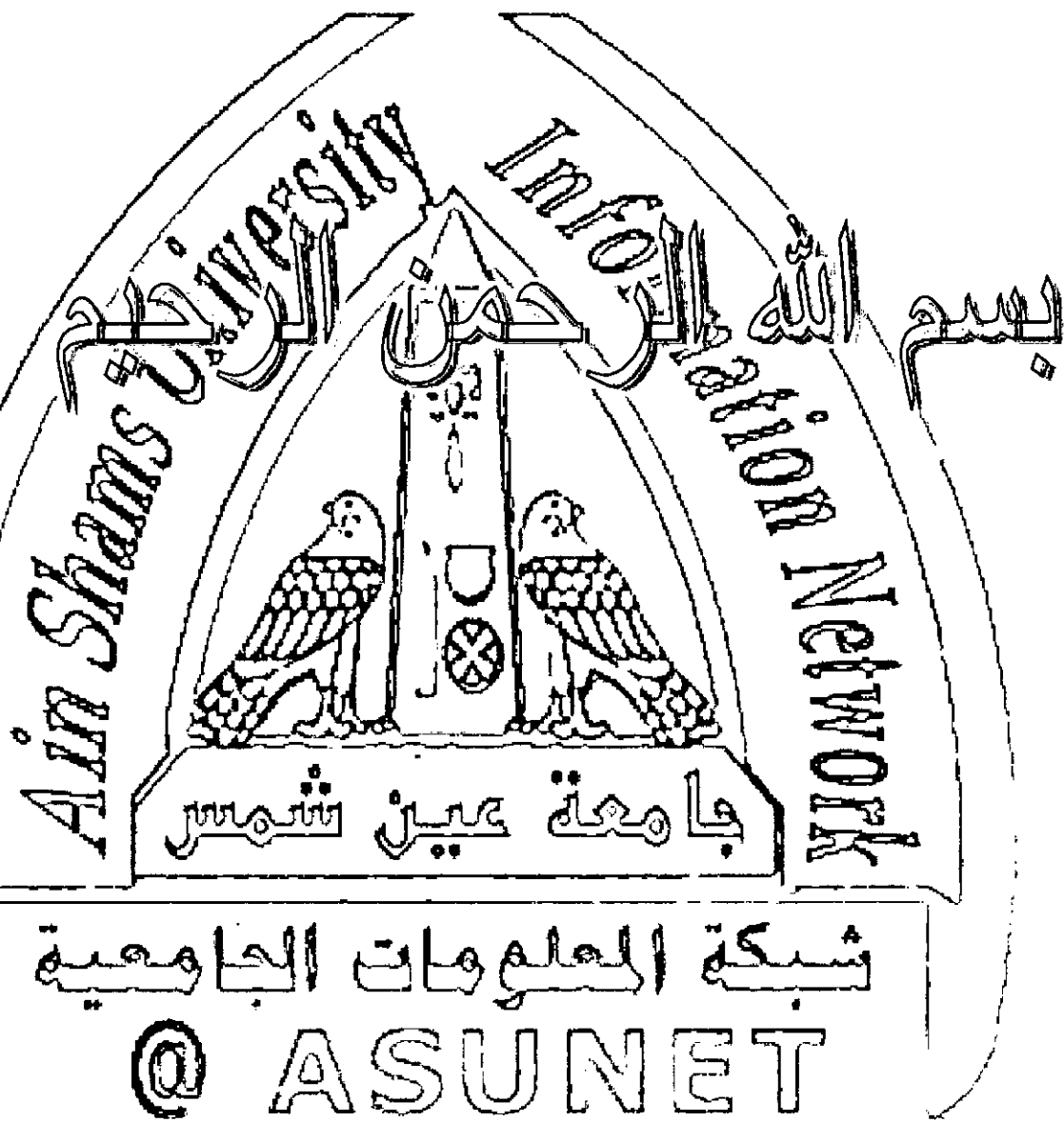




شبكة المعلومات الجامعية





شبكة المعلومات الجامعية

# جامعة عين شمس

التوثيق الالكتروني والميكرو فيلم

## قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها  
علي هذه الأفلام قد أعدت دون أية تغيرات



## يجب أن

تحفظ هذه الأفلام بعيدا عن الغبار

في درجة حرارة من ١٥-٢٥ مئوية ورطوبة نسبية من ٢٠-٤٠%

To be Kept away from Dust in Dry Cool place of  
15-25- c and relative humidity 20-40%



# شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم

بعض الوثائق  
مكتبة خالفة  
Ain Shams University  
Information Network  
جامعة عين شمس

شبكة المعلومات الجامعية  
@ ASUNET

# بالرسالة صفحات لم



شبكة المعلومات الجامعية  
@ ASUNET

Cairo University  
Institute of Educational Studies  
Dept. of Curriculum & Instruction

## **Evaluating the First-year-Prep Textbooks of English in the Light of the Concepts of Human Rights**

MA Thesis in Education  
(Curriculum and Instruction of English)

Submitted by  
**Samar Ahmed Mohamed Hassan Rashidy**

Supervised by



**Dr. Aly Ahmed Madkour**  
Prof. of Curriculum & Instruction  
Institute of Educational Studies  
Cairo University



**Dr. Muhammad Abdel Latif**  
Lecturer of Curriculum & instruction  
Institute of Educational Studies  
Cairo University

2011

CE 916

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



**Name:** Samar Ahmed Mohamed Hassan Rashidy

**Nationality:** Egyptian

**Date and place of birth:** 12<sup>th</sup> March, 1980 - Cairo

**Degree:** Master's in Education

**Specialization:** Curriculum & Instruction of English

**Supervisors:**

- 1- **Dr. Aly Ahmed Madkour** - Prof. of Curriculum & Instruction - Institute of Educational Studies - Cairo University
- 2- **Dr. Muhammad Abdel Latif** - Lecturer of Curriculum & instruction - Institute of Educational Studies - Cairo University

**Title of the thesis:** " Evaluating the First-year-Prep Textbooks of English in the Light of the Concepts of Human Rights "

**Abstract:** The purpose of this study was to evaluate the English textbook assigned for the first year prep students in Egypt in the light of the concepts of Human Rights, and to state the availability of these concepts in the content of these books. The study followed the descriptive analytical method and used two main tools; the checklist and the content analysis form. The study resulted in setting a list of the main concepts of human rights that was used to analyze the contents of the textbook. These concepts are not clearly represented throughout the textbook of English. The study suggested a unit of English for the first year prep students that presented an introduction to human rights

**Keywords:** Evaluation - Textbook – Human Rights – Content Analysis – First year prep



Dédication

**To My Father...**

Dr. Ahmed Rashidy

**The great man that has always inspired me**

**May God grant you happiness and blessings**

## **Abstract**

The purpose of this study was to evaluate the English textbook assigned for the first year prep students in Egypt in the light of the concepts of Human Rights. To achieve this purpose, a criterion was constructed as a means of evaluation. The study used a questionnaire that was administered to some specialists in the field, mainly teachers, senior teachers, supervisors of English at the prep stage, university professors concerned with Human Rights issues and other professors concerned with methodology and curricula. In this questionnaire, those specialists were kindly requested to report their opinions regarding the main concepts which are related to Human Rights, and which should be involved in the textbook of English for the first year prep students, and to what extent the concepts of Human Rights are involved in the textbooks of English for the first year prep students. The participants' responses to the questionnaire showed that it is very important to embody and integrate the basic concepts of Human Rights and fundamental freedoms in the school curricula, this is due to the political socialization of the students at the prep stage is very crucial in the process of the development of their capabilities throughout different levels. Their responses also indicated that the concepts of Human Rights are not clearly involved in the textbook of English of the first-year-prep. More studies should be conducted on involving Human Rights concepts in the textbooks of English at the different educational stages. Additionally, specialists need to work seriously on embodying the concepts of Human Rights and the fundamental freedoms in the school curricula. We also need to develop and support Human Rights educators and HRE institutions at local, national, and regional levels.

## **Acknowledgements**

This study would not have been possible without the generous support and very kind mindfulness of a number of persons I have benefited from, so I owe many thanks to all those who helped me in making this work possible.

I would like to acknowledge the fruitful advice and great assistance of my supervisor Prof. Dr. Aly Madkour, Prof. of Curriculum & Instruction and the ex-dean of the Institute of Educational Studies - Cairo University. Really, he has done more than what his official duties required him. My sincere gratitude goes to him.

I wish also to thank Dr. Muhammad Abdel Latif Lecturer of Curriculum & instruction at the Institute of Educational Studies - Cairo University. Without his generous guidance, this work would not have been possible.

My deep gratitude goes also to both Dr. Awatef Shoueir, Prof. of Curriculum & instruction at the Institute of Educational Studies - Cairo University, as well as Dr. Abdel Rehiem-El-Helaly, Prof. of Curriculum & instruction of English – Al-Azhar University. I really appreciate the time they spent reading and their valuable remarks.

My special thanks also go to all the English teachers who helped me to accomplish this work by answering the questions of the questionnaire objectively and accurately.

I would also like to thank my dear father Dr. Ahmed Rashidy, for the great love, support and patience he has always been giving. Without the ideas, values and principles he brought me upon, I could not have done this work.

Finally, the most special thanks go to my kind mother, my husband and my sisters for their deep love and constant encouragement. I owe you a lot.

| <b><i>Table of Contents</i></b>                           |             |
|-----------------------------------------------------------|-------------|
| <b>Topic</b>                                              | <b>Page</b> |
| Dedication                                                | III         |
| Abstract                                                  | IV          |
| Acknowledgements                                          | V           |
| List of acronyms and abbreviations                        | XI          |
| List of tables                                            | XII         |
| List of figures                                           | XIII        |
| <b>Chapter One: The Problem and its background</b>        | <b>XIV</b>  |
| 1.1 Background of the study                               | 1           |
| 1.2 Statement of the problem                              | 6           |
| 1.3 Questions of the study                                | 6           |
| 1.4 Significance of the study                             | 7           |
| 1.5 Limitations of the Study                              | 7           |
| 1.6 Definitions of terms                                  | 7           |
| <b>Chapter Two: Literature Review and Related Studies</b> | <b>10</b>   |
| 2.1 Textbooks of English                                  | 12          |
| 2.1.1 Definitions of textbook                             | 12          |
| 2.1.2 Purposes for using textbooks                        | 12          |
| 2.1.3 Criteria for textbooks selection and evaluation     | 13          |
| 2.1.4 Characteristics of a quality textbook.              | 14          |
| 2.1.5 Ways for evaluating the quality of a textbook.      | 14          |

|                                                        |    |
|--------------------------------------------------------|----|
| 2.1.6 Why we evaluate the curriculum.                  | 15 |
| <b>2.2 Content analysis:</b>                           | 15 |
| 2.2.1 Definitions of content analysis.                 | 15 |
| 2.2.2 Objectives of content analysis.                  | 16 |
| 2.2.3 Units of content analysis.                       | 16 |
| 2.2.4 Categories of content analysis:                  | 17 |
| 2.2.4.1 Types of categories of analysis                | 18 |
| 2.2.5 Steps of Content Analysis.                       | 18 |
| 2.2.6 Attributes of content analysis.                  | 19 |
| 2.2.7 Validity of the Analysis.                        | 20 |
| 2.2.8 Reliability of the Analysis.                     | 20 |
| <b>2.3 General Background on Human Rights</b>          | 21 |
| 2.3.1. Definition of Human Rights                      | 21 |
| 2.3.2 Characteristics of Human Rights                  | 23 |
| 2.3.3 Basic Instruments of Human Rights                | 25 |
| 2.3.3.1 The Universal Declaration of Human Rights      | 25 |
| 2.3.3.2 The Cairo Declaration on Human Rights in Islam | 26 |
| 2.3.3.3 Arab Charter on Human Rights                   | 26 |
| 2.3.4 Promoting Human Rights                           | 27 |
| <b>2.4 Teaching Human Rights</b>                       | 30 |
| 2.4.1 Definition of Human Rights Education             | 31 |

|                                                                      |           |
|----------------------------------------------------------------------|-----------|
| 2.4.2 Importance of Human Rights Education                           | 36        |
| 2.4.3 Education about Human Rights and for Human Rights              | 38        |
| 2.4.4 Content for Human Rights Education                             | 39        |
| 2.4.5 How can Human Rights be a part of English teaching curriculum? | 39        |
| 2.2.6 Effective practices and principles for Human Rights infusion   | 40        |
| 2.5 Related Studies                                                  | 42        |
| 2.5.1 Studies related to evaluating textbooks and teaching English   | 42        |
| 2.5.2 Studies related to teaching Human Rights                       | 47        |
| Comment on the previous studies                                      | 57        |
| <b>Chapter Three: Methodology Procedures</b>                         | <b>59</b> |
| 3.1 Sample of the study                                              | 60        |
| 3.2 Steps of Content Analysis                                        | 62        |
| 3.3 Design of the study                                              | 63        |
| 3.4 Instruments of the Study                                         | 63        |
| 3.4.1 The checklist                                                  | 63        |
| 3.4.1 Preparing the checklist                                        | 63        |
| 3.4.2 The content analysis form                                      | 64        |
| 3.4.2.1 Purposes of content analysis in this study                   | 64        |
| 3.4.2.2 Validity of the analysis                                     | 64        |
| 3.4.2.3 Reliability of the analysis                                  | 64        |
| Analysis of data                                                     | 65        |

|                                                               |            |
|---------------------------------------------------------------|------------|
| <b>Chapter Four: Results and Discussion</b>                   | <b>67</b>  |
| 4.1 Answering the first question                              | 68         |
| 4.2 Answering the second question                             | 73         |
| 4.3 Answering the third question                              | 78         |
| 4.3.1 Aims of the suggested unit                              | 78         |
| 4.3.2 Content of the suggested unit                           | 79         |
| 4.3.3 Methods used for teaching the suggested unit            | 81         |
| (a) Brainstorming                                             | 81         |
| (b) Case studies                                              | 81         |
| (c) Interviews                                                | 82         |
| (e) Research projects                                         | 82         |
| (f) Role-plays/ Simulations                                   | 82         |
| 4.3.4 Illustrative materials and teaching aids                | 83         |
| <b>Chapter Five: Results and Recommendations of the Study</b> | <b>84</b>  |
| - Summary                                                     | 85         |
| - Research results                                            | 85         |
| - Recommendations                                             | 85         |
| - Suggestions                                                 | 86         |
| <b>References</b>                                             | <b>88</b>  |
| I - English References                                        | 88         |
| II- Arabic references                                         | 96         |
| <b>Appendices</b>                                             | <b>101</b> |