

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum and Methodology



الجامعة الإسلامية – غزة
شئون البحث العلمي والدراسات العليا
كلية التربية
ماجستير المناهج وطرق التدريس

An Analytical Study of Human Rights Principles in English for Palestine Textbooks

دراسة تحليلية لمبادئ حقوق الإنسان في كتب اللغة
الإنجليزية في فلسطين

Prepared By
Khalil Abdullah Khalil Abu Rezeq

Supervised by
Prof. Awad Soliman Keshta

**A thesis submitted in partial fulfilment of the requirements for the degree of
Master of Curriculum and Methodology**

July/2016

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

An Analytical Study of Human Rights Principles in English for Palestine Textbooks

دراسة تحليلية لمبادئ حقوق الإنسان في كتب اللغة الإنجليزية في فلسطين

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل الآخرين لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

Declaration

I understand the nature of plagiarism, and I am aware of the University's policy on this.

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted by others elsewhere for any other degree or qualification.

Student's name:	خليل عبد الله أبو رزق	اسم الطالب:
Signature:	خليل عبد الله أبو رزق	التوقيع:
Date:	07/08/2016	التاريخ:



نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ خليل عبد الله خليل ابو رزق لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

دراسة تحليلية لمبادئ حقوق الإنسان في كتب اللغة الإنجليزية في فلسطين.
An Analytical Study of Human Rights Principles in English for Palestine Textbooks.

وبعد المناقشة العلنية التي تمت اليوم الأربعاء 08 شوال 1437هـ، الموافق 2016/07/13م الساعة العاشرة صباحاً بمبنى طيبة، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

.....	مشرفاً و رئيساً	أ.د. عوض سليمان قشطة
.....	مناقشاً داخلياً	أ.د. عبد المعطي رمضان الأغا
.....	مناقشاً خارجياً	د. محمد عطية عبد الرحيم

وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس. واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف علي المناعمة

ABSTRACT

Background and Problem: Human rights are an important issue these days. They are incorporated in the education field. This study was conducted to investigate whether the English for Palestine textbooks including human rights or not.

Objectives and aims : The study aimed at exploring the human rights principals in English for Palestine textbooks in 7, 8, 9, 10, 11 and 12 which was prescribed by the Palestinian Ministry of Education for the students in the West Bank and Gaza Strip and taught in the scholastic year 2015-2016. The sample of the study consisted of twelve textbooks .

Methodology : To achieve the aim of the study, the researcher consulted a panel of referees to decide which the human rights are ought to be included in English for Palestine textbooks. Then he reached a list of (29) human rights which are used to analyse the English textbooks .

Results: According to the study results, human rights are included in English for Palestine Textbooks from grade 7 until grade 12, in twelve textbooks. English For Palestine grade (12) contained (114) human right, which is the most frequented number in the English textbooks while English For Palestine (10 B) had (43) and ranked the least number of human rights included in English for Palestine textbooks.

Conclusion: the study concluded that the domains of human rights were included in these textbooks according to the list consulted by the referees as follows, the civil rights with (14) human rights, the social rights with (4) human rights, the economic rights with (4) human rights, the cultural rights with (4) human rights and the political rights with (3) human rights.

Keywords : Analytical, human right, English for Palestine.

ملخص الدراسة

موضوع الدراسة: يعتبر موضوع حقوق الإنسان موضوعاً هاماً هذه الأيام، حيث تم تضمين هذه الحقوق في مجال التعليم. وأجريت هذه الدراسة من أجل التحقق من وجود حقوق الإنسان في منهاج اللغة الإنجليزية في فلسطين.

هدف الدراسة: هدفت الدراسة إلى الكشف عن حقوق الإنسان في منهاج اللغة الإنجليزية في الصفوف الآتية، الصف السابع، الثامن، التاسع، العاشر، الحادي عشر والثاني عشر والتي أقرتها وزارة التربية والتعليم في فلسطين علي الطلبة في الضفة الغربية وقطاع غزة للسنة الدراسية 2016/2015. وتكونت عينة الدراسة من إثني عشرة كتاباً.

طريقة ومنهجية الدراسة: و لتحقيق هدف الدراسة، قام الباحث بإستشارة عدد من المحكمين لكي يقرر ما هي حقوق الإنسان الواجب تضمينها في كتب اللغة الإنجليزية في فلسطين. وبعد ذلك، توصل الباحث إلي أن هناك قائمة تشمل (29) حقاً من حقوق الإنسان والتي أستخدمت لتحليل كتب اللغة الإنجليزية.

النتائج: وبحسب نتائج الدراسة، أن حقوق الإنسان متواجدة فعلا في كتب اللغة الإنجليزية في فلسطين من الصف السابع إلي الصف الثاني عشر، ويبلغ عدد الكتب المتوافر فيها حقوق الإنسان (12) كتاباً. وقد حصل كتاب اللغة الإنجليزية في فلسطين للصف الثاني عشر علي أعلى تكرارات لحقوق الإنسان وبلغت (114) تكراراً بينما حصل كتاب الصف العاشر (ب) علي أقل تكرارات وبلغت (43) تكراراً.

الخلاصة: توصلت الدراسة إلي أن مجالات حقوق الإنسان متواجدة في كتب اللغة الإنجليزية وفقاً للقائمة المحكمة من المحكمين وهي على النحو الآتي: المجال المدني وحصل علي (14) حق من حقوق الإنسان، المجال الاجتماعي (4) حقوق، المجال الاقتصادي (4) حقوق، المجال الثقافي (4) حقوق والمجال السياسي (3) حقوق.

كلمات مفتاحية: دراسة تحليلية، حقوق الإنسان، كتب اللغة الإنجليزية

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

قال تعالى:

﴿يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ﴾

[الحجرات: 13]

O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other)). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).

[Al-Hujurat:13]

DEDICATION

- * *To the soul of my dear martyr, Hussien Mohammed Abu Rezeq, my cousin,*
- * *To the soul of the Palestinian martyrs, who sacrificed their lives to achieve the principles of human rights on this land,*
- * *To my father, Abdullah,*
- * *To my kind mother, Randa,*
- * *To my beloved wife, Samah,*
- * *To my little son, Abdullah,*
- * *To my mother in law, Sadia,*
- * *To my brothers, Mahmoud, Mohammed, Faries and my sisters, Mariam and Fatima,*
- * *To my brother Wael, who was deprived from pursuing learning,*
- * *To my uncles and aunts,*

ACKNOWLEDGEMENTS

- * All praise to Allah, the one to whom all dignity, honor and glory are due, the unique with perfect attributes, Who bigots not, nor is He begotten.
- * All praise to the prophet Mohammed, peace be upon him.
- * I am extremely grateful to my supervisor and committee Chairman **Prof. Awad Keshta** for accepting to be my supervisor and the directions he gave me.
- * I would like to thank Prof. Abdel Moa'ti El Agha, the internal examiner and the external examiner, Dr. Mohammed Atteah Abdel Raheem, the external examiner for accepting to discuss this study. Those two doctors enrich my research with fundamental amendments.
- * Also I would like to give special thanks to Prof. Abed El Mo'ti El Agha who devoted his time and experience to cooperate with me from the beginning of the work until its end. He is the source of the idea of the research and without his support, it would not come into physical appearance.
- * I am very grateful to the panel of referees, who supported me with their insights and pieces of advice.
- * All deep thanks to my sister **Fatima**, a teacher of English language, for her support in analyzing the data of the research and helping in reviewing.

Table Of Contents

إقرار.....	I
نتيجة الحكم على أطروحة ماجستير.....	II
ABSTRACT.....	III
ملخص الدراسة.....	IV
Epigraph Page	V
DEDICATION	VI
ACKNOWLEDGEMENTS	VII
Table Of Contents	VIII
LIST OF TABLES	XI
LIST OF APPENDICES	XII
LIST OF ABBREVIATIONS	XIII
Chapter 1 Introduction of the Study	1
1.1 Introduction:	1
1.2 Need for the study:	4
1.3 Statement of the Problem:	5
1.4 Research Questions:	5
1.5 The Purpose of the Study:	6
1.6 The Significance of the Study:	6
1.7 Limitations of the Study:	6
1.8 Definitions of Key Terms:	6
1.8.1 Analytical:	7
1.8.2 Human rights:	7
1.8.3 English textbook:	7

Chapter 2 LITERATURE REVIEW	8
2.1 Theoretical Framework	8
2.1.1 English For Palestine and Its Relation to Human Rights	8
2.1.2 Human Rights.....	23
2.1.3 Human Rights Education	36
2.1.4 Content Analysis	47
2.2 PREVIOUS STUDIES.....	52
2.2.1 Previous studies concerned with human rights in Textbooks:.....	52
2.2.2 Previous studies concerned with human rights in Education.....	61
2.2.3 Commentary on the previous studies (in General):.....	66
Chapter 3 Methodology	68
3.1 Research design:.....	68
3.2 Population of the study:	68
3.3 The sample of the Study:.....	68
3.4 Instrumentation:	68
3.4.1 The content analysis card:.....	69
3.4.2 The content analysis card of human rights constructed according to the following procedures:	69
3.5 The Structure of Each Grade in English for Palestine Textbooks:	70
3.6 The Procedures of Content Analysis.....	70
3.7 Validity of content analysis card.....	70
3.8 Reliability of the analysis process	70
3.9 The limitations of the Analysis Process:.....	72
3.10 The Study Procedures:	72
3.11 Statistical Techniques:	73
Chapter 4 Study Results and Data Analysis.....	74
4.1 Presentation of the results	74

4.1.1 Results Related to the First Question.	74
4.1.3 Results Related to the Third Question.	83
4.1.5 Results Related to the Fifth Question.....	95
4.1.6 Results Related to the Sixth Question.....	100
4.1.7 Results Related to the Seventh Question.	106
Chapter 5 Findings, Discussion, Conclusions, Implications & Recommendations	115
5.1 Findings.....	115
5.2 Discussion	116
5.2.1 Discussion of the results of the first question	117
5.2.2 Discussion of the results of the second question.....	117
5.2.3 Discussion of the results of the third question	118
5.2.4 Discussion of the results of the fourth question	118
5.2.5 Discussion of the results of the fifth question	118
5.2.6 Discussion of the results of the sixth question.....	119
5.2.7 Discussion of the results of the seventh question.....	119
5.3 Conclusions	119
5.4 Pedagogical Implications:	120
5.5 Recommendations	121
5.5.1 Recommendations for curriculum designers and decision makers	121
5.5.2 Recommendations for supervisors of English.....	121
5.5.3 Recommendations for future studies.....	121
The References List.....	123

LIST OF TABLES

TABLE (3.1): Coefficient Correlation Between The Two Researches	71
TABLE (4.1): The List Of Human Rights Made After Consulting The Referees.....	75
TABLE (4.2): The Results Of Analyzing English For Palestine 12 A.....	78
TABLE (4.3): The Results Of Analyzing English For Palestine 12, Reading Plus ..	81
TABLE (4.4): The Results Of Analyzing English For Palestine 11a.....	84
TABLE (4.5): The Results Of Analyzing English For Palestine 11 Reading Plus ...	87
TABLE (4.6): The Results Of Analyzing English For 10A	90
TABLE (4.7): The Results Of Analyzing English For 10B	92
TABLE (4.8): The Results Of Analyzing English For 9A	95
TABLE (4.9): The Results Of Analyzing English For 9B	98
TABLE (4.10): The Results Of Analyzing English For 8A	101
TABLE (4.11): The Results Of Analyzing English For Palestine 8B	104
TABLE (4.12): The Results Of Analyzing English For Palestine 7A.....	107
TABLE (4.13): The Results Of Analyzing English For 7B	110
TABLE (4.14): Human Rights Domains (Frequencies And Percentages) In The English For Palestine Textbooks	113
TABLE (4.15): The Overall Frequencies Of Hr Domains In The English Textbook In Palestine	114

LIST OF APPENDICES

Appendix (1) The First Draft of Human Rights List	132
Appendix (2) The First Final copy of Human Rights List	135
Appendix (3) List of Referees' Names and Position.	137
Appendix (4) The Analysis Card Used to Analyze the Content of English Textbooks	138
Appendix (5) The components of English for Palestine Textbooks.....	139

LIST OF ABBREVIATIONS

ECNT	The English Curriculum National Team
ECOSOC	The United Nations Economic and Social Council.
EFL	English as a foreign language
ELC	English Language Curriculum.
FIDH	the International Federation for Human Rights
HRE	Human Rights Education.
IGOs	The intergovernmental organizations.
ILAC	The International Legal Assistance Consortium
ILO	International Labour Organisation
NGOs	Non- Governmental Organizations.
OPT	The Occupied Palestinian Territories.
PCHR	The Palestinian Centre for Human Rights
SPSS	Statistical Package for the Social sciences.
TEFL	Teaching English as a Foreign Language.
UDHR	The Universal Declaration of Human Rights.
UN	The United Nations.
UNAIS	The 2003 International Services Human Rights Award
UNESCO	United Nations Education Scientific Cultural Organisation
UNRWA	The United Nations Relief and Works Agency for Palestine Refugees in the Near East
WHO	World Health Organisation

Chapter 1

Introduction of the Study

1.1 Introduction:

The world has witnessed global wars, conflicts, displacements and incidents of looting and murdering. Nothing could stop all these bad acts except the way the people learn and behave. The emergence of the World War II and what was witnessed after that war led the world leaders to find a way to stop all these incidents of mass killing. People agreed on establishing the United Nations, which would maintain the peace all over the world. The United Nations urgently made the Universal Declaration of Human Rights (UDHR), which is the source and the reference for all the people of this world to be safe and secured. Human Rights are the rights a person has because he or she is a human being. The UDHR is a statement that covers all the aspects of life; civil, political, social, cultural and economic disciplines.

In 1947 the UNESCO produced recommendation, called a special recommendation which stated that education should seek the international understanding, cooperation, peace, education for human rights and liberties, respecting the cultures of people, developing the ways of communicating with others, developing the international awareness that aims to achieve mutual cooperation among the peoples and countries, and the international problems (le ROUX, 2001, p12). This was the source and the initial reference for inserting human rights and global education in school curriculum. The way of preventing all the wars and conflicts is to teach children and people on peace and cooperation.

Human rights have long been a key aspect in democratic societies. Teruhisa, (2000) and Moghaddam, (1990) averred that there are topics also related to moral, global, multicultural, and peace education.

The written constitutions usually contain a bill of rights, and that the first Bill of Rights was formally incorporated into the U.S. Constitution between 1789-91. The French National Assembly also adopted a Declaration of the Rights of Man and the

Citizen in 1789. Human rights and human rights education were brought into focus immediately after the Second World War with the establishment of the United Nations. Without official legal standing, the UN's General Assembly adopted a Universal Declaration of Human Rights in 1948. The European Convention on Human Rights introduced individual, social rights and freedoms in 1953, and the European Court of Human Rights was established within this framework. (Kuçuradi, 1999)

The concept of global education refers to the educational concepts that aim to develop cooperation, understanding and peace among the people and the nations. Education should be in relation to principles and aims of the United Nations charter and the Universal Declaration of Human Rights. These calls for a new kind of education made the education list include topics and texts pertaining to global education. Curriculum designers and planners took into their considerations the global education when they design new curricula.

The last point they confirmed that the content of global education should provide students of the ways of developing mutual relations among people and countries.

In Palestine, the system of the official school is divided into two main streams, UNRWA schools and the governmental schools. The students mainly study the same subjects in the two types of schools. The difference is that the UNRWA schools teach human rights as a separated subject in the elementary stage while the students studying in the governmental are taught human rights differently. Therefore, the researcher considers implying the principles of human rights in every subject and textbook will be helpful for the students to gain human rights.

The researcher's point of view is that the Palestinian English textbooks ought to include topics about human rights for the purpose of educating our children on these rights. If these rights are included in every textbook, the student would be surrounded by these rights and will gain them.

If schools are to educate pupils to become democratic citizens, they must constantly ensure that the way in which they operate does not violate the principles of human rights. According to the Council of Europe (1999) that democracy and human rights education embody three crucial dimensions. The first is teaching human rights and democracy in order to inform people of their rights. The second is informing people about how to implement and defend their rights. The third is to encourage a school climate in which people can report and reflect upon their own concerns regarding the ideals and practice of democracy and human rights.

According to United Nations, (2004, p. 12) research has shown that some upper primary and secondary school students sometimes suffer from a lack of confidence that limits their ability to socialize with others. It is difficult to care about someone else's rights when you do not expect to have any yourself. Where this is the case, teaching for human rights could require going back to the beginning and teaching confidence and tolerance.

According to the Plan of Action – World Programme for Human Rights Education (2006, pp. 2-3), human rights education is widely considered to be integral to every child's right to quality education, one that not only teaches reading, writing and arithmetic, but also strengthens the child's capacity to enjoy the full range of human rights and promotes a culture which is infused by human rights values.

Human rights education promotes a holistic, rights-based approach that includes both “human rights through education,” ensuring that all the components and processes of education – including curricula, materials, methods and training – are conducive to the learning of human rights, and “human rights in education,” ensuring that the human rights of all members of the school community are respected.

Introducing human rights education in primary and secondary education implies that the school becomes a model of human rights learning and practice within the school community, teachers, as the main depositories of the curriculum, play a key role in reaching this aim.

All democratic countries emphasize the importance of human rights and incorporate those principals into their education systems. However, there are many developing and third world countries in which democratization and human rights awareness do not yet have a place on the agenda. For these, as Payaslıoğlu (1999) suggested, studies on attitudes about human rights among strategic groups such as youths and educators (who are the future of a country) may provide crucial information and paradigmatic suggestions for future decision makers.

According to the previously mentioned information, human rights are significant and of international concern that ought to be included in all the curricula in school. Many researchers conducted different researches about the human rights in the curricula in Palestine. Unfortunately, the researcher did not find a research in our Palestinian universities investigating the role of human rights education in the English curriculum. As I stated before, English language is an international language and the language of science, therefore its curriculum should have the principles of human rights. This made the researcher conduct a research to find out the level of human rights included in the English textbooks. Therefore, the researcher selected the English for Palestine textbooks to be the population that will help all the curricula experts to know the level of human rights in the English curriculum.

1.2 Need for the study:

Teaching English in schools without paying attention to the human rights included in the English textbooks is considered worthless in the perspective of the global education that seek to teach the global understanding through various curriculum. Nowadays, there are courses being taught in schools about human rights. Since many studies confirmed the existence of the human rights in the different textbooks, The researcher conducted this study to analyze the human rights in English textbooks and this study is considered a new one in the field of human rights education and English curriculum especially in the Gaza Strip.

The researcher made a survey in the Gaza Strip libraries about studies relating to human rights education in English curriculum but he did not find any studies. Therefore, the study is a real investigation to the curriculum designers and

experts of English Language about the human rights included in the English curriculum. This research comes in light of interdisciplinarity which widely acknowledges that there is a relation between the controversial issues such as the human rights and the English language curriculum. The responsibility of teaching human rights does not fall only on English teachers but also on teachers of all schools.

1.3 Statement of the Problem:

The reason behind the growing problems in the world refers to the lack of the human rights and cooperation among people. Children from their first stages at school should be educated on values of human rights and good behavior that will enable them to live peacefully. From this point of view, all the school textbooks should include the terms of human rights, citizenship, and world peace.

1.4 Research Questions:

To achieve the purpose of the study, the researcher addressed one major question and seven sub-questions derived from it. These questions are as follows:

Main question: To what extent does the content of English for Palestine contain human rights principles?

Sub-questions:

1. What are the basic human rights that ought to be included in English for Palestine Textbooks according to the Universal Declaration of Human Rights?
2. To what extent does the content of English for Palestine grade 12 contain human rights?
3. To what extent does the content of English for Palestine grade 11 contain human rights?
4. To what extent does the content of English for Palestine grade 10 contain human rights?
5. To what extent does the content of English for Palestine grade 9 contain human rights?

6. To what extent does the content of English for Palestine grade 8 contain human rights?
7. To what extent does the content of English for Palestine grade 7 contain human rights?

1.5 The Purpose of the Study:

1. Defining the principles of the human rights that ought to be included in English For Palestine textbooks.
2. Finding out to what extent are the human rights principals are existed in English textbooks.

1.6 The Significance of the Study:

The study is significant because:

1. It benefits the English for Palestine textbooks experts when including and enriching the human rights in the English curriculum.
2. It helps the English supervisors to increase their awareness of the principles of human rights in the English curriculum.
3. It could be an essential step to encourage researchers to conduct studies in the English curriculum in the light of the global studies and human rights.
4. It gives an analytical study for the English teachers of human rights existed in English or Palestine textbooks.

1.7 Limitations of the Study:

1. The study will analyze the human rights in English for Palestine Textbooks.
2. The study will analyze the English Textbooks for the 12th, 11th, 10th, 9th, 8th and 7th grade.
3. The researcher will use the unit to analyze the existence of human rights principles in the English for Palestine Textbooks.

1.8 Definitions of Key Terms:

The following key terms are operationally defined for the purpose of this study: Analytical Study of Human Rights Principles in English For Palestine Textbooks

1.8.1 Analytical:

According to Longman Dictionary, 2001, Analytical is thinking about things in a detailed and intelligent way, so that you can examine and understand things.

1.8.2 Human rights:

The researcher defines human rights as "The basic rights that should be owned by all the people without racial discrimination based on religion, color, race or sex in order to live in dignity, justice and equality."

1.8.3 English textbook:

It is the curriculum prepared by the Palestinian Ministry of Education to teach the English language in Palestine Schools from grade 1 to grade 12.

Chapter 2

LITERATURE REVIEW

Theoretical Framework And Previous Studies

2.1 Theoretical Framework

2.1.1 English For Palestine and Its Relation to Human Rights

In this part, the researcher will go through the relationship that connects English as a language taught and human rights, which are considered one of the global education branches.

2.1.1.1 The Curriculum in Palestinian schools

Since the first Palestinian national curriculum was issued in 2000, the topics covering the curriculum promote human rights explicitly and implicitly. The Palestinian curriculum meets the international dimensions because they were constructed by curriculum experts.

The First Palestinian Curriculum is based on the general educational philosophy of Palestinian/Arab society. In other words, the guiding principles of this curriculum were derived from heritage, religion, and the Declaration of Independence in the 1988.

Observing these guiding principles, one could easily conclude that the first Palestinian curriculum has been planned to take account of national, Arab, religious, and international dimensions. Clearly, these features represent sound improvement on the previously employed Jordanian and Egyptian ones.

However, concerning the curriculum provision, it was made to include three phases with different titles and features, namely they are:

- 1) Lower Basic Phase (Preparatory stage).
- 2) Higher Basic Phase (Empowerment stage) Grades 5-10.

3) Secondary Phase (Take off stage) Grades 11-12.

Regarding these three phases, different subjects were introduced for the first time; a clear example that concerns this study is of English. English was introduced for the first time from Grade 1 up to Grade 12 (Studies on the Palestinian curriculum and textbooks consolidated report, 2006).

As stated previously, the curriculum in Palestine schools meets the international dimensions. The curriculum matches these dimensions if they include topics and lessons pertaining to global education, which is for all the people of the world. This kind of education sheds light on the global issues such as human rights, racial discrimination, world peace, global warming and refugees. Kneip (1987, p. 69) stated that “Hardly a day goes by without an announcement of terrorist activities, the newest lake poisoned by acid rain, the latest energy crisis, the suffering of displaced people in refugee camps or the repression through violent means of people seeking their human rights.”

In the same vein, Fisher and Hicks (1985, p. 8) defined global education as education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world. Explaining the rationale for global education, Kneip said “global education consists of efforts to bring about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global age” (Kneip, 1985, p. 15)

According to Thomas et. al. (1998, p. 311-317) the fields of global education are; human rights, social justice, local and global conflicts, the widespread of non-traditional weapons, religions, ideologies, environment, the increasing population and global cultures.

It is hard for the researcher to investigate all of these fields, so he preferred to select human rights to be one of the fields of global education to be the core issue of this study. The selection of human rights from the previous fields is because it was clearly mentioned in the Universal Declaration of Human Rights of 1948. Human rights are those 30 articles specified by the United Nations and had a consensus among the peoples of the world.

2.1.1.2. English in the Palestinian education system

English is the only foreign language taught in Palestinian schools and institutions. Since 2001, English has been introduced to the Palestinian school curriculum from grade one to grade twelve. Historically, English was introduced in grade seven starting from 1996, it was introduced in grade five. Being the only foreign language introduced as a compulsory subject, English is considered one of the major subjects at the Palestinian schools. Therefore, it has had a unique and prestigious status in the Palestinian education system (El Helou, 2010, p. 14).

The ultimate goal for teaching English is communication ability. In the English Language Curriculum, the communicative ability is the main goal. So, although it is important for learners to know about the language, real success is measured by what learners can do with the language: how well they can understand meaning and convey meaning in spoken and written English (English for Palestine 12, Teacher's Book, 2006). According to Stern (1983, p. 14) that the importance of the communication in learning languages. He declared that as one of the main goals of teaching any language is to enable learners to communicate fluently and effectively in situations where this language is used.

Communication does not come from nothing. It is the overall result of learning English language four skills; listening, speaking, reading and writing. Those skills can be integrated with the field of human rights. One British English instructor, for example, has based a complete English four-skill lesson on the international human rights organization Amnesty International (Sandilands, 1989, p. 22). This begins with students listening to information about Amnesty International, speaking their opinions concerning human rights, reading about the work of Amnesty International in its English newsletter, and then writing English letters calling for the release of prisoners of conscience around the world.

2.1.1.3. Rationale for teaching English as a Foreign Language in Palestine

In 'English Language Curriculum' prepared by the English Language National Team (1999), the study of foreign / second language in schools is traced to different reasons suggested by linguists, educational psychologists and educators. It is to improve employment opportunities, to learn to value other cultures, and to enhance mental capacity.

2.1.1.4 General Principles of Language Learning and Teaching

The stated document 'English Language Curriculum' lists twenty different general principles that underline the development of the First English Curriculum and that are elected from current research and theory. What concerns this study, however is the third principle, which is entitled "language learning is culture learning". Clearly, stating such a point reflects the fact that English language curriculum in Palestine would portray different values, beliefs, and norms of other cultures in order to extend students socio cultural competence.

2.1.1.5 Features of the First English Curriculum

After extensive investigations of curricular models used in different countries all over the world and taking teachers' and students' needs into account, the National Curriculum Development Team has devised a model that takes the Palestinian and Arab context into account. The basic features of this new curricular framework can be outlined in the following (ELC, 1999):

- Learner-centered approaches to learning.
- Thematic/topical model.
- Proficiency movement.
- communicative approach to language teaching and learning.

2.1.1.6 Goals For The English Language Curriculum

The English Curriculum National Team (ECNT) proposes about (26) general goals for Teaching English as a Foreign Language (TEFL) in Palestinian schools. For

the purpose of this study which seeks to analyze human rights principals in English for Palestine textbooks, the researcher quoted some goals which meet the aims of the research and ones that are related to human rights; namely they are:

1. To foster understanding and develop sensitivity to the target language culture and the students' own culture.
2. To develop students' respect for others, especially those with social, cultural, and family backgrounds different from their own, by encouraging them to reject sexual, racial, and ethnic stereotypes.
3. To increase, through a common language, the possibility of understanding and cooperation with people who speak English.
4. To develop understanding and appreciation of cultures where English is used.
(ELC, 1999, p.13)

These goals also match The World Confederation of Organizations of the Teaching Profession (1989, p.7) which, clearly stated that its aims are to include the promotion of equality, peace, justice, freedom, and human rights among all peoples. They also meet The 1974 United Nations Educational Scientific, and Cultural Organization (UNESCO 1974) Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms which calls for a global perspective at all levels of education, understanding, and respect for other cultures; an awareness of the rights of individuals and groups; and a readiness on the part of the individual to participate in solving the problems of his or her community, nation, and the world.

2.1.1.7 Domains the English curriculum aims to develop:

According to English for Palestine curriculum designers in General Administration of Curriculum (1999), some main aims to deal and develop all English for Palestine textbooks at all levels as following:

1. Communicative Competence
2. Cultural Awareness
3. Values.

2.1.1.7.1 Communicative Competence:

1. Linguistic Competence

The following comprises the components of linguistic competence:

- a. Oral / Aural Communication
- b. Reading Skills
- c. Writing Skills

a. Oral/ Aural Communication

According to General administration of curricula in English Curriculum(1999, p. 15) the general goal of teaching listening and speaking skills is to enable students to interact successfully with native and non- native users of English in a variety of social and academic settings).

The student will communicate effectively and appropriately in a variety of situations in the target language for achieving the following purposes:

- * To respond to presentations of stories, poems, and songs.
- * To recognize and express feelings, attitudes, and ideas evoked by oral presentations on a limited range of subjects and in a limited variety of formats.
- * To initiate and sustain a rehearsed or unrehearsed conversation.
- * To narrate events with different time contexts in areas of personal interest.
- * To give and understand verbal directions and instructions.
- * To understand questions, statements, and commands pertaining to routine classroom procedures.
- * To answer questions on, explain and discuss material presented in the classroom (written, oral, or visual).
- * To demonstrate proficiency in handling various communicative tasks.

- * To express emotions and feelings about self, current affairs and contemporary social issues.

Human rights can be integrated in oral/ aural communication by explaining lessons and examples about human rights. Global issues can be included in teaching content even when students are just starting to learn the sounds of the foreign language. Oura et al.(1989, p. 5) stated that the teacher teaches the sounds of English by using the example word “peace” to teach the English sound /p/. This example obviously shows the integration of human rights among oral/ aural communication.

b. Reading Skills:

Reading comprehension is the most important skill to be taught in school. The ability to read accurately and fluently is the most important need for the student. Thus, students will be trained for:

1. Information and understanding: Collect data, facts, or ideas; discover relationships, concepts, or generalizations; use knowledge generated from a text.
2. Aesthetic response: Enjoy and appreciate texts, relate texts to self, and respond sensitively to texts with diverse social, historical, and cultural dimensions.
3. Critical analysis and Evaluation: use personal and / or objective criteria to form opinions or to make judgments about ideas and information in written texts.

Therefore, the students will read a variety of texts for the following purposes.

- a) To comprehend basic facts in the text.
- b) To obtain information from a text and to use this information for summary, study, and perhaps other purposes.
- c) To discover relationships, concepts, or generalizations in written texts.
- d) To use knowledge generated from text in relevant real-life situations.

- e) To access background information necessary for proper text comprehension by using the appropriate strategies and skills.
- f) To read critically, i.e. to form opinions and make judgments about text.
- g) To identify the organizational pattern of text.
- h) To recognize the rhetorical devices used in the text.
- i) To enjoy and appreciate target language literature.
- j) To recognize special linguistic features of texts.

Reading is the most appropriate skill through which teachers can teach human rights. English curriculum authors can also increase the student knowledge of human rights. For example, if they integrate comprehension passages pertaining to the United Nations work, the Amnesty International mechanism, personal rights, social rights, economical rights and political rights; I think it could be an abundant medium for students to learn about human rights in details. They will learn vocabulary, synonyms, antonyms, collocation and at the same time information about human rights. In this case, students will kill two birds with one stone.

C. Writing Skills.

The goal of teaching writing skills is to enable students to present information and ideas in written English in an organized manner in a variety of text types and on a variety of topics. The students will write appropriately in a variety of situations in English for the following purposes:

1. To provide information to others in written form by using notes, personal letters, journals, personal ads and instructions.
2. To describe people, places, processes, habits and conditions, objects and visuals by using various discourse modes.
3. To take notes on aural or written text for a variety of purposes (e.g. study or summarizing purposes).
4. To transform data form graphic to expository form.
5. To express own emotions, attitudes, opinions on a variety of topics.

In writing skill, it is difficult for the student to compose a paragraph and essays about human rights. If they originally lack the vocabulary which reflects

human rights, they will encounter difficulties in writing about human rights. Student all over the world face the same difficulty. As mentioned in Mojica (2010, p. 30), problems facing English as a foreign language (EFL) learners can be one or two more or a mixture of five. Some problems are related to vocabulary (word choice) when students feel confused about what words to use or even they do not have that much of vocabulary in their minds to use. Others are related to grammar when students do not know how to apply the grammatical rules they learned. Another set of problems are related to organization and lack of sufficient supporting details when learners cannot support and back up their main idea with relevant ideas. In addition to the previous, some problems are related to interference of learners' first language in which learners apply their first language rules while writing in English, which can be negative. At last there are some problems related to that lack command of English.

After this review of the difficulties that may encounter students in writing, human rights can be taught in writing skill. Teachers are advised to teach vocabulary pertaining to human rights and at the same time they are easy to copy and memorize for the students in the first grades. For example, the words right, peace, freedom, travel, learn, and marry, the student can copy these words easily. In preparatory education, student can learn and acquire vocabulary of human rights. They can write short sentences about their rights. For example, I want to learn, people should respect each other, we should deal with each other peacefully and the state is for all. Then in secondary school, students at least would be able to write paragraphs about human rights. These paragraphs may vary from 50 words to 100 words. I think it would be easy for them to write if they learned the correct methods of writing from the beginning.

2.1.1.7.2 Cultural Awareness.

Basic to the principles of the first Palestinian Curriculum is the need to acquaint students with knowledge and culture and enhance their understanding of the Palestinian people within the broader Arab- Islamic context. The curriculum also

presents the outlook towards the future of mankind. The following are objectives form the base of the domain of cultural awareness of the Palestinian EFL curriculum.

- To provide opportunities to develop a knowledge and understanding of social and political conflicts in a variety of contexts and how to respond to them positively and creatively.
- To develop knowledge, an appreciation and an understanding of interdependence, continuity, and change in the social and cultural process as it relates to individuals, families, local communities, and other wider world.
- To provide opportunities to develop an informed awareness of the similarities and differences between the cultural traditions which influence people who live in Palestine.
- To strengthen the Palestinian identity of students together with the connection with the Arab and Islamic culture and heritage.
- To help students recognize that they are valuable members of the local Palestinian community as well as of the world community, culture and ways of life, and how they are woven together.
- To build understanding of, and sensitivity towards own and other cultural traditions.
- To develop an appreciation of shared and distinct characteristics of Palestinian and other cultures.
- To foster in students a positive attitude towards English and the importance of learning. The student will develop understanding of the target language.
- To help students identify various food form the target language cultures including regional specialties.
- To familiarize the student with values that characterizes the target culture.
- To help students participate in events, and activities that promote the culture of the target language, at school and in the community. (Mclaughlin, 1995, p. 93 Cited in Ashiba, 2010, p. 73)

Adaskou et.al (1990, p. 3-4) defined culture by giving four meanings of the term: aesthetic, sociological, semantic and pragmatic. The aesthetic sense includes cinema, literature, music and media while the sociological one refers to the organization and nature of family, inter-personal relations, customs, material conditions, and more. As for the semantic sense, it involves the whole conceptualization system which conditions all our perceptions and thought processes. This includes many areas including, food, clothes, and institutions. Finally, comes the pragmatic or (sociolinguistic) sense. It refers to the background knowledge, social and paralinguistic skills, and language code that are responsible for successful communication.

Goode *et.al* (2003) asserted that culture is an integrated pattern of human behavior that includes thoughts, communications, languages, practices , beliefs, values ,customs, courtesies, rituals, manners of interacting roles, relationships and expected behaviors of a racial ethnic, religious or social group; and the ability to transmit the above to succeeding generations. Sellami (2000) stated that teaching language without teaching the culture of its native speakers is "a lifeless endeavor". He adds more by clarifying that teaching language is part and parcel of teaching culture and, hence, cannot be departed from it in any way.

If the Palestinian students fully understand the meaning, the parts and the impact of culture, they will easily apply the terms of human rights which were declared for all people. When the United Nations issued human rights, it took into its consideration the respect for the cultures of all people. The following are the articles concerning culture according to the Universal Declaration of Human rights:

- **Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

- **Article 22**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each state, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

- **Article 26:**

Parents have a prior right to choose the kind of education that shall be given to their children.

- **Article 27:**

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author. (The Universal Declaration of Human rights)

2.1.1.7.3 Values:

General Administration of Curricula in English Curriculum (1999, p.20) stated that English language curriculum seeks to reinforce in students the concepts of love, peace, equality, freedom, human rights, democracy, tolerance, respect for oneself and others, as well as to maintain positive attitudes toward good and virtue. Such notions appear in the English subjects, complementing and supporting them in what ultimately forms the character of the learner. In addition, the English language curriculum aims at helping students to analyze, clarify, judge and acquire values of civil society in the areas of: global concern, environmental concern, social responsibility.

The Committee for values, which was formed by the Ministry of Education of Jordan in 1980, defined value as follows: "The value is a meaning, position and a human obligation or human desire and choice of an individual to interact with himself and with the society in which he lives. (Al-Nashef, 1981). In the same respect, some social scientists defined values as: the belief that it (value) has the ability to satisfy the human need and it is a property of the thing that makes it has importance to the individual or the group which exist in the human mind and not in the external thing (Thtawi, 1996).

Values are divided into some types, and most of these types of values are integral parts of human rights. Abo Al-Enein's (1988) classified values into the following types:

- **Spiritual values:** They imply love of Allah, faith in Allah and Jihad for the sake of Him.
- **Moral values:** They include justice, honesty, truthfulness, generosity and cooperation.
- **Mental values:** They are the knowledge and ways to acquire experience and critical thinking.
- **Empathy and emotional values:** They include love, hatred and self-control.
- **Social values:** They include honoring parents, social solidarity and kindness to neighbors.
- **Material values:** They are the material elements of body care and thrift.
- **Aesthetic values:** They recognize the aesthetic consistency in things and take care of appearance, cleanliness and tidiness.
- All these values are human rights and mentioned in the universal declaration of human rights.
- **Spiritual values:** They can be found in Article 18 which states that everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.
- **Moral values:** are protected by The UDHR.

Article 8, everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 10, Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11, (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Empathy and emotional values: This stated in article 1, All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood

Social values: Article 26: 3. Parents have a prior right to choose the kind of education that shall be given to their children.

Material values: Article 17, 1. everyone has the right to own property alone as well as in association with others. 2. No one shall be arbitrarily deprived of his property.

Article 4, No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Aesthetic values: These values are mentioned implicitly in the declaration when it sets all the laws to guarantee the rights for human, nature, society, countries and planet.

To sum up, the values mentioned in the Universal Declaration of Human Rights, are tolerance, love, respect, justice, equality and cooperation. As stated above, English curriculum is designed to have values.

2.1.1.8 Textbook

Matos (2000) reviewed the definition of the textbook in his article as Harries and Hodges (1995) stated "Textbook – a book used for instructional purposes, especially in school and colleges". "Book used by students for particular branches of study can be characterized by another important feature: their intrinsically challenging nature". The textbook plays a vital role in language classrooms in the different educational institutions such as state schools, colleges, language school or else all over the world. (Lamie, 1999).

2.1.1.8.1 The use of textbook

Grainger, 2001 mentions three main reasons for using the textbook:

- 1) It is difficult for the teacher to develop their own classroom materials.
- 2) The time available for the teacher is limited while developing new material takes a great amount of time.
- 3) The outside restriction of pressure affects the teacher.

The textbook can serve different purposes for both teachers and learners. For teachers, it is a core recourse of supplemental materials, inspiration for classroom activities or the curriculum (Garinger, 2001). Knowledge is designed in a systematic way that helps the students to learn and realize the links among these pieces of knowledge. It is a main reference for the learners to depend on (increasing knowledge and experiences, studying and revising for examinations.(Hamdan, 1997, p. 4- 5).

Starkey, among others, criticized the “tourist-consumer” flavor of many language texts, with their focus on shopping, travel, and fashion, and concluded that “foreign language textbooks provide fertile grounds for discovering bias, racism and stereotype”(Pike and Selby 1988, p. 239).

Analyzing the content of English for Palestine textbooks is the most appropriate instruments to discover the level of human rights existing in English classes. The Palestinian English textbooks are taught in a unified way in all schools, governmental and UNRWA ones. If human rights are integrated in English textbooks, surely the English teachers will pay attention to them. This also makes the research express the level of human rights in English classes via using the books. It is very difficult to investigate the existence of human rights in English contexts by observing teachers while they are teaching or by giving them questionnaires to fill. Books increase the level of consistency of my research since they are available in every school. The students may learn the principals of human rights when they are taught lessons.

2.1.2 Human Rights

2.1.2.1 Human Rights Definitions:

According to Flowers et al. (2000, p 3) human rights are those rights that belong to every individual man, woman, boy, girl, infant or elder simply because he or she is a human being.

Arbour and Johnson (2005, p. 1) referred to human rights as the sum of individual rights and collective rights laid down in state constitutions and international law.

Shaqoora(2012, p. 6) stated that human rights are the needs or requirements that should be available for all people in general without any discrimination based on, especially sex, color, political doctrine, origin or any other basis.

Qeta(2010, p. 6) defined the human rights as the rights sponsored by the Islamic Sharia and mentioned in the international treaties that guarantee to save the meaning of humanity in different disciplines and against racial discrimination. Individuals or groups shall enjoy their political, civil, economic, social and cultural rights stated in the international agreements that seek to full development of person and society.

Donnelly (1998, p. 21) defined them as the group of rights the people enjoy because they are a humans.

The researcher defines human rights as the basic rights that should be owned by all the people without racial discrimination based on religion, color, race or sex in order to live in dignity, peace and equality.

2.1.2.2 History of Human Rights:

Human rights have passed from nation to nation and from era to era until they have arrived to the current status. Human rights were practiced during different eras but in different shapes. No single society performs human rights in a complete form. The history of these rights began from the Islamic era until they were declared by the United Nations in the Universal Declaration of Human Rights of 1948.

According to Shiman (1999), the earliest attempts of literate societies to write about rights and responsibilities date back more than 4,000 years to the Babylonian Code of Hammurabi. This Code, the Old and New Testaments of the Bible, the Analects of Confucius, the Koran, and the Hindu Vedas are five of the oldest written sources which address questions of people's duties, rights, and responsibilities.

Eckeman et al. (2009, p. 178) maintained that human rights are historical in nature. The notion that human beings have a set of inviolable rights simply on the grounds of being human beings began during the era of the renaissance (Eckeman et al., 2009). Originally, people had rights only because of their membership to a group, such as a family. Early principles of human rights were established in the 6th Century BC under Cyrus the Great (Ishay, 2004).

2.1.2.2.1 Islam as the Source of Human Rights

Islam's contribution to human rights can be valued when compared against the backdrop of world history as well as the realities of modern times. Social, racial, gender, and religious inequities have always existed. Economic and social disparities have resulted in oppression of the lower classes; racial prejudices have been the cause of subjugation and enslavement of people with darker skin; women have been

weighed down by chauvinistic attitudes, and pervasive attitudes of religious superiority have led to widespread persecution of people with different beliefs. In Islam, what distinguish one human being from another, in the Sight of God, is the person's piety and God-consciousness and fear.

The following are human rights declared in 1948 UDHR but originally emerged before 1400 years in the Islamic Era:

1. Equality of Women

In Islam, woman and men are equal and there is no discrimination between them. They are rewarded for prayer and charitable acts, and likewise held accountable for their actions, good or bad, while on earth. The Glorious Qur'an says: "If any do deeds of righteousness,- be they male or female - and have faith, they will enter Heaven, and not the least injustice will be done to them." [Al Nis'a:124].

2. The Right to Life and Safety

The most basic right of a human being is the right to live. The Glorious Qur'an recognizes this right in the following verses: "Whosoever kills a human being without due reason – not in retaliation for murder or corruption on earth – it is as though he had killed all of mankind." [Al Ma'edah: 32]

3. Freedom of Beliefs

Contrary to popular misconceptions, a genuine Islamic state is obligated to not only permit but respect diversity. Thus non-Muslims in an Islamic state are allowed to worship in accordance with their religion. The Glorious Qur'an Says: O ye that reject Faith! I worship not that which ye worship. Nor will ye worship that which I worship. I will not worship that which ye have been wont to worship, nor will ye worship that which I worship. To you be your Way, and to me mine. [Al Kafirun:1-6)

4. The Right to a Basic Standard of Life

A basic standard of life includes the minimum essentials necessary for survival, such as food, clothing, shelter, and medical attention. Anyone suffering from deprivation of these economic necessities is entitled to receive aid in order to meet their needs. It is the duty of every Muslim with adequate means to give from their wealth, in order to eradicate poverty from society. The Glorious Qur'an says: "And in their wealth the beggar and the outcast had due share." [Adh-Dharyat: 19].

5. The Right to Justice

Islam requires that Muslims possess upright character and deal justly with the entire human race, irrespective of their ethnicity, nationality, creed, and whether they are friend or foe. The Glorious Qur'an says: "O ye who believe! stand out firmly for Allah, as witnesses to fair dealing, and let not the hatred of others to you make you swerve to wrong and depart from justice. Be just: that is next to piety: and fear Allah. For Allah is well-acquainted with all that ye do." [Al- Ma'edah: 8]

6. Rights and Mutual Responsibility

From the foregoing discussion, it is clear that Islamic law has divinely mandated rights for individuals in their specific roles as spouse, parent, child, relative, neighbor, friend, and even foe. In its distribution of rights and responsibilities, Islam has addressed the social, racial, gender, and sectarian issues plaguing the world. Although much of the world, including Muslim nations, have yet to fully implement it, the model of rights and mutual responsibilities enshrined in Islam, has a tremendous potential for individual and social reform. The Glorious Qur'an says "And remember We took a covenant from the Children of Israel [to this effect]: Worship none but Allah; treat with kindness your parents and kindred, and orphans and those in need; speak fair to the people; be steadfast in prayer; and practise regular charity. Then did ye turn back, except a few among you, and ye backslide [even now]." [El Baqarah: 83] Quoted from (Awan, 2016)

Mohammed, peace be upon him, was sent to the whole world to preach for unifying the almighty God. The prophet Mohammed never dealt people according to their race, color, belief or history. He dealt people for their humanity, for their dignity which was born with.

2.1.2.2.2 The Cyrus Cylinder as the Human Right Document:

In 539 BC, after Cyrus conquest of the city of Babylon the king, Cyrus the Great, issued the Cyrus Cylinder, by which he freed all slaves to return home and he declared that people should choose their own religion. The Cyrus Cylinder, a clay tablet containing his statement has been seen by many historians as the first human right document (Ishay 2004). The idea quickly spread to India, Greece and eventually Rome. Some of the documents which assert individual rights and are the written precursors to many of today's human rights documents include Magna Carta of 1215, which gave people new rights and made the king subject to law, the 1628 Petition to Rights, which set all the rights of people, the English Bill of Rights of 1689, the United States Declaration of Independence of 1776 which proclaimed the right to Declaration of Rights of Man and Citizens of 1789, a document of France stating that all citizens are equal under the law and the US Constitution and Bill of Rights, 1791 (Ishay, 2004).

2.1.2.2.3 The American and French Revolutions Blazing a trail for the right to vote:

In the 19th Century, the idea of human right stay at the core of the American and French Revolutions which initiated the era of democratic revolutions paving way to universal suffrage(Ishay, 2004).

The French Revolution's guiding principles of equality, liberty and fraternity formed the basis of the modern version of human rights. Ishay (2004, p. 359) notes that the four pillars of the declaration of human rights which are "dignity, liberty, equality and brotherhood "were drawn from these driving principles behind the French Revolution.

The world wars occurred in the 20th Century played an important role in emerging human rights into the global stage and into global conscience, which had until then just developed within the states.

2.1.2.2.4 Today's Human Rights:

The idea of human rights, as we know them today, emerged stronger after the Second World War. As a result of the experiences of the Second World War, the international community vowed not to allow atrocities and turmoil that had been witnessed in the war to occur again (Eckeman et al. 2009, p. 189).

So the world leaders decided to complement the United Nations (UN) Charter on a roadmap to guarantee the rights of individuals everywhere. Contemporary international human rights were marked with the Universal Declaration of Human Rights which led to the codification, at international level, of human rights (Flowers 2003).

2.1.2.2.5 The United Nations and Human Rights:

The UN has played a leading role in defining and advocating human rights. Article 1 of the Charter of the United Nations declares “promoting and encouraging respect for human rights and for fundamental freedom for all without distinctions to race, sex, language or religion” (United Nations Charter, 1945, article 1 paragraph 3).

The UDHR was the first document listing 30 rights to which everyone is entitled. The first preamble of UDHR reflects the “recognition of the inherent and inalienable rights of all members of the human family...” The UDHR emphasized a set of standard rights for all people, everywhere, whether male or female, black or white, communist or capitalist, victorious or vanquished, rich or poor, for members of the minority or majority. UDHR can be regarded as the most important document created in the 20th century and as the accepted world standards for human rights. As a result, the human rights have been codified in various international and regional treaties and instruments that have been ratified by most countries and represent today the only universally recognized value system (Arbour and Johnson, 2005, p. 3).

Article 1 of the UDHR proclaims that “all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood”(UDHR Article 1).

According to Kuçuradi (1999), human rights and human rights education were brought into focus immediately after the Second World War with the establishment of the United Nations. Without official legal standing, the UN’s General Assembly adopted a Universal Declaration of Human Rights in 1948. The European Convention on Human Rights introduced individual, social rights and freedoms in 1953, and the European Court of Human Rights was established within this framework.

2.1.2.2.6 World Wide Consensus on Human Rights:

At the World Conference of Human Rights held in Vienna, Austria in (1993), (171) countries reiterated the universality, indivisibility and interdependence of human rights. They reaffirmed the importance of promoting respect for human rights through education and recommended a Programme of Action, paragraph (33), part I. They adopted the Vienna Declaration and Programme of action. Since 1994, the United Nations Decade for Human Rights Education (HRE) has urged all UN nations to promote “training, dissemination and information effort aimed at building of a universal culture of human rights.” This precipitated the development of human rights education.

2.1.2.3 The characteristics of human rights:

Researchers have agreed that there are some characteristics of human rights. The researcher sums them as follows; Nickel (2010) mentioned three features which are universal, inalienable and indivisible. Flowers et al. (2000, p. 3) added that they are interdependent. Other researchers like Ziada, (2003, p. 46) stated that one of the characteristics of human rights is deeply rooted in the human dignity while Donnelly, (1998, p. 28) added that human rights are comprehensive.

1. Human Rights are Universal:

Human rights are universal, meaning that no one has to earn or deserve human rights. The universality comes about from the realization that everyone is born with and possesses the same rights regardless of race, country, and color, and gender, religion, cultural or ethnic background.

2. Human Rights are Inalienable:

Human rights are inalienable in the sense that they can never be taken away from an individual, that is, by virtue of being a human being one cannot lose these rights. Thus, no person may be divested of his or her human rights save under clearly defined legal situations.

3. Human Rights are Indivisible:

Human rights indivisibility mean one cannot be denied a right because one decides that it is less important or non-essential.

4. Human Rights are Interdependent:

The interdependence of human rights is because all rights: political, civil, social, cultural and economic, are of equal importance and none can be fully enjoyed without others. Human rights are interdependent in that all human rights are part of a complementary framework because each human right entails and depends on other human rights.

5. Human Rights are Deeply Rooted in Human Dignity:

People are born bearing with them their rights which focus on human dignity. Human dignity is the base of human rights and freedom and equality are the wings of them.

6. Human Rights are Comprehensive:

Human rights encompass all the human needs that are necessary for his life in dignity. Their comprehensiveness includes all the scopes of the rights; the civil,

political, social, economic and cultural rights. There are many rights derived from these scopes. The term comprehensiveness reaches some categories like; women, children, people with special needs, peace and development.

The researcher believes that if there is any defect in applying one of the rights, it will affect the other right. For example, the governments who do not apply the right to travel, they deprive the human from the right to spending their free time, the right to an effective remedy, the right to work, the right to education, the right to participate in the cultural events and the right to ask for asylum. The researcher's point of view is that all the previous mentioned rights depend on travel and movement and if the right to travel is absent, you may miss these rights. Nowadays, the people of Gaza are living under blockade and they are prevented to travel, so they will be prevented to travel to learn, receive medical treatment, travel to spend leisure time in another country and other rights connected to the right of movement.

2.1.2.4 Human Rights Categorization:

HR could be classified according to the topic, the people benefited and time as follows:

A. Human Rights are categorized according to the topic as follows:

1. Civil and Political Rights:

- a. They are known as the first generation and stick to the freedoms. They encompass the right to freedom, the right to security, the rights to not be under torture, the right to be free from slavery, the right to participate into the political life, the right of freedom of expression, the right of thought, the right of selecting the religion and doctrine and the right to participate in the associations.

2. Economic and Social Rights:

- a. They are known as the second generation and concerned about security. They contain the right to work, the right to learn, the right to life in proper way, the right to eat, the right to live in a house and the right to health care.

3. Environmental, cultural and Developmental Rights:

They are called as the third generation. They include the right to live in a clean environment and saved from destruction and the right in the cultural, political, economic development. (Ibraheem et al, 2008, pp. 42_43).

B. Human Rights are categorized according to the people benefiting:

1. General Rights:

- a. These are the rights on which the relations among groups or the relations of groups with and individuals are built. They are called group rights.

2. Individual Rights:

- a. These rights build on ties protected by the private law. They are called individual rights. (Hijazi, 1970, p. 26)

C. Human Rights are classified according to the time to many generations as follows:

1. First Generation: civil and political rights

2. Second Generation: economic, social and cultural rights.

3. Third Generation: environmental and developmental rights. (Elwan and El Musa, 2007, p. 11).

2.1.2.5 Steps in the Evolution of Human Rights Covenants and Conventions:

Before they become codified as binding law, human rights concepts must pass through a lengthy process that involves consensus building and practical politics at the international and national levels as follows:

1. Drafted by working groups.

Working groups consist of government representatives of UN member states, as well as representatives of nongovernmental organizations (NGOs) and intergovernmental organizations (IGOs), such as the World Health Organisation (WHO) and the International Labour Organisation (ILO).

2. Adopted by vote of the UN General Assembly.

3. Signed by member states.

When member states sign the convention, they are indicating that they have begun the process required by their government for ratification. In signing, they also are agreeing to refrain from acts that would be contrary to the objectives of the convention.

4. Ratified by member states.

When a member state ratifies a covenant, it signifies its intention to comply with the specific provisions and obligations of the document. It takes on the responsibility to see that its national laws are in agreement with the Covenant. There is a process by which states can ratify the covenant, but indicate their reservations about specific articles.

5. Entered into force.

A convention goes into effect when a certain number of member states have ratified it. For example, the ICCPR and ICESCR were adopted in 1966; however they did not enter into force until 1976 when the specified number of 35 member states had ratified them. The United States did not ratify the ICCPR until 1992. (Flowers et al, 2000, p. 5).

2.1.2.6 Principal Human Rights Treaties:

There are treaties for human rights. The first is Universal Declaration of Human Rights, 1948 (UDHR). The second is International Covenant on Economic, Social and Cultural Rights of 1966.

1. Universal Declaration of Human Rights:

The Universal Declaration of Human Rights (UDHR) was one of the first major achievements of the United Nations. The declaration of the instrument was aimed at exerting a massive impact on people's lives all over the world. Adoptions of the (UDHR) were done on the 10th of December in 1948 (Horn 2004).

The Universal Declaration of Human Rights was approved on faith that human rights are common to every being. According to Mello (2004, p. 6), the declaration recognizes that the “ inherent dignity of all members of the human family is the foundation of freedom, justice and peace in the world” and is connected to the recognition of the fundamental rights to which every human being aspires, namely the right to life, liberty and security of persons, the right to an adequate standard of living, the right to seek and to enjoy in other countries asylum from persecution, the right to own property, the right to freedom of opinion and expression, the right to education, the right to freedom of thought, conscience and religion, and the right to freedom from torture and degrading treatment.

The rights stated in the declaration are enjoyed by all people of the world without any discrimination based on any kind. Then the (UDHR) has been ratified by most of the countries and it was translated into many languages.

2. International Covenant on Economic, Social and Cultural Rights of 1966:

Following the Universal Declaration of Human Rights, a number of human rights instruments were produced and these constitute the international law of human rights. Mello (2004, p. 7) revealed that these instruments are the International Covenant on Economic, Social and Cultural Rights of 1966.

According to the preamble of the International Covenant on Economic, Social and Cultural Rights of 1966, it is the recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

3. Principal Human Rights Conventions:

- Convention Concerning Forced or Compulsory Labor, ILO No. 29, (1932)
- Convention on the Prevention and Punishment of the Crime of Genocide, (1949)*
- Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, (1949)
- Four Geneva Conventions on the Protection of Victims of Armed Conflict (1949)*
- Convention Relating to the Status of Refugees, (1951)*
- Slavery Convention of 1926, Amended by Protocol, (1953)*
- European Convention for the Protection of Human Rights and Fundamental Freedoms and its Eight Protocols, (1950)
- Convention on the Reduction of Statelessness, (1961)
- International Convention on the Elimination of all Forms of Racial Discrimination, (1966)*
- Convention on the Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity, (1968)
- Optional Protocol to the International Covenant on Civil and Political Rights, (1976)
- Convention on the Elimination of all Forms of Discrimination Against Women, (1979)
- Convention Against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment (1984).
- African [Banjul] Charter on Human and Peoples' Rights, (1986)
- Charter for the Organization of American States, (1988)*

(*) Note : Date refers to the year of adoption by the UN General Assembly or particular regional body.

- Convention on the Rights of the Child, (1989)
- Convention on the Rights of Migrant Workers and the Members of their Families, (1990)
- Second Optional Protocol to the International Covenant on Civil and Political Rights, (1991)
- Rome Statute of the International Criminal Court, Adopted (1998)
- Optional Protocols to the Convention on the Rights of the Child, Adopted (2000) (Folwers et al, 2000, p. 4)

2.1.3 Human Rights Education

2.1.3.1 Definitions of Human Rights Education

In proclaiming the United Nations Decade for Human Rights Education in December 1994, the General Assembly defined human rights education as “a life-long process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.” The Assembly emphasized that the responsibility for human rights education rested with all elements of society—government, nongovernmental organizations, professional associations, and all other sectors of civil society, as well as individuals.

Flowers et al, (2000, p. 7) defined human rights education as all learning that develops the knowledge, skills, and values of human rights.

The Plan of Action for the Decade further defines human rights education as “training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

- a. The strengthening of respect for human rights and fundamental freedoms;
- b. The full development of the human personality and the sense of its dignity;

Conventions ratified by the United States.

- c. The promotion of understanding, tolerance, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- d. The enabling of all persons to participate effectively in a free society;
- e. The furtherance of the activities of the United Nations for the maintenance of peace.”

✱ **UN – World Programme for Human Rights (Revised draft plan of action for the first phase - 2005-06)**

Human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to: (a) The strengthening of respect for human rights and fundamental freedoms;(b) The full development of the human personality and the sense of its dignity;(c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;(d) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;(e) The building and maintenance of peace;(f) The promotion of people-centered sustainable development and social justice.

In 1991 the Human Rights Educators’ Network of Amnesty International USA published defining rationale for human rights education that reflected the expanding definition of the field:

- a) **Human rights education** declares a commitment to those human rights expressed in the Universal Declaration of Human Rights of 1948, the UN Covenants, and the United States Bill of Rights. It asserts the responsibility to respect, protect, and promote the rights of all people.
- b) **Human rights education** promotes democratic principles. It examines human rights issues without bias and from diverse perspectives through a variety of educational practices.

- c) **Human rights education** helps to develop the communication skills and informed critical thinking essential to a democracy. It provides multicultural and historical perspectives on the universal struggle for justice and dignity.
- d) **Human rights education** engages the heart as well as the mind. It challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, nonviolent action.
- e) **Human rights education** affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided.

2.1.3.2 General Overview:

A history lesson on the women's suffrage movement, the civil rights movement, or the Holocaust can be a human rights lesson if the teacher encourages students to see universal principles of dignity and equality at stake in these events. An advocacy group's efforts to address hunger in the community through outreach and legislation can become human rights lessons. A shelter's provision of protection to the homeless or victims of domestic violence can also educate both those who offer services and those who need them. Any day care facility, classroom, or nonprofit organization that promotes respect, fairness, and dignity is instilling human rights values, even if they are not identified as such (Flowers et al, 2000, p. 7).

Efforts to define human rights education in the 1950s and 60s emphasized cognitive learning for young people in a formal school setting. By the 1970s, most educators had extended the concept to include critical thinking skills and concern or empathy for those who have experienced violation of their rights. However, the focus remained on school-based education for youth with little or no attention to personal responsibility or action to promote and defend rights or effect social change (Flowers et al, 2000, p. 7).

2.1.3.3 What Human rights encompasses:

The Plan of Action claimed that the human rights education encompasses:

- (a) Knowledge and skills — learning about human rights and mechanisms for their protection, as well as acquiring skills to apply them in daily life;
- (b) Values, attitudes and behavior — developing values and reinforcing attitudes and behavior which uphold human rights;
- (c) Action — taking action to defend and promote human rights.

The objectives of the World Programme for Human Rights Education and the principles for human rights education activities are detailed in this draft plan that can be utilized by educational experts and policy-makers for the effective implementation of Human Rights Education.

In accordance with resolution 2004/71 of the Commission on Human Rights, the first phase (2005-2007) of the World Programme for Human Rights Education will focus on the primary and secondary school systems. The detailed procedures suitable for this programme were given in the draft plan. It includes:

- a) Policies — developing in a participatory way and adopting coherent educational policies, legislation and strategies that are human rights-based, including curriculum improvement and training policies for teachers and other educational personnel;
- b) Policy implementation — planning the implementation of the above mentioned educational policies by taking appropriate organizational measures and by facilitating the involvement of all stakeholders;
- c) Learning environment — the school environment itself respects and promotes human rights and fundamental freedoms. It provides the opportunity for all school actors (students, teachers, staff and administrators and parents) to practice human rights through real-life activities. It enables children to express their views freely and to participate in school life

- d) Teaching and learning — all teaching and learning processes and tools are rights-based (for instance, the content and objectives of the curriculum, participatory and democratic practices and methodologies, appropriate materials including their view and revision of existing textbooks;
- e) Education and professional development of teachers and other personnel— providing the teaching profession and school leadership, through pre- and in-service training, with the necessary knowledge, understanding, skills and competencies to facilitate the learning and practice of human rights in schools, as well as with appropriate working conditions and status.

2.1.3.4 The United Nations and Human Rights Education:

Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. This has since been affirmed in numerous global human rights treaties, including the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960), the International Covenant on Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of All Forms of Discrimination against Women (1981). These treaties establish an entitlement to free, compulsory primary education for all children; an obligation to develop secondary education, supported by measures to render it accessible to all children, as well as equitable access to higher education; and a responsibility to provide basic education for individuals who have not completed primary education. Furthermore, they affirm that the aim of education is to promote personal development, strengthen respect for human rights and freedoms, enable individuals to participate effectively in a free society, and promote understanding, friendship and tolerance. The right to education has long been recognized as encompassing not only access to educational provision, but also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality. In addition, education is necessary for the fulfillment of any other civil, political, economic or social right. (Council of Ministers of Education, Canada / Canadian Commission for UNESCO, 2010)

The United Nations has placed a high priority on human rights education. Building on the foundation laid by the UN Decade for Human Rights Education (1995-2004), the UN General Assembly launched the World Programme for Human Rights Education in December 2004 “as a global initiative, structured in consecutive phases, to advance the implementation of human rights education in all sectors.” (Council of Ministers of Education, Canada / Canadian Commission for UNESCO, 2010)

The United Nations Convention on the Rights of the Child (1989) further strengthens and broadens the concept of the right to education, in particular through the obligation to consider in its implementation the Convention’s four core principles: non-discrimination; the best interests of the child; the right to life, survival and development of the child to the maximum extent possible; and the right of children to express their views in all matters affecting them and for their views to be given due weight in accordance with their age and maturity (United Nations Convention on the Rights of the Child, 1989)

2.1.3.5 Formal Education of Human Rights:

Formal human rights education can be applied via schools, universities, and other educational and formal institutions. These institutions should integrate human rights in the educational process by making new curriculum for teaching human rights or incorporating human rights in every curriculum.

According to Pat (2000) it is important to develop a community college humanities course titled human rights and wrongs: the history, law, Art and literature of human rights movement. The author argues that a special focus on interdisciplinary course provides a broader base for exploring and understanding most of the pressing issues of our time. He used universal declaration of human rights by UN as a textual basis for the class, which explores human rights issues in 6 units. The course examines how and why the range of human kind’s capacity for good and evil from their own perspective.

Singh (1997) proposed a proactive conceptual and Practical frame work for educators, researchers and mental health practitioners interested in human right issues and global peace. This model is proposed to enhance global peace through human right education. Paper described the role of human dignity to enhance the human rights and the strategies for the development of human dignity.

Virginaet *al.* (2006) developed a Curriculum for Teaching Human Rights to Children Ages 3-12. The Ten Principles from The Declaration of the Rights of the Child, proclaimed by the United Nations in 1959, provide the nucleus for the manual.

The manual contains curricular activities and booklists to help teachers further children's understanding of their rights.

2.1.3.6 Non-Formal Education of Human Rights:

Human rights can be started to be learnt from the first years. Parents are the first educators of human rights if they bring up their children on the principles and concepts of human rights. NGOs and mass media also have an integrated role in promoting human rights education.

Several such organizations are there to impart human rights education. The Minnesota Advocates for Human Rights (2003) is responsible for helping to maintain and grow K-12 school partnerships, supervising volunteers in developing human rights education materials, and coordinating trainings, workshops, and other events for educators, students, business professionals, and the general community. Minnesota Advocates for Human Rights is the largest Midwest-based, volunteer-driven non-profit organization dedicated to the promotion and protection of internationally recognized human rights. Minnesota Advocates documents human rights abuses, provides direct legal representation, and educates on human rights issues, particularly pertaining to women, children, and immigrants and refugees.

Similarly with aim of developing human rights education in Europe the Nordic Youth Committee and the Council of Europe (2004) conduct training programs with the following aims and objectives

- To develop the competence of trainers in working with human rights education with young people at local, regional and national level
- To identify and address the essential knowledge, skills and attitudes for trainers working with human rights education with young people;
- To develop the trainers' knowledge and competence in concepts of human rights education with young people;
- To come up with ideas and prepare plans for human rights education activities for young people;
- To contribute to the development of a network of trainers on human rights education.

In the same vein, Palestine has several institutions and bodies to promote human rights education located in Gaza and the West Bank. One of these installations is the Palestinian Center For Human Rights.

The Palestinian Center For Human Rights:

The Palestinian Centre for Human Rights (PCHR) is a Non-Governmental Organisation (NGO) based in Gaza City. The Centre is a non-profit organization, dedicated to protecting human rights, promoting the rule of law and upholding democratic principles in the Occupied Palestinian Territories (OPT). It holds Special Consultative Status with the Economic and Social Council (ECOSOC) of the United Nations. It is an affiliate of the International Commission of Jurists-Geneva, the International Federation for Human Rights (FIDH) – Paris, the Euro-Mediterranean Human Rights Network – Copenhagen, the International Legal Assistance Consortium (ILAC) – Stockholm, the World Coalition against the Death Penalty, and the Arab Organization for Human Rights – Cairo. PCHR is a recipient of the 1996 French Republic Award on Human Rights, the (2002) Bruno Kreisky Award for Outstanding Achievements in the Area of Human Rights, the 2003 International Services Human Rights Award (UNAIS) and the (2009) Human Rights Prize of Andalucia. The Centre was established in (1995) by a group of Palestinian lawyers and human rights activists in order to

- Protect human rights and promote the rule of law in accordance with international standards.
- Create and develop democratic institutions and an active civil society, while promoting democratic culture within the Palestinian society.
- Support all the efforts aimed at enabling the Palestinian people to exercise its inalienable rights in regard to self-determination and independence in accordance with international Law and UN resolutions.

The work of the Centre is conducted through documentation and investigation of human rights violations, provision of legal aid and counseling for both individuals and groups, and preparation of research articles relevant to such issues as the human rights situation and the rule of law. The Centre also provides comments on Palestinian Draft Laws and urges the adoption of legislation that incorporates international human rights standards and basic democratic principles. To achieve its goals, the Centre has recruited a committed staff of well-known human rights lawyers and activists. (PCHR official Website)

2.1.3.7 The Project of Human Right Education at UNRWA Schools:

The Education Department of UNRWA has urged the necessity for teaching tolerance and human rights through merging them in the Arabic Language, Islamic Education and Social Sciences in a systematic and holistic approach. In order to perform this, human rights and tolerance concepts will be taught in the classes of the previous mentioned subjects in a way that is in harmony with the methodology of each subject. This project will be generalized to reach UNRWA school in the West Bank and the Gaza Strip. In this regard, Conflict Resolution Project has been carried out in the West Bank and the Gaza schools under a name, "the Students Mediations". The later project integrates with the aims and activities of tolerance and human rights project (Abdelateef et al., 2003, p. 17)

The project of teaching tolerance and human rights began in the scholastic year 1999/2000 as analysis of the textbooks, particularly the Arabic Language, Islamic Education and Social Sciences curriculum in order to define the concepts and

values of human rights in these textbooks. In the scholastic year 2002/2003, enrichment materials were designed and prepared to be included in the previous textbooks. Meanwhile, in the same year a supervisor of human rights was appointed and training courses were implemented for the teachers. In the scholastic year 2008/2009, separated textbooks of human rights were designed with necessity to be integrated with school textbooks. One hundred and sixty two teachers were appointed to be human rights teachers in order to teach grades from 4 to 9. (Abu Shamala, 2012, p. 639)

2.1.3.8 Human Rights Through Co-curricular Activities:

In this approach HRE is taught through other equally important co-curricular activities such as exhibitions, displays, debates, clubs, sport, music and drama. Such an approach may go a long way in nurturing and developing a human rights culture Mello (2004). An example is when girls in a school may be encouraged to participate in traditional male sporting activities such as soccer. This promotes equality and respect of different genders.

2.1.3.9 HRE through the Hidden Curriculum:

Human rights education can be unintentionally taught to students through the hidden curriculum. Hidden curriculum is the covert curriculum, in which issues such as values and appropriate behaviour are taught to students (Jerald, 2006). Hidden curriculum has great effect on students. Therefore, the school system, structures, culture and overall ways in which teachers and students relate should be dependable with the promotion of human rights. For example, if the teacher involves the student in all the activities and consult them as humans, he will in another way give them their rights as humans.

2.1.3.10 Ways of Incorporating Human Rights Education into the Curriculum

There are a number of methods in which HRE can be integrated into the school curriculum.

1. Separate Approach

The separate subject approach is in line with the discipline based approach to curriculum organisation, which is a traditional approach to curriculum (Scott, 2008). In this approach HRE is offered to learners as a stand-alone discipline alongside other disciplines. The advantage of teaching HRE as a separate discipline is that it will be timetabled and allocated time to be taught and examined like any other discipline in the school curriculum.

2. Integrated Approach

In an integrated approach, human rights are taught in combination with other subjects. Rivet and Krajcik (2008) argued that in an integrated approach, students are afforded the opportunity to look at issues from different viewpoints not bound by disciplines. Wallace et al. (2007) are however skeptical of an integrated curriculum which may 'water down' the curriculum. This is true of HRE that if it is taught through other attention.

2.1.3.11 The Promotion of HRE

The following are some ideas and suggestions for the promotion of human rights and human rights education, framed in the International Conference on Human Rights Education in the Asia-Pacific Region (1999);

- To ask celebrities to talk about the Decade publicly.
- To ask the mass-media to pick up more topics relating to human rights issues including discrimination. (Sometimes, they are too careful to do so)
- Not only a national plan of actions, but also a personal plan of actions is important. Such small but substantial efforts of individuals will eventually lead to a great achievement.
- Make networking among NGOs, governmental agencies and UN agencies for this;
- UN agencies should make information about human rights education more easily available to NGOs, and NGOs in the region should send more voices information about their activities to UN agencies and NGOs

- Both governmental agencies and NGOs are required to make data-bases for their human rights education information.
- For the realization of human rights in the region, we have to learn from the history including aggression, colonization, armed conflicts and others, so that we can really appreciate human rights (The International Conference on Human Rights Education in the Asia-Pacific Region, 1999)

2.1.4 Content Analysis

2.1.4.1 Definition of content analysis

A number of definitions of content analysis are available. According to Berelson (1952) content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication. Holsti (1968) said that it is any technique for making inferences by systematically and objectively identifying specified characteristics of messages. Kerlinger (1986) defined content analysis as a method of studying and analyzing communication in a systematic, objective, and quantitative manner for the purpose of measuring variables.

Krippendorff (1980) defined content analysis as a research technique for making replicable and valid inferences from data to their context. As for Weber (1985) it is a research methodology that utilizes a set of procedures to make valid inferences from text. These inferences are about sender(s) of message, the message itself, or the audience of message. According to Stone et al, (1966), content analysis refers to any procedure for assessing the relative extent to which specified references, attitudes, or themes permeate a given message or document.

Some scholars adopted it for historical and political research as well (Holsti, 1968). However, the method achieved greater popularity among social science scholars as well as a method of communication research (Wimmer and Dominick, 1994, p.163)

Further, like any other research method, content analysis conforms to three basic principles of scientific method. They are:

1. **Objectivity:** It means that the analysis is pursued on the basis of explicit rules, which enable different researchers to obtain the same results from the same documents or messages.
2. **Systematic:** The inclusion or exclusion of content is done according to some consistently applied rules where by the possibility of including only materials which support the researcher's ideas – is eliminated.
3. **Generalizability:** The results obtained by the researcher can be applied to other similar situations. (Holsti, 1968).

Kushner (1990, p. 168) maintained that global education could be integrated in school curriculum by enriching the school textbooks with topics pertaining to global education. Provo (1993) stated that “Global issues” and “global education” are hot new buzzwords in the language teaching world. Global education is the process of introducing students to world issues, providing them with relevant information and developing the skills they will need to help work towards solutions. Those who support global education usually defend it in this way: we all need to use reading passages, dialogues and discussions in our teaching, so why not design these with content that informs students of important world issues and challenges them to consider solutions.

2.1.4.2 Types of content analysis

There are two types of interrelated content analysis to complete its process.

A. Conceptual Analysis

In conceptual analysis, a concept is chosen for examination and the analysis involves quantifying and tallying its presence. It is also known as thematic analysis. The focus is on looking at the occurrence of selected items within a text or texts although the terms may be implicit as well as explicit. While explicit terms are obviously easy to identify, coding of implicit terms and deciding their level of implication is complicated. Coding implicit terms usually involves the use of either a specialized dictionary or contextual translation rule. Sometimes both tools are used (Holsti, 1969).

Conceptual analysis begins with identifying research questions and choosing a sample or samples. Once chosen, the text must be coded into manageable content categories. The process of coding is basically one of selective reduction. By reducing the text to categories consisting of a word, set of words or phrases, the researcher can focus on, and code for, specific words or patterns that are indicative of the research question.

An example of a conceptual analysis would be to examine several Clinton speeches on health care, made during the 1992 presidential campaign, and code them for the existence of certain words. In looking at these speeches, the research question might involve examining the number of positive words used to describe Clinton's proposed plan, and the number of negative words used to describe the current status of health care in America. The researcher would be interested only in quantifying these words, not in examining how they are related, which is a function of relational analysis. In conceptual analysis, the researcher simply wants to examine presence with respect to his/her research question, i.e. is there a stronger presence of positive or negative words used with respect to proposed or current health care plans, respectively.

Once the research question has been established, the researcher must make his/her coding choices with respect to the eight category coding steps indicated by Carley (1992).

1. Decide the level of analysis.
2. Decide how many concepts to code for.
3. Decide whether to code the concept or not.
4. Decide on how you will distinguish among concepts.
5. Develop rules for coding your texts.
6. Decide what to do with "irrelevant" information.
7. Code the texts.
8. Analyze your results.

B. Relational Analysis

Relational analysis, like conceptual analysis, begins with the act of identifying concepts present in a given text or set of texts. However, relational analysis seeks to go beyond presence by exploring the relationships between the concepts identified. Relational analysis has also been termed semantic analysis (Palmquist, Carley, & Dale, 1997). In other words, the focus of relational analysis is to look for semantic, or meaningful relationships. Individual concepts, in and of themselves, are viewed as having no inherent meaning. Rather, meaning is a product of the relationships among concepts in a text. Carley (1992) asserts that concepts are "ideational kernels;" these kernels can be thought of as symbols which acquire meaning through their connections to other symbols.

Here in this study, the conceptual analysis is adopted by the researcher. There are many master theses that used in their titles the phrase "human rights concepts". For example, Shaqoora's study (2012), Qeta's Study (2010), and El Ashwal's study 2010. This makes the researcher consider human rights as concepts.

According to Matook (1993, p. 102), concepts are mental perception by which mankind's brain seeks to control an idea that constitutes meaning in everyday life. He added that concept is a partial idea that should be involved with other series of logical concepts to be understood. This definition assures that human rights could not be interpreted or understood easily. The right to liberty does not constitute a concept without understanding its subcategories such as freedom of opinion, freedom of thought, freedom of belief, freedom of association, freedom of expression, freedom to choose the place of residence and the freedom of movement.

2.1.4.3 Procedures of content analysis

Content analysis requires a prescribed sequence of systematic procedures.

Ferch (2005, p. 46) determined that there are six basic steps to analyze the textbook as the following:

- A. Identifying the sampling unit.
- B. Identifying the recording units.
- C. Developing the coding categories and the coding forms.
- D. Evaluating the coding forms.
- E. Coding the data and managing the recording process.
- F. Analyzing the data.

Moreover, Nunan (1988, pp. 65-66) suggested different steps to be adopted when specifying the content:

- a) Examining the learner's data and extracting information relating to the purposes for which learners attend the course and which can be translated into communicative goals.
- b) Specifying the communicative tasks and enabling skills which learners need to be able to perform for achieving their language goals.
- c) Specifying the communicative tasks and enabling skills which learners need to be able to perform for achieving their language goals.
- d) Contextualizing the tasks by deciding on topics, setting, interlocutors and others.
- e) Deciding on linguistics elements needed for the learners to operationalize the pre specified skills.

2.1.4.4 Uses of Content Analysis

Content analysis is used in many fields ranging from business, media studies, literature and education. Berelson (1952) maintained many uses of content analysis:

- 1. Reveal international differences in communication content
- 2. Detect the existence of propaganda
- 3. Identify the intentions, focus or communication trends of an individual, group or institution
- 4. Describe attitudinal and behavioral responses to communications. Determine psychological or emotional state of persons or groups
- 5. Determine psychological or emotional state of persons or groups.

2.2 PREVIOUS STUDIES

The section reviews 22 previous studies to get benefit related to human rights education from the experience of the researchers. These studies will be presented under two main domains and arranged according to the year. The first domain deals with 15 previous studies concerned with human rights in textbooks and the second domain concerns with 7 previous studies concerned on the human rights in education. Brief details are given and suggestions as well as recommendations of these studies are drawn throughout the discussion. Then the researcher will comment on these studies.

2.2.1 Previous studies concerned with human rights in Textbooks:

2.2.1.1 Burridge et al., (2014)

The study aimed at embedding teaching human rights in the history curriculum in Australia, taking into account explicit and implicit, compulsory and elective, as well as curricular and extra- curricular dimensions. The study adopted the descriptive analytical approach in order to analyze the content of History. The ideas for incorporating human rights in History curriculum were collected from roundtable discussions, which were a key aspect of the research design. The people participated in the roundtable discussions were 70 people. the study concluded that a new national curriculum is now available in schools.

2.2.1.2 McLeod (2014)

The paper aimed at finding a way to a peaceful pedagogy through teaching human rights across the curriculum in Australia. The study used the Universal Declaration of Human Rights and the UN Convention on Human Rights of the Child in order to identify the essence of what it means to be human. This paper considered how the knowledge, values and skills of human rights can become the core consideration for teachers' curriculum planning and teaching to enable teachers and learners to engage in socially just action based on human rights within and beyond the school. This paper demonstrated how a specific issue of the learners' context

becomes the catalyst for peaceful learning for both teacher and student through content transmission and experience.

2.2.1.3 Meric (2012)

Their study aimed at designing a curriculum model developed for English language instruction at the Universidad Estatal Amazonica based on a human rights approach. This curriculum model aimed to set contents and strategies so that the learners will develop the linguistic competences that satisfy their needs and objectives, and is an adaptation of the curriculum methods developed by the language educator Jack C. Richards. The success of the curriculum method was analyzed taking into account three criteria: the acquired level, the linguistic competences reached and the didactic resources used in order to evaluate its impacts on the learning process. The research was conducted with the entire learner population of the UEA during a semester using a descriptive statistic to analyze the results. The difference between the two semesters in terms of the number of student who had completed their level is of 17,6% which confirms an improvement of the learning process, but the results of the linguistic competence criterion did not fulfill the expectations at an acceptable rate. An investigation that examines more deeply the issues involved is necessary to determine if the English curriculum model based on a human rights approach will facilitate the development of the UEA students' linguistic competences which are necessary for language proficiency.

2.2.1.4 Shaqoora (2012)

The study aimed at enriching the content of the Arabic language textbooks in the first four grades of the elementary education in the light of the human rights concepts. The researcher used the analytical descriptive approach. The research used two instruments. The researcher made a list of the human rights concepts that should be incorporated in the content of the Arabic language. The researcher ensured the reliability and the validity of the instrument. The sample of the research consisted of eight books for the first elementary education. The researcher used the statistical frequencies and the averages and percentages. The study reached that there are 30 concepts of human rights distributed on three domains, the civil and the political

rights, the economic, the social and cultural rights and the environmental rights. The economic, social and cultural rights domain was the highest point. Then comes the civil and political rights and the last domain was the environmental rights domain. The researcher enriched the environmental rights. The researcher recommended curriculum experts to include the environmental rights in the Arabic Language textbooks.

2.2.1.5 Bowie (2011)

The study aimed at examining the arguments for including human rights in religious education (RE). The study used the principals of human rights declared in the Universal Declaration of Human Rights in order to make the English curriculum encourage a commitment to human rights. It explored whether English secondary RE curricula encourage the study of human rights and the link with religion. This is perceived through a post secular context, one which is marked by the continuing presence of religion in the modern world. The article suggested that there are compelling arguments for the inclusion of human rights in RE, but identified a questionable variability among local agreed syllabi and GCSE specifications which makes RE an inconsistent ally for the national and international human rights education movement.

2.2.1.6 Simone and LL. (2011)

The purpose of the study was to explore policies that may better address the challenges posed by immigration and internal EU mobility flows. The research addressed one major question which is, "How shall I claim a right when I do not know that I have this right?" The author found out while teaching that human rights have so far not been an element of the curriculum and realized that German and esp. migrant students had less or even no knowledge about their basic rights and freedoms. The researcher adopted the experimental approach by speaking skill and he tried in her class not only to speak about HR but also to demonstrate how it feels having these rights and freedoms. Therefore, some exercises were made with the students which were based on the anti-bias approach. This is a method which is based on self-experience and which touches not only the rational/cognitive but also

the emotional understanding. The principle of non-discrimination is of particular importance in this regard but also a central principle of Human Rights. After the end of the course, the students reported that they had now a better understanding of their human rights. They developed more respect and tolerance towards others as they realized that everyone wants to be treated with dignity and equality.

2.2.1.7 El-Shawal (2010)

The purpose of this study paper was to comprehend the range of the content of history textbooks in secondary education to the concepts of human rights in Yemen. The study created a list of human rights' concepts which contained 70 concepts. The researcher adopted the analytical descriptive approach. The concepts of human rights contained in the history textbooks' content in the secondary education stage have been accounted as follows: first secondary grade has surpassed 21 concepts accounted to %30, 44 concepts accounted to %62,9 in the second secondary grade, and 35 concepts accounted to %49,6 in the third secondary grade. The inclusion of human rights' concepts in the history books were among explicit rate of 50.6% and implicit rate of 49.6%. The study recommended a matrix should be made in order to include human rights and examined its effectiveness in the general teaching.

2.2.1.8 John, et al. (2010)

This article examined the rise of human rights themes in secondary school social science textbooks around the world since 1970, coding data on 465 textbooks from 69 countries. The researchers used the content analysis card as a tool for the study. The authors found a general increase in human rights discussions, especially since 1995. Human rights receive less emphasis in history texts than in civics or social studies ones, and there is less human rights emphasis in books that discuss national, rather than international society. Human rights emphases are associated with the pedagogical student-centrism of textbooks: The proactive student is a rights-bearing student. Finally, a number of indicators of national development and especially political culture show positive effects on human rights emphases. These findings broadly support the arguments of institutional theories that the

contemporary “globalized” world is one in which the standing of the participatory and empowered individual person has very great legitimacy.

2.2.1.9 Qeta (2010)

This study aimed at identifying the concepts of human rights that ought to be available in the content of Islamic Education curriculum for secondary school, and the level of students’ acquisition of the human rights included in the Islamic curriculum. The study population consisted of the content of Islamic Education curriculum for secondary school published by the Ministry of Education and Higher Education in the school year of 2009/2010. The study sample included (475) male and female students of grade 12 in Khan Younis schools. The researcher used the descriptive analytical. The researcher used several tools such as analyzing of content to measure the concepts of human rights that ought to be available in the content of Islamic Education curriculum for secondary school. The second tool was preparing a test in orders to measure the extent of students’ acquisition of human rights in the Islamic Education curriculum for the 12th grade. The list was consulted by the referees included three fields of rights (political and civilian rights, social and cultural rights, economic and developmental rights). The results of the study were that the first field was the civilian and political rights. The second field was the economic and developmental and the third field was social and cultural concepts. The most important recommendations were that the content of Islamic Education curriculum should depend on quality not quantity, thinking, understanding, and analysis not memorizing. The second recommendation was evaluation of Islamic Education curriculum for secondary grade in the light of this study.

2.2.1.10 Jawarneh, et al. (2009)

This study aimed to develop an educational unit in light of the international educational principles and it's influence on the eight-grade students academic achievement in the subject of history in Jordan. The study adopted the descriptive analytical approach. The study sample consisted of 100 students in the first educational district in Zarqa for the academic years of 2007-2008. The tools used in this study were developed by the researchers (the list of the international principles,

the developed unit, the achievement test), which was found to be valid and reliable. The results of the study indicated that most of the international educational principles in the subject of history for eighth-grade was in the field of the international peace and other cultural areas and countries, with a differences of statistical significance ($\alpha = .05$) in the students achievements in the international educational principles in favor of the experimental group.

2.2.1.11 Keet & Carrim (2006)

In this paper, the researchers chronicled the development of Human Rights Education (HRE) in South Africa within contemporary structures and processes of curricular reform in the country. The researchers used the case study in order to follow up the case of the human rights education in the curriculum. The researchers explored the history, processes and structures related to the infusion of human rights into the curriculum in two ways. First, the codification of HRE in the curricula is a product of a continuity and discontinuity with the anti-apartheid struggle for social justice and resistance to apartheid education. Second, the centrality of HRE in the curricula in South Africa was driven by a compliance-approach aimed at meeting an array of international obligations as far as HRE is concerned. In this compliance with global directives HRE in educational policy texts become political symbolic articulations that derive its 'logic' in large measure from the human rights language that is constructed within the systems of the United Nations.

2.2.1.12 Sari (2004)

The study analyzed the process of socializing human rights in the English language textbooks within the basic stage of the Jordanian system. In order to achieve this aim, the researcher surveyed the concepts of the human rights revealed in the relevant textbooks of the given stage. The research methodology applied the quantitative- qualitative content analysis technique. A comprehensive coding schedule comprising all the concepts of human rights was designed. The study showed no direct reference to these rights in the English textbooks. Rather, such concepts (i.e. the right of human dignity, tolerance and solidarity, freedom and right

of the social justice were implicitly stated.) The study showed further that the presentation of these concepts in the textbooks was inconsistent with respect to the age and cognitive development of those children.

2.2.1.13 Bady (2004)

The research aimed at analyzing and classifying the human rights included in the course of civic education used in the first secondary class in France. It has been found that the categories of human rights are included in all the notions of the textbook with a degree of concentration according with the students' interest and the load of learning. The civil textbook included most of the human rights included in the UDHR. Most of these rights are associated with topics connected to the student's life. There was assurance on the human rights which stressed self appraisal. The study recommended that many studies should be carried out to integrate human rights in the school curriculum taking into consideration the national privacy.

2.2.1.14 The Palestinian Center for Human Rights (2002).

The study aimed at identifying the human rights concepts according to the UDHR in the new sixth grade curricula in Palestine. The study adopted the analytical descriptive approach using a card to analyze the content. The study analyzed the content in the light of human rights which were categorized into three categories; the political and civil rights, the economic rights and the social and cultural rights. The study sample was the textbooks of grade six in Arabic language, History, National Education and Civil Education. The study used frequencies and percentages as statistical tools. The study reached the following results: The existence of human rights was not sufficient and most of the rights were not obviously stated. The study also showed that the political and civil rights were the most mentioned ones. The study recommended that school textbooks should include human rights in a systematic way.

2.2.1.15 El Shami (2002)

The study aimed at developing the concepts of human right in Islamic Education curriculum for the deaf students at the primary school in Palestine. The researcher made a list of human rights concepts that ought to be included in the Islamic Education curriculum for the deaf students at the primary school in Palestine.

The researcher also designed a suggested programme for developing some human rights concepts. The suggested programme was applied on the experimental group to know its effectiveness. The study results showed that there were statistically significant differences between the experimental group and the control group in favor of the experimental group. This meant that the suggested programme for developing some human rights concepts had effectiveness. The study recommended that human rights should be equally distributed among the Islamic Education curriculum.

Comment on the Previous Studies in the first Domain "Studies concerned with Human Rights in Textbooks"

In the light of the previous studies concerned with human rights in textbooks, the researcher reached the following comments regarding to:

First: Aims of the Studies:

Some of the studies aimed at studying the status of human rights in the textbooks, such as the study of John, et al (2010), Jawarneh, et al (2009) study, Mcleod (2014), Meric (2012) and Keet and Carrim (2006) study while the other studies aimed at finding the level of human rights mentioned in the textbooks, such as Qeta (2010) study, Sari (2004) study, Bady (2004) study and the Palestinian Center for Human rights Study. My studies is similar to the second mentioned studies since it aimed at exploring the level of human rights mentioned in English for Palestine textbooks.

Second: Sample of the studies:

Every study has its own different sample. The study of John, et al (2010), Qeta (2010) study and Bady (2004) study selected the secondary school textbooks while Meric's study selected a university course to be the level. The other studies selected elementary and preparatory stage to be the sample of the study. My studies selected two stages, which are the preparatory and the secondary.

Third: The Tools Used in the Studies:

Most of the studies used the analysis card in order to decide the level of human rights included in the textbooks except Simone and LL. (2011) study which used the experiment in order to check the level of human rights learned by the students.

Fourth: the Approach used in the studies:

Most of the studies used the analytical descriptive approach in order to decide the level of human rights included in the textbooks except Simone and LL. (2011) study which used the experimental approach in order to check the level of human rights learned by the students.

The results of the studies:

In this regard, the studies are divided into two domains. The first one includes the studies which aimed at developing human rights in the textbooks and building a model for human rights such as Meric' study (2012) and Jawarneh, et al (2009) study. The second domain which concluded that human rights are not available in a good level in the textbooks such as Shaqoora (2012) study, El Ashwal (2010) study, Qeta (2010) study, Sari (2004) study, the Palestinan Center for Human rights study and El shami (2002) study.

The Recommendations of the studies:

In this regard, the studies are divided into two domains. The first one recommended using human rights in order to develop the process of getting human rights throughout textbooks such as Meric' study (2012) and Jawarneh, et al (2009) study. The second domain which recommends more studies about human rights in the textbooks such as Shaqoora (2012) study, El Ashwal (2010) study, Qeta (2010) study, Sari (2004) study, the Palestinan Center for Human rights study and El shami (2002) study.

2.2.2 Previous studies concerned with human rights in Education

2.2.2.1 Abu Shamala (2012)

This research aimed at determining the degree of the students' human rights awareness in the International Relief Agency basic education stage schools in Gaza Governorates from the teacher's point of view and studying some variables. The researcher used the analytical descriptive method and the sample of the research was a purposive sample. The sample's number was (146) male \ female human rights teachers, among them (69) males, (77) females. The tool of the research was a questionnaire which included (39) items. The statistical package of social science (SPSS) was applied to analyze the statistics of the research results. The research revealed the following results: 1. The degree of the students' human rights awareness was high with a mean (2.36) out of (3) and with a percentage weight of (78.67%). 2. There were no statistical significant differences of ($\alpha \leq 0.05$) in the sample's estimations mean of the degree of the students' human rights awareness due to the education stage, sex, specialization and number of the service years. The research had many recommendations, among them: The importance of preparing, qualifying and training specialized teachers in human rights and spreading and reinforcement of the students' human rights awareness.

2.2.2.2 Abu Maraheel (2012)

The study aimed at investigating the role of the head teacher to improve the process of teaching Human Rights in the UNRWA schools in Gaza due to some variables such as: (gender, specialization and years of service). In order to achieve the goals of the study, the researcher adopted the analytic descriptive approach using a questionnaire of (50) items distributed among four fields which are: (administrative, artistic, social and the creative field). The study population consisted of all the human rights teachers of the school year 2011/2012 whose number was (145) male and female teachers of human rights. The researcher used SPSS to find the statistical frequencies. The study showed that the administrative field was the first scale with a relative weight of 77.98%, the second scale was the artistic scale with 69.34%, the third one was the social scale with 77.23% and the fourth scale was

the creative scale with 65.36%. Most of male teachers agreed on the role of the school principal in improving the teaching of human rights. There were differences among the school principals in helping in improving the process of human rights according to their specialization, scientific or literary steam. There were no differences among the school head teachers due to the years of experience to develop teaching human rights. The study recommendations were training the head teachers to use the online pages to get benefit of the activities of human rights and establishing a fact finding committee in the UNRWA school to investigate the violations of human rights.

2.2.2.3 GÜNDOĞDU (2011)

The purpose of this study was to investigate the attitudes of candidate teachers toward human rights education. A survey design was used. The Human Rights Education Attitude Scale developed by Karaman-Kepenekçi (1999) was administered to 1904 candidate teachers in the departments of education within thirteen universities from seven geographical regions in Turkey. Significant relationships were found between ratings for attitudes about human rights education and gender, department, university, and university's geographical region. Lastly and most significantly, the candidate teachers in this study also indicated that there was a need for human rights education in teacher training institutions.

2.2.2.4 Alqaraan, & Al-Taweel (2011)

This study aimed at investigating the status and practice of human rights in the Jordanian higher education institutions. The study also sheds light on the role of such institutions in spreading the culture of human rights. It also measured the differences between the practice and the contribution of the spreading of human rights culture in terms of gender, major field, and G.P.A. (Grade Point Average). To these ends, 537 volunteer students participated in this study. The subjects were chosen via a multiple-level sample. Two tools whose reliability and validity were verified were used. The first tool measures the practice of human rights, whereas the second addresses the contribution of such institutions to the spreading of the human rights culture. Results showed that the practice of human rights in the Jordanian

higher education institutions is moderate while its contribution to the spreading of the human rights culture is low. Besides, a statistically significant positive correlation has been found between these two variables (practice & contribution). Results have also shown that the real practice of human rights in the higher educational institutions has been found useful in predicting its contribution to the spreading of human rights culture, in general.

2.2.2.5 Hassan (2002)

The study aimed at exploring the state of teaching human rights in Tunisia and the difficulties that encounter it. The research adopted the descriptive approach by using the content analysis tool in order to find out the level of human rights among the textbooks. The study population consisted of the school textbooks and the university textbooks. The study maintained that teaching human rights directly and obviously to students was in the civil education subject who is being taught in the basic and secondary school. In the university level, human rights are taught in the course of human rights which are being taught at the tertiary education. The concepts of human rights are being taught to students were: citizenship, freedom, cooperation, solidarity, equality, justice and peace. The study also showed that the programmes of human rights in Tunis were being developed.

2.2.2.6 Yamasak (2001)

The study aimed at exploring the effectiveness of teaching human rights for the students in the aspects of knowledge, thought, emotion and practice. The study also aimed at finding out the mechanism of developing the process of teaching human rights. The study sample was 18 students, 9 male and 9 female. The researcher used interviews and questionnaire to conduct his study. The study results showed that teaching human rights ought to be in a direct way in the school textbooks. The study also showed that some of human rights issues such as racial discrimination, hatred, injustice, famine and poverty are significant topics for students in grade six and seven. The study assured that students in the age of 13 and 14 acting in their daily life as they learned at school and if they were taught about

human right, they will employ their knowledge of human rights from theory to practice.

2.2.2.7 (Hosoya, 2002)

The study explored the nature of teaching for global understanding in Japan. The researcher aimed at describing the teachers' point of view concerning teaching for global understanding. The researcher analyzed the educational materials and policies. Then he made interviews with English language teachers who were teaching in three different schools in order to take their views towards teaching for better understanding. After taking the teachers' opinions, the study showed that there were three categories of the teachers. The first category showed their tendency towards culture. The second category showed a joining understanding with the globe. The third category reported a special concern of the social, environmental and peace issues.

Comment on the Previous Studies in the first Domain "Studies concerned with Human Rights in Education"

In the light of the previous studies concerned with human rights in education, the researcher reached the following comments regarding to:

First: Aims of the Studies:

All the studies aimed at exploring the level of human rights awareness, some of them examined the awareness of human rights among head teachers such as Abu Maraheel's Study (2012), some of them examined the awareness among school students such as abu shamala's study (2012) and Yamasak's study (2001) while the other studies investigated the awareness among the university students level such as GUNDOGDU's study (2011), Alqarran and Al Taweel's study (2011) and Hassan's study (2002).

Second: Sample of the studies:

The studies used the students, teachers and head teachers in order to investigate the awareness degree of human rights.

Third: The Tools Used in the Studies:

All the studies used the questionair as the tool of the study except the following studies which used the interviews as the tools for their studies such as Hassan (2002) study and Hosoya (2002) study.

Fourth: the Approach used in the studies:

All the previous studies in this domain adopted the analytical descriptive approach. This totally conforms to my study.

The results of the studies:

Not all the studies reached the same conclusions. Abu Shamala's study concluded that the awareness of human rights were high among the students. Abu Maraheel's study reached that the importance of school principals in improving human rights. GUNDOGDU's study (2011) concluded that there is a need for human rights education in teacher's training institutions. Alqarran and Al Taweel's study (2011) concluded that there is real practice of human rights in the higher educational institutions. Hassan's study (2002) reached that human rights are taught to students through embedding them in different textbooks while at university levels, human rights are taught separately in human rights courses.

The Recommendations of the studies:

According the results mentioned above, all the studies reached different recommendations. Not all the studies reached the same conclusions. Abu Shamala's study recommended the importance of preparing specialized teachers in human rights. Abu Maraheel's study (2012) recommended that head teachers should consult the online pages in order to get benefit from the activities of human rights.

2.2.3 Commentary on the previous studies (in General):

After reviewing the previous studies, the researcher gets benefit as follows:

- a) The human rights exist in the field of Education and there are many studies conducted about them.
- b) Human rights can be analyzed to know the level of them in the English curriculum and other curricula.
- c) The researcher gets benefit of how to use the instruments and the approaches used in the previous studies to conduct his research.
- d) The variety of the previous studies conforms that the researchers conducted studies investigating the existence of human rights included in the curriculum and assures the variety of countries where these researches conducted.
- e) Human rights could be in domains; political domain, sociocultural, civil and economic domains.
- f) Human rights can be investigated among students, teachers, and curricula and in every aspect of education.
- g) Human rights can be taught to student in an implicit way by making paragraph or passages bearing these rights.
- h) The researcher reviewed previous studies pertaining to human rights in Arabic curriculum, History curriculum, Religion curriculum, English curriculum and Engineering curriculum. This gives the study the normality and confirms that English textbooks could be one of the samples of human rights study.
- i) Some previous studies confirm that the human rights should exist and taught in English language curriculum because it is a world language.
- j) There are new theories talking about implying human rights principles in the language curriculum.
- k) The study conforms with the study of Shaqoora (12), Al-Ashwal, A., 2010), Qeta, (2010) and The Palestinian Center For Human Rights (2002) in the approach used for the study which is the analytical descriptive approach and

the way of analyzing since those studies used a list of human rights and classified the human rights under many domains such as the civil, the cultural, the political and the economic domain.

- l) The study contradicts with the study of Burrige N. et al (2014), Mcleod, J. (2014), Bowie (2011) and Keet, A. and Carrim, N. (2006) in the approach of conducting the research since those studies used models and strategies to develop and enrich school curriculum with human rights while this study just sought to investigate the level of existence of human rights in the textbooks.
- m) Using the descriptive approach to conduct the research is the best method for fulfilling the purpose of the study.
- n) My study conforms with the following studies according to the aim of the study, the approach adopted and statistical methods used: Shaqoora's study (2012), El Ashwal's Study (2010), Qeta's study (2010), Sari's study (2004), Bady's study (2004), the Palestinian Center for Human Rights' study(2002) and El Ashwal's study (2002). All these studies aimed at exploring the level of human rights in the textbooks. In this regard, my study contradicts with Burrige's study (2014), Mcleod study (2014), Meric's study (2012) and simon and LL. Study (2011).
- o) My study contradicts with all the studies in the light of the educational stage. This study combines between the preparatory and secondary textbooks.

Chapter 3

Methodology

In this chapter, the practical aspect of the study is described. This includes the various techniques of gathering and describing the data through employing the suitable tool to achieve the purposes of the study. In other words, this chapter serves as an illustration of the method decided to be used, the tool of the study that involves constructing a content analysis card, examining its validity and reliability and the procedures that were adopted to conduct this study.

3.1 Research design:

The researcher used the descriptive analytical approach to carry out the study. Brown and Rodgers (2002) defined the descriptive research as a research that describes a group of characteristics or behaviors in numerical terms. This approach was used in this study because it is the most appropriate one for helping the researcher in tackling the human rights principles included in English for Palestine Textbooks.

3.2 Population of the study:

The population of the study consisted of the English for Palestine textbooks in the school year (2015/2016). These textbooks were issued by the Palestinian Ministry of Education for the first and the second semester.

3.3 The sample of the Study:

The sample consisted of the English textbooks in grades 7, 8, 9, 10, 11 and 12 that are being taught in the scholastic year (2015/2016) in the Palestinian schools. The total of the books are 12 books, 2 books in each grade.

3.4 Instrumentation:

The researcher believes that the most suitable tool for achieving the purpose of the study is making a content analysis card for collecting data concerning the level of human right in English for Palestine textbooks.

3.4.1 The content analysis card:

Fraenkel (1996, p. 405) cited in Yen (2000, p. 65) defined content analysis as "a technique that enables researchers to study human behaviors in an indirect way through an analysis of their communication". He claimed that the great advantage of content analysis is that it is "unobtrusive", in the sense that there is no external interruption as in the case of conducting observations or interviews. Moreover, Frankel claims that content analysis can be either a quantitative or qualitative approach.

3.4.2 The content analysis card of human rights constructed according to the following procedures:

1. Defining the aim of the analysis: The analysis aimed at defining the level of human rights included in English for Palestine textbooks in grades 7, 8, 9, 10, 11 and 12 and by making frequencies and percentages of each right.
2. Defining the sample of analysis: the sample of the study was purposely selected including 12 books in the grades 7, 8, 9, 10, 11 and 12, two books in each grade.
3. Defining the categories of analysis: those are the elements which classify and describe the content. The categories of the analysis may be concepts, facts, principles, opinions. In this study the researcher considers human rights as principals.
4. Defining the unit of analysis: The researcher used the period as the unit of analysis to decide the level of the human rights principles.
5. Controlling the analysis process:
 - The analysis conducted in the frame of the grade, unit/period and the name of the right.
 - The analysis included the content of English for textbooks of grade 7, 8, 9, 10, 11 and 12.
 - The analysis targeted the content of the unit/period of the textbooks.

3.5 The Structure of Each Grade in English for Palestine Textbooks:

In this section, the researcher presents the names of the periods in each grade and their components in brief way. See Appendix (5).

3.6 The Procedures of Content Analysis.

1. Specifying each paragraph that includes human rights.
2. Specifying human rights.
3. Designing the content analysis card that includes human rights ought to be incorporated in the books and was validated by the referees. The card included (grade, unit, lesson, page, human right).
4. Each human right is counted separately in each lesson.
5. Registering every human right in the card.
6. Calculating the frequencies and percentages of each right.
7. Calculating the overall frequencies and percentages.

3.7 Validity of content analysis card

The researcher distributed a list of human rights included in the UDHR to a panel of referees specialized in English language, methodology, human rights education and curriculum in order to decide which are the human rights that should be included in English for Palestine textbooks in the light of UDHR. After the consultation, (29) human rights were selected after reviewing the UDHR and the Educational literature of human rights.

3.8 Reliability of the analysis process

One of the problems that content analysts face when attempting a systematic and objective description of the content is reliability (Bataineih, 2009). It is an important issue in the use of any measurement process. When conducting a study, measures and procedures must be reliable in the sense that repeated measures with the same instrument on a given sample of data should yield similar results; therefore, a measure is said to be reliable, to the extent to which the results of a study are

consistent (White, 1988; Holsti, 1969; and Kerlinger, 1973 cited in Bataineih, 2009). This concept of reliability, however, can be viewed in internal or external terms. Brown and Rodgers (2002, p. 241) defined internal reliability as "the degree to which we can expect consistent results if the data for the study were re-analyzed by another researcher". Due to the fact that inter or intra-rater reliability is time consuming; the researcher used external or inter-rater reliability to ensure the reliability of the present study tools. The researcher asked for the cooperation of another researcher. The researcher conducted the analysis by making a survey for all the content of English for Palestine in Grade 7, 8, 9, 10, 11 and 12, analyzing 12 textbooks, 2 books in each grade. The other researcher did the same. Then, the results of the first and the second analyses were compared. The results of the two analyses yielded more than 94% consistency. The strong correlation shown in Table (3.13) below between the two researchers enables the researcher to process the data collected.

Holsti equation was used to determine the reliability as the following:

$$R = \frac{2(C 1.2)}{C 1 + C 2}$$

R → Coefficient Correlation

(**C 1.2**) → total number of frequencies agreed upon by the two analysts

C 1 → total number of frequencies in the researcher's analysis

C 2 → total number of frequencies in the rater's analysis

Table (3.1): Coefficient Correlation Between the Two Researches

Grade	Semester	Points agreed	Points of difference	Total points	Consistency percentage	Total consistence percentage
Seven	7A	84	4	88	95.45%	95.85%
	7B	67	3	70	95.71%	
Eight	8A	65	6	71	91.54%	92.96%
	8B	84	5	89	94.38%	
Nine	9A	86	3	89	96.62%	97.49%
	9B	60	1	61	98.39%	

Grade	Semester	Points agreed	Points of difference	Total points	Consistency percentage	Total consistence percentage
Ten	10A	54	4	58	93.1%	92.6%
	10B	47	4	51	92.1%	
Eleven	11A	87	5	92	94.56%	93.94%
	11B	55	4	59	93.32%	
Twelve	12A	107	5	112	95.53%	96.58%
	12B	83	2	85	97.64%	
Total Overall Consistency Of All Grades						94.90%

3.9 The limitations of the Analysis Process:

- 3.9.1 The study scope was the English textbooks in the grades 7, 8, 9, 10, 11 and 12.
- 3.9.2 The study used a list of human rights prepared after consulting the referees.

3.10 The Study Procedures:

The researcher conducted the following to achieve the study objectives:

1. Defining the general aims and objectives of the study.
2. Reviewing the educational literature of the human rights and preparing the literature review.
3. Selecting the most relevant previous studies.
5. Designing the study tools.
6. Consulting the referees in order to make amendments on the list of human rights and the card of analysis.
7. The referees agreed that the hypothetical level for the availability of human rights in the text books was (60) Frequency.
8. The researcher reached the following criteria to distribute the availability of human right principles in the English textbooks;
 - Not available (NA), those rights which totaled as (0) frequency.
 - Slightly available (SA), those rights which range from (1_5) frequency.

- Fairly available (FA), those rights which range from (5_10) frequency.
 - Very well available (VA), those rights which were above (10) frequency.
9. Making the process of analyzing in the light of the list made by the referees.
 10. Analyzing the data collected and interpreting them.
 11. Discussing the results.
 12. Making the recommendations based on the results of the study.

3.11 Statistical Techniques:

- Holitsti Equation.
- Frequencies (F).
- Percentages means (P).

Chapter 4

Study Results and Data Analysis

This chapter tackles the results of the study in regard with the research questions. The data of the study were collected and computed by using Excel programme. Only frequencies and percentages means are applied as statistical methods in this study.

4.1 Presentation of the results

The statistical treatment of the study data will be introduced in this section. The results will be presented in terms of sub questions.

4.1.1 Results Related to the First Question.

The first question: "What are the basic human rights that ought to be included in English for Palestine textbooks according to the Universal Declaration of Human Rights?"

To answer the first question, the researcher reviewed the education literature and the previous studies pertaining to human rights and human rights education in order to make a preliminary list of human rights according to the UDHR. The researcher concluded after the reviewing and consulting the referees that there are "29" human rights classified under five domains, the civil domain, the social domain, the economic domain, the cultural domain and the political domain. It will be presented in table (4.1)

Table (4.1): The list of Human Rights Made after Consulting the Referees

Number	Domain	Right
1.	Civil Rights	The Right to Freedom of Opinion and Expression.
2.		The Right to Equality Without Discrimination.
3.		The Right to Equality Before Justice.
4.		The Right to Rest and Leisure.
5.		The Right to Movement.
6.		The Right to National Identity.
7.		The Right to Freedom of Peaceful Assembly and Association.
8.		The Right to Freedom of Belief and Religion.
9.		The Right to Clean Environment.
10.		The Right to Protection.
11.		The Right to Security.
12.		The Right to Forgiveness.
13.		The Right to Privacy.
14.		The Right to Humanitarian Treatment.
15.	Social Rights	The Right to Marriage.
16.		The Right to Social Security.
17.		The Right to An Adequate Standard of Living, Shelter, Clothing and Food.
18.		The Right to Health.
19.	Economic Rights	The Right to Own Property.
20.		The Right to Work.
21.		The Right to Join Trade Unions.
22.		The Right to Development and Economic Growth.

Number	Domain	Right
23.	Cultural Rights	The Right to Participate in the Cultural Life of the Community.
24.		The Right to the Protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.
25.		The Right to Education.
26.		The Right to Participate in Scientific Production.
27.	Political Rights	The Right to Seek Asylum from Persecution.
28.		The Right to Participate in Elections.
29.		The Right to Take Part in the Government of Your Country.

As stated in table (4.1) that the majority of human rights were classified under the civil domain which had (14) rights while the minority of the rights are under the political rights which had (3) rights. As illustrated in the table, the social rights, the economic rights and the cultural rights had the same number of the rights, (4) rights in each domain. This new list of human rights conforms totally with the UDHR. It also conforms with the studies of Qeta (2010) and the study of Shaqoora (2012) which used a list of human rights of the same number of the rights and classified nearly the same under the above mentioned domains. All the rights mentioned here derived from the declaration but with new form that serves the educational purposes. Here in the list, the referees re-form the articles of UDHR in a simple way that is understood to everyone. The UDHR articles are written in a legal way that is difficult for students and teachers to understand easily. The researcher and after consulting the referees, a new list prepared for educational purposes. However, in this study the new list of human rights is specific and direct. It has the same meaning of the articles mention in the UDHR. For example, Article 16 in the declaration stated that:

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

In the new list, the referees deduced that article (16) is the right to marriage. Therefore, the new list is short, comprehensive and educational one.

4.1.2 Results Related to the Second Question.

The second question is "To what extent does the content of English for Palestine grade 12 contain human rights?"

To answer the second question, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the frequencies and the percentage weight of each domain as illustrated in the table (4.2) below.

Table (4.2): The Results of Analyzing English for Palestine 12 A

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	3	2.63%	45 F 39.44% P	SA
2.		The Right to Equality Without Discrimination.	8	7.01%		FA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and Leisure.	3	2.63%		SA
5.		The Right to Movement.	10	8.77%		VA
6.		The Right to National Identity.	3	2.63%		SA
7.		The Right to Freedom of Peaceful Assembly and Association.	7	6.14%		FA
8.		The Right to Freedom of Belief and Religion.	0	0%		NA
9.		The Right to Clean Environment.	1	0.87%		SA
10.		The Right to Protection.	1	0.87%		SA
11.		The Right to Security.	0	0.00%		NA
12.		The Right to Forgiveness.	3	2.63%		SA
13.		The Right to Privacy.	3	2.63%		SA
14.		The Right to Humanitarian Treatment.	3	2.63%		SA
15.	Social Rights	The Right to Marriage	1	0.87%	7 F 6.12% P	SA
16.		The Right to Social security.	0	0%		NA
17.		The Right to An Adequate Standard of Living, Shelter Clothing and Food.	4	3.50%		SA
18.		The Right to Health.	2	1.75%		SA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
19.	Economic Rights	The Right to Own property.	5	4.38%	28 F 24.55% P	SA
20.		The Right to Work.	16	14.03%		VA
21.		The Right to Join Trade Unions.	0	0.00%		NA
22.		The Right to Development and Economic Growth.	7	6.14%		FA
23.	Cultural Rights	The Right to Participate in the Cultural Life of the Community.	7	6.14%	33 F 28.93% P	FA
24.		The Right to the Protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.	1	.87%		SA
25.		The Right to Education.	14	12.28%		VA
26.		The Right to Participate in Scientific Production.	11	9.64%		VA
27.	Political Rights	The Right to Seek Asylum from Persecution.	1	.87%	1 F 0.87% P	SA
28.		The Right to Participate in Elections.	0	0.00%		NA
29.		The Right to Take Part in the Government of your Country.	0	0%		NA
Total Number			114	100%	100%	The majority were slightly available

In table (4.2) it was noticed that there were (22) human rights included in English for Palestine textbook, (12A) repeated (114) times while there were (9) rights were not stated in the book. This is a very great number compared with the other textbooks.

The most mentioned rights in the book and considered very well available were the following rights: the rights to work which is repeated (16) times with a percentage weight of (14,03%), the right to Education which was repeated (14) times with a percentage weight of (12,28%), the right to participate in scientific production which was repeated (11) with a percentage weight of (9,69%) and the right to movement which was repeated (10) with a percentage weight of (8.77%).

The following are the rights which were not available; the right to equality before justice, the right to freedom of belief and religion, the right to security, the right to social security, the right to join trade unions and the right to participate in elections and the right to take part in the government of your country.

The civil domain was in the first rank of the domains. The civil rights repeated (45) with a percentage weight of (39.44%). The political domain came at the last rank. The frequency was (1) with a percentage weight of (0.87%). These results of the study contradict with Shaqoora's study (2012) which concluded that the economic and social and cultural domains were the highest than the civil domain.

In order to complete answering the second question, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the frequencies and the percentage weight of each domain to conduct the process of analysis of English for Palestine textbook Reading Plus, grade12. The researcher reached the following results illustrated in the table (4.3) below

Table (4.3): The Results of Analyzing English For Palestine 12, Reading Plus

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	6	8.57%	30 F 42.78 P	FA
2.		The Right to Equality Without Discrimination.	5	7.14%		SA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and Leisure.	1	1.42%		SA
5.		The Right to Movement.	5	7.14%	SA	
6.		The Right to National Identity.	2	2.85%	2 F 2.84% P	SA
7.		The Right to Freedom of Peaceful Assembly and Association.	2	2.85%		SA
8.		The Right to Freedom of Belief and Religion.	3	4.28%		SA
9.		The Right to Clean Environment.	0	0.00%		NA
10.		The Right to Protection.	1	1.42%		SA
11.		The Right to Security.	1	1.42%		SA
12.		The Right to Forgiveness.	1	2.85%		SA
13.		The Right to Privacy.	2	2.77%		SA
14.		The Right to Humanitarian Treatment.	1	1.42%		SA
15.	Social Rights	The Right to Marriage	1	1.42%		2 F 2.84% P
16.		The Right to Social Security.	0	0.00%	NA	
17.		The Right to an Adequate Standard of Living, Shelter Clothing and Food.	0	0.00%	NA	
18.		The Right to Health.	1	1.42%	SA	
19.	Economic Rights	The Right to Own Property.	1	1.42%	11 F 15.7% P	SA
20.		The Right to Work.	5	7.14%		SA
21.		The Right to join Trade Unions.	0	0.00%		SA
22.		The Right to Development and Economic Growth.	5	7.14%		SA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
23.	Cultural Rights	The Right to Participate in the Cultural Life of the Community.	7	10.00%	21 F 29.9% P	FA
24.		The Right to the Protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.	4	5.71%		SA
25.		The Right to Education.	3	4.28%		SA
26.		The Right to Participate in Scientific Production.	7	10.00%		FA
27.	Political Rights	The Right to seek asylum from Persecution.	5	7.14%	6 F 8.56% P	SA
28.		The Right to Participate in Elections.	0	0.00%		NA
29.		The Right to Take part in the Government of your Country.	1	1.42%		SA
Total Number			70	100%	100%	The majority were Slightly Available

As the table (4.3) showed that there are (23) human rights included in English Reading Plus, grade 12 and repeated (70) times while there are (6) human rights were not included. The table showed that there was no scale of very well available rights above (10) Frequency.

The fairly well available rights mentioned rights were; the right to participate in the cultural life of the community repeated (7) times with a percentage weight of (10%), the right to participate in scientific production repeated (7) with percentage weight of (10%) and the right to freedom of opinion and expression repeated (6) with a percentage (8.57%).

The rights which were not available and had (0) point were; the right of equality before justice, the right to clean environment, the right to social security, the right to an adequate standard of living, shelter clothing and food, the right to join trade unions and the right to participate in elections.

As stated in the table that the political domain which had frequencies totaled (30) with a percentage weight of (42.78%) was the first domain while the last domain was the social domain which had (2) frequencies with a percentage weight of (2.84%).

In both textbooks, English for Palestine 12 and Reading Plus 12, the civil domain was the first domain of the rights included. The following rights were not included in grade12 textbooks. Those are; the rights to equality before Justice, the right to social security, the right to join trade unions and the right to participate in elections. Those rights totaled as (zero). English for Palestine had (114) human rights while English Reading Plus 12 had (70) human rights. This means that English for Palestine 12 included more rights than English Reading Plus, 12.

4.1.3 Results Related to the Third Question.

The third question is "To what extent does the content of English for Palestine grade 11 contain human rights?"

To answer the third question, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the frequencies and the percentage weight of each domain. After conducting the process of analysis of English for Palestine textbook, grade11, the researcher reached the following results illustrated in the table (4.4) below.

Table (4.4): The Results of Analyzing English for Palestine 11A

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	7	9.45%	36 F 48.6% P	FA
2.		The Right to Equality without Discrimination.	4	5.40%		SA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and leisure.	5	6.75%		SA
5.		The Right to Movement.	5	6.75%		SA
6.		The Right to National Identity.	1	1.35%		NA
7.		The Right to Freedom of Peaceful Assembly and Association.	2	2.70%		NA
8.		The Right to Freedom of Belief and Religion.	0	0.00%		NA
9.		The Right to Clean Environment.	5	6.75%		SA
10.		The Right to Protection.	5	6.75%		SA
11.		The Right to Security.	0	0.00%		NA
12.		The Right to Forgiveness.	0	0.00%		NA
13.		The Right to Privacy.	1	1.35%		SA
14.		The Right to Humanitarian Treatment.	1	1.35%		SA
15.	Social Rights	The Right to Marriage	0	0.00%	3 F	NA
16.		The Right to Social Security.	1	1.35%		SA
17.		The Right to An Adequate	2	2.70%		SA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
		Standard of Living, Shelter, Clothing and Food.			4.05% P	
18.		The Right to Health.	0	0.00%		NA
19.	Economic Rights	The Right to Own Property.	3	4.05%	11 F	SA
20.		The Right to Work.	4	5.40%		14.85% P
21.		The Right to Join Trade Unions.	1	1.35%		SA
22.		The Right to Development and Economic Growth.	3	4.05%		SA
23.	Cultural Rights	The Right to Participate in the Cultural Life of the Community.	2	2.70%	19 F 25.66% P	SA
24.		The Right to the Protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.	0	0.00%		NA
25.		The Right to Education.	7	9.45%		SA
26.		The Right to Participate in Scientific Production.	10	13.51%		VA
27.	Political Rights	The Right to Seek Asylum from Persecution.	0	0.00%	5 F 6.75% P	NA
28.		The Right to Participate in Elections.	1	1.35%		SA
29.		The Right to Take part in the Government of Your Country.	4	5.40%		SA
Total Number			74	100%	100%	The majority of the rights were slightly Available

As stated in table (4.4) that there were (21) human rights mentioned in English for Palestine textbook, grade (11) and repeated (74) times while there were (8) human rights were not mentioned.

The rights ranked in the first scale, very well available was the right to participate in scientific production repeated (10) times with a percentage weight of (13, 51 %),

The fairly well scale included; the right to freedom of opinion and expression repeated as (7) times with a percentage weight of (9,45%) and the right to education repeated (7) times with a percentage (9,45%).

The rights not available in English for Palestine, 11 were; they were the right of equality before justice, the right to freedom of belief and religion, the right to security, the right to forgiveness, the right to marriage, the right to health, the right to the protection of the moral and material interests resulting from scientific, literary or artistic production and the right to seek asylum from persecution.

The civil domain had the first rank with a frequency of (36) and a percentage weight of (48,6%). In the other hand, the social domain had the least frequency of (3) with a percentage weight of (4.05%). English for Palestine 11A had more rights than English Reading Plus.

To pursue answering the third question, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the frequencies and the percentage weight of each domain in order to conduct the process of analysis of English for Palestine textbook Reading Plus, grade 11. The researcher reached the following results illustrated in the table (4.5) below.

Table (4.5): The Results of Analyzing English For Palestine 11 Reading Plus

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	2	3.92%	31 F 60.76% P	SA
2.		The Right to Equality without Discrimination.	1	1.96%		SA
3.		The Right to Equality Before Justice.	0	0%		NA
4.		The Right to Rest and Leisure.	4	7.84%		SA
5.		The Right to Movement.	6	11.76%		FA
6.		The Right to National Identity.	2	3.92%		SA
7.		The Right to Freedom of Peaceful Assembly and Association.	3	5.88%		SA
8.		The Right to Freedom of Belief and Religion.	0	0.00%		NA
9.		The Right to clean Environment.	5	9.80%		SA
10.		The Right to Protection.	3	5.88%		SA
11.		The Right to Security.	0	0.00%		NA
12.		The Right to Forgiveness.	4	7.84%		SA
13.		The Right to Privacy.	0	0.00%		NA
14.		The Right to Humanitarian Treatment.	1	1.96%		SA
15.	Social Rights	The Right to Marriage	0	0.00%	3 F 5.88% P	SA
16.		The Right to Social Security.	1	1.96%		SA
17.		The Right to An Adequate Standard of living, shelter, clothing and food.	1	1.96%		SA
18.		The Right to Health.	1	1.96%		SA
19.	Economic	The Right to Own Property.	1	1.96%		SA
20.		The Right to Work.	4	7.84%		SA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
21.		The Right to Join Trade Unions.	0	0%	19.6 F 10.00% P	NA
22.		The Right to Development and Economic Growth.	5	9.80%		SA
23.	Cultural Rights	The Right to Participate in the Cultural life of the Community.	0	0.00%	6 F 11.76% P	NA
24.		The Right to the Protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.	0	0%		NA
25.		The Right to Education.	6	11.76%		FA
26.		The Right to Participate in Scientific Production.	0	0.00%		NA
27.	Political Rights	The Right to Seek asylum from Persecution.	0	0.00%	1 F 1.96% P	NA
28.		The Right to Participate in Elections.	1	1.96%		FA
29.		The Right to Take part in the Government of your country.	0	0.00%		NA
Total Number			51	100%	100%	The majority were slightly available

As shown in the table (4.5) that there were (18) human rights included in English Reading Plus, grae11, repeated (51) times while there were (11) human rights are not included.

There was no rights mentioned in the very well available rights. The following were rights classified under fairly available rights; the right to movement repeated (6) times was the first ranked high with a percentage weight of (11, 76%), then the right to education with the same percentage and following that the right to

clean environment repeated (6) with a percentage weight of (9,80%) and the right to development and economic growth with the same percentage.

The rights which were not available in the textbook were; the right to equality before justice, the right to freedom of belief and religion, the right to security, the right to privacy, the right to marriage, the right to join trade unions, the right to participate in the cultural life of the community, the right to the protection of the moral and material interests resulting from scientific, literary or artistic production, the Right to participate in scientific production, the right to seek asylum from persecution and the right to take part in the government of your country.

The civil domain had the first rank with a (31) repeated human rights with a percentage weight of (60.76%) while the last domain was the political domain with (1) repeated human rights with a percentage weight of (1,69%).

There were (6) human rights not included in English for Palestine and Reading Plus, grade11. These are; the right of equality before justice, the right to freedom of belief and religion, the Right to security, the right to marriage, the right to the protection of the moral and material interests resulting from scientific, literary or artistic production and the right to seek asylum from persecution. Those rights totaled with (zero) in both books. In both textbooks of grade 11, the civil domain was the first and the political domain is the last.

4.1.4 Results Related to the Fourth Question.

The fourth question is "To what extent does the content of English for Palestine grade 10 contain human rights?"

To answer the fourth question, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the frequencies and the percentage weight of each domain. After conducting the process of analysis of English for Palestine textbook, grade10A, the researcher reached the following results illustrated in the table (4.6) below.

Table (4.6): The Results of Analyzing English for 10A

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	0	0.00%	32 F 62.72% P	NA
2.		The Right to Equality Without Discrimination.	4	7.84%		SA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and Leisure.	6	11.76%		FA
5.		The Right to Movement.	7	13.72%		FA
6.		The Right to National Identity.	2	3.92%		SA
7.		The Right to Freedom of Peaceful Assembly and Association.	2	3.92%		SA
8.		The Right to Freedom of Belief and Religion.	0	0.00%		NA
9.		The Right to Clean Environment.	4	7.84%		SA
10.		The Right to Protection.	5	9.80%		SA
11.		The Right to Security.	1	1.96%		SA
12.		The Right to Forgiveness.	1	1.96%		SA
13.		The Right to Privacy.	0	0.00%		NA
14.		The Right to Humanitarian Treatment.	0	0.00%		NA
15.	Social Rights	The Right to Marriage	1	1.96%	5 F 9.8% P	SA
16.		The Right to Social Security.	1	1.96%		SA
17.		The Right to An Adequate Standard of living, shelter, clothing and food.	2	3.92%		SA
18.		The Right to Health.	1	1.96%		SA
19.	Economic Rights	The Right to Own property.	0	0.00%	2 F	NA
20.		The Right to Work.	1	1.96%		SA
21.		The Right to Join Trade Unions.	0	0.00%		NA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
22.		The Right to Development and Economic growth.	1	1.96%	3.92% P	SA
23.		The Right to Participate in the Cultural life of the Community.	1	1.96%		SA
24.	Cultural Rights	The Right to the Protection of the Moral and Material Interests resulting from Scientific, Literary or Artistic Production.	0	0.00%	10 F 19.6% P	NA
25.		The Right to Education.	3	5.88%		SA
26.		The Right to Participate in Scientific Production.	6	11.76%		FA
27.	Political Rights	The Right to seek asylum From Persecution.	1	1.96%	2 F 3.92% P	SA
28.		The Right to Participate in Elections.	0	0.00%		NA
29.		The Right to Take Part in the Government of your Country.	1	1.96%		SA
Total Number			51	100%	100%	The majority were slightly available

As table (4.6) illustrated that there were (20) human rights included in English for Palatine (10A) repeated and (51) times while there were (9) human rights were not mentioned.

There were no rights classified under very well available scale. These were the rights classified under fairly well available; the right to movement repeated (7) times with a percentage weight of (13, 76%), the right to participate in scientific production with a percentage weight of (11, 76%) and the right to rest and leisure repeated (6) times with a percentage weigh of (11, 76%).

The rights that were not available in the book were; Those were; the right to freedom of opinion and expression, the right of equality before justice, the right to freedom of belief and religion, the right to privacy, the right to humanitarian treatment, the right to own property, the right to join trade unions, the right to the protection of the moral and material interests resulting from scientific, literary or artistic production and the right to participate in elections.

The first domain was the civil domain with (32) human rights with a percentage weight of (62.72%) while the economic and the political domain were the last one with the same number of frequencies (2) with a percentage weight of (3.92%).

To analyze English for Palestine textbook 10B, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the frequencies and the percentage weight of each domain. The researcher reached the following results illustrated in the table (4.7) below.

Table (4.7): The Results of Analyzing English For 10B

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	3	6.97%		SA
2.		The Right to Equality Without Discrimination.	2	4.65%		SA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and Leisure.	0	0.00%		NA
5.		The Right to Movement.	6	13.95%		FA
6.		The Right to National Identity.	2	4.65%		SA
7.		The Right to Freedom of Peaceful Assembly and Association.	0	0.00%		SA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
8.		The Right to Freedom of Belief and Religion.	2	4.65%	23 F 53.45% P	SA
9.		The Right to Clean Environment.	3	6.97%		SA
10.		The Right to Protection.	0	0.00%		NA
11.		The Right to Security.	1	2.32%		SA
12.		The Right to Forgiveness.	1	2.32%		SA
13.		The Right to Privacy.	1	2.32%		SA
14.		The Right to Humanitarian Treatment.	2	4.65%		SA
15.	Social Rights	The Right to Marriage	0	0.00%	9 F 20.92% P	NA
16.		The Right to Social Security.	0	0.00%		NA
17.		The Right to An Adequate Standard of living, Shelter, Clothing and food.	3	6.97%		SA
18.		The Right to Health.	6	13.95%		FA
19.	Economic Rights	The Right to Own Property.	0	0.00%	2 F 4.65% P	NA
20.		The Right to Work.	2	4.65%		SA
21.		The Right to Join Trade Unions.	0	0.00%		NA
22.		The Right to Development and Economic Growth.	0	0.00%		NA
23.	Cultural Rights	The Right to Participate in the Cultural life of the Community.	0	0.00%	8 F 18.59% P	NA
24.		The Right to the Protection of the Moral and Material Interests resulting from Scientific, Literary or Artistic Production.	1	2.32%		SA
25.		The Right to Education.	4	9.30%		NA
26.		The Right to Participate in Scientific	3	6.97%		SA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
		Production.			1 F 2.32% P	
27.	Political Rights	The Right to Seek Asylum from Persecution.	1	2.32%		SA
28.		The Right to Participate in Elections.	0	0.00%		NA
29.		The Right to Take Part in the Government of your Country.	0	0.00%		NA
Total Number			43	100%	100%	The majority were slightly available

As illustrated in table (4.7) there were (17) human right mentioned in the textbook repeated (43) while there were (12) human rights not included.

There were no rights classified under the very well available rights. The right classified under fairly well rights was; the right to movement repeated (6) times with a percentage weight of (13.95%).

The rights that were not available; the right of equality before justice, the right to rest and leisure, the right to freedom of peaceful assembly and association, the right to protection, the right to marriage, the right to social security, the right to own property, the right to join trade unions, the right to development and economic growth, the right to participate in the cultural life of the community, the right to participate in elections and the right to take part in the government of your country.

The civil domain was the first domain which had (23) human rights with a percentage weight of (53.42%) while the last domain was the political domain which had (1) human rights with a percentage weight of (2.32%).

There were human rights that were not mentioned in both English for Palestine textbook (10A) and (10B). Those rights were; the right of equality before justice, the right to own property and the right to participate in elections. The civil domain was the first in both textbooks and the political domain was the last. English for Palestine 10A had more human rights than English for Palestine 10B.

4.1.5 Results Related to the Fifth Question.

The fifth question is "To what extent does the content of English for Palestine grade 9 contain human rights?"

To answer the fifth question, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the frequencies and the percentage weight of each domain. After conducting the process of analysis of English for Palestine textbook 9A, the researcher reached the following results illustrated in the table (4.8) below:

Table (4.8): The Results of Analyzing English for 9A

No.	Domain	Right	F.	P.	The Domain's Total F. and P	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	0	0.00%	51 F	NA
2.		The Right to Equality Without Discrimination.	4	5.33%		SA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and Leisure.	4	5.33%		SA
5.		The Right to Movement.	15	20.00%		VA
6.		The Right to National Identity.	2	2.66%		SA
7.		The Right to Freedom of Peaceful Assembly and Association.	1	1.33%		SA

No.	Domain	Right	F.	P.	The Domain's Total F. and P	The Availability of the Rights
8.		The Right to Freedom of Belief and Religion.	5	6.66%	67.59% P	SA
9.		The Right to Clean Environment.	4	5.33%		SA
10.		The Right to Protection.	2	2.66%		SA
11.		The Right to Security.	1	1.33%		SA
12.		The Right to Forgiveness.	8	10.66%		FA
13.		The Right to Privacy.	1	1.33%		SA
14.		The Right to Humanitarian Treatment.	4	5.33%		SA
15.	Social Rights	The Right to Marriage	0	0.00%	5 F 6.66% P	NA
16.		The Right to Social Security.	0	0.00%		NA
17.		The Right to An Adequate Standard of living, shelter, clothing and Food.	3	4.00%		SA
18.		The Right to Health.	2	2.66%		SA
19.	Economic Rights	The Right to own Property.	1	1.33%	6 F 7.99% P	SA
20.		The Right to Work.	3	4.00%		SA
21.		The Right to Join Trade Unions.	0	0.00%		NA
22.		The Right to Development and Economic growth.	2	2.66%		SA
23.	Cultural Rights	The Right to Participate in the Cultural Life of the Community.	3	4.00%	8 F 10.66% P	SA
24.		The Right to the Protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.	2	2.66%		SA
25.		The Right to Education.	3	4.00%		SA
26.		The Right to Participate in Scientific	0	0.00%		NA

No.	Domain	Right	F.	P.	The Domain's Total F. and P	The Availability of the Rights
		Production.				
27.	Political Rights	The Right to Seek asylum from Persecution.	0	0.00%	5 F 6.66% P	SA
28.		The Right to Participate in Elections.	0	0.00%		SA
29.		The Right to Take Part in the Government of your Country.	5	6.66%		SA
Total Number			75	100%	100%	The majority were slightly available

As table (4.8) showed that there were (21) human rights included in English for Palestine 9A, repeated (75) while there are (8) human rights were not mentioned.

The right which was classified under the very well domain in English for Palestine 9A was the right to movement repeated (15) times with a percentage weight of (20%). The following were classified under slightly well, the right to forgiveness repeated (8) times with a percentage weight of (10.88%) and the right to take part in the government of your country repeated (5) with a percentage weight of (6, 66%).

The rights that were not available were; the right to freedom of opinion expression, and the right of equality before justice, the right to marriage, the right to social security, the right to join trade unions, the right to participate in scientific production, the right to seek asylum from persecution and the right to participate in elections.

The civil domain was the first domain which had (51) human rights with a percentage weight of (67.95%) while the social and the political domains were the last ones. They had the same number of rights (5) with a percentage weight of (6.66%).

To analyze English for Palestine textbook 9B, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the frequency and the percentage weight of each domain. After conducting the process of analysis of English for Palestine textbook 9A, the researcher reached the following results illustrated in the table (4.9) below.

Table (4.9): The Results of Analyzing English for 9B

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	2	3.50%	30 F 52.59% P	SA
2.		The Right to Equality Without Discrimination.	2	3.50%		SA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and Leisure.	1	1.75%		SA
5.		The Right to Movement.	1	1.75%		SA
6.		The Right to National Identity.	0	0.00%		NA
7.		The Right to Freedom of Peaceful Assembly and Association.	3	5.26%		SA
8.		The Right to Freedom of Belief and Religion.	1	1.75%		SA
9.		The Right to Clean Environment.	7	12.28%		FA
10.		The Right to Protection.	1	1.75%		SA
11.		The Right to Security.	0	0%		NA
12.		The Right to Forgiveness.	7	12.28%		FA
13.		The Right to Privacy.	0	0.00%		NA
14.		The Right to Humanitarian Treatment.	5	8.77%		SA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
15.	Social Rights	The Right to Marriage	0	0%	14 F 24.54% P	NA
16.		The Right to Social Security.	4	7.01%		SA
17.		The Right to An Adequate Standard of living, Shelter Clothing and food.	6	10.52%		FA
18.		The Right to Health.	4	7.01%		6 F 10.51% P
19.	Economic Rights	The Right to Own Property.	1	1.75%	SA	
20.		The Right to Work.	2	3.50%	SA	
21.		The Right to Join Trade Unions.	0	0.00%	NA	
22.		The Right to Development and Economic Growth.	3	5.26%	SA	
23.	Cultural Rights	The Right to Participate in the Cultural Life of the Community.	1	1.75%	6 F 10.52% P	SA
24.		The Right to the protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.	0	0.00%		NA
25.		The Right to Education.	5	8.77%		SA
26.		The Right to Participate in Scientific Production.	0	0.00%		NA
27.	Political Rights	The Right to Seek Asylum from Persecution.	1	1.75%	1 F 1.75% P	SA
28.		The Right to Participate in Elections.	0	0.00%		NA
29.		The Right to Take part in the Government of Your Country.	0	0.00%		NA
Total Number			57	100%	100%	

As illustrated in table (4.9) that there were (19) human rights were included in English for Palestine 9B repeated (57) times while there were (10) rights that are not mentioned.

There were no rights classified under very well available rights in English for Palestine 9B. the following were the rights classified under the fairly well available rights; the right to clean environment repeated (7) times with a percentage weight of (12.28%), the right to forgiveness repeated (7) times with a percentage weight of (12.28%), the right to an adequate standards of living, shelter clothing, food repeated (6) times with a percentage weight of (10.52%).

The human rights that totaled as zero were; the right of equality before justice, the right to national identity, the right to security, the right to privacy, the right to marriage, the right to join trade unions, the right to the protection of the moral and material interests resulting from scientific, literary or artistic production, the right to participate in scientific production, the right to participate in elections and the right to take part in the government of your country.

The civil domain was the first domain whose rights repeated (30) times with a percentage weight of (52.5%) while the political domain repeated once with a percentage weight of (1.75%). In both textbooks, the civil domain was the first and the political domain was the last one. English for Palestine A had more human rights that English for Palestine B.

There are human rights that were not mentioned in both books and totaled as (zero). Those were; the right of equality before justice, the right to marriage, the right to join trade unions, the right to participate in scientific production and the right to participate elections. In both textbooks,

4.1.6 Results Related to the Sixth Question.

The sixth question is "To what extent does the content of English for Palestine grade 8 contain human rights?"

To answer the sixth question, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the percentage weight of each domain. After conducting the process of analysis of English for Palestine textbook 8A, the researcher reached the following results illustrated in the table (4.10) below.

Table (4.10): The Results of Analyzing English For 8A

No.	Domain	Right	F.	Percentage	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	0	0.00%	45 F 58.39% P	NA
2.		The Right to Equality Without Discrimination.	5	6.49%		SA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and Leisure.	5	6.49%		SA
5.		The Right to Movement.	6	7.79%		FA
6.		The Right to National Identity.	6	7.79%		FA
7.		The Right to Freedom of peaceful Assembly and Association.	0	0.00%		NA
8.		The Right to Freedom of Belief and Religion.	4	5.19%		SA
9.		The Right to Clean Environment.	3	3.89%		SA
10.		The Right to Protection.	1	1.29%		SA
11.		The Right to Security.	1	1.29%		SA
12.		The Right to Forgiveness.	7	9.09%		FA
13.		The Right to Privacy.	6	7.79%		FA
14.		The Right to Humanitarian Treatment.	1	1.29%		SA
15.	Soci al	The Right to Marriage	3	3.89%		SA

No.	Domain	Right	F.	Percentage	The Domain's Total F. and P.	The Availability of the Rights
16.		The Right to Social Security.	0	0%	8 F 10.38% P	NA
17.		The Right to An Adequate Standard of Living, Shelter Clothing and Food.	5	6.49%		SA
18.		The Right to Health.	0	0.00%		NA
19.	Economic Rights	The Right to Own Property.	2	2.59%	11 F 14.27% P	SA
20.		The Right to Work.	4	5.19%		SA
21.		The Right to Join Trade Unions.	0	0.00%		NA
22.		The Right to Development and Economic Growth.	5	6.49%		NA
23.	Cultural Rights	The Right to Participate in the Cultural Life of the Community.	7	9.09%	13 F 16.86% P	FA
24.		The Right to the protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.	3	3.89%		SA
25.		The Right to Education.	2	2.59%		SA
26.		The Right to Participate in Scientific Production.	1	1.29%		SA
27.	Political Rights	The Right to Seek Asylum from Persecution.	0	0.00%	0 F 0% P	NA
28.		The Right to Participate in Elections.	0	0.00%		NA
29.		The Right to Take Part in the Government of Your Country.	0	0.00%		NA
Total Number			77	100%	100%	The majority were slightly available

As illustrated in table (4.10) that there were (20) human rights included in English for Palestine 8A repeated (77) times while there are (9) human rights were not mentioned in the textbook.

There were no rights classified under very well available rights. The following were the rights classified under slightly fairly well available rights; the right to forgiveness repeated (7) times with a percentage weight of (9.09%), the right to participate in the cultural life of the community repeated (7) times with a percentage weight of (9.09%), the right to national identity repeated (6) times with a percentage weight of (7.79%) and the right to movement repeated (6) times with a percentage weight of (7.79%).

The rights that were not available; the right of equality before justice, the right to freedom of opinion and expression, the right to freedom of peaceful assembly and association, the right to social security, the right to join trade unions, the right to health, the right to seek asylum from persecution, the right to participate in elections and the right to take part in the government of your country.

The civil domain was ranked the first domain whose rights repeated (45) times with a percentage weight of (58.39%) while the political domain was ranked as zero.

. After conducting the process of analysis of English for Palestine textbook 8A, the researcher reached the following results in English for Palestine 8B illustrated in the table (4.11) below.

Table (4.11): The Results of Analyzing English For Palestine 8B

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	1	1.75%	37 F 64.86% P	SA
2.		The Right to Equality Without Discrimination.	4	7.01%		SA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and Leisure.	9	15.78%		FA
5.		The Right to Movement.	6	10.52%		FA
6.		The Right to National Identity.	3	5.26%		SA
7.		The Right to Freedom of peaceful Assembly and association.	0	0.00%		NA
8.		The Right to Freedom of Belief and Religion.	0	0.00%		NA
9.		The Right to Clean Environment.	5	8.77%		SA
10.		The Right to Protection.	0	0.00%		NA
11.		The Right to Security.	0	0.00%		NA
12.		The Right to Forgiveness.	5	8.77%		SA
13.		The Right to Privacy.	2	3.50%		SA
14.		The Right to Humanitarian Treatment.	2	3.50%		SA
15.	Social Rights	The Right to Marriage	1	1.75%	10 F 17.53% P	SA
16.		The Right to Social Security.	0	0.00%		NA
17.		The Right to An Adequate Standards of living, shelter clothing, food.	5	8.77%		SA
18.		The Right to Health.	4	7.01%		SA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
19.	Economic Rights	The Right to Own property.	1	1.75%	7 F 12.26% P	SA
20.		The Right to Work.	4	7.01%		SA
21.		The Right to Join Trade Unions.	0	0.00%		NA
22.		The Right to Development and Economic growth.	2	3.50%		SA
23.	Cultural Rights	The Right to Participate in the Cultural Life of the Community.	0	0.00%	3 F 5.26% P	NA
24.		The Right to the protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.	0	0.00%		NA
25.		The Right to Education.	3	5.26%		SA
26.		The Right to Participate in Scientific Production.	0	0.00%		SA
27.	Political Rights	The Right to Seek Asylum from Persecution.	0	0.00%	0 F 0% P	NA
28.		The Right to Participate in Elections.	0	0.00%		NA
29.		The Right to Take Part in the Government of your Country.	0	0.00%		NA
Total Number			57	100%	100%	The majority were SA and NA

As mentioned in table (4.11) that there were (16) human rights mentioned in English for Palestine 8B repeated (61) times while there were (13) human rights that were not mentioned.

There were no rights classified under very well available rights. The following classified under fairly well available rights, the right to rest and leisure repeated (9) times with a percentage weight of (15.78%). The following were the rights classified under slightly available rights; the right to clean environment repeated (5) times with a percentage weight of (8.77%), The right to forgiveness repeated (5) times with a percentage weight of (8.77%). The right to adequate standards of living, shelter clothing and food repeated (5) times with a percentage weight of (8.77%).

The political domain was the first domain whose rights were repeated (37) with a percentage weight of (64.86%) while there was no existence of the political domain.

The rights which were not available in English for Palestine8B were; the right of equality before justice, the right to freedom of peaceful assembly and association, the right to freedom of belief and religion, the right to protection, the right to security, the right to social security, the right to join trade unions, the right to participate in the cultural life of the community, the right to the protection of the moral and material interests resulting from scientific, literary or artistic production, the right to seek asylum from persecution, the right to participate in scientific production and the right to take part in the government of your country.

There are some rights which were missed from both English for Palestine8A and 8B. The rights are; the right of equality before justice, the right to freedom of peaceful assembly and association, the right to seek asylum from persecution, the right to participate in elections, the right to take part in the government of your country. Those rights totaled as zero in the overall English textbook of grade 8. Both books had no existence of the political rights while the political domain was the first domain. English for Palestine 8a had human right more than English for Palestine 8B.

4.1.7 Results Related to the Seventh Question.

The seventh question is "To what extent does the content of English for Palestine grade 7 contain human rights?"

To answer the seventh question, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the percentage weight of each domain. After conducting the process of analysis of English for Palestine textbook 7A, the researcher reached the following results illustrated in the table (4.12) below.

Table (4.12): The Results of Analyzing English For Palestine 7A

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	2	2.56%	59 F 75.59% P	SA
2.		The Right to Equality without discrimination.	6	7.69%		FA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and leisure.	9	11.53%		FA
5.		The Right to Movement.	12	15.38%		VA
6.		The Right to National Identity.	0	0.00%		NA
7.		The Right to Freedom of Peaceful Assembly and Association.	6	7.69%		FA
8.		The Right to Freedom of Belief and Religion.	1	1.28%		SA
9.		The Right to Clean Environment.	3	3.84%		SA
10.		The Right to Protection.	1	1.28%		SA
11.		The Right to Security.	1	1.28%		SA
12.		The Right to Forgiveness.	11	14.10%		VA
13.		The Right to Privacy.	4	5.12%		SA
14.		The Right to Humanitarian Treatment.	3	3.84%		SA
15.	Soci al	The Right to Marriage	0	0.00%		NA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
16.		The Right to Social Security.	0	0.00%	1 F 1.28% P	NA
17.		The Right to An Adequate Standard of Living, Shelter Clothing and Food.	1	1.28%		SA
18.		The Right to Health.	0	0.00%		NA
19.	Economic Rights	The Right to own Property.	0	0.00%	4 F 5.1% P	NA
20.		The Right to Work.	2	2.56%		SA
21.		The Right to Join Trade Unions.	0	0.00%		NA
22.		The Right to Development and Economic Growth.	2	2.56%		SA
23.	Cultural Rights	The Right to Participate in the Cultural Life of the Community.	2	2.56%	13 F 16.66% P	SA
24.		The Right to the protection of the Moral and Material Interests resulting from Scientific, Literary or Artistic Production.	0	0.00%		NA
25.		The Right to Education.	11	14.10%		VA
26.		The Right to Participate in Scientific Production.	0	0.00%		NA
27.	Political Rights	The Right to seek asylum from Persecution.	0	0.00%	1 F 1.28% P	NA
28.		The Right to Participate in Elections.	0	0.00%		NA
29.		The Right to Take part in the Government of Your Country.	1	1.28%		SA
Total Number			78	100%	100%	The majority were NA and SA

As stated in the above table (4.12), that there were (18) human rights mentioned in English for Palestine 7A repeated (78) while there are (11) rights were not included.

The rights classified under very well available rights were; the right to movement repeated (12) times with a percentage weight of (15.38%) , the right to forgiveness repeated (11) times with a percentage weight of (14.10%), the right to education repeated (11) with a percentage weight of (14.10%).

The rights that were not available in the textbook were; the right of equality before justice, the right to national identity, the right to marriage, the right to social security, the right to health, the right to own property, the right to join trade unions, the right to the protection of the moral and material interests resulting from scientific, literary or artistic production, the right to participate in scientific production, the right to seek asylum from persecution and the right to participate in elections.

The first domain was the political domain whose rights were repeated (59) times with a percentage weight of (75.59%) whereas the last domain was the social and the political domain whose domains were repeated one with a percentage weight of (1.28%).

To analyze English for Palestine textbook 7B, the researcher used frequencies, the sum of total rights mentioned in the textbook, the percentages weight of each right and the percentage weight of each domain. After conducting the process of analysis of English for Palestine textbook 7B, the researcher reached the following results illustrated in the table (4.12) below.

Table (4.13): The Results of Analyzing English For 7B

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
1.	Civil Rights	The Right to Freedom of Opinion and Expression.	1	1.51%	40 F 60.59% P	SA
2.		The Right to Equality without discrimination.	2	3.03%		SA
3.		The Right to Equality Before Justice.	0	0.00%		NA
4.		The Right to Rest and Leisure.	6	9.09%		FA
5.		The Right to Movement.	10	15.15%		VA
6.		The Right to National Identity.	2	3.03%		SA
7.		The Right to Freedom of Peaceful Assembly and Association.	0	0.00%		NA
8.		The Right to Freedom of Belief and Religion.	2	3.03%		SA
9.		The Right to Clean Environment.	4	6.06%		SA
10.		The Right to Protection.	0	0.00%		NA
11.		The Right to Security.	0	0.00%		NA
12.		The Right to Forgiveness.	8	12.12%		FA
13.		The Right to Privacy.	4	6.06%		SA
14.		The Right to Humanitarian Treatment.	1	1.51%		SA
15.	Social Rights	The Right to Marriage	0	0.00%	4 F 6.06% P	NA
16.		The Right to Social Security.	0	0.00%		NA
17.		The Right to An Adequate Standard of living, shelter, Clothing and Food.	4	6.06%		SA
18.		The Right to Health.	0	0.00%		NA
19.	Basic Rights	The Right to Own Property.	1	1.51%		SA

No.	Domain	Right	F.	P.	The Domain's Total F. and P.	The Availability of the Rights
20.		The Right to Work.	4	6.06%	11 F 16.66% P	SA
21.		The Right to Join Trade Unions.	0	0.00%		NA
22.		The Right to Development and Economic Growth.	6	9.09%		FA
23.	Cultural Rights	The Right to Participate in the Cultural Life of the Community.	5	7.57%	10 F 15.14% F	SA
24.		The Right to the protection of the Moral and Material Interests Resulting from Scientific, Literary or Artistic Production.	0	0.00%		NA
25.		The Right to Education.	5	7.57%		FA
26.		The Right to Participate in Scientific Production.	0	0.00%		NA
27.	Political Rights	The Right to Seek Asylum from Persecution.	1	1.51%	1 F 1.51% P	SA
28.		The Right to Participate in Elections.	0	0.00%		SA
29.		The Right to Take Part in the Government of your Country.	0	0.00%		NA
Total Number			66	100%	100%	The majority were Slightly Available

As illustrated in table (4.13) that there were(17) human rights mentioned in the textbook and repeated (66) times where (12) human rights were not mentioned.

There were no rights classified under very well available rights except the right to movement repeated (10) times with a percentage weight of (15.05%). The following were the rights classified under fairly available rights; the right to forgiveness repeated (8) times with a percentage weight of (12.12%) and the right to rest and leisure repeated (6) with a percentage weight of (9.09%) the right to development and economic growth repeated (6) with a percentage weight of (9.09%).

The rights that were not available were; the right of equality before justice, the right to freedom of peaceful assembly and association, the right to protection, the right to security, the right to marriage, the right to social security, the right to health, the right to join trade unions, the right to the protection of the moral and material interests resulting from scientific, literary or artistic production, the right to participate in scientific production, the right to participate in elections and the right to take part in the government of your country.

The civil domain was the first domain whose rights were repeated (40) with a percentage weight of (60.59%) while the political domain was the last one whose rights were repeated once with a percentage weight of (1.51%).

In both textbooks of grade 7, there were some rights were not included such as; the right of equality before justice, the right to marriage, the right to social security, the right to health, the right to join trade unions, the right to the protection of the moral and material interests resulting from scientific, literary or artistic production, the right to participate in scientific production and the right to participate in elections. Those rights were repeated as zero in the overall textbook of grade 7. In both textbooks of grade 7, the civil domain was the first domain and the political domain was the last one. English for Palestine Textbook 7A had more human rights than English for Palestine Textbook 7B.

Table (4.14): Human Rights Domains (Frequencies and Percentages) in the English for Palestine Textbooks

HR Domain	7A		7B		8A		8B		9A		9B		A10		10B		11A		11B		12A		12B		[The top rank of the domains
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	
The Civil Rights	59	75.59%	40	60.59%	45	58.39%	37	64.86%	51	67.95%	30	52.59%	32	62.75%	23	53.45%	36	48.6%	31	60.76%	45	39.44%	30	42.78%	7 th A
The Social Rights	1	1.28%	4	6.06%	8	10.38%	10	17.53%	5	6.66%	14	24.54%	5	9.8%	9	20.92%	3	4.05%	3	5.88%	7	6.12%	2	2.84%	9 th B
The Economic Rights	4	5.1%	11	16.66%	11	14.27%	7	12.26%	6	7.99%	6	10.51%	2	3.92%	2	4.65%	11	14.85%	10	19.6%	28	24.55%	11	15.7%	12 th A
The Cultural Rights	13	16.66%	10	15.14%	13	16.86%	3	5.26%	8	10.66%	6	10.52%	10	19.6%	8	18.59%	19	25.66%	6	11.76%	33	28.93%	21	29.9%	12 th A
The Political Rights	1	1.28%	1	1.51%	0	0%	0	0%	5	6.66%	1	1.75%	2	3.92%	1	2.32%	5	6.75%	1	1.96%	1	0.87%	6	8.56%	12B
																									12A

As the table (4.14) showed that grade 12 has the top available two domains in the textbooks in the economic domain with frequency of (28), the cultural domain with frequency of (33) and the political domain with frequency of (6). It appeared that grade 12 A had the first rank in the availability of the domains. It has the top available domains which were the economic and the cultural domain. Grade 9B, concentrated on the social rights while grade 7A focused on the civil rights.

Table (4.15): The Overall Frequencies of HR Domains in the English textbook in Palestine

The grade	The Civil Domain	The Social Domain	The Economic Domain	The Cultural Domain	The Political Domain
7A	59	1	4	13	1
7B	40	4	11	10	1
8A	45	8	11	13	0
8B	37	10	7	3	0
9A	51	5	6	8	5
9B	30	14	6	6	1
10A	32	5	2	10	2
10B	23	9	2	8	5
11A	36	3	11	19	5
11B	31	3	10	6	1
12A	45	7	28	33	1
12B	30	2	11	21	6
Overall Frequency	459	71	109	150	24

As the table (4.15) showed, the first domain was the civil domain in the entire textbooks with frequency (459). The second domain was the cultural domain with frequency (150). The third domain was the economic domain with frequency (109). The fourth domain was the social domain with frequency (71). The fifth domain was the political domain with frequency (24).

Chapter 5

Findings, Discussion, Conclusions, Implications and Recommendations

Chapter five aims at discussing and interpreting the findings of the study in the light of the research questions. The researcher then comes out with some overall recommendations to supervisors, curriculum designers, and decision makers involved in teaching English in the Palestinian educational process.

5.1 Findings

Based on the results of this study, the following findings are concluded:

1. After consulting the referees, the researcher reached (29) human rights that ought to be included in the English For Palestine textbooks, in grades 7, 8, 9, 10, 11 and 12. In the light of the (29) rights, the researcher conducted the process of analyzing.
2. The (29) human rights were classified under (5) main domains which were, the civil domain, the social domain, the economic domain, the cultural domain and the political domain.
3. The civil rights domain had (14) human rights and it was in the top of the domains classified while the political rights domain was at the bottom of the list had (3) human rights. The social domain, the economic domain and the cultural domain were equal in the numbers of human rights; there were (4) rights in each domain.
4. English for Palestine textbooks have really been incorporated with human rights. The five domains of human rights were included in these textbook.
5. Human rights are included in English for Palestine textbooks with a systematic way in each unit and lesson.
6. There is a stress on the civil rights included in the textbooks. The civil rights domain was ranked the top in in every textbook. While the political domain came at the bottom in each textbook.

7. The political rights started to appear in grade 11 and 12. The researcher attributes that the students beginning to understand more and more and they in these grade can use the political rights in their life. In addition, the content and the lessons titles start to speak about political issues.
8. Human rights which were stated in the UDHR cannot be used for educational studies unless it should be under consultation by educational experts. This conforms to all the previous studies which did not use just the UDHR as a tool for analysis.
9. The right to seek asylum, it is rarely mentioned in the textbooks. Whenever it is mentioned, there is no clarification that the refugees should one day return to their homeland. The UDHR should include articles about returning refugees to their homeland and not sufficing in mentioning seeking asylum from persecution.
10. Grade 12A had the top availability of HR domains, the economic and cultural ones.
11. The civil domain in overall the textbook with frequency (459). The second domain was the cultural domain with frequency (150). The third domain was the economic domain with frequency (109). The fourth domain was the social domain with frequency (71). The fifth domain was the political domain with frequency (24).
12. The availability of the HR in the English textbooks were under slightly available scale and slightly available scale.

5.2 Discussion

In order to achieve the purpose of the study, the researcher commented on and interpreted the study findings in the light of the study main question and the seven sub-questions with reference to the previous studies and theoretical framework.

5.2.1 Discussion of the results of the first question

After consultation of the referees, the researcher reached (29) human rights. The researcher made a list derived from the UDHR which has (30) articles. The referees points out to (29) human rights not by deleting one of the rights mentioned in the UDHR but by changing (deleting, adding and rephrasing) the rights in the declaration reaching the current list of the study. There is no one of the referees rejects the idea of analyzing the human rights included in English for Palestine textbooks. This reflects the importance of including and teaching human rights through English language. This will help the students to think that English language taught at schools is not just as a foreign language and should be learnt by memorizing words and making conversations but English is promoting values and human education. The list made was used to analyze all the textbooks revealed that all the textbooks analyzed had human rights which existed in each unit and lesson of those textbooks. All the referees agreed that the civil rights are the major rights that should be included in the textbooks while the political rights are the less fortunate to be included in the textbooks.

I think the political domain had the less number because the rights are human ones and in the UDHR, the stress placed on the civil rights since they are connected with persons directly.

The results of this question conform to the study of Shaqoora (2012), Qeta (2010), El Ashwal (2010), Jawarneh, et al (2009), Sari (2004), the Palestinian Center for Human Right (2002) and El Shami (2002). My research conforms with those studies since all of them used the analytical descriptive approach. They also used a list of human rights and consult many referees in order to prepare a list of human rights.

5.2.2 Discussion of the results of the second question

According to the information illustrated in the tables in the previous chapter and the units stated in the components of the English for Palestine 12 tables in the appendices, the majority of the units were about civil activities except some units

which were about the political rights such as "different Places, Different Ways" unit. It is hardly to get political right since just there was no lessons considers as political ones. In that unit, the lesson talked about new places mentioned the story of the Palestinian diaspora which meets with the right to seek asylum from persecution. Grade 12 textbook ranked as the first textbook that has human rights with total frequency of (214) in both books. This is because of the seriousness on of the topics which cover many fields and disciplines.

5.2.3 Discussion of the results of the third question

The researcher thinks that the textbooks of grade 11 had the fifth rank compared with the other textbooks since the textbooks of grade 11 concentrated mainly on specific rights such as the right to movement, the right to rest and lesiur and to education ant the right to participate in scientific production. There is a lot of repetition of these rights throughout the units. Although grade 11 textbooks had nearly the same pages of grade 12 textbooks, it was the fifth rank in the books that have human rights with a frequency of (125).

5.2.4 Discussion of the results of the fourth question

The researcher thinks that grade 10 had the lowest rank in the existence of human rights with frequency of (94) because of the pages of both books which are a few and less than other grades and also include the literary forms. The researcher thinks that there was normality in distributing the rights in the grade 10 textbooks. The results of distributing the rights were the same but with different total number.

5.2.5 Discussion of the results of the fifth question

The textbooks of grade 9 ranked as the fourth with a total frequency of (132). The total number is conformed to the other textbooks. The total number of frequency in grade 8, 9 and 11 nearly the same, except grade 12 the first and grade 10 the last. The political domain had the lowest rank while the other domains had few numbers of frequencies and the political domain was the first. In English for Palestine textbook 9A, the most frequent right was the right to movement with a frequency of

(15) with a percentage weight of (20%). This reflects the content of the majority of the lessons and units which talk about travel.

5.2.6 Discussion of the results of the sixth question

Both grade 8 textbooks ranked as the third with a total frequency of (134). The most frequent rights in the textbook were the right to rest and leisure, the right to movement and the right to national identity. This reflects the civil topics of the components of the textbooks.

5.2.7 Discussion of the results of the seventh question

The researcher thinks that there was abundance of human rights in English for Palestine grade 7. The majority of the rights mentioned were in the civil domain while the political domain had nearly zero. This also reveals that there is no conformity on the political rights in the preparatory stage. Grade 7, 8 and 9 had the simplest rights that are easy to be understood such as the right to education, the right to movement, the right to work, the right to clean environment and the right to rest and leisure. The most frequent right was the right to movement a frequency of (12).

5.3 Conclusions

Based on the analysis and interpretations of data, the following brief final conclusions were reached:

1. The study reached a list of (29) human rights. The majority of human rights were classified under the civil domain which had (14) rights while the minority of the rights are under the political rights which had (3) rights. As illustrated in the table, the social rights, the economic rights and the cultural rights had the same number of the rights, (4) rights in each domain.
2. The study showed that there were (22) human rights repeated (114) times included in English for Palestine grade 12 while there were (23) human rights repeated (70) in English for Palestine, Reading Plus.

3. The study revealed that there were (21) human rights repeated (74) times in English for Palestine grade 11 while there were (18) human rights repeated (51) times in English for Palestine Reading plus.
4. The study discovered that there were (20) human rights repeated (51) times in English for Palestine 10A while there were(17) human rights repeated (43) times in English for Palestine 10B.
5. The study showed that there were (21) human rights repeated (75) times in English for Palestine 9A while there were (19) human rights repeated (57) times in English for Palestine 9B.
6. The study revealed that there were (20) human rights repeated (77) times in English for Palestine 8A while there were (16) human rights repeated (57) times in English for Palestine 8B.
7. The study presented that there were(18) human rights repeated (78) times in English for Palestine 7A while there were (17) human rights repeated (66) times in English for Palestine 7B.

5.4 Pedagogical Implications:

The researcher suggests the following pedagogical implications:

1. Teachers should use human rights stated in English for Palestine while teaching.
2. Teachers should explain the meaning of human rights included in the text when they come across them.
3. Human rights stated in the UDHR should not be applied directly to our curriculum especially English unless they are modified by the Palestinian educational experts in order to use the rights that are suitable for our community.
4. There are more human rights stated in this research, so teachers and educators should review them in order to enhance their knowledge of human rights.
5. Human rights education workshops ought to be conducted for increasing the teachers awareness of human rights in included in English textbooks.

6. Teachers ought to encourage students to use their human rights to convert the rights from the theoretical background which exist in the books into practical side which means that they can use these rights in their life.

5.5 Recommendations

On the basis of the findings of this study and in the light of human rights included in English for Palestine Textbooks, the following are recommendations that may help in promoting human rights in the process of teaching English.

5.5.1 Recommendations for curriculum designers and decision makers

1. Curriculum designers should enrich the English language textbooks with more human rights which were rarely mentioned in the English textbooks.
2. Curriculum designers should be aware of the rights declared in the UDHR and take what it conforms to our culture when they want to design new English curriculum. Not all the rights mentioned in the UDHR are suitable for our community. The rights mentioned in the declaration should be reviewed by experts to make a new list that conforms with our society.

5.5.2 Recommendations for supervisors of English

1. Supervisors should be trained on human rights education before going to supervise the teachers.
2. Supervisors are highly recommended to stress the cultural content of the books which include promoting human rights and not supervising the way the teacher acts in the class.
3. Workshops should be held in order to discuss human rights in English textbooks, especially after the new results of this study.

5.5.3 Recommendations for future studies

In order to extend the findings of this study, the following topics may need future studies.

1. A study should be conducted on the effectiveness of teaching human rights in English for Palestine textbook.
2. A study should be conducted on enriching the content of English Palestine with human rights.
3. A study should be conducted to make a model for developing human rights in English for Palestine textbooks.
4. A study should be conducted to compare the level of human rights incorporated in English for Palestine textbooks with other subjects in order to know the level of human rights in the Palestinian curriculum.
5. A study should be conducted to know the teachers' level of awareness of human rights included in English for Palestine.

The References List

The Holly Quran.

Abdelateef, K., El Shami, H., & Omar, M. (2003). *The Teacher Manual to Teach Human Rights in UNRWA Schools*. UNRWA, Amman: Department of Education, Education Institute.

Abu EL-Enein, A. (1988). *Islamic values and Education*. Saudi Arabia: Ibraheem Halabee library.

Abu Maraheel, L. (2012). *The Role of the Head Teacher at the Improvement of Teaching Human Rights and Methods to Activate their Role in the UNRWA Schools in Gaza*. (Unpublished Master's Thesis). The Islamic University of Gaza, Gaza Strip, Palestine.

Abu Maraheel, L. (2012) Human Rights Education and Curricular Reform in South Africa. *Journal of Social Science Education*. 5(1) Retrieved March 17, 2015, from: <https://doaj.org/article/5a7baa968ceb4b96bb702db9695a1b08>

Abu Shamala, F. (2012). The Degree of Students' Human Rights Awareness in the International Relief Agency Basic Education Stage Schools in Gaza Governorates from Teachers Point of View and Some Variables. *Psychological and Educational Journal*, 2, 625-670.

Adaskou, K., Britten, D., & Fahsi, B. (1990). Design Decisions on the cultural content of a course for Morocco. *ELT Journal* 44 ,3-10. Retrieved February 17, 2010, from: <http://faculty.ksu.edu.sa/yousif/Course%20content%20for%20CI%20584/Design%20D>

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989. Entry into force 2 September 1990, in accordance with article 49

Al- Nashef, A. (1981). *Ways of Learning and Teaching Values*. Jordan: Department of Education in UNRWA.

Alqaraan, S., & Al-Taweel, H. (2011). Human Rights Status in Jordanian Higher Education Institutions as Perceived by students. *Journal of Social Sciences*, El Najah University. 25,10. Retrieved April 18, 2016, From: <http://search.shamaa.org/arFullRecord.aspx?ID =60590>

Arbour, L., & Johnson, A. (2005). *Human Rights Handbook for Parliamentarians*. New York: United Nations High Commission for Human Rights (UNHCHR) Office.

- Ashiba, S. (2010). *An Analysis of the Incorporated Values in English for Palestine*. (Unpublished Master's Thesis). Islamic University of Gaza, Gaza Strip, Palestine.
- Awan, A. (2016). *Human Rights in Islam*. Why Islam.Com. Retrieved on May 8, 2016, Retrieved March 6, 2014, from: https://www.ohio.edu/orgs/muslimst/downloads/brochures/Human_Rights_in_Islam.pdf
- Bady, Gh. (2004). Human Rights in The Textbook of Civic Education Used in The First Secondary Class in France, Building the curriculum Session, Foundations and Prospective, Saudi Arabia, 514-471. Retrieved May 10, 2016, from: <http://www.lahaonline.com/articles/view/1139.htm>
- Bataineih, A. N. (2009). An Evaluation of the Authentic Socio Cultural Elements in the Prescribed English Language Textbooks of the Secondary Schools in Jordan. *An-Najah University Journal*, 120, 200-230 Retrieved May 1, 2010, from: <http://www.najah.edu/researches/576.pdf>
- Berelson, B. (1952). *Content Analysis in Communication Research*. Glencoe: Free Press.
- Bowie, R. (2011). Human Rights and Religion in the English Secondary RE Curriculum. *Journal of Beliefs and Values: Studies in Religion and Education*, 32, 269-280. Retrieved June 2, 2016, from: <http://www.tandfonline.com/doi/full/10.1080/13617672.2011.627674>
- Brown, J. & Rodgers, T. (2002). *Doing Second Language Research*. Oxford: Oxford University Press.
- Burridge, N., Buchanan, J., & Chodkiewicz, A. (2014). Human Rights and History Education: An Australian Study. *Australian Journal of Teacher Education*. 39, (3), Article 2. Retrieved Jan 10, 2015, from: <http://ro.ecu.edu.au/ajte/>
- Carley, K. (1992). Coding choices for textual analysis: A comparison of content analysis and map analysis. *American Sociological Association*, 23, 75-126.
- Charter of the United Nations*. (1945). United Nations official online Page Retrieved on October 8, 2013, from: <http://www.un.org/en/document/shapter/chapter1/shtml>
- Commission on Human Rights Resolution (2004/71): Follow-up to the United Nations Decade for Human Rights Education, Retrieved April 10, 2016, from: [UN Commission on Human Rights From http://www.refworld.org/docid/43f31385c.html](http://www.refworld.org/docid/43f31385c.html)

- Council of Europe, Council for cultural co-operation. (1999). *Education for democratic citizenship: in-service training program for educational staff during 1998*. Retrived March 6, 2016, from: <http://www.coe.int/en/>
- Council of Ministers of Education, Canadian Commission for UNESCO (2010). *Report to UNESCO and the UN High Commissioner for Human Rights on Human Rights Education: Report for Canada 2005–2009*. Retrieved April 2, 2016 From: <http://www.cmec.ca/Publications/Lists/Publications/Attachments/267/hr-canada-report-2005-2009-en.pdf>
- Cushner, K. (1990). *Adding an international dimension to the curriculum Studies, The Social Studies Journal*, 81(4), 1-20.
- Donnelly, J. (2003). *Universal Human Rights in Theory and Practice*. New York: Cornell University Press.
- Eckmann, M., Scherr, A., Zimmer H., & Fritzsche K. P. (2009). *History and Human Rights Education: A Challenge for Education*. (Retrieved on October 10, 2013). From: <http://www.theewc.org/Content/Library/Research-Development/Literature/Human-Rights-and-History-A-Challenge-for-Education>
- El Ashwal, A. (2010). The Level of Human Rights Concepts Included in History Curriculum in Secondary Education in Yemen. *Reading and Knowledge Journal*, 105, 150-186.
- El Shami, F. (2002). *A Suggested Programme for Developing Human Rights Concepts in Islamic Education Curriculum For Deaf in Palestine*. (Unpublished Doctorate Dissertation). Ein Shams University, Egypt.
- El Wan, M., & El Musa, M. (2007): *The international Law of Human Rights, The Protected Rights. Second Part*. Amman, Jordan: Dar Al Thaqafa For Publishing & Distributing,
- El-Helou, H. (2010). *Difficulties Facing English Teachers in Teaching Literature in English for Palestine Grade Twelve Textbook* (Unpublished Master Thesis). Islamic University of Gaza, Palestine.
- English for Palestine (2006). *Grade twelve teacher's book*, Macmillan, UK
- English Language Curriculum for Public Schools Grades 1-12* (1999). Palestinian National Authority: Ministry of Education.
- Ferch, T. (2005) *Goal One, Communication Standards for Learning Spanish and Level One Spanish Textbook Activities: a Content Analysis* (Unpublished doctorate' Dissertation), The Graduate Faculty of The University of Akron. Turkey.

- Fisher, S. & Hicks, D. (1985). *World Studies 8-13: A Teacher's Handbook*, Edinburgh: Oliver & Boyd.
- Flowers, N. (1998) *Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights*. Minneapolis: Human Rights Educators' Network, Amnesty International.
- Flowers' N., Bernbaum, M., Rudelius-Palmer, K., & Tolma, J. (2000). *The Human Rights Education: Handbook Effective Practices for Learning, Action, and Change*. Minneapolis, MN: The Human Rights Centre and the Stanley Foundation.
- Fraenkel, J. (1996). *How to design and evaluate research in education (3 rd ed.)*. New York: McGraw-Hill, Inc.
- Garinger, D. (2001). "Textbook evaluation", *TEFL Web Journal*, Retrieved March 10, 2015, from: <http://www.teflweb-j.org/v1n1/garinger.html>.
- General Assembly Resolution 49/184, 23 December 1994. Retrieved Jan, 5 2016, From: <http://www.un.org/documents/ga/res/49/a49r184.htm>.
- Goode, T., Sockalingam, S., Brown, M., & Jones, W. (2003). *A planner's guide: Infusing Principles, Content and Themes Related to Cultural and Linguistic Competence into Meetings and Conferences*. Washington, DC: Georgetown University Center for Child and Human Development, National Center for Cultural Competence.
- Hamdan, M. (1997). *Evaluating Algebra Ninth Grade Textbook from the Points of view of the Mathematics Teachers and Statements in Gaza Governorates* (Unpublished Master's Thesis). Governorate College of Education. Gaza
- Hassan, B. (2002). *The Tunisian Experiment in Teaching Human Rights*, Quoted from: The Bet on knowledge, The Second International Conference of the Movement of Human Rights in the Arab World. Center For Human Rights Studies, Egypt.
- Hijazi, A. (1970). *The Entrance For Studying Legal Sciences. Memories of Right Theory*. Kuwait. University of Kuwait Publications.
- Holsti, O. R. (1969). *Content Analysis for the Social Sciences and Humanities*. The United States of America: Reading and MA: Addison-Wesley.
- Holsti, O.R. (1968). *Content Analysis: The Handbook of Social Psychology* (2 nd ed.). New Delhi: Amerind Publishing Co.
- Horn, N. (2004). *Human Rights Education in Africa*. (Retrieved on October 15, 2013). From: http://www.kas.de/upload/auslandshomepages/namibia/Human_Rights_in_Africa/3_Horn.pdf

- Hosoya, S. (2000). Japanese Foreign Language Teachers Attitudes towards Education for International Understanding. *Dissertation Abstracts International*, 15, 20-60.
- Ibraheem, B. et al, (2008). *Human Rights Between Legislation and Practice*. Alexandria, Egypt, Dar El Jamea` El Jadeeda.
- International Covenanton Economic, Social and Cultural Rights of 1966*. Retrieved on March 5, 2016, from: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>
- Ishay, M. (2004). What are human rights? Six historical controversies. *Journal of Human Rights*, 3, 359-371.
- Jawarneh, M., Almosa, J., Dais, A., Al-Shudaifat, S., & Iyadat, W. (2009). The development of an Educational Unit in Light of the International Education Principles and its Influence on the Eighth- Grade Students in the Subject of History in Jordan. *Journal of Human Sciences*, 42. Retrieved from April 5, 2015 <http://www.ulum.nl/>.
- Jerald, CD. 2006. *Issue Brief. School Culture: The Hidden Curriculum*. Washington, DC: The Center for Comprehensive School Reform and Improvement.
- Keet, A. and Carrim, N. (2006) *Human Rights Education and Curricular Reform in South Africa*. Retrieved April 1, 2016 from, <http://www.jsse.org/index.php/jsse/article/view/1003>
- Kerlinger, F. (1973). *Foundations of Behavioral Research*. (2 nd ed). New York: Holt and Winston Publication.
- Kerlinger, F.N. (1986). *Foundations of behavioral research*. (3rd ed), New York: Holt, Rinehart and Winston.
- Kniep, W. (1985). *A Critical Review of the Short History of Global Education*. New York: American Forum for Global Education.
- Kniep, W. (1987). *Next Steps in Global Education*. New York: American Forum for Global Education.
- Krippendorff, K. (1980). *Content Analysis: An introduction to its methodology*, London: Sage.
- Kuçuradi, I. (1999). *Human rights requirements for multi-ethnic and multi-religious societies: World, Islam and democracy*. Ankara: Konrad Adenauer Foundation.

- Lamie, J. (1999). Making the textbook More Communicative. [online] *The Internet TESL Journal* 5(1) Retrieved January 4, 2004, Available From: <http://iteslj.org/Articles/Lamie-Textbooks.html>
- Le Roux, J. (2001). *Re-examining global education relevance beyond 2000*. Research in Education, 65,11-70.
- Longman (2001). Dictionary of Contemporary English. Essex, England: Pearson Education Limited.
- Matos, F. (2000). *Teachers as textbook evaluators: an Interdisciplinary Checklist*. [online], Available From:http://www.eayrs.com/ELT/publications/IATEFL_Issues/Archives/Texts/157Gomes
- McLeod, J. 2014: A peaceful pedagogy: Teaching human rights across the curriculum, *Procedia- Social and Behavioral Sciences*,152, 1225–1232, Elsevier Ltd. From: <http://www.sciencedirect.com/>
- Mello, V. (2004). *Teaching Human Rights: Practical Activities for Primary and Secondary Schools*. United Nations: New York. 2010 article. Foreign Affairs of the Republic.
- Meric, O. (2012) *Improving the English Language Curriculum at the University Level Using Human Rights Approach*. Research Gate, University of Burgundy.
- Meyer, J., Bromley, P.m Ramirez, F. (2010). Human Rights in Social Science Textbooks Cross-national Analyses, 1970–2008. *Sage Journal*, 83, 111-134, Retrieved Feb 7, 2016 from <http://soe.sagepub.com/content/83/2/111.abstract>
- Minnesota Advocates for Human Rights* (2003). Minneapolis: The Human Rights Centre and the Stanley Foundation.
- Moghaddam, F. M., & Vuksanovic, V. (1990). Attitudes and behavior toward human rights across different contexts: the role of right-wing authoritarianism, political ideology and religiosity. *International Journal of Psychology* 25, 455-474
- Mojica, L A (2010). An Investigation on Self- Reported Writing Problems and Actual Writing Deficiencies of EFL learners in the Beginners' Level. *TESOL Journal*, 2(3), 24-38.
- Nickel, J. (2010). *Human Rights*. The Stanford Encyclopedia of Philosophy. Retrieved on October 10, 2015, From: <http://plato.stanford.edu/entries/rights-human>
- Nordic Youth Committee and the Council of Europe*. (2004). GR Utbildning, From: www.grutbildning.to
- Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.

- Oura, A. et al. (1989). *Cosmos English Course*. Tokyo: Sanyusha.
- Palestinian Ministry of Education (1999). *General Administration of Curricula*. Palestine
- Palestinian Ministry of Education. (2000). *English language Curriculum for high grades* (1st Ed). Palestine.
- Palestinian Ministry of Education. (2000). English language Curriculum for high grades (1 st ed).
- Palmquist, M. E., Carley, K.M., & Dale, T.A. (1997). Two applications of Automated Text Analysis: Analyzing literary and non-literary texts. In C. Roberts (Ed.), *Text Analysis for the Social Sciences: Methods for Drawing Statistical Inferences from Texts and Transcripts*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Pat, L. (2000). *Incorporating Human rights in to the College Curriculum ED 471857* Eric database.
- Payashioğlu, A., & İçduygu, A. (1999). *Awareness of and support for human rights among Turkish University Students*. *Human Rights Quarterly*, 21, 513-534. Retrieved April 15, 2016, from: http://www.jstor.org/stable/762713?seq=1#page_scan_tab_contents
- Pike, G. & D. Selby. (1988). *Global Teacher, Global Learner*. London: Hodder & Stoughton
- Plan of Action for the United Nations Decade for Human Rights Education 1995-2004, Paragraph 11. Retrieved one October 2013, from <http://www.hrea.org/decade/>
- Provo, J. (1993). *Teaching World Issues*. Daily Yomiuri Newspaper, J. 1993. *Teaching World Issues*. Daily Yomiuri Newspaper. March 18 1993.
- Qeta, M. (2010). *Human Rights Concepts Included in The Islamic Education Curriculum For The Secondary School and The Level of Students Awareness of Human Rights*. (Unpublished Master's Thesis). Islamic University of Gaza, Gaza. Palestine.
- Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms*. (1974). Paris: UNESCO.
- Rivet AE, & Krajcik, JS. (2008). Contextualizing Instruction: Leveraging students' prior knowledge and experiences to foster understanding of middle school science. *Journal of Research in Science Teaching*, 45(1) 79-100.

- Sandilands, B. (1989). From Listening to Letter-writing. *Practical English Teaching* 10, 2_20.
- Sari, H. (2004). Socializing Human Rights in the English Textbooks in Basic Stage of the Jordanian School system, *the Educational Sciences Journal*, Qatar.(4)
- Scott, D. (2008). *Critical Essays on Major Curriculum Theorists*. London: Routledge Publishing.
- Sellami, A. (2000). *Teaching towards Cultural Awareness and intercultural Competence: From What through How to Why Culture Is?* Paper presented to Annual Meeting of Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada March p. 16. Retrieved December 22, 2009, from <http://www.eric.ed.gov/PDFS/ED446434.pdf>
- Shaqoora, G. (2012). *The Impact of Enriching The Content of Arabic Language Curriculum in The First Elementary Grades in The light of Human Rights Concepts*. Islamic University, Gaza, Palestine.
- Shiman, D. (1999.) *Teaching Human Rights*. (2 nd). Denver: Center for Teaching International Relations
- Shiman, D. A. (1999). *Economic, social, and cultural rights as human rights: Historical Background. Economic and Social Justice: A Human Rights Perspective*. Retrieved January 7, 2016, from: <http://www1.umn.edu/humanrts/edumat/hreduseries/tb1b/Section1/tb1-2.htm>
- Simone, E. & LL., E. (2010). Education in Terms of Human Rights. *Procedia Social and Behavioral Science*, 12, 346–361, from: <http://www.sciencedirect.com/>
- Singh, D. (1997). Human dignity, Decency and Integrity as the Sina Qua None of Human Rights Education: A Proactive Conceptual and Practical Frame work for Promotion of World peace. *ED 439357 in ERIC database*. Retrieved April 20, 2016, From: https://archive.org/details/ERIC_ED439357
- Stern, K. (1983). Negative Capability: A Successful Indicator of Second Language Learner Aptitude. Teachers Articles. *The Asian-EFL-Journal*, 1, 17.
- Stone, P.J., Dunphy, D.C., Smith, M.S. & Ogilvie, D.M. (1966). *The General Inquirer: A computer approach to content analysis*, Cambridge, Mass: MIT Press
- Studies on the Palestinian Curriculum and Textbooks, Consolidated Report*. (2006). United National Educational, Scientific and Cultural Organization.
- Summary of the International Conference on Human Rights Education in the Asia-Pacific Region*. (1999). Buraku Liberation News, May No.108, from: http://bangkok.ohchr.org/news/events/asia-pacific-regional-framework-workshop-010/files/summary_recommendations_progress.pdf

- The Palestinian Center For Human Rights, About the Center*, Retrieved on, January 16, 2016, from: http://pchrgaza.org/en/?page_id=162.
- The Palestinian Center For Human Rights. (2002). *Human Rights in The Palestinian Curriculum, A critical Study of the Sixth Grade Curriculum*. Islamic University of Gaza, Gaza, Palestine.
- The Universal Declaration of Human rights. (1984)*. The United Nations Website. Retrieved June 10, 2015 From <http://www.un.org/Overview/rights.html>
- Thomas, G., Walker, D., & Webb, J. (1998). *The Making of the Inclusive School*. London: Routledge.
- Thtawi, S.(1996). *Education Values in Quran Stories*. Egypt: Dar EL-Fekr El Aarabi.
- United Nations. (2004). *Teaching human Rights, Practical Activities for Primary and Secondary schools*, New York and Geneva. OHCHR
- United States of America, Rights For All. (1998)*. United Kingdom: Amnesty International. London.
- Virgina, Hatch & et al. (2006). *Human Rights for Children: A Curriculum for Teaching Human Rights to Children Ages 3-12*. Amnesty International, Retrieved May 2, 2016 from: <http://www.amazon.com/Human-Rights-Children-Curriculum-Teaching/dp/0897931203>
- Weber. R.P. (1985). *Basic content analysis*, New Delhi: Sage
- White, R. (1988). *The ELT Curriculum*. New York: Basil Blachwll Ltd.
- Wimmer, R.D., & Dominick, J.R. (1994) *Mass media research: An introduction* (4 th ed), California: Wadsworth.
- World Confederation of Organizations of the Teaching Switzerland: WCOTP. (1989). *WCOTP Handbook Switzerland: WCOTP*.
- World Conference on Human Rights. (14-25 June 1993). Vienna, Austria. Retrieved May 1, 2010, From: <http://www.ohchr.org/EN/ABOUTUS/Pages/ViennaWC.aspx>
- Yamasaki, M. (2002). Human Rights Education and Elementary School Level Case Study. *Dissertation Abstracts International*. A 63/05, 1721.

Appendix (1)
The First Draft of Human Rights List



The Islamic University of Gaza
Denary of Graduate Studies
Faculty of Education
Curriculum and English Teaching Methods Department

Dear professors, researchers and teachers,

The researcher is carrying out M. ED dissertation entitled:

"Analytical Study of Human Rights Principles in English For Palestine Textbooks

The researcher selected the English for Palestine textbooks in grade 7, 8, 9, 10, 11 and 12 to be analyzed in the lights of human rights declared in the UDHR.

This requires building a list of human rights used for the purpose of the study which is what human rights that ought to be included in English for Palestine textbooks.

The researcher encloses a preliminary list of human rights made after reviewing the UDHR and the previous studies.

You are kindly requested to add, delete or modify these rights in addition to answer the questionnaire enclosed.

Any modifications, additions, or omission will be taken into consideration when processing this list.

The researcher

Khalil Abu Rezeq

A List of Human Right ought to be Included in English for Palestine Textbooks

Number	Domain	Right
1.	Civil Rights	The Right to Freedom of Opinion.
2.		The Right to Equality without discrimination.
3.		The Right of Equality Before Justice.
4.		The Right to Rest and leisure.
5.		The Right to Movement.
6.		The Right to National.
7.		The Right to Freedom of peaceful Assembly and association.
8.		The Right to Freedom of Belief and Religion.
9.		The Right to clean Environment.
10.		The Right to Protection.
11.		The Right to security.
12.		The Right to Forgiveness.
13.		The Right to Equal rights.
14.		The Right to Humanitarian Treatment.
15.	Social Rights	The Right to Marriage
16.		The Right to social Security.
17.		The Right to An Adequate Standards of living, shelter clothing, food.
18.		The Right to Health.
19.	Economic Rights	The Right to own property.
20.		The Right to work.
21.		The Right to join Trade Unions.
22.		The Right to Development and Economic growth.

Number	Domain	Right
23.	Cultural Rights	The Right to Participate in the Cultural life of the Community.
24.		The Right to the protection of the Moral and Material Interests resulting from Scientific, Literary or artistic production.
30.		The Right to Education.
31.		The Right to participate in Scientific Production.
32.	Political Rights	The Right to seek asylum from persecution.
33.		The Right to participate in Elections.
34.		The Right to Take part in the Government of your country.
35.		The Right to General Equality
36.		The Right to Recognition of Identity.
37.		The Right of Equal Access to Public Services

Appendix (2)
The First Final copy of Human Rights List



The Islamic University of Gaza
Denary of Graduate Studies
Faculty of Education
Curriculum and English Teaching Methods Department

Dear professors, researchers and teachers,

The researcher is carrying out M. ED dissertation entitled:

"Analytical Study of Human Rights in English For Palestine Textbooks

The researcher selected the English for Palestine textbooks in grade 7, 8, 9, 10, 11 and 12 to be analyzed in the lights of human rights declared in the UDHR.

This requires building a list of human rights used for the purpose of the study which is what human rights that ought to be included in English for Palestine textbooks.

The researcher encloses a preliminary list of human rights made after reviewing the UDHR and the previous studies.

You are kindly requested to add, delete or modify these rights in addition to answer the questionnaire enclosed.

Any modifications, additions, or omission will be taken into consideration when processing this list.

The researcher

Khalil Abu Rezeq

A List of Human Right ought to be Included in English for Palestine Textbooks

No.	Domain	Right
1.	Civil Rights	The Right to Freedom of Opinion and Expression.
2.		The Right to Equality without discrimination.
3.		The Right of Equality Before Justice.
4.		The Right to Rest and leisure.
5.		The Right to Movement.
6.		The Right to National Identity.
7.		The Right to Freedom of peaceful Assembly and association.
8.		The Right to Freedom of Belief and Religion.
9.		The Right to clean Environment.
10.		The Right to Protection.
11.		The Right to security.
12.		The Right to Forgiveness.
13.		The Right to Privacy.
14.		The Right to Humanitarian Treatment.
15.	Social Rights	The Right to Marriage and Form a Family.
16.		The Right to social Security.
17.		The Right to An Adequate Standards of living, shelter clothing, food.
18.		The Right to Health.
19.	Economic Rights	The Right to own property.
20.		The Right to work.
21.		The Right to join Trade Unions.
22.		The Right to Development and Economic growth.
23.	Cultural Rights	The Right to Participate in the Cultural life of the Community.
24.		The Right to the protection of the Moral and Material Interests resulting from Scientific, Literary or artistic production.
25.		The Right to Education.
26.		The Right to participate in Scientific Production.
27.	Political Rights	The Right to seek asylum from persecution.
28.		The Right to participate in Elections.
29.		The Right to Take part in the Government of your country.

Appendix (3)
List of Referees' Names and Position.

No.	Referee's Name	Referee's Position
1.	Prof. abdelo'ti El Agha	Professor in Curriculum Studies
2.	Prof. Ezzo Afana	Professor in Curriculum Studies
3.	Prof. Mohammed Abu Shoqair	Professor in Curriculum Studies
4.	Dr. Ayman Hijazi	Doctor in Curriculum Studies
5.	Mr. Ibraheem Wishah	Supervisor in HRE
6.	Mr. Bassam Abu Namoos	Teacher of HRE
7.	Ms. Ghada Shaqoora	Researcher in HRE
8.	Ms. Maysoon Askar	Researcher in HRE
9.	Mr. Mohammed Qeta	Researcher in HRE
10.	Ms. Fatima Abu Rezeq	English Language Teacher
11.	Mr. Nasseir Ghazawwi	Lawyer and HR Activists

Appendix (5)
The components of English for Palestine Textbooks

The Components of English for Palestine 7A

First Unit	lessons
Oh, Hello	<ul style="list-style-type: none">  Using greetings and talking about personal communication.  Writing an email.
Second Unit	Lessons
World languages	<ul style="list-style-type: none">  Discussing world language and international communication.  Describing changes.
Third Unit	lessons
Animal magic	 Talking about animals and animal communication.
Fourth Unit	Lessons
Keep in touch!	<ul style="list-style-type: none">  Making and responding to telephone calls.  Saying telephone numbers.  Writing an email.
Fifth Unit	Lessons
REVISION	 Revision of the language in Units 1-4.
Sixth Unit	lessons
Goal	 Talking about football and other sports.
Seventh Unit	Lessons
The Craft Show	<ul style="list-style-type: none">  Talking about crafts and a school craft show.  Writing an informal letter.
Eighth Unit	Lessons
The Hike	<ul style="list-style-type: none">  Talking about a hike  Giving instructions and advice
Ninth Unit	Lessons
REVISION	 Revision of the language in units 6-8

The Components of English for Palestine 7B

Tenth Unit	Lessons
Technology	<ul style="list-style-type: none"> ✚ Talking about technology ✚ Reporting statements.
Eleventh Unit	Lessons
Visiting a city	<ul style="list-style-type: none"> ✚ Talking about cities/towns. ✚ Writing an informal letter.
Twelfth Unit	Lessons
The arts and crafts of Palestine	<ul style="list-style-type: none"> ✚ Talking about arts and crafts. ✚ Asking for, giving and following directions.
Thirteenth Unit	Lessons
Table manners	<ul style="list-style-type: none"> ✚ Talking about table manners and food. ✚ Ordering food in a restaurant.
Fourteenth Unit	Lessons
REVISION	✚ Revision of the language in Unit 10-13.
Fifteenth Unit	Lessons
Embroidery	<ul style="list-style-type: none"> ✚ Talking about Palestinian embroidery. ✚ Expressing intention and promises.
Sixteenth Unit	Lessons
The talking world	<ul style="list-style-type: none"> ✚ Talking about communications ✚ Expressing obligations.
Seventeenth unit	Lessons
Let's go for a picnic!	✚ Planning and talking about a picnic
Eighteenth unit	Lessons
Revision	✚ Revision of the language in Units 15-7

The Components of English for Palestine 8A

First Unit	lessons
Hello World	<ul style="list-style-type: none"> ✚ Using greetings. ✚ Focusing on a topic of conversation. ✚ Writing a letter or email.
Second Unit	Lessons
A taste of Palestinian Culture	<ul style="list-style-type: none"> ✚ Talking about ability. ✚ Talking about habitual action in the past. ✚ Telling the story of a special.
Third Unit	lessons
Going to a national park	<ul style="list-style-type: none"> ✚ Talking about experiences: Have you ever...? ✚ Writing a page of our diary.
Fourth Unit	Lessons
How to get healthy	<ul style="list-style-type: none"> ✚ Giving advice. ✚ Making suggestion. ✚ Sharing problems, suggestions and advice.
Fifth Unit	Lessons
People and games	<ul style="list-style-type: none"> ✚ Talking about ownership. ✚ Writing a true story.
Sixth Unit	lessons
Friends	<ul style="list-style-type: none"> ✚ Making suggestions. ✚ Making things clear (you see,..., In fact, ...). ✚ Writing a new problem letter and an answer to it.
Seventh Unit	Lessons
REVISION	

The Components of English for Palestine 8B

Eighth Unit	Lessons
Different people, different clothes	<ul style="list-style-type: none"> ✚ Making comparisons. ✚ Buying and selling. ✚ Preparing a 'Lost' public announcement.
Ninth Unit	Lessons
The world of food	<ul style="list-style-type: none"> ✚ Talking about quantities. ✚ planting a class picnic.
Tenth Unit	Lessons
Back home in Palestine	<ul style="list-style-type: none"> ✚ Identifying people and things. ✚ Describing a photo of friends.
Eleventh Unit	Lessons
The Palestine wedding	<ul style="list-style-type: none"> ✚ Making and responding to offers. ✚ Talking about purpose ✚ Preparing for a wedding.
Twelfth Unit	Lessons
Finding out about names	<ul style="list-style-type: none"> ✚ Reporting statements. ✚ Questions and responses. ✚ Telephone language. ✚ Checking information on the phone. ✚ Writing a formal letter.
Thirteenth Unit	Lessons
When Islam Came to Spain	<ul style="list-style-type: none"> ✚ Finding out about personal routines. ✚ Describing a famous Palestinian. ✚ Building.
Fourteenth Unit	Lessons
REVISION 2	

The Components of English for Palestine 9A

First Unit	Lessons
Getting to Palestinian	<ul style="list-style-type: none"> ✚ Using greeting. ✚ Talking about future arrangements. ✚ Talking about future schedules. ✚ Planning a day trip.
Second Unit	Lessons
I feel at home already	<ul style="list-style-type: none"> ✚ Talking about completed actions. ✚ Talking about actions still to do. ✚ Writing a progress report.
Third Unit	Lessons
Be fit, but be safe	<ul style="list-style-type: none"> ✚ Advising and instructing. ✚ Comparing things and actions. ✚ Comparing things and actions to a standard. ✚ Completing a fitness report.
Fourth Unit	Lessons
A great leader	<ul style="list-style-type: none"> ✚ Talking about completed actions in the past. ✚ Talking about continuing actions in the past. ✚ Talking about two actions in the past. ✚ Telling a story.
Fifth Unit	Lessons
A day in Istanbul	<ul style="list-style-type: none"> ✚ Talking about quantities. ✚ Giving directions. ✚ Planning a tour.
Sixth Unit	Lessons
Palestinian success stories	<ul style="list-style-type: none"> ✚ Explaining a process in the present. ✚ Explaining a process in the past. ✚ Explaining a special building.
Seventh Unit	Lessons
REVISION 1	

The Components of English for Palestine 9B

Eighth Unit	Lessons
What if?	<ul style="list-style-type: none">  Talking about what usually happens; rules.  Talking about what many happen.  Talking about what we imagine happening; conjecturing.  Offering.  Putting forward a view with supporting arguments.
Ninth Unit	Lessons
Helping hands: making friends.	<ul style="list-style-type: none">  Inviting.  Offering.  Defining by describing.
Tenth Unit	Lessons
Wildlife in danger	<ul style="list-style-type: none">  Requesting explanations.  Giving explanations.  Describing processes.  Proposing solutions.
Eleventh Unit	Lessons
A garden for all	<ul style="list-style-type: none">  Confirming facts and shared.  Feeling and ideas.  Suggesting ideas.  Agreeing a plan.
Twelfth Unit	Lessons
Be happy!	<ul style="list-style-type: none">  Agreeing.  Disagreeing.  Advising.

Thirteenth Unit	Lessons
Good news from the hospital	<ul style="list-style-type: none"> ✚ Requesting. ✚ Reporting statements. ✚ Reporting requests. ✚ Reporting Wh and Yes/ NO question. ✚ Arranging appointments.
Fourteenth Unit	Lessons
REVISION	

The Components of English for Palestine 10A

First Unit	Lessons
Making contact	<ul style="list-style-type: none"> ✚ Talking about plans and schedules. ✚ Narrating events. ✚ Noting details on the telephone. ✚ Writing an email.
Second Unit	Lessons
From here to there	<ul style="list-style-type: none"> ✚ Talking about journeys. ✚ Narrating a story. ✚ Creating puzzle.
Third Unit	Lessons
Free-time actives	<ul style="list-style-type: none"> ✚ Talking about interests. ✚ Expressing possibility, ability, necessity; suggesting, requesting, offering. ✚ Describing daily life.
Fourth Unit	Lessons
Emergency!	<ul style="list-style-type: none"> ✚ Describing work routines. ✚ Asking about past events. ✚ Narrating a tory.

Fifth Unit	Lessons
Dangerous weather	✚ Describing weather conditions.
	✚ Forecasting the weather.
Sixth Unit	lessons
Working for a better world	✚ Telling a life story.
	✚ Greeting an old friend.

The Components of English for Palestine 10B

Seventh Unit	lessons
Palestine: Holy Land to the world	✚ Narrating past events.
	✚ Requesting and giving directions.
	✚ Planning a visit and writing a letter to explain the plan.
Eight Unit	lessons
Good news from the doctors	✚ Reporting what others say and said.
	✚ Summarizing changes in modern medicine.
	✚ Giving and writing down phone messages.
Night Unit	Lesson
Which way at to?	✚ Expressing what might have happened differently.
	✚ Describing alternative courses of action now.
	✚ Completing a personal statement.
Tenth Unit	Lessons
Healthy eating- healthy body	✚ Talking about healthier life choices.
	✚ Expressing preferences.
	✚ Introducing a Palestinian dish to a visitor.
Eleven Unit	lessons
Strange events	✚ Describing possible action in imaginary situations.
	✚ Noting and checking details on the phone.

Twelfth Unit	Lessons
Talking about tomorrow`s world	✚ Predicting the future.
	✚ Stating plans, making reports about the future.
	✚ Presenting an important problem.

The Components of English for Palestine 11A

First Unit	Lessons
Learning styles	✚ Reading about studying techniques.
	✚ Discussing study techniques; Discussing a diagram.
	✚ Hearing personal information and using it to complete a form.
	✚ Completing an enquiry form.
Second Unit	Lessons
Education for success	✚ Reading about education systems and comparing them; Analyzing text about education; Reading about writing a CV.
	✚ Discussing education using pictures;
	✚ Discussing future ambitions.
	✚ Hearing advice about writing a CV.
	✚ Using information from a text to complete a CV; Writing a CV.
Third Unit	Lessons
Take care	✚ Reading a text about accidents in the home; Skimming; Reading about safety regulations; Analyzing information in a pie chart.
	✚ Discussing health and safety.
	✚ Hearing an interview about accident prevention.
	✚ Using information from charts and graphs to write a paragraph.

Fourth unit	Lessons
Going places	<ul style="list-style-type: none"> ✚ Reading about being a tourist guide; ✚ Reading about eco-tourism; Note taking; ✚ Analyzing a visa application form. ✚ Discussing working as a tourist guide. ✚ Hearing information and using it to complete an application form; completing a visa application form. ✚ Completing a job application form using information from an advert.
Fifth Unit	Lessons
Let's go for a walk	<ul style="list-style-type: none"> ✚ Reading a blurb; Using pictures to infer meaning; Reading a text about rambling. ✚ Discussing book types; Discussing walking habits. ✚ Hearing about a walking holiday; Using information from a recording to complete an online review; Giving suggestions and advice; Writing an online review of a holiday/tour. ✚ Writing an online book review.
Seventh unit	Lessons
The food on your table	<ul style="list-style-type: none"> ✚ Reading for gist; Reading about food; ✚ Reading about GM food; Reading a recipe. ✚ Discussing food and eating and food habits; ✚ Discussing food production and GM; ✚ Discussing future plans; Discussing cooking. ✚ Hearing instructions. ✚ Writing instructions; Writing a recipe.
Eighth Unit	Lessons
Amazing animal	<ul style="list-style-type: none"> ✚ Reading about animals; Reading a blog about endangered animals; Reading a web news story. ✚ Discussing animals; Discussing opinions hear a discussion about a web news story you have read. ✚ Writing opinions in online discussions.

Ninth Unit	Lessons
Once upon a time	<ul style="list-style-type: none"> ✚ Reading about folk tales; Reading extracts from folk tales; Reading about stories as an education tool. ✚ Discussing stories from picture prompts; Discussing folk tales; Discussing the story of King Midas. ✚ Telling a story and giving summaries of stories; Hearing the story of King Midas. ✚ Completing a summary of a folk tale.
Tenth Unit	Lessons
Political systems	<ul style="list-style-type: none"> ✚ Doing a quiz about the UK; Reading a text to confirm information; Reading about democracy; Reading a summary about law making in Palestine. ✚ Discussing differences between countries; Discussing democracy and politics in Palestine; Discussing law making in Palestine vs. the UK. ✚ Hearing about law making in the UK and talking notes. ✚ Completing information about Palestine; Making notes about law making in Palestine.
Eleventh Unit	Lessons
It's in the news	<ul style="list-style-type: none"> ✚ Analyzing headline; guessing meaning from headlines; Reading newspaper articles; Reading an article about newspapers. ✚ Discussing information in a graph; discussing news sources; Describing an event from a picture; Discussing a new story. ✚ Hearing a new story. ✚ Joining information; Writing a news story from headline.
Twelfth Unit	Lessons
REVISION	UNIT7-11

The Components of English for Palestine 11B

First Unit	Lessons
The road to learning	<ul style="list-style-type: none"> ✚ Knowledge, skills, attitude and ability: levels of learning and different learning activities. ✚ The structure of ‘explaining, texts and the use of diagrams. ✚ Fables. ✚ Character, setting, plot and meaning in stories. ✚ How to show the sequences of events in a story.
Second Unit	Lessons
Taking risks	<ul style="list-style-type: none"> ✚ Different adventures and extreme sport and their related vocabulary. ✚ The question and answer of the structure explanation texts and the organization of newspaper and accident reports. ✚ The vocabulary of body joints. ✚ The form and use of compound adjectives.
Third Unit	lessons
Tourism: mixed feelings	<ul style="list-style-type: none"> ✚ Different attitudes to travel and tourism. ✚ Working out meaning from context when reading a piece of literature. ✚ The use of repetition in literature. ✚ The advantages and disadvantages of tourism. ✚ The use of pronouns and other words to refer back to other words in a text. ✚ Some useful linking words and phrase for writing about arguments. ✚ Presenting arguments in a meeting and writing a report of the meeting.

Fourth Unit	Lessons
The web of life	<ul style="list-style-type: none"> ✚ Rhyme, repetition and imagery in a poem. ✚ Biodiversity and its related vocabulary. ✚ Compound nouns and pronouns. ✚ The web of life and its related vocabulary. ✚ Topic sentences and supporting information
Fifth Unit	Lessons
A good read	<ul style="list-style-type: none"> ✚ Different genres of fiction. ✚ Working out meaning of words from the context. ✚ Finding meaning in a story by reading between the lines" inferring". ✚ How technological development can affect people's lives. ✚ Various reasons from reading ✚ Some two – word verbs using take
Sixth Unit	Lessons
Taking the lead	<ul style="list-style-type: none"> ✚ What makes a good leader and how good a leader you are. ✚ One successful business leader's profile. ✚ Summarizing a profile by completing biographical form. ✚ Using not only... but also. ✚ Being an entrepreneur and the related vocabulary. ✚ Using words with the prefix self-

The Components of English for Palestine 12

First Unit	Lessons
A new start	<ul style="list-style-type: none"> ✚ Reading for gist; reading for specific information. ✚ Discussing interests; discussing comfort zones. ✚ Hearing about university life. ✚ Completing a university application form.

Second Unit	Lessons
Under pressure	<ul style="list-style-type: none"> ✚ Predicting content; identifying the main point, reading for specific information; reading and assessing a personal statement. ✚ Discussing problems and concerns. ✚ Hearing advice about writing personal statements. ✚ Planning and drafting a personal statement.
Third Unit	Lessons
A funny thing happened	<ul style="list-style-type: none"> ✚ Reading about coincidence. ✚ Discussing funny stories; discussing routine events. ✚ Predicting content based on pictures; hearing about an interview and coincidence. ✚ Writing a story from a recount. ✚ Writing a story about a coincidence or misunderstanding.
Fourth Unit	Lessons
Shrinking world	<ul style="list-style-type: none"> ✚ Comparing texts about communication; prediction and analyzing opinions. ✚ Reading about questionnaire results . ✚ Discussing communication in the future; discussing the future. ✚ Hearing about a questionnaire; using information to complete questionnaire. ✚ Planning, writing and conducting a questionnaire.
Five Unit	Lessons
Making friends	<ul style="list-style-type: none"> ✚ Comparing text types; identifying tips about friendships; reading and correcting an informal letter. ✚ Discussing friendships types; discussing advantages and disadvantages of communication with methods. ✚ Hearing about advantages and disadvantages of communication methods. ✚ Planning and writing an essay about communication methods.

Sixth Unit	Lessons
Revision unit (1-5)	
Seventh Unit	Lessons
The world of work	<ul style="list-style-type: none"> ✚ Identifying text types and themes; analyzing a formal letter; choosing conclusion. ✚ Discussing dreams job; discussing school as preparation for the future. ✚ Hearing about work experience. ✚ Planning and writing a general inquire letter.
Eighth Unit	Lessons
In business	<ul style="list-style-type: none"> ✚ Reading about business; understanding the steps to start a business; analyzing a business letter. ✚ Discussing a new business, discussing how to be a successful in business. ✚ Hearing about a business transaction. ✚ Writing a short formal email.
Ninth Unit	Lessons
Only a game?	<ul style="list-style-type: none"> ✚ Read about salaries in sport; read about the Olympic Games. ✚ Discussing salaries in sports; discussing sports in the Olympic Games; discussing regrets and decisions. ✚ Hear about a football match; compare an audio with a newspaper report. ✚ Write a personal email; plan and write a report of sporting event.
Tenth Unit	Lessons
Who am I?	<ul style="list-style-type: none"> ✚ Comparing text types; reading about brands; choosing a text summary. ✚ Discussing identity; discussing quotations about identity; discussing plans; discussing revision. ✚ Hearing about studying and revision. ✚ Planning and writing a summary.

Eleven Unit	Lessons
Different places, different ways	<ul style="list-style-type: none"> ✚ Reading about Palestinian culture; comparing cultures. ✚ Discussing cultures and living in other countries; discussing memories and the past; discussing the first day of the school. ✚ Hearing about someone's first day of school. ✚ Writing about a memory; writing about story of a memorable event.
Twelfth Unit	Lessons
Revision (Unit 7-11)	

The Components of English for Palestine, Reading Plus

First Unit	Lessons
Making changes	<ul style="list-style-type: none"> ✚ New year customs in different countries. ✚ Making and keeping resolutions. ✚ Dealing with unfamiliar vocabulary. ✚ Question words with the suffix-ever. ✚ Compound adjectives and verbs.
Second Unit	Lessons
Fitting in	<ul style="list-style-type: none"> ✚ The importance of belonging and fitting in(or not fitting in) ✚ Online communities. ✚ Fixed phrase. ✚ Black sheep. ✚ Understanding idioms and proverbs. ✚ Sentence linking phrases.

Third Unit	Lessons
The global village	<ul style="list-style-type: none"> ✚ The history and effects of globalization. ✚ Arguments for and against globalization. ✚ Positive and negative connotations and opinions. ✚ Combining opposite ideas. ✚ The use of topic sentences and paragraphs. ✚ Joining sentences into paragraphs.
Fourth Unit	Lessons
Money talks	<ul style="list-style-type: none"> ✚ The positives and negatives of money. ✚ Headlines. ✚ Synonyms. ✚ Rich/ poor divide. ✚ A history of money ✚ Noun phrases with the adjectives.
Fifth Unit	Lessons
Winners and losers	<ul style="list-style-type: none"> ✚ Attitudes to winning and losing. ✚ Comparing texts and opinions. ✚ Reading and discussing a poem.
Sixth Unit	Lessons
Past history?	<ul style="list-style-type: none"> ✚ Different views of history. ✚ The Palestinian Nekba and diaspora. ✚ The work of President Yasser Arafat and intellectuals. ✚ Non- literal or figurative language

For contact:

Mr. Khalil Abu Rezeq

Email: Kanan_2008@hotmail.com