



## The Embedded Ideology in English and History Textbooks at the Public High Schools in Egypt

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### Abstract

This study is looking at textbooks as an ideological phenomenon. It uses a content analysis combined with a focus on the linguistic features of the English textbooks (ETBs) and History textbooks (TBs) officially approved and published in Egypt for the secondary stage of education. Inferences are drawn about the embedded ideology of the textbooks (TBs) under investigation by focusing on the theme selection by omission or emphasis, the linguistic devices, images, and texts. The effects of the political and socioeconomic change in Egypt on TBs content and design are highlighted and matched against the objectives of teaching both English and History there. The findings of this study show that Neoliberalism dominates the design and content of History textbooks. History textbooks align with the Scholar Academic ideology while English textbooks align with the Social Reconstruction ideology and the Learner Centered ideology. Suggestions and recommendations offered in this study will help textbook (TB) evaluators and teachers develop a method of evaluating the textbook embedded ideology so that their judgments for textbook selection and evaluation can be made on reasonably secure grounds. It guides textbook designers to integrate the Learner-Centered ideologies and the Social Reconstruction ideologies into textbook images, texts, and tasks so that learners will develop both language and identity.

### Keywords

Embedded Ideology, English Textbooks, History Textbooks, Public High Schools, Content analysis.

## Introduction

Living in today's volatile, uncertain, complex, and ambiguous (VUCA) world makes it necessary for students, teachers, and textbook analysts to be critical thinkers who are aware of the ideology embedded in TBs and their representations of politics, economy, morals, and personality traits. Pennycook (2001) argues that analyzing the content of TBs can make ideological systems and representations transparent. TBs are often officially approved and published by the ministries of education; hence, they usually have an overt or covert agenda to promote or demote certain values and ideologies (Curdt-Christiansen & Weninger, 2015). In fact, they are not only textual artifacts; they are also social and historical practices. They are constructed for social, political, and economic purposes. Thus, the investigation of the embedded ideology in TBs helps textbook analysts and evaluators disclose the deeper structures, and the different ways in which ideologies operate through texts and the effect they have on learners' thinking and behavior.

## Literature review

### *Curriculum ideology concept*

Apple (1990) defined ideology as "some sort of 'system' of ideas, beliefs, fundamental commitments, or values about social reality". Later, Eisner (1992) defines it as "Belief systems that provide the value premises from which decisions about practical educational matters are made". Fiala (2007) defined it as "A worldview or collective mindset that characterizes a population. That worldview provides a cognitive assessment of the nature of reality and a normative assessment of what should be done". Lippi-Green (1997, P. 64) identified it as "the promotion of the needs and interests of a dominant group or class at the expense of

marginalized groups, by means of disinformation and misrepresentation of those non-dominant groups”. Van Dijk (1998, P. 49) defined it as consisting of “those general and abstract social beliefs shared by a group, that control or organize the more specific knowledge and opinions (attitudes) of a group”.

As defined by Fiala (2007, p. 18), ideology is a worldview or a collective mindset that characterizes a population. The worldview provides a cognitive assessment of the nature of reality and a normative assessment of what should be done. It is defined by Lerner (2007, PP. 89-90) as “the set of holdings and explanations of the world that are held and advocated by those in power in a society. These just beliefsify and legitimate the status quo and help to deflect potential or attempted critiques or challenges to that status quo”.

Harb and Thomure (2020) saw curriculum as an ideological act where ideologies in education are belief systems that provide tools that help us determine what and how to teach. Thus, the field of the curriculum has much to offer to those who are making policy decisions or building and starting schools (Cloninger, 2008). Curriculum ideologies are crucial in shaping educational decisions for policymakers and educators, especially during this time when a curriculum is experiencing changes (Huixia, 2014; Kasuga, 2020). In line with this, Marulcu and Akbiyik (2014) defined curriculum ideologies as “personal beliefs about what educational institutions should teach, for what ends, and for what reasons”.

In the current study, the researchers identify the embedded ideology as the ideas and embedded beliefs that direct and dominate the English Language TBs and History TBs at high school. It controls information structure and organization in these TBs. It inflicts an obligation on EL and HTB developers for deciding on what to be taught and in what way during the three years of the secondary stage of education in Egypt.

## *The importance of studying curriculum ideology*

Beliefs, attitudes, and ideologies play a fundamental role in human societies as they shape interactions within social networks. Additionally, they underlie political institutions and policy choices. People's attitudes are influenced by media, experts, and the state. These attitudes come from individual experiences as well. Education is also an important factor in shaping young people's mind and attitudes. Despite the existence of studies on the influence of education on attitudes, there is no established body of clear, causal evidence of its effects (Cantoni et al., 2017).

Formal education and ideology are closely interrelated. According to Lisovskaya (1995) "Ideology pervades education in all its dimensions: as a social institution, as a formal organization, as a process of teaching and learning, and as various types of knowledge that are disseminated through this process ... it works through a variety of channels, such as policies, practices, and patterns of behavior, organization of schooling, internal decoration of classrooms, design of school buildings, etc. These characteristics represent various symbolic systems which serve to legitimize and reproduce the relations of power".

Media and schools are key forms of cultural communication. Through them, the dominant ideology in any state is widely disseminated and emphasized in a variety of contexts. Whether they are unaware of it on a conscious level, actively working to fight it, or somewhere in-between, subordinate groups in a state become conversant in its dominant ideology (Lerner, 2007, P. 90). This concept of ideology corresponds with Lippi-Green's (1997) definition of ideology as "the promotion of the needs and interests of a dominant group or class at the expense

of marginalized groups, by means of disinformation and misrepresentation of those non-dominant groups”.

Ideologies act as essential factors in shaping education goals, content, and curriculum. Ideologies are also expected to provide educators, particularly curriculum designers and workers with a framework for organizing schools and classrooms (Al Hosni, 2016). In the same vein, Strawser (2018) emphasized that ideological influences, or worldviews, have the potential to impact course content and pedagogical strategies, as well as attitudes towards collaboration across disciplines.

The Future Centre for Advanced Research and Studies (2016) highlights the multifaceted political dimensions that direct curricula reformation in the Middle East based on the dominant ideology as follows:

- The call for fighting extremism, radicalism, and terrorism: This can be exemplified in the restructuring of the curricula in Egypt since 2014; the filtration of the syllabus from the embedded incitement to aggression and extremism and from any political or religious inclinations or any concepts that can be misused.
- Attempts to supersede the ideological orientation of the previous governing systems: This was based on the claim that parts of the syllabus contain some words or paragraphs that can call for extremism and religious radicalism, consequently, information on “Islamic Conquests” was removed from the history TBs approved in many Arab Countries.
- Banning the publicity for Political leagues and movements: For instance, the announcement of the Ministry of Education (MOE) in Egypt in 2013 on the exclusion of the previously added content by the 2012 ruling Brotherhood Party.

- Banning the promotion of the religious sects such as the Sunni or the Shiite doctrine.
- Disseminating sectarianism on curricula and TBs: This led to ignoring minorities and ethnic groups.
- Non-recognition of the curricula and certificates issued in the areas where terrorist organizations are dominating such as the places ruled by the Islamic State of Iraq and Syria (ISIS); also known by its Arabic acronym Daesh.
- The loss of self-identity for refugees in neighboring countries: This is clearly seen with Syrian refugees studying at Turkish schools as the Turkish dominance on Syrian schools in Turkey is apparent especially through the compulsory five - hour study of the Turkish language weekly and the banning of hanging the map of Syria in these schools.
- Diminishing the confrontation between Arab countries and Israel.

### *Types of Curriculum Ideology and its Approaches*

According to Marulcu and Akbiyik (2014), there are three types of curriculum ideology as follows:

- *Firstly*, the Scholar Academic position (SA) which intrinsically purposes all intellectual skills and domains of knowledge. Educators who possess this ideology basically view education through the eyes of the institutions.
- *Secondly*, the Social Efficiency ideology (SE) which believes that the initial purpose of schooling is to meet the needs of society. Curriculum developers and educators who adopt this ideology view the curriculum as an instrument that prepares students to be

contributing members of society and support the view that schools are places where students are prepared for meaningful adult life.

- **Thirdly**, the Student Study position (CS) represents a student- centered perspective. This ideology aims to create more enjoyable school settings where students naturally train themselves for socialization. According to this ideology, teachers should be able to present meaningful experiences for students to contribute to their learning experiences.

Accordingly, Marulcu and Akbiyik (2014) investigated preservice teachers' curriculum ideologies. The findings of their study showed that the social reconstruction ideology was dominant among the participants. They saw the construction of a better society as the mission of schools. Their perspectives showed weak student-centered curriculum ideologies and strong social characteristics.

### ***Classification of Curriculum Ideologies***

Based on the work of Schiro (2008) who distinguished four main curriculum ideologies: Scholar Academic, Social Efficacy, Learner Centered, and Social Reconstruction along with the hypothesis and assumptions for each ideology regarding aims, knowledge, learning, teaching and evaluation, the researchers decided upon using the following adapted dimensions of ideology for analysis:

- **Theory:** The ideological theory and the approach that the textbook authors adopt which can be religious, humanistic, progressive, liberal, capitalist, cognitive, critical, constructivist, political, democratic, secular, communist, etc.

- ***Aim:*** The target of using textbooks and whether they effect change on learners’ and teachers’ thinking and eventually change society through them or lead to behavioral changes in students which align with the most recent ideological inclinations of the country/state.
- ***Sociocultural Structure:***
  - The degree of balance between the local culture and identity and other cultures in relation to multiculturalism, the respect of the culture of the minorities and ethnic groups.
  - The range of respect of human rights religiously, politically, socially, economically, and ethnically in addition to investigating how far these textbooks address values such as collaboration, equity, equality, accountability, and respect of law.
- ***Political Structure:*** The objective telling of events, topics, and characters associated with past and modern historical periods.
- ***Textbook Learning Activities:*** Whether individual, peer or group learning activities, an investigation is required to shed light on: How far they address learners’ needs, how far they allow learners to present themselves as active learners, and how far they promote the declared and/or the embedded ideology.
- ***Assessment Techniques***
  - The alignment between the aims and assessment techniques used in these textbooks,
  - Whether the assessment techniques measure all aspects of students’ learning; linguistically, cognitively, behaviorally, and affectively based on the vision stated at the NCF.

## *The Relationship between Curriculum Development Processes and Ideology*

Curriculum development with its four processes: scope, sequence, integration, and continuity, relates to how to select and organize the essence of a curriculum. It relates to the content that deals with things students understand and information they acquire, learning experiences through which student make their own meanings and that stimulate their own unique growth, skills which are specific competencies that students acquire, or values that refer to moral and ethical stances and perspectives on the world (Schiro, 2008).

According to Lisovskaya (1995), TBs selected for analysis should be: (1) sensitive to ideological influences; (2) reflective of the ongoing political and ideological changes in education in a country. English and History high school TBs in Egypt satisfy these criteria. History TBs play a role in political socialization (Luke, 1989 in E. B. Lisovskaya, 1995). Fitzgerald states that history TBs "are themselves a part of history in that they reflect the concerns, the conventional wisdom, and even the fad of the age that produced them" (FitzGerald, 1979 in Ibid). Kwong, in her comparative study of Chinese history TBs, explicitly attributes the variation in ideological content to the variation in the political culture of China in the 1970s (Kwong, 1985 in Ibid). Whether covertly or overtly, values are reflected in one's telling of history (Nelson, 2001, P. 89-90).

Similarly, English Language textbooks are loaded with linguistic devices and ideologies. Students in foreign language classrooms deal with value-laden verbal and non-verbal social practices. Relevant literature on ideology shows that the process of becoming a proficient language user entails a process of ideological becoming (Bakhtin, 1981). According to Ritchhart (2015), language has a hidden power due to "its ability to subtly convey messages that shape our

thinking, sense of self and group affinity”. He believes that the deeper associations of words and structures implicitly shape thought and influence behavior. The linguistic devices and the changes made by textbook devices and their effect on interpretations and understanding are important for identifying the relationship between the linguistic processes and their ideological motivation.

Textbooks are powerful instruments of socialization and ideological indoctrination. This ideological dimension of texts in English and history textbooks implies at least two foci of analysis. The first focus is on those beliefs, norms and values that are transmitted, and on how the world is presented. In this respect, the analysis is on the content of the textbook and textbook stylistic features. The second focus is on the ways of thinking about this world that are offered to the learners. In that regard, the analysis is on the language in the textbook. Bruner highlighted that “the language of education can never be neutral. It imposes a point of view not only about the world to which it refers but towards the use of mind in respect of this world. Language necessarily imposes a perspective in which things are viewed and a stance toward what we view” (Bruner, 1986 cited in Lisovskaya, 1995).

The use of fixed and semi-fixed expressions such as idioms, collocations, and catch phrases is of crucial importance when studying language and ideology (Stubbs, 1996). Gee (2015) pointed out that the underlying theories of ideology are tacit and must be unearthed using discourse analysis. Thus, there is an urgent need to examine the extent to which the included texts in both English and History textbooks encourage or discourage the readers (learners and teachers) from invoking their own interpretations and understandings. Helping teachers and learners to be critical readers of the knowledge constructed through textbooks is a target of this study.

## *Context of the study*

The current study focuses on exploring the embedded ideology in the new textbooks in high schools in Egypt after the change in governance and the overthrow of the Brotherhood Party; this refers to the period between 2013 - 2021 when Egypt had many political and socioeconomic changes which had its impact on textbooks including English Language and history textbooks. The same topic had been explored by Cantoni et al. (2017). They examined the changes in textbooks in China between 2004 and 2010. They identified five categories of ideology analysis in school textbooks as follows: Views on Governance, Views on Political Institutions, Views on Economic Institutions, Students' Views on Identity, and Attitudes toward the Environment. They investigated the causal effect of school curricula on students' political attitudes in China. Their investigation indicated the success of the reform in shaping students' attitudes as they developed more positive views of governance in China between 2004 and 2010. They examined behavior related to the attitudes such as self-reported political behavior, economic choices, and cooperation with ethnic minorities. They reported that evidence on behavior was mixed.

The general aim of the Egyptian education is perpetuating social stability and the status quo. In the Strategic Plan for Pre-University Education, 2014-2030, it is mentioned that article No. 19 of the 2014 Constitution stipulates that "Every citizen has the right to education". It is added that the goals of education are to build the Egyptian character, preserve the national identity, consolidate the scientific method of thinking, develop talents, and promote innovation, establish cultural and spiritual values, and lay foundations of citizenship, tolerance, and non-discrimination". It is also stated that "The State shall observe the goals of education in the

educational curricula and methods and provide education in accordance with international quality standards”.

The vision of the MOE in Egypt is providing human resources with growing capacity, efficiency, and the highest degree of quality and professional ethics to build a society based on learning and a knowledge-based economy. Consequently, the mission of the MOE in Egypt is stated as follows: “To lead, manage and develop the pre-university education sector to respond to the social, economic and cultural needs of the Egyptian society with a national identity that is inseparable from global trends”. The long term goal is the comprehensive development of youth while instilling the spirit of citizenship, tolerance, non-violence, and understanding of the foundations of freedom and justice (Ministry of Education, 2014; cited in Ewiss et al., 2019).

### *Previous Studies*

In the current study, the goals of teaching EL and history TBs were scrutinized, and the relevance of topics and themes included in the textbooks was established. This analytic approach is followed by Al Hosni (2016) as she explored the ideologies that govern the English curriculum in Oman. The study examined the goals of teaching English as stated by MOE in Oman, selected themes, and topics in the textbooks, in addition to teachers’ perspectives on curriculum and their roles in the school curriculum. The findings of the study revealed that the ideologies of reconstructionism and progressivism prevail in the curriculum and education in Oman. As for teachers, they indicated that they usually adopt some parts of both perennialism and essentialism.

A more recent study by Kasuga (2020) surveyed the beliefs of 202 pre-service science teachers on ideologies that have informed the curriculum process in Tanzania. They focused on four ideologies used in curriculum development which are Scholar Academic Ideology, Social

Efficiency Ideology, Learner-Centered Ideology, and the Social Reconstruction Ideology. They used Schiro's 2008 questionnaire which has six items related to school, learning, teacher, student-hood, knowledge, and evaluation. The findings showed that Social Reconstruction is a popular ideology related to learning, Student hood and evaluation. In contrast, the least popular ideology relates to the role of school, the role of teachers and knowledge.

Relevant literature shows that there are two general views of the ideological nature of educational texts. The first one links the content of texts to the characteristics of the authors who write them. This is highlighted by Wade et al. (1994) who see facts and texts as cultural and political constructions by authors. From their point of view facts and texts "reflect authors' assumptions, beliefs, commitments, attitudes, and values". The second viewpoint on educational texts detaches the text's content from its author and links it to a broader cultural environment in which the text functions (Lisovskaya, 1995, PP. 80-81).

Based on the first viewpoint of the ideological nature of texts, Oteiza (2003) analyzed history textbooks in Salvador during both Allende's socialist government (1970-1973) and Augusto Pinochet's dictatorship (1973-1990) after the military coup. He used the Systemic Functional Grammar theory. The findings showed that despite the textbook authors' attempt to be objective, they offered lots of explicit and implicit judgements throughout the text. The texts do not offer two clear positions of Allende's supporters or the supporters of the military coup nor do they provide clear reasons for the events. The analysis showed how the authors obscure content through grammatical and lexical choices. Similarly, in our study, the researchers used an analysis of the linguistic devices used in the textbooks under investigation.

### *Questions of the Study*

This study is an attempt to answer the following main question:

*What is the embedded ideology in the English Language and History textbooks at high schools in Egypt?*

Two sub-questions stem from that main question as follows:

- 1- What is the embedded ideology that directs the EL textbooks at high schools in Egypt?
- 2- What is the embedded ideology that directs the History textbooks at high schools in Egypt?

### *Aims of the Study*

This study aims at uncovering the embedded ideology in the English Language and History textbooks at high school in Egypt and exploring to what extent this embedded ideology influences these textbooks.

### *Significance of the Study*

This study is significant due to the following reasons:

1. It can add to the literature on textbook analysis through drawing the attention of EL and History textbook analysts to the dominant thought that influences and directs these textbooks. Such attention can help develop these textbooks and deal with their shortcomings.
2. Introducing a detailed theoretical study on the embedded ideology in both EL and History textbooks in high schools can guide textbook designers and enable them to improve these textbooks by achieving balance among the beliefs that direct such textbooks.
3. The results of this study will direct the attention of researchers toward identifying the embedded ideology that directs EL and History textbooks at other stages of education

such as the primary- and the preparatory stage of education in addition to checking the consistency in the embedded ideologies across the three stages.

### *Limitations of the Study:*

This study is limited to the analysis of EL and history textbooks at high school in Egypt. It covers the analysis of the textbooks of these two subjects taught in secondary 1, 2 and 3 in the school year 2020 – 2021. It is also limited to using descriptive qualitative content analysis.

### **Method of the Study**

This study uses qualitative content analysis as it suits its purpose. Qualitative analysis is also the most popular method used by scholars to understand the ideology and politics of knowledge in the curriculum (Epstein, 2009). To answer the questions of study, the researchers used the descriptive qualitative analysis in each of the following stages of the study:

1. reviewing the literature and the related studies on the embedded ideology in textbooks.
2. compiling a list of the dimensions of the embedded ideology that directs EL and History textbooks at high schools in Egypt.
3. analyzing qualitatively the content of EL and history textbooks taught at the first, the second, and the third grade in high schools in Egypt.

### **Data Collection and Analysis**

The package of the EL textbooks used for collecting the data for the current study includes two terms Student's Book (SB), Workbook (WB), Audio and digital materials available at the Egyptian Knowledge Bank (EKB) for years one, two and three of the secondary stage. The books are published by the Egyptian International Publishing Company- Longman, 2018. The

book series is entitled “*New Hello! English for Secondary Schools*”. The books for secondary year one and year two are authored by Tania Pugliese and Jessica Smith. The SB for each term is divided into two modules consisting of three units and a review unit. Each main unit is divided into six lessons and each lesson takes 45 minutes. The review unit is divided into four lessons to provide revision of the vocabulary, the language and the skills covered in each module. The first page of each main unit starts with a box of the objectives of the unit. The WB offers a consolidation of the language, grammar structures and skills introduced in the SB.

The SB for secondary three is developed by Simon Haines. It consists of six modules. Each module consists of three units, and at the end of each module there is a Review unit; a total of twenty-four units, twelve of which are to be covered in the first semester and twelve in the second semester. Each Review Unit is followed by two practice tests. On the first page of each main unit, there is a box of the objectives of the unit. At the end of the book, there is a Grammar Review section. There is a course Reader “The Prisoner of Zenda and a website: [www.newhelloforegypt.com](http://www.newhelloforegypt.com).

Three history TBs are assigned for the secondary stage as follows: for Secondary One, “Egypt the Civilization: The Civilization of Egypt and the Ancient World” consists of four units which include an uneven number of lessons. For Secondary Two, “Egypt and the Islamic Civilization” includes four lessons for each of its four units. At the end of these TBs, there is a list of terminology, references, activities, and exercises. For Secondary Three, “The Contemporary and Modern History of Egypt and the Arabs” include four lessons/eight units. There are no activities included, however, some exercises are found at the end of each unit.

The researchers conducted a qualitative analysis for both the EL and history TB to detect the embedded ideology through analyzing words, sentences, images, and embedded meanings in texts. The analysis is based on Littlejohn's methodology for analyzing teaching materials. The three levels of analysis proposed by Littlejohn are "what is there?" which included an analysis of El-Araby et al (2012) The National Curriculum Framework (NCF) for English as a Foreign Language (EFL)-Grades 1-12 published by MOE in Egypt, and the New Hello English for Secondary Schools Framework (New Hello ESSF), 2012 on the vision, aims and the teaching approach and their alignment/misalignment with the table of contents and an in-depth study of the units, "What is required of users?" which he calls "The look inside the Trojan Horse" which analyzes the aspects of the unit that are not always apparent and "What is implied?" which are conclusions regarding the aims, roles of teachers and learners, and the underlying principles of the materials (Littlejohn, 1998).

## **Results of the study**

The following section is showing the results of the content analysis of the textbooks under investigation based on the six domains: theory, aim, sociocultural structure, political structure, textbook learning activities and assessment techniques.

### ***Theory:***

To analyze the textbooks using the first dimension "Theory", the official documents and the textbooks are explored and compared as follows:

According to NCF (2012) "learning English opens up the world for our children and youth. It gives them the ability to become active participants in the knowledge-making society and raises their awareness of the multilingual and multicultural world they live in". This reflects

the constructivist approach which can be identified at the first glance evaluation of the EL textbooks under investigation. Learners are introduced to social and global issues such as non-discrimination, cross-cultural communication, and environmental responsibility. Students' opinions related to societal problems such as poverty, the problem with plastic, huge engineering projects and their effect on people and historical monuments are elicited.

The vision of pre-university education is stated in the NCF as “preparing all children and youth for healthy and enlightened citizenship in a knowledge-based society, under a new social contract based on democracy, freedom, and social justice” (MOE, 2012). This vision is rooted in the democratic, progressive approach. This ideological principle guides the EL textbooks *New Hello* development and production as it encourages problem-solving and considering topics from different perspectives.

The analysis of the vision, mission, and philosophy of teaching history at the secondary stage reveals that history TBs are based on Neoliberalism which adopts the Capitalist perspective. Such a perspective highlights the role of the state and marginalizes other parties whether religious, leftist, critical, etc. History TBs are the first means to help employ that perspective and manipulate young learners' minds. According to Gad, Gomaa, Al-Rifai, and Mahmoud the Document of the Curriculum of History at the Secondary Stage in Egypt (2011), the history curriculum is “amongst the most sensitive curricula to the events, conflicts and problems going on at the local, regional and global community”. On page 2 of the same document, the vision of these TBs is restricted to developing the national Egyptian identity of learners which is an important goal for every society; albeit there is a need for a global identity that is not focused upon. The philosophy of the curriculum on page 3 refers to the need to

develop a learner's personality, understanding, analytical skills, and awareness of global issues which sheds light on the contradiction between the vision and the philosophy of these textbooks.

History TBs and the topics included in them are not separated from the intellectual premise of the country. They reinforce the idea of neoliberal society and writing history from a class perspective based on the victorious viewpoint. This is obvious in the photo of a Muslim leader on page 73, Secondary Two TB who was looking to the right and pointing at Jerusalem. More images at Secondary One TB show the role of rulers in making history such as the image of Emperor Nero, Emperor Diocletian, and Emperor Constantine on page 11 and images at Secondary Three TB of Napoleon Bonaparte P. 5, Muhammad Ali Pasha p. 14, Khedive Ismail p.28, Ahmed Orabi p. 50, President Gamal Abdel Nasser p.85, King Farouq p.86. The modern global trends in writing history from below were not put into consideration while writing the history textbooks under investigation. This trend calls for writing history from the perspective of those who made it. It does not ignore the low- and marginalized classes who made historical events and played the most prominent role in shaping the history of Egypt and the world.

*Aim:*

The NCF incorporated the rationale for teaching EFL; “The overall aim of the EFL curriculum is to equip learners linguistically and to enhance their ability to communicate successfully in a global society”. It emphasizes that “the education reform will result in the development of the values of democracy, good citizenship, and tolerance; basic life skills that enable learners to deal with an ever-changing world; research and lifelong learning skills; and learner's communication skills”. It is added that studying English at the secondary stage, grades 10-12 “consolidates learners' understanding of foreign cultures and societies. This contributes to the development of mutual understanding which crosses national boundaries and enhances the

sense of global citizenship. Moreover, through understanding other cultures, learners learn to understand and appreciate Arabic culture and language more deeply” (MOE, 2012). This aim corresponds with Schiro’s (2008) Social Reconstruction ideology (also called Critical Constructionist by Schubert, 1996).

Accordingly, while pertaining the emphasis on the practical value of English, the New Hello ESSF emphasized that “the course maintains a distinct Egyptian focus, with an emphasis on Egypt’s place within Africa and the wider world” and the TG for Secondary One emphasizes “The course aims to fulfill the standards and learning outcomes set by the Ministry of Education” (TG, 2019, p.1). An analysis of the TB topics as well as the objectives mentioned at the beginning of every unit shows the emphasis on localization in addition to globalization. In every unit of the New Hello series, learners’ cultural heritage, history and identities are highlighted through the titles of the chapters, the names of people and places and the pictures accompanying texts. For example, in Secondary One, Term One the text about Egyptian people who give to their communities mentions “Egypt is developing ecotourism to protect the environments along the Red Sea coast” (New Hello, SB. P.6, 2019).

The general aims of the New Hello are stated in the TG (Secondary One Two p. 4, Secondary Three p.8) as teaching outcomes as follows: (1) contextualize, present, and practice target language, (2) consolidate and extend students’ knowledge of English structures, functions and lexis, (3) extend students’ strategies to cope with language skills and language learning. At this point, the role of the teacher is accentuated while the role of the learner as an active participant in the learning process is not heightened. This relates, in part, to the Social Efficacy ideology which aims at changing learners’ behaviors; teachers are expected to equip learners with a set of skills that they are expected to use in society (Harb & Thomure, 2020).

The objectives of each unit are not SMART objectives (they are stated using nouns rather than action verbs or verbal nouns which makes activities and processes become an end in and of themselves). These objectives focus on the four language skills: reading (a text about Egyptian people who help their communities on SB p. 16, Secondary One, Term One), writing, listening, and speaking (Role-play about recognizing mistakes on SB P.62, Secondary Two, Term One), language use, and life skills (Respect for diversity, communication, Secondary One, SB. P. 42). The textbook approach is the integrated skills approach. However, the objective for learning each skill is stated separately in the objectives box. In the TG for Secondary 3, it is stated that “The course uses a standards-based communicative approach and methodology for the teaching and learning of English”. The objectives include skills as follows: Listening, Grammar, Reading, Critical Thinking, Functions, and Writing. A verbal noun is used to state the objective as in Unit 12, SB. P. 71 “Giving and responding to warning”.

Similarly, at the beginning of each history TB, there are some objectives related to the domains of history understanding and thinking. At Secondary One TB, the objectives target linking the vision of teaching history at the secondary stage which is “Establishing an Egyptian Identity” and the objectives of developing this identity. There is an embedded ideology for directing learners towards appreciating the ancient Egyptian civilization “The Pharos Civilization” where a religious belief appears as having a role in shaping the historical events of that era as seen on P. 2 “Appreciate the greatness of God in making available the natural resources that helped the founding of different civilizations”. Nevertheless, there is little attention to developing a global identity or a global citizen.

Learners’ freedom of expressing opinion on topics is limited as most objectives are cognitive with no focus on the affective aspects, value development, and critical thinking. On p.

18, there is only one affective objective: “Express your opinion on the different views about some historical events in ancient Egypt”. Moving to Secondary Two TB, the affective objective mentioned is “Express opinion on the planning of the Companions [of the Prophet] as leaders to protect and extend the [Islamic] state” (emphasis added). The role of the Caliph in the Islamic state was not underestimated as it is equal to that of the president in modern history. In unit four, another cognitive objective is mentioned “Infer the relationship between the caliph and the people in the Islamic state”. In the second chapter of Secondary Three TB, most objectives focus on highlighting the role of Mohammed Ali Pasha in building Modern Egypt “Appreciate Muhammad Ali's role in building the modern state” which implicitly directs learners’ attention to the idea that history is usually made by leaders and that without following leaders’ opinions and ideas, countries cannot rise. This implies that people are assistants to the leaders and not the main element in shaping events.

In the third unit of Secondary Two TB, there is an inclination to connect learners emotionally and affectively to the military institution in Egypt and emphasize its role in guarding Egypt in all eras as shown in the objective “Appreciate the role of the Egyptian army in the battles of Hattin and Ain Jalout”. In unit four, the TB writers do not ignore the role of the court and the police in protecting Egypt through history in these two objectives "Demonstrate the importance of the role of the court in the Islamic state" and "Trace the historical development of the police in Islamic ages". This is a continuation of emphasizing the role the country plays in parenting its principal institutions and shaping events at different times through history.

The political parties and their roles in Egypt are slightly mentioned in the TB as shown in the objectives of unit four of the Secondary Three TB on p. 71 “Compare the position of the Wafd Party and the minority parties towards the King and the British [Occupation]” (emphasis

added). This implies directing learners to the division of the political parties historically into opposing and supporting parties of the ruling authority anywhere anytime. The same applies to the role of scholars in making history as such role is rarely mentioned except for the objective in unit four at Secondary Three TB “Show the role of science and scholars in the rise of the Islamic civilization”.

The eighth chapter at Secondary Three TB gives an account of the revolutions of January 25 and June 30, however, there are no higher order thinking objectives and no affective objectives that would have targeted value change and forming critical perspectives. This chapter contains no objectives to elicit learners’ opinions and stances related to the events that dominated that historical period which implies the tendency of the TB writers to achieve a gradual forgetting of these events that went on during that critical period of the history of Modern Egypt.

A positive attitude towards historical figures is observed in Secondary One TB P. 66 “Look up to [historical] figures who influence the rise of the civilization of ancient Iraq and Phenicia”. Similarly, referring to Prophet Mohamed “Follow the example of Prophet Mohamed, his morals, wisdom and principles for dealing with others and managing crises” to show how Islam is a religion of tolerance and modesty away from the image tarnished by terrorist parties such as DAESH and other extremists.

- *Sociocultural Structure*

The NCF urges EL textbook developers to “implement the curriculum in ways that acknowledge and respond to the language learning needs of EFL learners. Such responses require recognition and valuing of learner identity, as expressed through language and culture”. In this study, the central tenet underlying the textbook analysis is that language and literacy

education is a social and cultural practice that can never be ideologically neutral (Gee, 1996; Pennycook, 1994). While some studies support the use of home cultures (Adaskou et al, 1990; McGrath, 2016), others see that content addressing international culture is more beneficial for learners (McKay, 2003). Cortazzi and Jin (1999) criticize countries that produce ELT materials solely from the perspective of their source culture claiming that those textbooks that focus on international cultures “offer interesting cultural mirrors, the learning of culture and the development of intercultural skills”.

According to critical educational theorists, the selection and construction of knowledge in a textbook is an ideological process reflecting power relations and struggles among different social groups. Such knowledge reflects the dominant ideology in the sociocultural context where the textbooks are used (Apple, 1992). The cultural content of New Hello focuses primarily on the Egyptian culture which “highlights the ideological construction of a national identity” (Liddicoat & Scarino, 2013) in addition to other cultures which are represented in the New Hello as follows:

Secondary One, Unit 1 on the first page, the text tells “Madagascar is famous for its ecotourism and wants to protect its ecosystem; The Galapagos Islands in Ecuador are famous for the unique animals; The Komodo National Park in Indonesia is a popular ecotourism destination”. An analysis of the linguistic devices used when introducing the topic shows the use of the existential and relational processes with other cultures while the action verb “is developing” is used when referring to the efforts of Egypt in ecotourism; “Egypt is developing ecotourism to protect the environments along the Red Sea coast. When tourists go diving, they are taught how to avoid damaging the fish and to keep the special coral reefs safe”. This process of doing (Halliday, 2004) highlights the accomplishments of Egypt in terms of doings.

The textbook aligns with the Social Reconstruction ideology as it focuses on cultural, social, economic, and political issues.

The content of the history book in the first secondary grade began with an explicit reference to the need to communicate with the other. This was evident in the first line of the first secondary grade book, p. 5, where it was mentioned “God created us peoples and tribes to know each other and communicate since antiquity”. Likewise, a banner was placed on the same page, p. 5 urging students to communicate with other civilizations, but within a framework set by the authors, which was indicated by the phrase "Be keen to communicate with other civilizations and take from them, in accordance with our values and beliefs". Here, it is evident that there are spiritual, religious, and social limitations. It implies that the authors have tried to draw students' attention to the fact that they may enjoy freedom, but that freedom is governed by a framework defined by traditions and societal norms.

There is reference to other cultures and peoples in the history textbooks under the title of "enrichment information", which may implicitly drive students away from paying attention to studying other cultures. Moreover, an imbalance was noted in the presentation of the history and civilization of these cultures compared to presenting the Egyptian culture and its history. For example, on p. (10) of the textbook for the first secondary grade, there is a reference at the end of the page under the heading of enriching information to “The people of Lydia in Asia were the first to mint coins”. On the contrary, p. 11 of the same textbook contains a rich presentation of other nations such as (Ancient Greeks - Iraq), and p. 84 has information on the Greek civilization (such as the civilization of Crete, Sparta, and Athens), and the Ptolemaic (Hellenistic) civilization.

In the Secondary Two textbook, p. 12 and p. 13, a group of civilizations prior to the advent of Islam are mentioned such as: the kingdoms of southern Arabia, the countries of the Hijaz, the kingdoms of the Levant, and Iraq. These civilizations have a detailed historical presentation in texts and pictures, and the role of each of them in aspects of life (cultural, political, scientific, economic, artistic, etc.) is clarified.

It is concluded from the content analysis of History textbooks that there is an imbalance in the presentation of some cultures; some civilizations have received attention while others are merely touched upon. This historical amputation may lead to a loss of historical objectivity and of the integrated view of events.

### *A Critical Sociocultural Perspective*

According to Byram (1993), there are eight dimensions of how culture can be represented in coursebooks which are: social identity, social interaction, belief and behavior, social and political institutions, socialization, natural history, national geography; and stereotypes and national identity. The content analysis of the EL textbooks in this study reveals that there are many individual, pair and group activities included in each unit that promote social identity, socialization, and social interaction. On WB. P. 88, there is a short text about Venice and the fact that “The local council is trying to find a solution which keeps both the tourists and local residents happy”. The learning activity is “Can you think of some solutions to help the local council?”; this activity encourages learners to be critical and creative thinkers in addition to developing accountability, empathy, and collaboration skills. This aligns with the MOE Curriculum Framework related to learning activities “Curriculum will create opportunities for learners to learn together, to draw on their personal life and language experiences, and to develop

their social and cultural understanding. Learning activities will foster a growing ability to be a self-directing, independent learner and will include peer and self-assessment”.

Similarly, at the beginning of each lesson of the units in the History TB, the values and issues integrated in the lessons are listed such as “Communication and Education for Citizenship” in Secondary Year 1, p.4, “Human Rights and Education for Citizenship” in Secondary Year 2, p.114 and “Human Rights and Awareness of Law” in Secondary Year 3, p.45. Whether the content of the lessons covers these explicitly stated values and issues is dissected as follows:

Secondary Year 1 History TB starts with a clear reference to communication and its importance “Long time ago, God made people and tribes that we might get acquainted with each other and communicate”, the authors of the TB reiterated that statement with a limitation “Be keen on communicating with other civilizations and borrow what aligns with our values and beliefs”. This might suggest spiritual, religious, and social restrictions on the freedom given to individuals when dealing with other cultures. Different cultures are mentioned in the section of “Enrichment Information” which can implicitly make students show less care to study such cultures as in Year 1, p. 10 “The people of Lydia in Asia were the first to mint coins”. Consequently, it can be claimed that there is an imbalance between the representation of the local culture and the representation of other cultures. Some cultures are represented in detail on p. 11 such as “Iraq, the Country of the Ancient Greeks” as well as the Nubians on p. 34 and p. 64. However, despite the great role Nubians played in the history of Egypt since the times of the Pharaohs, there is an omission of their suffering years ago. Nubians have a cultural identity, but they suffered being overlooked and displaced. This omission suggests a lack of objectivity when telling history as well as an absence of a comprehensive view of historical events. This might

indicate an intentional process of getting learners to believe that minorities who live in the country face no difficulties and have all facilities given to others “Nubians who live in the south of Egypt are Egyptians who have the rights and duties of an Egyptian” p. 34.

There is a nominalizing of Egyptian boys such as Karim, Wael, and Samir; Egyptian girls such as Wafaa, Nesma, and Hoda; famous characters such as Mohamed Salah, and Leelah Hazzah in addition to people from other parts of the world such as Klara, Luca, Lara, Amy, etc. This approach of giving names to characters from different parts of the world rather than categorizing or using just flags, maps or countries’ names when referring to them shows the authors’ acknowledgment of diversity, identity, and multiculturalism. This contrasts with the study of Horii on Japanese EFL textbooks where all Japanese characters are given individual names while “friends in the world” are categorized by nation.

Representation of multiple cultures is noticed both verbally and visually in New Hello. In Year Two Unit Two entitled “Eating around the World” SB P. 16, students are introduced to different ways of eating in Italy, Malaysia, America, and Egypt. Activity #8, students listen to a conversation between Hoda, an Egyptian girl, and her American friend, Amy which indicates the importance of friendship, accepting the other, communicating opinions and beliefs, and support own opinions with evidence. (Activity #7: “Do you think that Americans are right to celebrate Thanksgiving? Why?”. The unit includes a reference to religious and national holidays celebrations such as Eid al-Adha and Thanksgiving and food for each occasion such as lamb, fatta, turkey, and pumpkin pie. Celebrating Eid al-Fitr and eating Kahk, while celebrating Christmas eating roasted turkey and sweet potatoes while celebrating the Chinese New Year by eating spring rolls, noodles, and fish and chicken.

Despite promoting an international understanding, a closer perspective on representation in *New Hello* reveals an embedded ideology and opens a window to the political structure in the society; Representation is defined by Azimova and Johnston (2012) as the “visual and verbal ways in which entities are depicted in public discourse”. Egyptians are portrayed as one cultural group who speak the same language and celebrate the same occasions which denied the identity of the Nubians who have their Nubian language as well as the ethnic Berber tribal in the western desert in Egypt who use Siwa Language. Other minorities in Egypt who have their own beliefs and ways of doing things are absent in *New Hello* such as Copts, Historical amputation also appeared clear in some important historical periods; Like the history of the Nubians, Christian Egypt, and the events that followed the two revolutions January 25, 2011, and June 30, 2013; This has lost the history of the objective, and sometimes integrated. Bedouins, and Amazigh. This corresponds with Thompson’s (2013) study which showed that different cultural Swahili groups were portrayed as a unified culture. White middle-class Orthodox Christians are entirely absent from Russian ELT materials (Azimova & Johnston, 2012). Similarly, Egyptian Orthodox Christians are not mentioned in *New Hello*.

Gray and Block (2014) observed the invisibility of working-class people from texts in ELT materials which they referred to as representing “society conforming to stereotypical middle-class norms” and a “betrayal of working-class language learners” who need language to communicate their reality with others. In the same vein, *New Hello* represents the middle class both verbally and visually. The working class is absent and needs to be represented and supported. Also, in history books, there is a lack of interest in the pluriteria in history textbooks.

Women are represented in ELT materials since 1986 when “Women in ELT Materials” group called for having “On Balance: Guidelines for the Representation of Women and Men in

EL Teaching Materials” (Gray, 2014 in Toledo-Sandoval, 2020). Notably, women are well-represented in New Hello. Secondary Three, Unit Four is on “Women in History” which focuses on the changing role of women in history. The unit introduces non-fictional figures who played significant roles in society such as Lotfia El Nadi (From Egypt), Florence Nightingale (From Britain), Dr. Aysha Abd- AlRahman (From Egypt), Amy Johnson (British), Raneem Al Welily (Egyptian). The book highlighted the role of mothers as in the listening Activity # 3 “At a time when many girls didn’t go to school, Aisha’s mother encouraged her daughter to get a good education” and “Woman’s Day is on March 8th. (*This day marks an important event in 1909*)”.

In History TB women are represented so on p. 18 of Secondary Year 2, “an imaginary drawing of the role of Arab women in society” By analyzing the image, we find that the woman was working like a man in the textile industry, and they did not say anything about it, followed by a text on p. 130 on the status of women and their roles in the Islamic society "Islam raised the status of woman and surrounded her with a fence of care and protection as a mother, sister, daughter, and wife, and her status is no less than that of men, as the prophet [Mohammed] said *Women are the sisters of men*".

Linguistic contrast is an aspect of localization (Lopez-Barrios & Villanueva de Debat, 2014). It makes learners aware of the difference between L1 and the target language. New Hello includes translation exercises from Arabic into English and vice-versus. Textbooks are “instruments of culture teaching” and “Culture can be found in the content and visual elements included in ELT textbooks” (Risager, 1991 in McGrath, 2016). Images are culturally loaded artifacts. Secondary Three, Unit 4, WB p. 86, there is a picture of the Egyptian passport which relate to. In Unit 13, lesson 4, SB p. 84, there is a picture of Egyptian guys playing traditional

music and wearing traditional costumes along with a picture of a girl listening to modern music on a headset. People in the pictures are smiling and seem enjoying playing/listening to music. The picture supports the purpose of the activity which is to get students to appreciate the value of music and culture of their region.

It was observed that the three books of History had a balanced presentation of events that relate to previous historical periods, and the personalities associated with them such as the Pharaonic History, the Greek and the Roman, which are studied by the first secondary school students. Images support the presentation of events on P. 10 "Pottery shards written on it", on P. 41 "The Egyptian army in Pharaonic Egypt", and on P. 48 "The normal dress for men and women in ancient Egypt (Pharaonic)".

Most pictures in the textbook series show real people who are representing different age groups, gender, disabilities, and origin. Mostly, pictures support language learning in different activities. However, there is a picture of a girl wearing a veil and practicing in the gym on SB P. 119. It is not serving the purpose of the activity, but it shows the way some Muslim girls dress up. The same applies to the pictures of Rania El Wani and Dr. Aisha Abd El Rahman on SB. P. 39.

### *Political Structure*

In the English Language textbook, unit 2 is entitled "Supporting Community". On SB P. 16, there is a text about a famous Egyptian footballer, Mohamed Salah. The text refers to his origin, his achievements, and his role in shaping youth's awareness of the importance of success and supporting society "Salah has been praised for his kind and generous donations to charity in Egypt. He donated money to his hometown of Nagrig to build a school, and he has helped a children's cancer hospital in Cairo". This reflects the authors' awareness of introducing

characters who are role models without ignoring their humble beginnings and origins. However, all the characters introduced in the unit are Egyptians such as Dr. Leelah Hazzah, Dr. Magdi Yacoub, etc. To attend to multiculturalism, it is preferable to include famous people around the world who support, not only their community, but the world's communities especially the deprived and the needy.

In Year Two Unit Two entitled "Eating around the World" SB P. 17 Activity # 8, there is an article that refers to Americans and native Americans and gives credit to the native Americans and how they helped the people from the Mayflower. In general, in *New Hello* there is an objective telling of worldwide events, topics, and characters associated with past and modern historical periods.

Even though Christian Egypt make up an important period in the history of Egypt before the Islamic Conquest, the TB for Year 1 provides a rather superficial and brisk introduction to it on p. 118 "But, how did Christianity emerge and how did it show in Egypt?" in addition to bits of information on this in TB Year 2. This might suggest an ideological approach that overlooks that historical era and directs students to show no interest in it which is a part of "historical inequity".

The authors encourage students to be good citizens by including learning activities that encourage collaboration and non-discrimination through working in different groups and voting as seen in SB P. 39 Activity # 1 which asks students "In groups, you are going to plan a short story. Make notes to help you," then Activity # 2 requests students to "Work in a different group", after that, in Activity # 3 "Use your notes to each write a short story", finally, in Activity # 4, students are asked to "Take turns to read your stories to the class. Have a vote on the most interesting story." This shows students how to exercise their rights as individuals in the

classroom and as citizens of the society. On SB P. 20, the writing tip tells “Do not include an opinion in a summary. It should be objective”; this helps learners know when to be neutral and when to express their own opinions.

There is a balance in telling past historical events related to Pharaonic-, Greek- and Roman history in Secondary Year 1. Notably, in Year 3, the first unit covers the French campaign on Egypt and Levant. It also covers two important issues: globalization and International Humanitarian law. Despite the attempt of France to take control of Egypt, the authors of the TB do not underestimate the impact of the French on Egyptian society as on p. 10 "Intellectual and scientific effects were the most prominent influences of the French campaign as there was with the campaign a group of brilliant French scientists in various disciplines, and a group of artists: photographers, painters, musicians, and sculptors".

There is a dominance of the governing ideology in writing the historical events of the revolution of January 25, 2011, and the revolution of June 30, 2013. Obviously, the past rulers of Egypt are referred to as presidents except for the former President Mohamed Morsi who was denied that title in the History TB. This indicates the hidden target of the education policymakers in Egypt who try to manipulate the content of the History TBs according to their interests and needs rather than those of the students and the society. This ideology aligns with the Academic Scholar ideology. On p. 18 Year 3, under the title "Manifestations of building the modern state in the era of Muhammad Ali: The monopoly in the era of Muhammad Ali", there is a statement of the role of the government as follows: “ the government, represented by Muhammad Ali, supervise the economy, as a whole and in detail, by determining the type of crops that are grown and the type of manufactures that are produced; and determining the prices for their purchase

from the producers". The authors make a connection between the title and the subsequent practices of Monopoly that dominated the era of Muhammed Ali. This connection might lead to students developing the notion that building a progressive strong country requires centralization. This notion might drive them away from claiming their rights and freedom of choice.

### *Textbook Learning Activities*

To examine how far they address learners' needs and how far they allow learners to present themselves as active learners, a scrutiny of the Curriculum Framework shows that teaching is learner - centered. Among the foundations of the pedagogic model is "active learning" and focus on "individual educational needs"; "Use of progressive learning and teaching strategies, such as problem-solving learning, mind mapping" and "development of a democratic climate and the values of dialogue inside classrooms and schools".

The textbook includes a variety of exercise types and activities which appeal to different learning styles. Visual learners learn through visual displays in the textbook such as images, diagrams, and charts. Auditory learners learn through listening to the audio and through discussions and listening to what other students in the class say. Tactile learners have hands-on activities included in the textbook and the workbook. In Student's Book Year Three, the Revision Units include a project where students work in teams, do research, and give a short talk to the class followed by a writing exercise on their findings in the Workbook. For example, in SB P. 120, Activity # 7, students are asked to "Make a poster encouraging people to help the environment by stopping plastic waste".

For each reading passage, there are pre-reading activities "Before You Start" where students employ the skills of brainstorming, then answering anticipation questions and

employing the skills of guessing and skimming. There are while-reading activities where students do scanning, and answer comprehension questions as well as use the dictionary and match the meanings to words in the text and post-reading activities such as a writing activity (Activity #5 SB P. 17 “What can you do to help your community? Write a list in your notebook, then compare your ideas with your partner”).

In Secondary Year Two SB P.19, Activity # 6 “Work in pairs. Compare the two meals using comparative and superlative adjectives. Listen and check if your partner’s sentences are correct and then give them feedback”, the use of speech bubbles “Ful medames is more popular than eggah. I think it’s the most popular meal in Egypt,” along with the picture of Ful medames puts grammar in context and helps students make use of authentic language.

In Secondary Year Three, the final page of each unit finishes with a Research box. Students are given freedom of choice to find out information within a given topic area. They might use libraries, books at home or the internet in their research. In the Workbook, they report on their findings in writing.

Secondary Three includes a section in every unit for critical thinking. In each unit throughout the New Hello series, there is a section for research or project which promotes learner’s autonomy and the use of technology. Through these activities, students are advised to use the Internet or the library and work in teams. These activities help students demonstrate the skills of researching, summarizing, notetaking and presentation. These activities reflect the Learner Centered ideologies.

The activities of the textbook allow for an exchange of information between students through which they can perceive language as a social practice. They are asked to express their

opinions in Unit 15, SB p. 94 Activity #3 “Historical monuments are sometimes threatened by new engineering or building projects. What other things may threaten them?” and “Is it right for historical monuments to be destroyed?”. Some questions, such as “What might happen if it (High Dam) had not been built?” and “Are there any modern buildings that you think will be important for thousands of years? Why / Why not?”, are critical thinking question followed by a research/project activity.

Secondary Year 3 history TB includes some exercises at the end of each unit but no activities at all. Secondary Year 1 and 2 history TBs have no learning activities and exercises within the units or lessons, however, there is one or up to three activities at the end of each book. In this way, the integration of the subject matter is lost. These are individual activities that focus on analysis but pay no attention to the values of cooperation and collaboration. In Secondary 1 p. 2 Activity #1, students are asked to express their opinions on whether history is a science or not. In Secondary 2 p. 41 Activity #1, students are asked to discuss then record “Monsieur Sedillot says: The Islamic community has not witnessed what Europe has witnessed in terms of mind-boggling”. A few activities include the use of technology for researching or video recording.

These activities do not call for using technology for collaboration and cultural exchange with students from different parts of the world. Hence, they do not encourage cultural diversity and accepting others such as in Secondary One P. 10 Activity #1 “Watch and Summarize: Search the Internet for a documentary film about the life of the ancient Egyptian, watch it, then summarize the most important features of the life of the ancient Egyptian in no more than ten lines”. In Secondary Two P. 21 Activity #2 "Search and Record: Use the Worldwide Web and collect information on social responsibility, then record it in the following worksheet: A Ruler's Vision".

Although some activities have titles including values, a closer analysis of them reveals that they are routine activities that do not involve practice of values. This leads to the loss of the activity ideological target. Students work on these activities individually. No activity calls for collaboration among students. For example, in Secondary One p. 7 "Read and Share: In your own words, clarify the concept of team work as mentioned in the previous text". In Secondary Two P. 16 Activity #2 "A Documentary Film: Collaborate with your teacher and prepare a documentary about the conquest of Bayt al-Maqdis using the Movie Maker program".

There are no field activities despite the huge number of historical monumental places in Egypt. Most exercises are aligned with the objectives of the lessons which are mostly cognitive. Each lesson includes a minimum of six main questions which include some sub-questions. Exercises that focus on students' opinions and suggestions related to economic and social issues are rare (one question in each lesson). In Secondary Two p. 36 "Write a comment on the following statements and state your opinion on them". In Secondary Three p. 70 "Using the following table, compare between the policies of Khedive Tawfiq and Khedive Abbas Helmy II towards the English (Occupation) and the National Forces". (Emphasis added)

The TB activities do not focus on the target of teaching English which is related to reading history and using it to change the future of people as well as developing a sense of belonging to humanity. The included TB activities reinforce the ideology of Neoliberalism which promotes the status quo and rigidity.

## *Assessment Techniques*

The declared ideology related to assessment is indicated in the Curriculum Framework as “All EFL learners have a right to engage with the curriculum and to be able to demonstrate their language and learning in equitable assessment practices”.

In the Teacher’s Guide for Secondary Year Two, the authors refer to ongoing assessment as “the Review Units and the Practice Exercises facilitate ongoing assessment of the students within the classroom”. However, there is a tendency for “Teach to the Test” in the emphasis on the role of Review Units to “prepare students for their quarterly exams” and that of The Practice Exercises in the Workbook to “help students practice various types of exercises to be ready for the exams”. In Egypt, tests and grades are taken seriously and students are joining colleges based on the grades they manage to obtain at the secondary school. Nevertheless, teachers are advised to let students learn from their mistakes and assign individual exercises for students who have difficulties. Aligned with the Learner Centered ideologies, the textbook gives students opportunities for evaluative instruments such as portfolios, project-based assignments, team research, and report writing. The Workbook offers opportunities for students to do self- and peer assessment. The Learner-Centered ideologies give importance to cooperative learning and collaborative research.

In History textbooks, the exercises were not better than the activities; most of them was linked to the goals of each unit’s lessons; The first secondary school book contained a set of exercises for each lesson of different units separately at the end of the book without a review or test of the unit. As for the second year of secondary class, it contains exercises for each lesson of different units, as well as general exercises on the unit that are only one page. As for the third

year of secondary class, it contained questions focusing on knowledge and how to measure it. In every lesson, there are at least six major questions; each of them contains a set of sub- questions. As for the exercises that are concerned with the ability of students to express an opinion, or give proposals on economic and social fields, they few compared to those that measure knowledge. For example:

- First Secondary grade p. 7: The first question: "Complete the following phrases with appropriate words", The second question: "Provide the following expressions of the following phrases".
- Second Secondary grade p. 33: No. 1 "Choose the correct answer between the brackets.", "What are the lessons learned from ...?". P. 36: Question No. 9 "Write a comment on the following phrases and show your opinion on it".
- Third Secondary grade p. 70: Question No. 8 "Using the following table, compare between the policy of Khedive Tawfiq and Khadiywi Abbas Hilmi II towards each of the following: the British and the National Forces. Helmy II Towards: The English, The National Forces".

We conclude from the foregoing analysis that the activities and exercises in the History textbooks do not focus on the significance and the main goal of teaching history in the secondary stage which is to get students to read history and benefit from it in changing their future and in developing a sense of belonging to the humanity. This leads to the stagnation of society, and it consolidates the idea of the inability to effect change. Therefore, it promotes "the ideology of stability".

The introduction to New Hello teacher's guide for secondary year three emphasized that "The objectives box gives students a useful checklist against which to monitor their progress at the end of a unit and to help them as they come to revise for their end of term examinations". Therefore, the textbook is outcome-based. The textbook activities encourage peer correction and the teacher's guide emphasizes self- and peer correction in addition to teacher correction where the teacher should decide when and how to correct trying to achieve a balance between fluency and accuracy. It is also stated that "The Practice Tests are set according to the specifications of the GSEC Examination" and that "These Practice Tests not only indicate how well students are progressing but also prepare students for the examination they will sit at the end of the year". Related to the Course Readers, the author of the Teacher's Guide asserts that "In accordance with the Test Specifications for the GSEC examination, students will be asked questions to test their understanding of plot, incident and character in the prescribed Reader".

## **Discussion**

Curriculum has never been constructed of a neutral perspective. It has always been regarded as a political instrument (Harb, 2017; Mills and Unsworth, 2016). This study examines secondary school EL and history textbooks introduced by the MOE in Egypt from an ideological viewpoint. Results of the analysis of New Hello show that it embodies localization with its four components: contextualization, linguistic contrast, intercultural reflection and facilitation of learning (Lopez-Barrios & Villanueva de Debat, 2014). It also incorporates an intercultural approach which is advocated by Cortazzi & Jin (1999) and Glas , 2013 in Toledo-Sandoval 2020.

New Hello focuses on the learner as a producer of knowledge, an active participant in the learning process, and a researcher which is a learner-centered ideology that corresponds to the views of Shiro, 2008 and Posner, 1992. Textbook activities create opportunities for collaboration and helping learners be relevant to their world. However, the implementation of textbooks depends on teachers' expertise and views. Teachers are usually seen as intermediaries between students and the curriculum. In the Egyptian context, it will also depend on the time allotted to English classes per week (45 minutes class for four days a week) and the number of students in each class (up to 60 students in state-funded schools). The study by Lopez-Barrios and Villanueva de Debat (2014) in Argentina shows that teachers tend to adapt their coursebooks by including more references to the local culture to increase learners' motivation. Therefore, it is concluded that teacher training, teacher practice and teacher ideology affect the implementation of the coursebook. Unless teachers are provided with the necessary training and their evaluation of the textbooks is taken into consideration, it is difficult to claim that the textbook is fully exploited.

The findings of the analysis of New Hello, and History textbooks indicate the promotion of an idealistic view of the country and the world. The images in the textbook portray famous people, achievers, and happy teenagers. The working-class with its worries, problems, and aspirations is absent from the textbook. Hence, the Social Reconstruction ideology is missing as students do not work on projects to deal with local and global issues such as labor laws, equity, power, and representation. Thus, students miss opportunities to try to reconstruct their society. Social justice and student activism should also be highlighted (Phillips, 2012). It is worth noting that the authors of the New Hello tackle important cultural, social and political issues. The ideology of the book aligns with the ideology of the state which targets developing global

citizens who believe in their country, its heritage, and its place on the map of the world. The textbook promotes flexibility and the development of a growth mindset through the variety of communicative activities which give students opportunities to lead their own learning. Nevertheless, the implementation of the textbook and the way teachers and students navigate through it and develop an understanding of their society and the world. As a result, it is suggested that further studies be done on investigating in-service teachers' curriculum ideologies like those carried out by Marulcu and Akbiyik (2014) on preservice teachers in Turkey.

Neoliberalism dominates history TBs as the content reinforces classes and the writing of history through the perspectives of the conqueror and the victorious. There is no focus on the global cultural dimensions or on developing learners' global identities. There is an omission of some important historical periods. There is a difference between the declared values that direct students' ideologies and the hidden ones which deprive students of the possibility of developing a critical perspective on historical events. Hence, they are not given the opportunities to accept change and be change agents. At other times, the events were presented well and objectively, especially in the historical surnames related to the history of Pharaonic Egypt, Greek, and Roman civilization. Littlejohn (2011) emphasized that locally produced textbooks need proper analysis and modification. Moreover, history textbooks locally produced need an urgent review as suggested by Toledo-Sandoval (2020).

The findings of this study will contribute to the literature on the impact of textbooks and curricula on shaping individual preferences and political ideology.

## Recommendations and Suggestions

### *Recommendations*

Based on the results of the analysis, the following is recommended:

- The necessity of following the contemporary global trends in writing history from below; through the eyes of the classes that made events, and by getting rid of the theory of hero and heroism.
- The necessity to pay attention to the concepts of global citizenship, freedom, and belonging to humanity and including them in both English textbooks and History textbooks at the secondary stage.
- Incorporating a set of historical images that support, clarify, and explain the events without being limited to images of chiefs, commanders, and rulers especially in the books of the secondary second and third grades.
- Highlighting the important role of science and scientists in building civilizations throughout history.
- Integration of activities that focus on practicing collaboration, teamwork and the acceptance of others is highly recommended.
- Achieving harmony between the declared values, which are included in the content of English and History textbooks, and how to teach them.
- Considering the relative weight of events, different historical periods, and different cultures, and not giving preference to certain historical periods or cultures over other periods or cultures.

- Including activities in the History curricula in the three grades of the secondary school especially in the textbook for the third year of secondary school, which is completely devoid of any activities that support students' practice of the values of acceptance of others, participation, cooperation, freedom, teamwork, and human rights.
- Diversifying the exercises included in the three History books so that they focus on aspects of intellectual growth, and critical thinking.
- Integrating images, texts, and tasks on Egyptian Orthodox Christians in the English Language and History textbooks.

### *Suggestions*

- Based on the results of the analysis, it is suggested that a unit on “Coptic Egypt, Nubia and Siwa” should be added to both English and History textbooks including activities and information on the political, economic, social, and intellectual contribution of minorities in Egypt.
- A proposed framework for the Inclusion of the concepts of global citizenship in the history books at the secondary stage.
- Preparing a guide for activities and exercises for history books with the aim of developing a student who is a thinker, critic, creator, and analyst of events.
- More studies on the actual teaching of both English language and history need to be carried out to explore the teachers' ideologies and their interaction with students and the use of textbooks in the classrooms.

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