ideas for analysis, which includes (word, sentence, paragraph, picture, and question).

3.5 Instruments' Validity

The researcher conducted the validity of study instruments by viewing them to educational experts in different Palestinian universities and institutions.

3.6 Reliability of Content Analysis

Reliability is the degree to which data can be accurate and trusted. To assure the reliability of the analysis framework, the researcher followed to ways:

1- Reliability through time: the researcher analyzed English textbooks for the secondary stage in light of social and cultural foundations for the first time, after two weeks the researcher reanalyzed the textbooks. Then the coefficients of agreements were calculated between the results of both analyses. Researchers used a Holisti's method to calculate reliability.

$$R=2M/(N1+N2)$$

R: stands for reliability.

M: refers to the number of agreed items among analyzers.

N1 , N2: stand for elements of analysis.

Table (3.1): Coefficient correlation for through time analysis reliability

| | Social foundation Instrument | Cultural foundations instrument |
|-------------------------|---------------------------------|---------------------------------|
| First analysis | 15 | 6 |
| Second analysis | 16 | 5 |
| Percentage of agreement | 0.96 | 90 |

Table (3.1) shows the Coefficient correlation for through time analysis reliability. The percentage of agreement for the cultural foundations instrument is 96% and 90% for the cultural foundations instrument. Both percentages are suitable for the study objectives.

- 2- Reliability through persons:** the researcher asked an English language teacher to analyze a unit in an English textbook for 11th grade, after that the researcher used the Holisti's equation to calculate reliability.

Table (3.2): Coefficient correlation among the researcher and English teacher.

| | Social foundations instrument | Cultural foundations instrument |
|--------------------------------|--------------------------------------|--|
| First analysis | 16 | 6 |
| Second analysis | 14 | 7 |
| Percentage of agreement | 0.93 | 0.92 |

Table (3.2) shows the Coefficient correlation among the researcher and English teacher. The percentage of agreement for the social foundations instrument is 93% and 92% for the cultural foundations instrument. Both percentages are suitable for the study objectives.

3.7 The Study Procedures

To analyze the content of 11th and 12th grades English textbooks in the light of the social and cultural foundations, the researcher passed in different procedures as following:

- 1- Identifying the study problem and variables.
- 2- Viewing previous studies which are related to content analysis and curriculum foundations.
- 3- Creating content analysis instruments in the light of the First Plan of Palestinian Curriculum (1999), and the English Language Document (2015).
- 4- Verifying the instruments' validity by experts, and professors in different Palestinian universities.

4- Verifying reliability of content analysis in two methods, interpersonally (the researcher asked another English teacher to do the reliability), and intrapersonal (the researcher repeated the analysis after two weeks).

5- Analyzing the collected data.

6- Comment on the study's findings and show suggestions and recommendations.

3.8 Data analysis

The researcher analyzed the data that collected by content analysis frame, by using:

1- Frequencies and percentages.

2- Holisti's method.

Chapter four:

Findings of the study

4.1 Introduction

This study aimed to identify the social and cultural foundations and how they are distributed in English textbooks for the secondary stage in Palestine. To achieve the study objectives, the researcher created two content analysis frames, and analyzed the content of those textbooks according to the social and cultural foundations of the Palestinian curriculum. The researcher used frequencies and percentages to analyze the data of the study. This chapter presents the results of the study in the light of the study questions.

4.2 The results of the study:

4.2.1 Results related to the first question:

What are the social foundations in English textbooks for the secondary stage in Palestine?

To answer this question the researcher analyzed the content of English textbooks for the secondary stage, in the light of the social foundations included in the Palestinian curriculum plan. Table (4.1) in appendix (6) that shows frequencies and percentages of the social foundations in English textbooks for the secondary stage in Palestine.

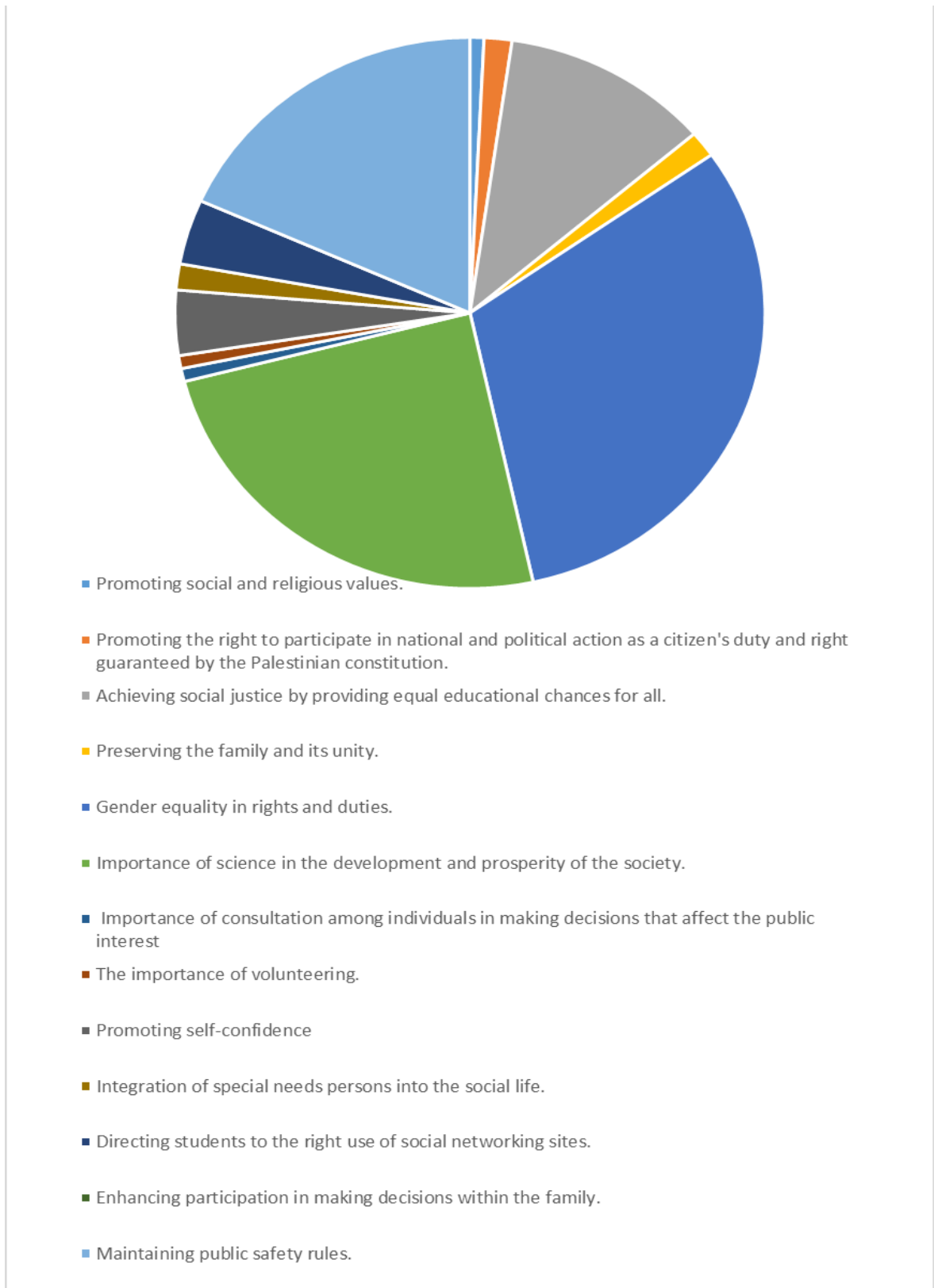


Figure (4.1): The percentages of the social foundations in English textbooks for the secondary stage in Palestine.

Table (4.1) and figure (4.1) show the frequencies and percentages of social foundations in English textbooks for the secondary stage in Palestine. Gender equality in rights and duties got the highest score 28.47% with a frequency of 41, followed by Importance of science in the development and prosperity of the society 22.22% with the frequency of 32. Maintaining public safety rules got the third score 16.16% with 24 frequencies. In the fourth score achieving social justice by providing equal educational chances for all got 10.41% with 15 frequencies. Violations against Palestinians by the Israeli occupation (arrest, settlement, killing, home demolition, etc) came in the fifth score 8.33% with frequency of 12.

In the sixth score, promoting self-confidence and directing students to the right use of social networking sites got 3.47% with 5 frequencies. Promoting the right to participate in national and political action as a citizen's duty and right guaranteed by the Palestinian constitution, preserving the family and its unity, and integration of special needs persons into the social life got the seventh score of 1.38% with 2 frequencies. Promoting social and religious values, importance of consultation among individuals in making decisions that affect the public interest, importance of volunteering, and enhancing participation in making decisions within a family got the last score of 0.69% with a frequency of 1.

4.2.2 The results related to the second question:

What are the cultural foundations in English textbooks for the secondary stage in Palestine?

To answer this question the researcher analyzed the content of English textbooks for the secondary stage in Palestine in the light of the cultural foundations in the English Language Curriculum Document. Table (4.2) in appendix (7) which shows frequencies and percentages of the cultural foundations in English textbooks for the secondary stage in Palestine

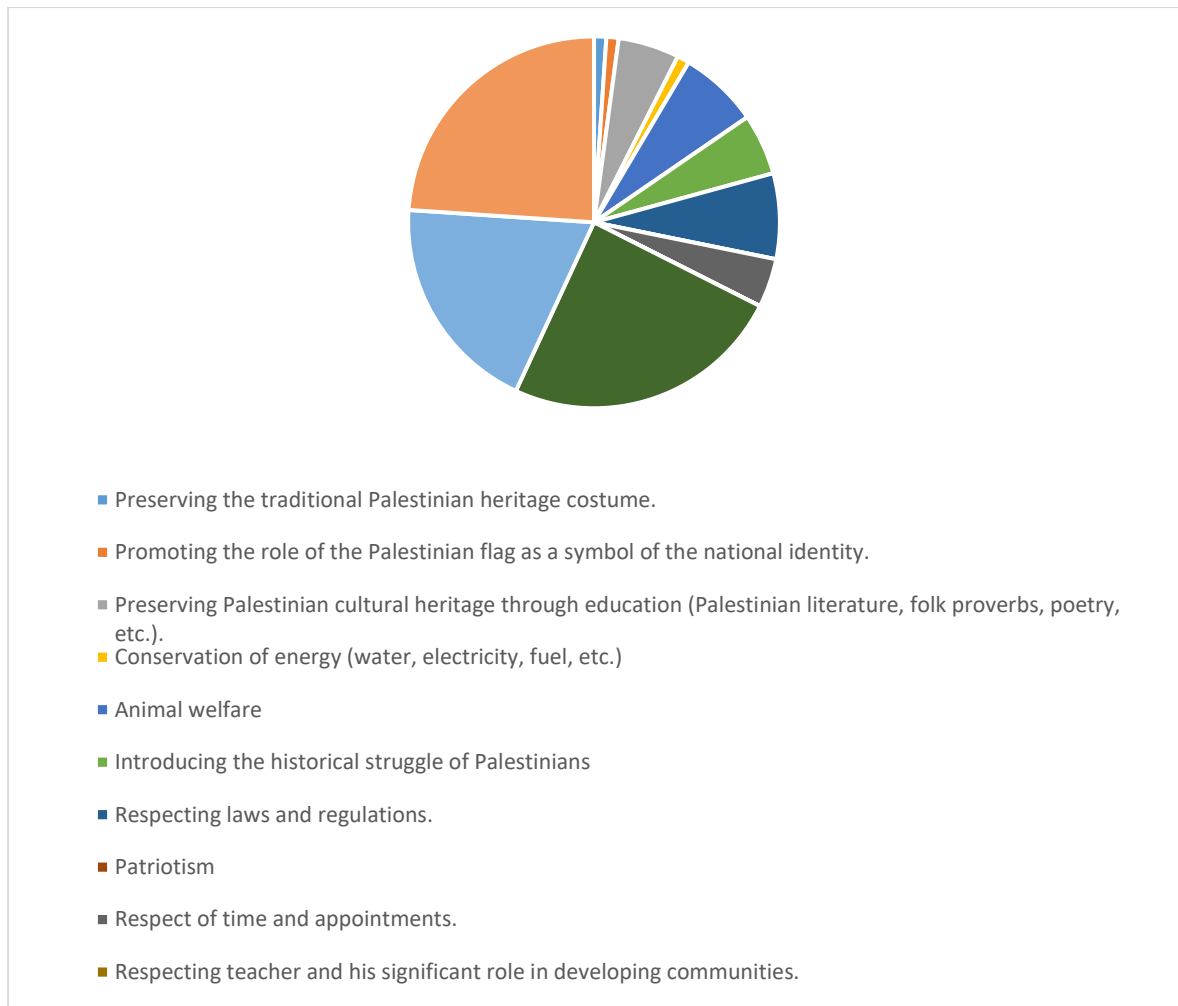


Figure (4.2): frequencies and percentages of the cultural foundations in English textbooks for the secondary stage in Palestine.

Regarding table (4.2) and figure (4.2) for frequencies and percentages of the cultural foundations in English textbooks for the secondary stage in Palestine. Encouraging healthy diet and the abandonment of unhealthy habits got the highest score 24.083% with 46 frequencies. In the second score, encourage the practice of sports 23.560% with frequency of 45. Introducing global problems such as pollution, global warming, desertification, famine and natural disasters got the third score 18,848% with frequency of 36. In the fourth score, Respecting laws and regulations got 7.329% with frequency of 14. Animal welfare with 6.806% and 13 frequencies came in the fifth score, followed by preserving Palestinian cultural heritage through education (Palestinian literature, folk proverbs, poetry, etc.), and introducing the historical struggle of Palestinians 5.235% with frequency of 10. In the seventh score, respect for time and appointments

4.188% and 8 frequencies, followed by preserving the traditional Palestinian heritage costume, promoting the role of the Palestinian flag as a symbol of national identity, and conservation of energy (water, electricity, fuel, etc.) with 1.047% and 1 frequency. The lowest percentage was for Patriotism, and the important role of the school in building a child's character 0.523% with 1 frequency.

4.2.3 The results related to the third question:

How are the social foundations distributed in English textbooks for the secondary stage in Palestine?

To answer this question the researcher calculated the frequencies related to the social foundations in English textbooks for the secondary stage both grades 11&12. Table (4.3) in appendix (8) which shows the distribution of the social foundations in English textbooks for the secondary stage in Palestine.

The distribution of the social foundations in English textbooks for the secondary stage in Palestine came in (43%) in the whole stage for (11 & 12 grades) in varying degrees. Some foundations were not presented at all in English textbooks for both grades (11 & 12); those foundations got (0) frequencies and with percentages (0 %) for both grades. For example, social solidarity between society's members as a necessity to strengthen the social bonds, identifying the social problems in the Palestinian society, introducing the political conditions in Palestine, promoting the concept of national unity and its importance in the Palestinian society's cohesion, organizing the individuals' roles in the society to preserve the public interest, showing the significant role of women in Palestinian society, reducing unemployment in the Palestinian society, the importance of tolerance among society's members, talking about generosity and altruism as good traits of Palestinian people, encouraging constructive criticism, preventing bullying and ridiculing of others, and respecting and helping old people.

Other foundations were presented in 11th grade English textbooks and absent in 12th grade textbooks such as promoting social and religious values (0.69%), promoting the right to participate in national and political action as a citizen's duty and right guaranteed by the Palestinian constitution (2.19%), preserving the family and its unity (2.19%), promoting self-confidence (5.49%), and maintaining public safety rules

(26.37%). Moreover, other foundations were presented in 12th grade textbooks and were not in 11th grade textbooks. For example, the importance of consultation among individuals in making decisions that affect the public interest (1.88%), the importance of volunteering (1,88%), directing students to the right use of social networking sites (9.43%), and enhancing participation in making decisions within the family (1.88%).

However a small group of foundations were presented in both grades like achieving social justice by providing equal educational chances for all with (8.79%) for 11th grade and (13.20%) for 12th grade, gender equality in rights and duties (24.17%) for 11th grade textbooks and (35.84%) for 12th grade, importance of science in the development and prosperity of the society (23.07%) for 11th grade and (20,67)% for 12th grade, integration of special needs persons into the social life(1.09%) for 11th grade and (1.88%) for 12th grade. Violations against Palestinians by the Israeli occupation (arrest, settlement, killing, home demolition) with a percentage (5.49%) for 11th grade and (13.2%) for 12th grade.

4.2.4 Results related to the fourth question:

How are the cultural foundations distributed in English textbooks for the secondary stage in Palestine?

To answer this question, the researcher analyzed the content of English textbooks for the secondary stage in Palestine, then the researcher calculated the frequencies and percentages for each textbook separately by using the cultural foundations instrument. Table (4.4) in appendix (9) shows the distribution of the cultural foundations in English textbooks for the secondary stage in Palestine.

Regarding table (4.4) which shows the distribution of the cultural foundations in English textbooks for the secondary stage in Palestine, a group of cultural foundations didn't get any frequencies in English textbooks for both grades 11th and 12th. For example, being proud of the Arabic language and preserving it, the importance of preserving the cultural Islamic heritage, participating in religious occasions, respecting the religious symbols, preserving the traditions of the Palestinian community, preserving Palestinian architectural and archaeological heritage, participation in social occasion (weddings, condolences...), preserving the agricultural heritage of Palestine

(cultivating olives, grapes...), Preserving the Palestinian traditional dishes, preserving public properties, embodying integrity, transparency, and rejecting nepotism and favoritism, encouraging free competition and rejecting intolerance, rejecting racism in all its forms, encouraging cleanliness and personal hygiene, and introducing the history, nature, geography, boundaries of Palestine.

As well as, some foundations got frequencies in 11th grade textbooks but it didn't in 12th grade textbooks such as preserving the traditional Palestinian heritage costume (1.8%), animal welfare (11.71%), patriotism (0.90%), respecting teacher and his significant role in developing communities (0.90%), the importance role of the school in building child's character (0.90%), and encouraging healthy diet and the abandonment of unhealthy habits (41.4%). Moreover, two foundations occurred in 12th grade textbooks only. First, promoting the role of the Palestinian flag as a symbol of national identity (2.5%), second introducing the historical struggle of Palestinians (12.5%).

4.4.5 Results related to the fifth question:

Are the social foundations in English textbooks for the secondary stage in Palestine different due to the class (11 and 12th grades)?

To answer this question the researcher analyzed the content of English textbooks for the secondary stage (pupil's books and reading plus books for 11th and 12th grades). The social foundations were represented in English textbooks for the whole secondary stage with a rate of (43%) distributed to both grades (11th & 12th). Table (4.5) explains the differences in social foundations according to the class.

Table (4.5) frequencies and percentages of social foundations in the content of English textbooks for the secondary stage in Palestine.

| Grade | Frequencies | Percentages | percentage | Total of frequencies |
|-------------------------------------|-------------|-------------|------------|----------------------|
| Pupil's book 11 th grade | 91 | 63.19% | 63.19% | 144 |
| Reading plus 11 th grade | 0 | 0% | | |
| Pupil's book 12 th grade | 34 | 23.6% | 36.80% | |
| Reading plus 12 th grade | 19 | 13.19% | | |

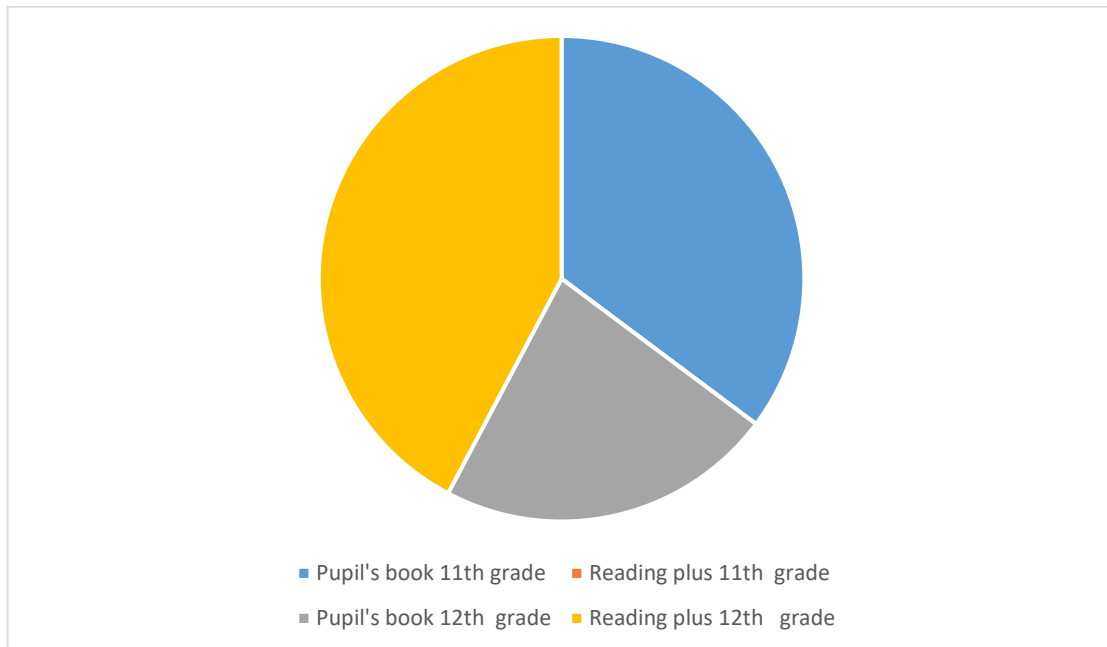


Figure (4.5) percentages of social foundations in the content of English textbooks for the secondary stage in Palestine.

Table and figure (4.5) showed the occurrence of the social foundations in English textbooks for the secondary stage in Palestine. The most representation of the social foundation in English textbooks was in 11th grade textbooks, especially in pupil's books (63.19%) with a frequency of 9, reading plus textbook didn't get any frequency. 12th textbooks came in the second score (36.80%) with a frequency of 53. The frequencies were distributed on the pupil's book 34 frequencies and reading plus 19 frequencies.

4.4.6 Results related to the sixth question:

Are the cultural foundations in English textbooks for the secondary stage in Palestine different due to the class (11 and 12th grades)?

To answer this question the researcher analyzed the content of secondary stage textbooks to ensure whether there are differences between cultural foundations in textbooks due to the class 11th or 12th. The cultural foundations were represented in English textbooks for the whole secondary stage with a rate of (57%) distributed to both grades (11th&12th).Table (4.6) explains the differences in cultural foundations according to the class.

Table (4.6): frequencies and percentages of cultural foundations in the content of English textbooks for the secondary stage in Palestine.

| Grade | Frequencies | Percentages | Percentages of the stage | Total of frequencies |
|-------------------------------------|-------------|-------------|--------------------------|----------------------|
| Pupil's book 11 th grade | 93 | 83.7% | 58.11% | 191 |
| Reading plus 11 th grade | 18 | 16.2% | | |

| | | | | |
|---|----|-----|--------|--|
| Pupil's book 12th grade | 60 | 75% | 41.88% | |
| Reading plus 12th grade | 20 | 25% | | |

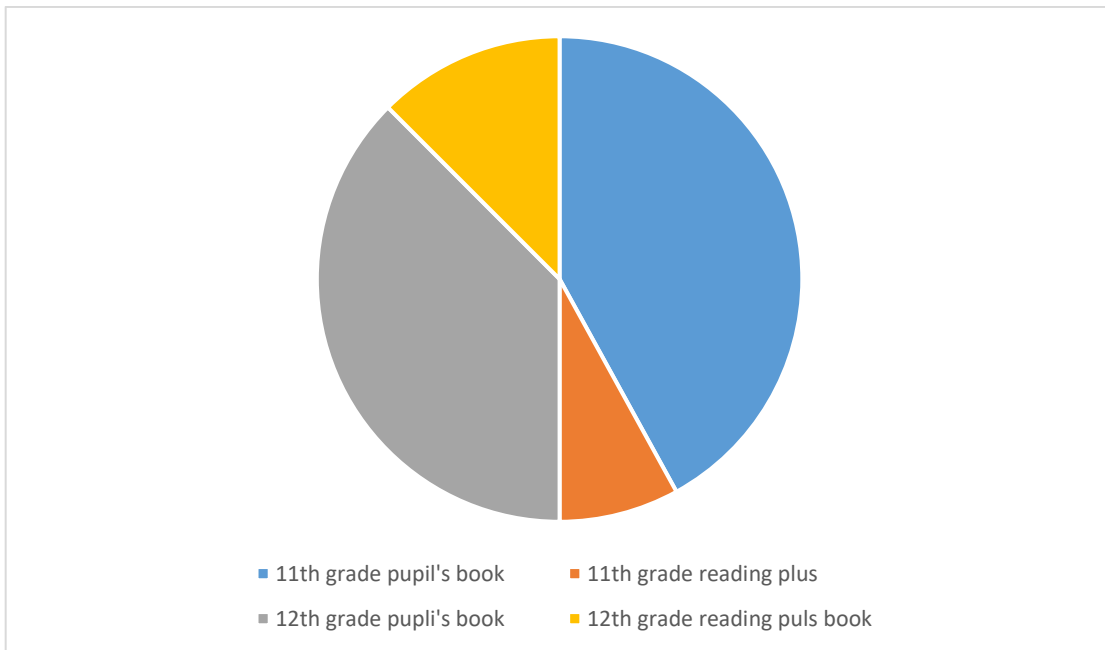


Figure (4.6) percentages of cultural foundations in the content of English textbooks for the secondary stage in Palestine.

Table and figure (4.6) show the frequencies and percentages of cultural foundations in English textbooks for the secondary stage in Palestine. 11th grade textbooks got the highest score in cultural foundations representation (58.11%) with 111 frequencies. The pupil's textbook for 11th grade got the highest frequencies 93 and the highest percentage (83, 7%). Followed by the pupil's textbooks of 12th grade (75%) with a frequency of 60. Reading plus textbook for 12th grade (25%) with a frequency of 20.

At the end, 11th grade's reading plus textbook got the lowest representation (16,2%) with a frequency of 18.

Chapter five

5.1 Introduction

This study aimed to investigate the social and cultural foundations in English textbooks for the secondary stage in Palestine. To achieve the study goals the researcher analyzed the content of English textbooks for the secondary stage 11th and 12th grades (pupil's textbooks and reading plus textbooks). This chapter discusses the study findings and ends up with recommendations.

5.2 Discussion of results

5.2.1 Discussion of first question's results:

What are the social foundations in English textbooks for the secondary stage in Palestine?

The results showed that gender equality in rights and duties got the highest score with a rate of (28.47%). Gender equality came in many forms in English textbooks such as pictures that present both genders working, studying, and playing different sports. This result may come as a result of the call of equality between both genders, also as result of scientific progress, and working women in various careers makes the equality in rights and duties an important requirement to ensure that a particular profession does not monopolize one gender. It may come as a result of the process of creating and developing the curriculum in a foreign country that applies the rules of equality strictly.

The importance of science in the development and prosperity of the society with a rate of (22.22%) in the second rank. This may have come as a result of the scientific progress, the huge explosion of knowledge, the real indeed to science in all life aspects, to encourage students to engage in scientific research fields and study hard to help in developing their society, and it may regard to the nature of the stage in which students are prepared to attend universities and chose suitable specializations.

Maintaining public safety rules got the third score with a rate of (16.16%), it's obvious that being aware of public safety rules protects and saves people in emergency situations, and daily life activities like practicing different types of sports. In the fourth rank achieving social justice by providing equal educational chances for all with a rate of (10.41%), it may come as a result of the necessity of equality in education for all including individuals with special needs and both genders male and female.

Equality in the right of education for all guarantees equality in getting equal opportunities in working and all life aspects. Violations against Palestinians by the Israeli occupation (arrest, settlement, killing, home demolition, etc.) came in the fifth score (8.33%). Secondary stage English textbooks have a very low presentation of the violations and aggression against Palestinians every day since 1948. In Palestine, people suffer daily from the violations of the Israeli occupation, arresting, demolishing homes, expelling, obliterating the Palestinian identity, appropriating lands, restricting the performance of religious rituals for Muslims and Christians, and murdering of innocents all these violations didn't have a sufficient presentation in secondary stage textbooks.

Promoting self-confidence got a low representation with a rate of (3.47%). Students in the secondary stage are still in the teenager stage in which they need support and help in creating their independent personalities to be ready for life outside of school's borders. Directing students to the right use of social networking sites with a rate of (3.47%). It may come from the necessity to teach students the right ways to use social networks in the light of the widespread usage of them. Preserving personal privacy, respecting others freedom, protecting intellectual property, Constructive criticism, respecting the views of others, and expressing opinions without bullying or underestimating others. The presentation of these directions came low may be because of the belief of the curriculum designers that students at this stage do not use social media to a large extent, it may also because that the curriculum was not modified or developed after the Corona pandemic, which doubled the need to use distance education platforms and social communication by students as basic sources of learning.

Promoting the right to participate in national and political action as a citizen's duty and right guaranteed by the Palestinian constitution came with a rate of (1.38%). This result may come as a result of being that English for Palestine textbooks are produced in a

foreign country in which national and political rights may be guaranteed, so mentioning them in textbooks isn't important from a curriculum designer's point of view.

Preserving the family and its unity got very low representation in English language textbooks for the secondary stage in Palestine with a rate of (1.38%), the result may be due to the production of the textbooks in a community that doesn't appreciate family and its importance to the whole society. As Muslims and Arabs, creating and preserving a family is a well appreciated achievement because of its significant role in creating good citizens and constructing unified and strong communities.

The integration of special needs persons into the social life got a rate of (1.38%). Special needs persons' rights in working, education, and social integration were not present in English textbooks for the secondary stage sufficiently. The researcher thinks that special needs people are members of our society and have the same rights as us. Helping them to integrate and gain their rights in work, education, and in entertainment such as different sports and engage them in social life reduces their feeling of societal isolation and gives them the sufficient confidence to live and interact as normal people.

Even though there were many frequencies of sharing both genders in educational opportunities, and in sports also, special needs people were not included. Promoting social and religious values also got a low rate of (1.38%). The researcher believes that in the shade of the huge openness to the outside world, As Muslims and Arabs we shall be proud of our social and religious values like generosity, loyalty, courage, and respecting others. Students should be armed by our original social and religious values, so when they attach to other communities values, they can choose what suits their principles.

Even consultation among individuals in making decisions that affect the public interest is one of significant Arabic and Islamic value, its presentation came very low in English textbooks for the secondary stage in Palestine with a rate of (1.38%). The frequencies and percentage must be more than what is presented in textbooks, especially while the Palestinian constitution encourages and guarantees the right in the democratic sharing in making decisions that affect the public interest. Importance of volunteering got a low rate of (1.38%).

For students who are preparing for life outside the school borders and to an academic life, encouraging volunteering is a real need. Students in this stage should be taught their responsibility toward their community and its service. Enhancing participation in making decisions within a family got the lowest rate of (0.69%). Family is the base of constructing any community, so limiting its significant role would affect individuals and the whole community badly.

The results of the first question match with the study of Olyan (2022) that aimed to investigate the values of citizenship in Arabic language textbooks for fourth and fifth grades in Palestine. The study findings showed frequencies for achieving social justice by providing equal educational chances, and importance of volunteering. The results of the first question also partially match with some results of Al-azimi& Amro's (2022) study aimed to identify social values in Kuwait's middle school Social Studies curriculum in the low presentation of the importance of consulting. These results match with the study of Alqimarie and Sandoqa (2021) in the frequency of the importance of science in the development and prosperity of society.

On the other hand, the results of the first question conflict with Al-azimi& Amro's (2022), Alqimarie and Sandoqa (2021). Their studies showed social cooperation and compassion as the most influential values, which were presented in Arabic language textbooks, but in this study the percentages were very low.

5.2.2 Discussion of the second question's results:

What are the cultural foundations in English textbooks for the secondary stage in Palestine?

The results of analysis of English textbooks for the secondary stage in Palestine in the light of the cultural foundations, showed that encouraging healthy diet and the abandonment of unhealthy habits got the highest score (24.83%). From the researcher point of view this result is satisfying and sufficient to get students aware of the healthy diet and avoiding unhealthy habits. Due to the wide spread of fast-food meals, quick lifestyle, and the technological intervention in producing crops and plants, textbooks designers tried to get students aware of this point and they succeeded.

In the second score, encourage sports practice (23.560%). The researcher claims that this percentage is suitable due to the importance of sport to health, to introduce the country to the world, and social interaction through practicing sport among teams. Even though the percentage is suitable, textbooks designers neglected the situation of the Palestinian sport and the obstacles that face it because of the occupation such as arresting players, and checkpoints that prevent teams from moving from city to another.

Introducing global problems such as pollution, global warming, desertification, famine and natural disasters got the third score (18.848%). The researcher believes that students should learn about the global problems that affect all the world, not only one country. Being cultivating about global cases and problems gives students the opportunities to discover other countries' cultures and teaches them critical thinking by trying to find solutions to these problems or reducing the side effects of them.

In the fourth score, respecting laws and regulations got (7.329%). For students who are preparing to attend universities, and to interact in society, the percentage should be higher to increase responsibility and respect to laws and regulations. Animal welfare with (6.806%) English textbooks for the secondary stage presented animals all around the world especially animals at risk of extinction, with regard to previous grades animals mentioned this percentage is accepted and sufficient.

Preserving Palestinian cultural heritage through education (Palestinian literature, folk proverbs, poetry, etc.). The percentage of presenting the Palestinian cultural heritage should be higher in English textbooks for the secondary stage to strengthen students' relations to their culture and teach them how to preserve it from extinction. On the other hand, Palestinian cultural heritage such as literature, folk proverbs, and poetry are media to present Palestine and its culture internationally. Introducing the historical struggle of Palestinians (5.235%). The researcher claims that this percentage is too low for an occupied country.

Throughout history, Palestine has been occupied by the UK from 1922 until 1947, then it became occupied by Israel until now. This too long history of resistance and struggling to get freedom should be presented more in textbooks. The researcher attributes this low percentage to the strong influence of donor countries that sponsor the production of the Palestinian curriculum, these countries finance the curricula in the

account of reducing or excluding topics related to the Palestinian cause. In the seventh score, respect for time and appointments (4.188%). The researcher claims that this percentage is low and should be higher because students in the secondary stage are prepared to attend universities and to work in the future, so they should estimate the value of time and respect appointments.

Preserving the traditional Palestinian heritage costume, and promoting the role of the Palestinian flag as a symbol of national identity came with a rate of (1.047%). The researcher thinks that the percentage is too high according to an occupied country that resists improving its heritage and traditional costume. Palestinians struggle to protect their cultural identity from Judaization and extinction, so the heritage costume and the flag are basic symbols of the national identity.

Conservation of energy (water, electricity, fuel, etc.) with (1.047%). The researcher attributes this small percentage to the repetition of this information in several other subjects such as science. Patriotism got a low presentation with a rate of (0.523%). The researcher attributes this low percentage to the repetition of this value in other subjects like Arabic language and religion; textbooks were produced in a foreign country that doesn't estimate the value of loyalty to homeland to Palestinians who live under the occupation. The important role of the school in building a child's character (0.523%). The researcher claims that this percentage is normal because of its repetition in other subjects and grades through twelve years of studying in school.

The results of the second question of this study match with Olyan (2022) that frequencies also include conservation of energy, respect for time and appointments, preserving the traditional Palestinian heritage costume, and respecting laws and regulations. The study of Alqimarie and Sandoqa (2021) that aimed to examine the values cluster included in Jordan history textbooks for the secondary stage, and matches with few frequencies study results such as respect laws and regulations, preserving the cultural heritage, patriotism, and animal welfare. The study matches with Youssif (2021) study that aimed to analyze cultural values in some stories that were presented in Qatr Al-nada magazine, and to investigate the extent of the comprehensiveness of those stories on the positive cultural values presented to children, and The shared frequencies are respect for time and appointments, conservation of energy, respect laws and regulations, animal welfare, and Patriotism.

The study results match also with the study of Hussien (2020) which was conducted to investigate whether writers of "English for Iraq " textbooks are currently capable of meeting the educational objectives. And to examine whether the socio-cultural aspects of the 2nd intermediate textbooks effectively activated. The study results match in preserving the cultural heritage, and Patriotism.

The results of the second question totally conflict with the study of Abbas (2011) that aimed to shed light on the different cultural curriculum dimensions in the new English Palestinian curriculum. The study findings showed that the new curriculum was rich in presenting the different cultural dimensions, they were connected and integrated with each other. The curriculum presented different global perspectives. At the same time, the curriculum succeeded in presenting the cultural Palestinian identity. Thus, the curriculum designers have committed themselves to a reasonable extent to the standards and strategic content set by the educational experts who laid the education foundations to create global and local cultural comprehension among learners, and at the same time to show the cultural Palestinian identity.

The results of the second question are totally differ. The percentages are too high in Abba's (2011), but very low and in some items they didn't occur. The researcher thinks that the huge gap in results between both studies is due to the version of the analyzed textbooks and the years of both studies. This study analyzed the last version of English for Palestine textbooks for the secondary stage, the copy of 2018, but Abbas' study conducted the research in 2011 for the old copy of the textbooks in which there was a fully cultural context such as Yassir Arafat history through time, Edard Said. Mahmmoud Darwish and their significant role in presenting the equal Palestinian case to the world, Abdul Alhameed Shoman the founder of the Arab bank. The new copy of English textbooks neglected the main Palestinian Characters, who had an efficient role in showing the Palestinians suffering from occupation and demanding the freedom of Palestine.

5.2.3 Discussion of the third question's results:

How are the social foundations distributed in English textbooks for the secondary stage in Palestine?

The distribution of the social foundations in English textbooks for the secondary stage in Palestine came in (43%) in the whole stage for (11 & 12 grades) in varying degrees. Some foundations were not represented at all in English textbooks for both grades (11 & 12); those foundations got (0) frequencies and with percentages (0 %) for both grades. For example, Social solidarity between society's members as a necessity to strengthen the social bonds, identifying the social problems in the Palestinian society, introducing the political conditions in Palestine, promoting the concept of national unity and its importance in the Palestinian society's cohesion, organizing the individuals' roles in the society to preserve the public interest, showing the significant role of women in Palestinian society, reducing unemployment in the Palestinian society, the importance of tolerance among society's members, talking about generosity and altruism as good traits of Palestinian people, encouraging constructive criticism, preventing bullying and ridiculing of others, and respecting and helping old people.

Other foundations were presented in 11th grade English textbooks and absent in 12th grade textbooks such as promoting social and religious values (0.69%), promoting the right to participate in national and political action as a citizen's duty and right guaranteed by the Palestinian constitution (2.19%), preserving the family and its unity (2.19%), promoting self-confidence (5.49%), and maintaining public safety rules (26.37%).

Moreover, other foundations were presented in 12th grade textbooks and didn't in 11th grade textbooks. For example, the importance of consultation among individuals in making decisions that affect the public interest (1.88%), the importance of volunteering (1.88%), directing students to the right use of social networking sites (9.43%), and enhancing participation in making decisions within the family (1,88%). However a small group of foundations were presented in both grades like achieving social justice by providing equal educational chances for all with (8.79%) for 11th grade and (13.20%) for 12th grade, gender equality in rights and duties (24.17%) for 11th grade textbooks and (35.84%) for 12th grade, importance of science in the development and

prosperity of the society (23.07%) for 11th grade and (20.67)% for 12th grade, integration of special needs persons into the social life(1.09%) for 11th grade and (1.88%) for 12th grade. Violations against Palestinians by the Israeli occupation (arrest, settlement, killing, home demolition) with a percentage (5.49%) for 11th grade and (13.2%) for 12th grade.

The researcher partially agrees with the distribution of the social foundations in both grades (11th & 12th), the researcher agrees with distribution of foundations related to the general social life even though some of these items got 0% percentage and 0 frequency. For example, Social solidarity between society's members as a necessity to strengthen the social bonds introducing the political conditions in Palestine, promoting the concept of national unity and its importance in the Palestinian society's cohesion, organizing the individuals' roles in the society to preserve the public interest, showing the significant role of women in Palestinian society, reducing unemployment in the Palestinian society, the importance of tolerance among society's members, talking about generosity and altruism as good traits of Palestinian people, encouraging constructive criticism, preventing bullying and ridiculing of others, and respecting and helping old people.

There are other subjects in schools that teach these items, not the role of English Textbooks. The main role of English textbooks is to teach language firstly, so designers choose the suitable contexts to achieve learning objectives, but this significant role does not justify the intended ignorance of the real political situation and the violations against Palestinians by the Israeli occupation, and, ignorance of identifying the social problems in the Palestinian society. Moreover, this subject in particular may be mentioned in other subjects like history, Arabic textbooks. But English textbooks should present the real political situation for students, to give students the opportunity to present their equal case to other nations, especially those who don't speak Arabic.

These results match with Al-Otaibi (2017) that aimed to explore the extent of ideological and social foundations in Saudi science in the textbook for sixth grade primary. The study showed also that the social foundations standards are not available in sixth grade textbooks as required, and the contractual standards are absent from sixth grade as needed. In addition, the results match with Khoja's (2020), and Abuloum

& Al-Ramamneh's (2017) studies showed high representation of the social foundations in various dimensions.

The results of the third question conflict with the study of Shibita (2016) conducted to investigate the compatibility of Arabic Language textbooks for upper primary grades in the Palestinian curriculum with the global gender perspective. The Shibita study results showed a very weak representation of gender equality, and Arabic textbooks still emphasize on traditional stereotypical images that reinforce secondary roles for women.

The results conflict also with Alsaleem's (2015), Alqimarie and Sandoqa (2021). The studies showed a high presentation of social values such as personal values, and religious values.

5.2.4 Discussion of the fourth question's results:

How are the cultural foundations distributed in English textbooks for the secondary stage in Palestine?

The distribution of the cultural foundations in English textbooks for the secondary stage in Palestine came as the following: a group of cultural foundations didn't get any frequencies in English textbooks for both grades 11th and 12th. For example, being proud of the Arabic language and preserving it, the importance of preserving the cultural Islamic heritage, participating in religious occasions, respecting the religious symbols, preserving the traditions of the Palestinian community, preserving Palestinian architectural and archaeological heritage, participation in social occasion (weddings, condolences...), preserving the Palestinian traditional dishes, preserving public properties, embodying integrity, transparency, and rejecting nepotism and favoritism, encouraging free competition and rejecting intolerance, rejecting racism in all its forms, encouraging cleanliness and personal hygiene, and introducing the history, nature, geography, boundaries of Palestine.

While, some foundations got frequencies in 11th grade textbooks but it didn't in 12th grade textbooks such as preserving the traditional Palestinian heritage costume (1.8%), animal welfare (11.71%), patriotism (0.90%), respecting teachers and his significant role in developing communities (0.90%), the importance of the school in building a child's character (0.90%), and encouraging healthy diet and the abandonment of

unhealthy habits (41.4%). Moreover, two foundations occurred in 12th grade textbooks only. First, promoting the role of the Palestinian flag as a symbol of national identity (2.5%), second introducing the historical struggle of Palestinians (12.5%).

The research thinks that the distribution of the cultural foundations in English textbooks for the secondary stage in Palestine is randomly in certain grades and intended in others; lots of cultural foundations did not occur in both grades or present in one grade and absent from another. The intended ignorance of a group of foundations that have a strong link to the Palestinian culture in both grades (11th & 12th) as being proud of the Arabic language and preserving it, the importance of preserving the cultural Islamic heritage, participating in religious occasions, respecting the religious symbols, preserving the traditions of the Palestinian community, preserving Palestinian architectural and archaeological heritage, preserving the Palestinian traditional dishes, preserving Palestinian cultural heritage through education (Palestinian literature, folk proverbs, poetry, etc.), Introducing the history, nature, geography, boundaries of Palestine.

The researcher thinks that the neglect for those foundations is planned to obliterate the Arabian cultural identity of Palestinians by foreign countries that finance the Palestinian curriculum industry and that support the Israeli occupation. The researcher claims that the real Palestinian cultural foundations have been replaced by western or foreign contexts that do not related to the Palestinian society such as the play of Shakespeare in the Reading Plus textbook for 12th grade (Romeo and Juliette), this type of plays does not relevant to our culture and does not present a moral value to teenagers students, it's totally talks about two teenagers who fall in love, and committed suicide for love. If the justification of the inclusion for this play was that it was written in pure English, Shakespeare has many plays that reveal moral values rather than Romeo and Juliette. For example, Hamlet, and Merchant of Venice.

The researcher claims that low presentation of some cultural values is an introduction to delete them in the coming years. Promoting the role of the Palestinian flag as a symbol of national identity got the frequency of (2) on the covers of the pupil's book, and reading plus textbook for 12th grade. The Palestinian flag presents the Palestinian identity and it has a symbolic meaning for Palestinians. Preserving the traditional Palestinian heritage costume also got frequency of 2 on the cover pages on 11th grade

textbooks (pupil's book and reading plus). Traditional Palestinian heritage costume is one of cultural symbols that presents Palestinians in the international events and It shows their adherence to their cultural heritage despite attempts to obliterate and Judaize.

When curriculum designers planned to create a curriculum for an occupied land, they should take into account not to ignore any cultural aspects in which students could strengthen their defense on their cultural identity which is exposed to theft and Judaization daily, as happens in Palestine.

From the researcher point of view some values that didn't mention in English textbooks for the secondary stage are somehow not important for the secondary stage in English textbooks in particular because of the repetition of those values in other textbooks like Arabic, history, religious, and national studies. Those values are general and not for the Palestinian society in particular like embodying integrity, transparency, and rejecting nepotism and favoritism, encouraging free competition and rejecting intolerance, rejecting racism in all its forms, encouraging cleanliness and personal hygiene.

English textbooks for the secondary stage in Palestine designers concentrated on the global cases more than the Palestinian case such as pollution, global warming, desertification, famine and natural disasters. Even if it's necessary for students to be educated about global problems, Palestinian students should be informed about their society's problems first.

The results of the fourth question agree with Youssif (2021), and Olyan (2022) in presenting several values in various percentages like conservation of energy (water, electricity, fuel, etc.), animal welfare, respecting laws and regulations, Patriotism, and respect of time and appointments.

The results of the fourth question agree with the Saeme & Nomnian (2021) study which showed imbalanced and inappropriate presentation of cultural values.

The results of the fourth question conflict with Abbas' (2011) study that showed a full presentation for the Palestinian cultural identity aspects. The study showed that the designers of English textbooks were succeeded in presenting sufficient knowledge about the Palestinian cultural identity, the researcher thinks this huge gap in results

refers to the difference in the analyzed textbooks versions and copy, Abbas (2011) analyzed English textbooks in 2011 which was rich in presentation of the Palestinian cultural heritage and identity. The results conflict with Hussien's (2021) study that various cultural dimensions were included in analyzed textbooks like names, food addressing people, both genders occurrence, clothes, arts, food, familiar expressions, literature, archeological sites, currency, language, and industries, the researcher thinks this different results came as reason of the different analyzed textbooks, it may refer to the institutions that fund the production of English curriculum in Iraq.

5.2.5 Discussion of the fifth question's results:

Are the social foundations in English textbooks for the secondary stage in Palestine different due to the class (11 and 12th grades)?

The results of the fifth question showed the occurrence of the social foundations in English textbooks for the secondary stage in Palestine. The most representation of the social foundation in English textbooks was in 11th grade textbooks, especially in pupil's books (63.19%), reading plus textbook didn't get any frequency. 12th textbooks came in the second score (36.80%) with a frequency of 53. The frequencies were distributed on the pupil's book 34 frequencies and reading plus 19 frequencies.

The results of the fifth question showed that the representation of the social values in 11th grade is higher than in 12th grade. The researcher claims that this difference is due to the subjects that presented in 11th grade books are more related to the Palestinian society and to the general social values. 12th grade textbooks' subjects were global and international, like business, and international sports. These books did not mention direct subjects with a clear relation to the Palestinian society's circumstances and problems.

The results of the fifth question agree with the Alqimarie and Sandoqa (2021), Olyan (2022) in the presentation of the most social foundations in textbooks, but they were somehow different in percentages and frequencies for some items.

The results conflict with Khoja (2020) study which has a high presentation of the social values in Arabic Language for the medium stage in the state of M'sila in Algeria. This disagreement may be due to the difference in the analyzed subjects, the context of teaching Arabic language should be relative to the local society cases. In contrast,

teaching English as a foreign language requires using foreign context to help students in language acquisition. The results conflict with Aljabary (2018) study that showed high presentation for the social foundation in the National textbooks for the basic stage in Palestine. The researcher thinks the difference is due to the chosen analyzed textbooks, the subject matter is totally different. A teacher cannot teach his students about the geography of their homeland unless the textbooks mention the map of Palestine, and cities names.

5.2.6 Discussion of the sixth question's results:

Are the cultural foundations in English textbooks for the secondary stage in Palestine different due to the class (11 and 12th grades)?

The frequencies and percentages of cultural foundations in English textbooks for the secondary stage in Palestine. 11th grade textbooks got the highest score in cultural foundations representation (58.11%) with 111 frequencies. The pupil's textbook for 11th grade got the highest frequencies 93 and the highest percentage (83.7%). Followed by the pupil's textbooks of 12th grade (75%) with a frequency of 60. Reading plus textbook for 12th grade (25%) with a frequency of 20. At the end, 11th grade's reading plus textbook got the lowest representation (16.2%) with a frequency of 18.

The results of the sixth question showed the higher representation of the cultural foundation occurs in the 11th grade with 111 frequency and 58.11%, the 12th grade got 41, 88%. The researcher claims that the difference between both stages is not huge, and it's sufficient in teaching English as a foreign language. Excluding the intended ignorance of the Palestinian cultural foundations which are responsible for promoting the Palestinian cultural identity to the world.

The results agree with many studies in presenting the cultural foundations in school textbooks such as Youssif (2021), and Olyan (2022).

The results conflict also with Abbas' (2011) study which showed very high, and balanced presence of all the Palestinian cultural dimensions in both grades of the secondary stage (11th, 12th).

5.3 Recommendations

In the light of the findings of the study, the researcher suggests the following recommendations:

- 1- Curriculum designers should pay more attention to the inclusion of the social and cultural foundations that have a direct relation to the Palestinian social and cultural identity, these foundations should be higher in English textbooks for the secondary stage.
- 2- Encouraging teachers and scholars to research in curriculum foundations, and taking their notes and recommendations seriously.
- 3- Establishing workshops to shed light on the social and cultural foundations in English textbooks in Palestine for all grades.
- 4- Conducting more studies about social and cultural foundations for other stages and subjects.

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|----|--|--|--|--|--|--|--|--|--|
| 2- | Promoting the right to participate in national and political action as a citizen's duty and right guaranteed by the Palestinian constitution | | | | | | | | |
| 3- | Achieving the social justice by providing equal educational chances for all | | | | | | | | |
| 4- | Social solidarity between society's members as a necessity to strengthen the social bonds | | | | | | | | |
| 5- | Identifying the social problems in the Palestinian society | | | | | | | | |

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|-----|--|--|--|--|--|--|--|--|--|
| 6- | Introducing the political conditions in Palestine | | | | | | | | |
| 7- | Promoting the concept of the national unity and its importance in the Palestinian society's cohesion | | | | | | | | |
| 8- | Organizing the individuals' roles in the society to preserve the public interest | | | | | | | | |
| 9- | Preserving the family and its unity | | | | | | | | |
| 10- | Showing the significant role of women in Palestinian society | | | | | | | | |
| 11- | Gender equality in rights and duties | | | | | | | | |

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|-----|---|--|--|--|--|--|--|--|--|
| 12- | Reducing unemployment in the Palestinian society | | | | | | | | |
| 13- | Importance of science in the development and prosperity of the society | | | | | | | | |
| 14- | The importance of consultation among individuals making decisions that affect the public interest | | | | | | | | |
| 15- | The importance of tolerance among society's members | | | | | | | | |

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|-----|--|--|--|--|--|--|--|--|--|
| 16- | Talking about generosity and altruism as good traits of Palestinian people | | | | | | | | |
| 17- | Encouraging constructive criticism | | | | | | | | |
| 18- | Preventing bullying and ridiculing of others | | | | | | | | |
| 19- | Respecting and helping old people | | | | | | | | |

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|-----|---|--|--|--|--|--|--|--|--|
| 20- | The importance of volunteering | | | | | | | | |
| 21- | Promoting self-confidence | | | | | | | | |
| 22- | Integration of special needs persons into the Social life | | | | | | | | |
| 23- | Directing students to the right use of social networking sites | | | | | | | | |

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|-------------|---|--|--|--|--|--|--|--|--|
| 24 | Enhancing participation in making decisions within the family | | | | | | | | |
| 25 | Maintaining public safety rules | | | | | | | | |
| 26 | Violations against Palestinians by the Israeli occupation (arrest, settlement, killing, home demolition,) | | | | | | | | |
| Frequencies | | | | | | | | | |
| Percentages | | | | | | | | | |

| | |
|----------------------|--|
| Total of frequencies | |
|----------------------|--|

Appendix (2)

The cultural foundations instrument

| The cultural foundations In English textbooks for the secondary stage | | 11 th grade | | | | 12 th grade | | | |
|---|---|------------------------|-------------|--------------|-------------|------------------------|-------------|--------------|-------------|
| | | Student's book | | Reading plus | | Student's book | | Reading plus | |
| | | Frequencies | percentages | Frequencies | percentages | Frequencies | percentages | Frequencies | percentages |
| 1- | Being proud of Arabic language and preserving it | | | | | | | | |
| 2- | The importance of preserving the cultural Islamic heritage | | | | | | | | |
| 3- | Participating in religious occasions | | | | | | | | |
| 4- | Respecting the religious symbols | | | | | | | | |
| 5- | Preserving the traditions of the Palestinian community | | | | | | | | |
| 6- | Preserving the traditional Palestinian heritage costume | | | | | | | | |
| 7- | Preserving Palestinian architectural and archaeological heritage | | | | | | | | |
| 8- | Participation in social occasion (weddings, condolences...) | | | | | | | | |
| 9- | Preserving the agricultural heritage of Palestine (cultivating olives, grapes...) | | | | | | | | |
| 10- | Preserving the Palestinian traditional dishes | | | | | | | | |
| 11- | Preserving public properties | | | | | | | | |

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|-----|--|--|--|--|--|--|--|--|--|
| -12 | Promoting the role of the Palestinian flag as a symbol of the national identity | | | | | | | | |
| 13- | Preserving Palestinian cultural heritage through education (Palestinian literature, folk proverbs, poetry, etc.) | | | | | | | | |
| 14- | Conservation of energy (water, electricity, fuel, etc.) | | | | | | | | |
| 15- | Animal welfare | | | | | | | | |
| 16- | Introducing the historical struggle of Palestinians | | | | | | | | |
| 17- | Respecting laws and regulations | | | | | | | | |
| 18- | Embodying integrity, transparency, and rejecting nepotism and favoritism | | | | | | | | |
| 19- | Patriotism | | | | | | | | |
| 20- | Respect of time and appointments | | | | | | | | |
| 21- | Encouraging free competition and rejecting intolerance | | | | | | | | |
| 22- | Rejecting racism in all its forms | | | | | | | | |
| 23- | Encouraging cleanliness and personal hygiene | | | | | | | | |
| 24- | Respecting teacher and his significant role in developing communities | | | | | | | | |
| 25- | The importance role of the school in building child's character | | | | | | | | |
| 26- | Encouraging healthy diet and the | | | | | | | | |

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|-----|--|--|--|--|--|--|--|--|--|
| | abandonment of unhealthy habits | | | | | | | | |
| 27- | Introducing the history, nature, geography, boundaries of Palestine | | | | | | | | |
| 28- | Introducing global problems such as pollution, global warming, desertification, famine and natural disasters | | | | | | | | |
| 29- | Encourage sport practice | | | | | | | | |

Appendix (3)

Examples of the frequencies of the cultural foundations in English textbooks for the secondary stage in Palestine

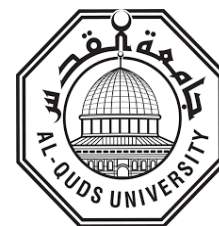
| Social foundations in English textbooks for the secondary stage in Palestine | | Frequencies | Page number |
|--|--|-------------|--|
| 1- | Promoting social and religious values | 1 | 11 th grade pupil's book page 8 |
| 2- | Promoting the right to participate in national and political action as a citizen's duty and right guaranteed by the Palestinian constitution | 2 | 11 th grade pupil's book page 9 |
| 3- | Achieving social justice by providing equal educational chances for all | 15 | 12 th grade pupil's book page 31 |
| 4- | Preserving the family and its unity | 2 | 11 th grade pupil's book page 8 |
| 5- | Gender equality in rights and duties | 41 | 11 th grade pupil's book page 14 |
| 6- | Importance of science in the development and prosperity of the society | 32 | 11 th grade pupil's book page 70 |
| 7- | Importance of consultation among individuals in making decisions that affect the public interest | 1 | 12 th grade reading plus page 17 |
| 8- | The importance of volunteering | 1 | 12 th grade reading plus page |
| 9- | Promoting self-confidence | 5 | 11 th grade pupil's book page 7 |
| 10 | Integration of special needs persons into the social life | 2 | 11 th grade pupil's book page 8 |
| 11 | Directing students to the right use of social networking sites | 5 | 12 th grade pupil's book page 49 |
| 12 | Enhancing participation in making decisions within the family | 1 | 12 th grade reading plus page 20 |
| 13 | Maintaining public safety rules | 24 | 11 th grade pupil's book page 11 |
| 14 | Violations against Palestinians by the Israeli occupation (arrest, settlement, killing, home demolition ,) | 12 | 12 th grade reading plus page 88 |

Appendix (4)

Letter of arbitration for the study instruments

Deanship of Graduate Studies

Al-Quds University



Dear Mr./ Mrs.....

Refereeing content analysis card

The researcher is carrying out a research as a requirement to get the master degree in English Teaching Methods. The study aims to investigate the Social and Cultural Foundations in English Textbooks for the Secondary Stage in Palestine. Your comments, suggestions, and notes will be taken into account. The researcher would be grateful for your help.

Thanks in advance

The researcher: Ghadeer Kayed Aljawadeh

Appendix (5)

A list of arbitrators' names

| | Name | Working place |
|----|-----------------------|--------------------------------|
| 1 | Prof. Afif Zedan | Al-Quds University |
| 2 | Dr. Mohsen Adas | Al-Quds University |
| 3 | Dr. Inas Nasser | Al-Quds University |
| 4 | Dr. Ibrahim Arman | Al-Quds University |
| 5 | Dr. Shaidi Abu Haltam | Hebron University |
| 6 | Dr. Kamal Makamreh | Hebron University |
| 7 | Dr. Manal Abu Munshar | Hebron University |
| 8 | Dr. Mohammad Ajwaa | Hebron University |
| 9 | Dr. Maan Manasrah | Hebron University |
| 10 | Dr. Hakam Hiji | Palestine Technical University |
| 11 | Dr. Insaf Amro | UNRWA Schools |

Appendix (6)

Table (4.1): frequencies and percentages of the social foundations in English textbooks for the secondary stage in Palestine

| Social foundations in English textbooks for the secondary stage in Palestine | | Frequencies | Percentages |
|--|--|-------------|-------------|
| 1- | Promoting social and religious values | 1 | 0.69 % |
| 2- | Promoting the right to participate in national and political action as a citizen's duty and right guaranteed by the Palestinian constitution | 2 | 1.38 % |
| 3- | Achieving social justice by providing equal educational chances for all | 15 | 10.41 % |
| 4- | Preserving the family and its unity | 2 | 1.38 % |
| 5- | Gender equality in rights and duties | 41 | 28.47 % |
| 6- | Importance of science in the development and prosperity of the society | 32 | 22.22% |
| 7- | Importance of consultation among individuals in making decisions that affect the public interest | 1 | 0.69 % |
| 8- | The importance of volunteering | 1 | 0.69 % |

| | | | |
|----------------------|--|------|---------|
| 9- | Promoting self-confidence | 5 | 3.472 % |
| 1011- | Integration of special needs persons into the social life | 2 | 1.38 % |
| 12 | Directing students to the right use of social networking sites. | 5 | 3.472 % |
| 13 | Enhancing participation in making decisions within the family. | 1 | 0.69 % |
| 14 | Maintaining public safety rules | 24 | 16.16% |
| 15 | Violations against Palestinians by the Israeli occupation (arrest, settlement, killing, home demolition ,) | 12 | 8.33% |
| Total of frequencies | | 144 | |
| Percentage | | 100% | |

Appendix (7)

Table (4.2): frequencies and percentages of the cultural foundations in English textbooks for the secondary stage in Palestine

| The cultural foundations in English textbooks for the secondary stage in Palestine | | Frequencies | Percentages |
|--|--|-------------|-------------|
| 1 | Preserving the traditional Palestinian heritage costume | 2 | 1.047% |
| 2 | Promoting the role of the Palestinian flag as a symbol of national identity | 2 | 1.047% |
| 3 | Preserving Palestinian cultural heritage through education (Palestinian literature, folk proverbs, poetry, etc.) | 10 | 5.235% |
| 4 | Conservation of energy (water, electricity, fuel, etc.) | 2 | 1.047% |
| 5 | Animal welfare | 13 | 6.806% |
| 6 | Introducing the historical struggle of Palestinians | 10 | 5.235% |
| 7 | Respecting laws and regulations | 14 | 7.329% |

| | | | |
|------------|--|------|---------|
| 8 | Patriotism | 1 | 0.523% |
| 9 | Respect for time and appointments | 8 | 4.188% |
| 10 | Respecting the teacher and his significant role in developing communities | 1 | 0.523% |
| 11 | The important role of the school in building a child's character | 1 | 0.523% |
| 12 | Encouraging healthy diet and the abandonment of unhealthy habits | 46 | 24.083% |
| 13 | Introducing global problems such as pollution, global warming, desertification, famine and natural disasters | 36 | 18.848% |
| 14 | Encourage the practice of sports | 45 | 23.560% |
| Total | | 191 | |
| percentage | | 100% | |

Appendix (8)

Table (4.3) shows the distribution of the social foundations in English textbooks for the secondary stage in Palestine.

| The social foundations in English textbooks for the secondary stage | | 11 th grade | | | | 12 th grade | | | |
|---|--|------------------------|-------------|--------------|-------------|------------------------|-------------|--------------|-------------|
| | | Student's book | | Reading plus | | Student's book | | Reading plus | |
| | | Frequencies | percentages | Frequencies | percentages | Frequencies | percentages | Frequencies | percentages |
| 1- | Promoting social and religious values. | 1 | .69%0 | 0 | 0% | 0 | 0% | 0 | 0% |
| 2- | Promoting the right to participate in national and political action as a citizen's duty and right guaranteed by the Palestinian constitution | 2 | 2.19% | 0 | 0% | 0 | | 0 | 0% |
| 3- | Achieving the social justice by providing equal educational chances for all | 8 | 8.79% | 0 | 0% | 7 | 13.20% | 0 | 0% |
| 4- | Social solidarity between society's | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| | | | | | | | | | |
|-----|--|----|--------|---|----|----|--------|---|--------|
| | members as a necessity to strengthen the social bonds | | | | | | | | |
| 5- | Identifying the social problems in the Palestinian society | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 6- | Introducing the political conditions in Palestine | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 7- | Promoting the concept of the national unity and its importance in the Palestinian society's cohesion | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 8- | Organizing the individuals' roles in the society to preserve the public interest | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 9- | Preserving the family and its unity | 2 | 2.19% | 0 | | 0 | 0% | 0 | 0% |
| 10- | Showing the significant role of women in Palestinian society | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 11- | Gender equality in rights and duties | 22 | 24.17% | 0 | | 19 | 35.84% | 0 | 0% |
| 12- | Reducing unemployment in the Palestinian society | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 13- | Importance of science in the development and prosperity of the society | 21 | 23.07% | 0 | 0% | 2 | 3.77% | 9 | 16.90% |
| 14- | The importance of consultation among individuals in making decisions that affect the public interest | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 1.88% |

| | | | | | | | | | | |
|----------------------|---|------|--------|---|----|---|-------|---|--------|--|
| 15- | The importance of tolerance among society's members | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | |
| 16- | Talking about generosity and altruism as good traits of Palestinian people | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | |
| 17- | Encouraging constructive criticism | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | |
| 18- | Preventing bullying and ridiculing of others | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | |
| 19- | Respecting and helping old people | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | |
| 20- | The importance of volunteering | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 1.88% | |
| 21- | Promoting self-confidence | 5 | 5.49% | 0 | 0% | 0 | 0% | | 0% | |
| 22- | Integration of special needs persons into the social life | 1 | 1.09% | 0 | 0% | 0 | 0% | 1 | 1.88% | |
| 23- | Directing students to the right use of social networking sites | 0 | 0% | 0 | 0% | 5 | 9.43% | 0 | 0% | |
| 24- | Enhancing participation in making decisions in within the family | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 1.88% | |
| 25- | Maintaining public safety rules | 24 | 26.37% | 0 | 0% | 0 | 0% | 0 | 0% | |
| 26- | Violations against Palestinians by the Israeli occupation (arrest, settlement, killing, home demolition,) | 5 | 5.49% | 0 | 0% | 1 | 1.88% | 6 | 11.32% | |
| Frequencies | | 91 | | | | | 53 | | | |
| Percentages | | %100 | | | | | 100% | | | |
| Total of frequencies | | 144 | | | | | | | | |

Appendix (9)

Table (4.4) the distribution of the cultural foundations in English textbooks for the secondary stage in Palestine.

| The cultural foundations In English textbooks for the secondary stage | | 11 th grade | | | | 12 th grade | | | |
|---|---|------------------------|-------------|--------------|-------------|------------------------|-------------|--------------|-------------|
| | | Student's book | | Reading plus | | Student's book | | Reading plus | |
| | | Frequencies | percentages | Frequencies | percentages | Frequencies | percentages | Frequencies | percentages |
| 1- | Being proud of the Arabic language and preserving it | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2- | The importance of preserving the cultural Islamic heritage | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 3- | Participating in religious occasions. | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 4- | Respecting the religious symbols | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 5- | Preserving the traditions of the Palestinian community, | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 6- | Preserving the traditional Palestinian heritage costume | 1 | 0.90% | 1 | 0.90% | 0 | 0% | 0 | 0% |
| 7- | Preserving Palestinian architectural and archaeological heritage | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 8- | Participation in social occasion (weddings, condolences...) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 9- | Preserving the agricultural heritage of Palestine (cultivating olives, grapes...) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 10- | Preserving the Palestinian traditional dishes | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| | | | | | | | | | |
|-----|--|----|--------|---|-------|---|-------|----|--------|
| 11- | Preserving public properties | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| -12 | Promoting the role of the Palestinian flag as a symbol of national identity | 0 | 0% | 0 | 0% | 1 | 1.25% | 1 | 1.25% |
| 13- | Preserving Palestinian cultural heritage through education (Palestinian literature, folk proverbs, poetry, etc.) | 1 | 0.90% | 0 | 0% | 0 | 0% | 9 | 11.25% |
| 14- | Conservation of energy (water, electricity, fuel, etc.) | 1 | 0.90% | 0 | 0% | 1 | 1.25% | 0 | 0% |
| 15- | Animal welfare | 13 | 11.71% | 0 | 0% | 0 | 0% | 0 | 0% |
| 16- | Introducing the historical struggle of Palestinians | | 0% | 0 | 0% | 0 | 0% | 10 | 12.5% |
| 17- | Respecting laws and regulations | 9 | 8.10% | 2 | 1.80% | 3 | 3.75% | 0 | 0% |
| 18- | Embodying integrity, transparency, and rejecting nepotism and favoritism | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 19- | Patriotism | 1 | 0.90% | 0 | 0% | 0 | 0% | 0 | 0% |
| 20- | Respect of time and appointments | 2 | 1.80% | 0 | 0% | 6 | 7.5% | 0 | 0% |
| 21- | Encouraging free competition and rejecting intolerance | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 22- | Rejecting racism in all its forms | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 23- | Encouraging cleanliness and personal hygiene | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 24- | Respecting teacher and his significant role in developing communities | 1 | 0.90% | 0 | 0% | 0 | 0% | 0 | 0% |
| 25- | The importance role of the school in building child's character | 1 | 0.90% | 0 | 0% | 0 | 0% | 0 | 0% |
| 26- | Encouraging healthy diet and the abandonment of unhealthy habits | 46 | 41.4% | 0 | 0% | 0 | 0% | 0 | 0% |

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|----------------------|---|-----|--------|---|-------|----|--------|---|----|
| 27- | Introducing the history, nature, geography, boundaries of Palestine | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 28- | Introducing global problems such as pollution, global warming, desertification, famine and natural disasters. | 5 | 4.50% | 7 | 6.30% | 24 | 30% | 0 | 0% |
| -29 | Encourage sports practice. | 12 | 10.81% | 8 | 7.20% | 25 | 31.25% | 0 | 0% |
| Frequencies | | 111 | | | | 80 | | | |
| Total of frequencies | | 191 | | | | | | | |

الأسس الاجتماعية والثقافية في كتب اللغة الانجليزية للمرحلة الثانوية في فلسطين

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الملخص

هدفت هذه الدراسة إلى التعرف على الأسس الاجتماعية والثقافية المتضمنة في كتب اللغة الانجليزية للمرحلة الثانوية في فلسطين. لتحقيق أهداف الدراسة اتبع الباحث المنهج الوصفي التحليلي حيث قام بإعداد بطاقات تحليل الخاصة بالأسس الاجتماعية والتي تكونت من (26) فقرة وتكونت بطاقة التحليل الخاصة بالأسس الثقافية من (29) فقرة. تم التأكد من صدق الأدوات وثبات التحليل عن طريق عمل الثبات البين شخصي والضمن شخصي وحساب نسب الاتفاق باستخدام معادلة هلوستي. تكونت عينة ومجتمع الدراسة من كتب اللغة الانجليزية للمرحلة الثانوية في فلسطين كتب الحادي عشر والثاني وكتب القراءة الإثرائية (خاص بالفرع الأدبي ويحتوي على نصوص قراءة). قامت الباحثة بتحليل آخر اصدار من كتب اللغة الانجليزية للمرحلة الثانوية في فلسطين (اصدار (2018)). أظهرت نتائج الدراسة أن الاسس الاجتماعية تمثلت في كتب المرحلة الثانوية بشكل غير متوازن. حيث تمثلت في كتب الصف الحادي عشر بنسبة (63.19%) وقد بلغ مجموع التكرارات (91). بينما تحققت الأسس الاجتماعية في كتب الصف الثاني عشر بنسبة (36.80%) و (53) تكرارا. ظهرت الأسس الثقافية في كتب الصف الحادي عشر بنسبة (58.11%) و (111) تكرار بينما ظهرت بنسبة أقل في كتب الصف الثاني عشر بنسبة بلغت (42%) و (80) تكرار. في ضوء هذه النتائج توصي الباحثة مصممي المناهج بتضمين أكثر لكل الأسس الاجتماعية والثقافية خاصة تلك التي ترتبط ارتباطا مباشرا بالهوية الاجتماعية والثقافية للشعب الفلسطيني والتي لم تحقق تكرارات في الكتب التي تم تحليلها أو حققت تكرارات متدنية. كما توصي الباحثة بإعداد أنشطة في المناهج تعزز الأسس الاجتماعية والثقافية.