



Evaluating the English for Palestine Curriculum in Light of Curriculum Organizational Constructions from the Perspectives of Curriculum Developers

BY

Fatin Nassar

Inas Naser

Al-Quds University, Jerusalem-Palestine

Doi: 10.21608/ejev.2025.447454

استلام البحث: ١٢ / ٥ / ٢٠٢٥

قبول النشر: ١٣ / ٧ / ٢٠٢٥

Nassar, Fatin & Naser, Inas (2025). Evaluating the English for Palestine Curriculum in Light of Curriculum Organizational Constructions from the Perspectives of Curriculum Developers. *Arab Journal of Specific Education*, AIESA, Egypt, 9(38), 550-588.

<https://ejev.journals.ekb.eg>

Evaluating the English for Palestine Curriculum in Light of Curriculum Organizational Constructions from the Perspectives of Curriculum Developers

Abstract:

This study aimed to evaluate the English for Palestine curriculum in light of curriculum Organizational Constructions from the perspectives of curriculum developers in Palestine. The researcher adopted the qualitative methodology to analyze data collected through semi-structured interviews conducted with six key stakeholders involved in the development of the Palestinian English curriculum. The MAXQDA software was employed to identify codes, categories, and themes. The findings revealed that the curriculum aligns with several organizational frameworks, including activity-based, cultural relevance, communicative competence, experimental, game-based, integrated skills, international standards, spiral, task-based, and student-centred organizations. The researcher recommended enhancing inclusivity in the curriculum, updating pedagogical guidance in the Teacher's guide, and establishing a regular system for curriculum review and feedback to ensure continuous improvement aligned with modern curriculum construction frameworks. Additionally, the researcher emphasized the importance of modifying the curriculum in light of modern technology to ensure its alignment with contemporary teaching and learning requirements.

Key words: Evaluating curriculum, English for Palestine Curriculum, Organizational Constructions, Curriculum developers

المستخلص:

هدفت هذه الدراسة إلى تقييم منهج "الإنجليزية من أجل فلسطين" في ضوء البنى التنظيمية للمناهج، من وجهة نظر مطوري المناهج في فلسطين. اعتمد الباحث المنهج النوعي لتحليل البيانات التي جُمعت من خلال مقابلات شبه مهيكلة أجريت مع



سنة من أصحاب المصلحة الرئيسيين المشاركين في تطوير منهج اللغة الإنجليزية الفلسطيني. تم استخدام برنامج MAXQDA لاستخراج الرموز والفئات والموضوعات. أظهرت النتائج أن المنهج يتماشى مع عدة أطر تنظيمية، منها: التعلم القائم على الأنشطة، والملاءمة الثقافية، والكفاءة التواصلية، والتجريب، والتعلم القائم على الألعاب، وتكامل المهارات، والمعايير الدولية، والتنظيم الحزوني، والتعلم القائم على المهام، والمناهج المتمحورة حول الطالب. وأوصى الباحث بتعزيز الشمولية في المنهج، وتحديث الإرشادات التربوية في دليل المعلم، ووضع نظام منتظم لمراجعة المنهج وتلقي التغذية الراجعة لضمان التحسين المستمر بما يتماشى مع أطر بناء المناهج الحديثة. كما أكد الباحث على أهمية تعديل المنهج في ضوء التكنولوجيا الحديثة لضمان توافقه مع متطلبات التعليم والتعلم المعاصرة.

الكلمات المفتاحية: تقييم المناهج، منهج الإنجليزية من أجل فلسطين، البنى التنظيمية، مطورو المناهج.

Introduction

The English for Palestine curriculum was developed through a collaborative effort between the Palestinian Ministry of Education and Macmillan, a British company that won the tender for designing the curriculum. The development process involved two teams: the Palestinian team and the Macmillan team. The Palestinian team included English supervisors, university academics, and teachers from each of the three educational stages to ensure the curriculum met the needs of all levels. The Macmillan team, consisting of English language and curriculum experts, provided technical expertise and aligned the curriculum with international standards. This partnership resulted in a curriculum that balances global benchmarks with the local Palestinian context, aiming to effectively develop students' English language skills. The modified curriculum was published in (2015) and was put into practice in schools in Palestine in (2016). The trial period for the English for Palestine curriculum lasted from (2016) to (2018). During this two-year period, the curriculum was implemented in schools to gather feedback from teachers and supervisors. Based on this feedback,

adjustments and improvements were made to ensure the curriculum met the needs of students and educators effectively (Ministry of education, 2024).

The purpose of the study was to contribute to the existing knowledge on the English for Palestine curriculum by providing insight from curriculum developers' perspectives about the organizational constructions that are reflected in the program syllabus. Analyzing these constructions was helpful because it illuminated the lens through which developers of the English for Palestine curriculum viewed the purposes of the policy and how the instructional components are related to those purposes. It is quite common to find classrooms with many students; there are also few resources to use that are available while teaching students who have varying abilities in their skills. In addition, the curriculum should address the linguistic and cultural diversity of Palestinian society and Students in Palestine belong to different languages and cultures mastery different dialects and different levels of English. These factors make it necessary to reconsider the curriculum's classification as a means to determine its ability to offer a logistic flow of language development enhanced through effective means to cope up with the students' differentiation. Concerning curriculum organization some of the areas of emphasis include compliance to global standards, continuity in language classes, and development of critical factors necessary for interaction with the global society.

The *English for Palestine* curriculum has a critical function in the Palestinian education system, which has the goal of preparing learners for key linguistic skills in English for academic achievement and employment. The curriculum includes reading, writing, listening and speaking skills to foster a balanced development of the learning of the languages. The development was to cover educational priorities of the region, as well as meet

established benchmarks for foreign language teaching and learning. Nevertheless, despite the importance of the curriculum for the context of Palestinian schools and universities, there is little research investigating the curriculum's organization in terms of its functionality in addressing various needs of Palestinian students or in terms of global educational paradigms. On the curriculum wise, the intentions are quite plausible; it is linear and sequential so as to achieve a sound learning trajectory for the students, thereby enhancing the domains of cognition as well as linguistics systematically and cohesively.

The perceived extent of congruity between curriculum developers' views and international benchmarks in the context of Palestine organizational structure of the "English for Palestine" curriculum will also be assessed. From a curriculum developer's perspective, sticking to global best practices in organizational modeling is important including viewing curriculum as a cumulative body of knowledge that students need to build upon in order to acquire critical thinking skills. It also assists in looking at how curriculum arrangement favors or frustrates progressive learning in multilingual and multicultural Palestine. The curriculum is aimed at developing the set of skills in the English language sufficient to accomplish the future professions with the balanced focus on reading, writing, listening and speaking.

Statement of the Problem

The English for Palestine curriculum was developed with the aim of equipping Palestinian students with the necessary English language skills to thrive in both local and global contexts. The curriculum integrates various organizational constructions, such as spiral progression, thematic and unit-based organization, student-centered learning, games-based activities, experience-based curriculum and elements of global



awareness. These constructions are intended to align with established educational frameworks and learning theories, ensuring relevance and effectiveness.

However, there is insufficient research to confirm whether the English for Palestine curriculum successfully aligns with these organizational constructions in practice. It remains unclear whether the intended structures are implemented effectively across all grade levels, whether they meet the diverse needs of learners, and how they support long-term language retention and skill development.

This study seeks to address these gaps by examining whether the English for Palestine curriculum aligns with its proposed organizational constructions. Through interviews with curriculum developers and educators, the research aims to evaluate the curriculum's structure, identify areas of alignment or misalignment, and provide recommendations to enhance its effectiveness for diverse learners in Palestinian schools.

As per above, the problem of this study revolves around answering the following questions:

Question of the Study

- To which organizational constructions do the English for Palestine Curriculum align?

To answer the main study question, the following sub-questions were derived:

1. What are the primary educational goals and guiding principles underpinning the organizational structure of the English for Palestine curriculum?
2. How does the English for Palestine curriculum address the needs of diverse learners and support language acquisition at different learning stages?

3. What instructional strategies and theoretical models influence the balance and development of language skills in the curriculum?
4. How does the curriculum ensure progressive learning, retention, and reinforcement of previously acquired language skills?
5. What are the observed or anticipated impacts of the English for Palestine curriculum, and how can it evolve to address future educational challenges?

Objectives of the Study

The purpose of the study was to contribute to the existing knowledge on the English for Palestine curriculum by providing insight from curriculum developers' perspectives about the organizational constructions that are reflected in the program syllabus. Analyzing these constructions was helpful because it illuminated the lens through which developers of the English for Palestine curriculum viewed the purposes of the policy and how the instructional components are related to those purposes. The following question guided the analysis: What are the organizational constructions reflected in the English for Palestine curriculum based on an analysis of the published syllabus and the perspectives of the curriculum developers? The answer to the guiding question sought to illuminate that the curriculum document was written in a social context and the intentions, interpretations, and power relations of some of the colleagues reflected the social, educational, and political context in Palestine before and while the curriculum was developed. Additionally, the study investigated the implications of those interpretations for the curriculum. The relationship of the study to curriculum theory is that it is aligned with current conceptions of curriculum, seeks to fulfil the norms and criteria of the field,

and challenges artifacts as descriptions of curricular ideals and realities.

Significance of the Study

The study holds a great significance as it examines the organizational structures present in the English curriculum in Palestine. This analysis provides a framework for educators to implement policies within the curriculum, impacting language acquisition, linguistic dominance, and global language values. It also underlines the need for curriculum reform and new approaches while considering local contexts. Furthermore, it emphasizes the importance of recognizing the potential risks of prioritizing global languages within the curriculum, and the willingness of Palestinian leadership to incorporate English and its impact on nation-building. The study focuses on understanding the underlying assumptions, values, and conditions embedded in the curriculum, particularly from the perspective of its creators. This examination questions the quality of English education, the impact of prioritizing a global language, and the educational content needed for students to become research-ready and responsible citizens. It sheds light on the various organizational constructions within the English as a Foreign Language curriculum through the perspectives of key decision-makers and curriculum developers.

Limitations of the Study

1- Place: The interviews were conducted with curriculum developers via phone calls and the Zoom platform, as well as in person at the curricula center in Ramallah/ Palestine.

2- Population: The population consisted of six participants: curriculum developers, educators, and key stakeholders directly involved in the design, implementation, or evaluation of the English for Palestine curriculum.

3- Time: The study was carried out in November and December (2024).

Study Terms:

-Evaluating curriculum involves assessing the effectiveness, relevance, and quality of educational materials, methods, and objectives within a specific educational context. It aims to determine whether the curriculum aligns with educational goals, addresses student needs, and supports desired learning outcomes" (Johnson, 2009).

- English for Palestine Curriculum is a comprehensive English language teaching framework designed specifically for Palestinian students, spanning primary to secondary education. Developed with a focus on local cultural relevance, it aims to enhance language acquisition through learner-centered, communicative, and task-based approaches. The curriculum incorporates themes reflective of Palestinian society and its educational needs while adhering to international standards, such as the Common European Framework of Reference (CEFR), to ensure alignment with global language proficiency guidelines. The curriculum's emphasis is on developing the four core language skills—listening, speaking, reading, and writing—while fostering a strong foundation in English for students' academic progression. (Ministry of Education, 2010)

- Organizational Constructions: Curriculum organization involves the systematic arrangement of instructional materials to facilitate effective learning. It is essential for achieving educational objectives and is closely related to the goals of the educational program (Anshori, Arif& Alfin, 2023). The organization of the curriculum must consider the needs and demands of students, educators, and society, ensuring that it is adaptable and relevant (Maulida, 2022).

- **Curriculum developers** are professionals responsible for designing, creating, and evaluating educational curricula. They analyze the needs of learners, educational standards, and teaching strategies to produce comprehensive frameworks for effective instruction. Their work includes selecting content, organizing teaching materials, defining learning objectives, and ensuring that curricula align with educational goals and assessment requirements. Curriculum developers may collaborate with educators, administrators, and stakeholders to ensure that the curriculum meets the diverse needs of students and aligns with societal and cultural contexts. (Kelly, 2009)

Literature Review

Theoretical Framework:

The theoretical framework for this study is grounded in existing research on curriculum development, curriculum organization, and educational practices, with a particular focus on the Palestinian context. It critically examines the organizational construction of curricula, the challenges faced by educators and developers, and insights that could inform the improvement of the "English for Palestine" curriculum. Curriculum organization is a fundamental aspect in ensuring that learning experiences are coherent, systematic, and conducive to skill development and knowledge retention. Globally recognized organizational models, such as the spiral and thematic approaches, offer frameworks for evaluating how curriculum content progresses in complexity, integrates subjects cohesively, and caters to diverse learner needs. These models are integral for assessing whether the Palestinian curriculum can achieve its educational goals in line with international standards.

The "English for Palestine" curriculum was intended to improve students' English skills and congruent with global trends in education. However, little research examines how they

in fact reflect the international breadth and depth curriculum models, namely the spiral and the thematic models. Such works as Ahmed et al. (2023) have pointed out areas of incoherence that exist at the Palestinian organizational level of English curriculum, including the curriculum's correspondence with national educational goals and the absence of components needed to achieve these goals. Consequently, this void in curriculum evaluation hindered the achievement of a sound analysis as to how effectively the curriculum that has been implemented addresses the emerging needs within the education sector locally and globally.

Prior research also pointed to the need for assessing curricular organization so as to make necessary changes to the curriculum. Alfahaid (2011) and Hussain *et al.* (2011) stated the importance of curriculum evaluation both in developmental stages to avoid the acquisition of a deficient validity and to ascertain congruency to the intended goals of the curriculum. For instance, Alfahaid (2011) confined himself to the appraisal of English for Specific Purposes (ESP) programme in Saudi Arabia and emphasized that there is always a need to check the relevancy of the curriculum to the needs of the learners. Likewise, compiling and organizing content and materials are most critical, but seem to be least considered in most circumstances, leading to curriculum failure to achieve intended educational objectives as noted by Hussain et al. (2011).

Furthermore, Njati, I. (2022) and Al-Kasi, A. (2021) elaborate major difficulties experienced by teachers to implement and/or develop curricula in areas of socio-political limitation like Palestine. Incorporating this research study by Njati, I. (2022), where the mobilization and utilization of resources for competency-based curriculum implementation in basic education is hindered by factors like rural-urban migration

and inadequate teaching resources. They realized that inadequate teaching and learning resources, teachers, and other instructors, teaching and learning materials and infrastructure, poses a big problem inter alia in the implementation of activity-based learning. These constraints continued to influence the teacher's instruction delivery and constrained the quality of education as well as the learners' performance. Similarly to Palestine, educational process is introduced with socio-political instabilities and/or economical limitations that amplify the task of delivering curriculum that corresponds both to the national and internationally recognized standards among the difficulties teachers face.

Similarly, Al-Kasi, A. (2021) found that involving English teachers in designing and developing curriculum leads to producing effective curriculum, therefore, efficient learning process of English. This exploratory study evaluated the English teachers' involvement in designing curriculum in Saudi public schools. Also, it investigates how English teachers' absence of the process of curriculum design impacts them and their learners. Then the study suggests the collaborative curriculum design method as an alternative. The sample consists of seven teachers and two supervisors. The data were collected and analyzed through qualitative research methods. The findings show that English teachers' participation is restricted to evaluating the curriculum after implementing it. This narrow role limits the creativity and productivity of English teachers and their students. As demonstrated in the Palestinian context where teachers are also socialized in socio-political constraints, lack of a commensurate role accorded to teachers in shaping the curriculum could have a negative impact on the perceived utility of the curriculum and consequently reduce its chances of addressing the pluralist needs of the Palestinian learners.

Jarbou, N., and Moummar, R. (2021) focused in their study on analyzing the English for Palestine-(8) textbook to assess its incorporation of reflective thinking skills. To achieve this goal, the researchers used a descriptive-analytical approach and developed a content analysis tool. This tool, designed to evaluate reflective thinking skills, was reviewed and validated by experts in teaching English. The researchers analyzed the data using SPSS (version 22), calculating means, standard deviations, totals, and percentages. The analysis revealed that the textbook includes reflective thinking skills to varying degrees. Observing ranked highest with (22.651)%, followed closely by proposing at (22.483)%. Inferring came third with (20.134)%, while detecting contradictions accounted for (18.792)%. Reasoning scored the lowest, at (15.939)%. Based on these findings, the researchers recommended that curriculum developers and specialists in Palestinian education place greater emphasis on incorporating reflective thinking skills when setting objectives, designing teaching and evaluation strategies, and developing standards for evaluating such skills in the English for Palestine textbooks.

As observed, Mahmoud's (2008) study brings attention to the assessment of the "English for Palestine" textbook, including its application with the tenth-grade learners, but the study principally examines the textbook content and relevancy of the textbook. However, this study does not didactically analyze the general structure of the curriculum or its correlation with global models like spiral progression and thematic methods; it also does not address obstacles to implementing the new curriculum in real-knowledge classrooms. However, in this study, it was wanted to investigate not only how the 'English for Palestine' curriculum aligns with its intended organizational structures but also how this structure is enacted organizational structure in consideration of the socio-political realities of Palestine. As

opposed to a single quantitative analysis, this research seeks to supplement the evaluation by interviewing curriculum developers to reveal a better and more inclusive picture of how the curriculum aids in the accumulation of long-term language and the consistent progression of learning through graduated levels of schooling to meet the evolving, dynamic needs of Palestinian students in both public and private sectors.

Previous Studies

This study investigates the perceptions of the curriculum developers about the organizational constructions of curriculum components in the English for Palestine Curriculum in Palestine. Curriculum organization refers to how a curriculum is structured and how its various components—such as content, teaching methods, assessments, and resources—are arranged to achieve desired educational outcomes (Tyler, 1949). Organizational constructs in curriculum design are important for managing curriculum change and teacher competence development effectively across three levels of school organization as well as they influence curriculum effectiveness by creating a hierarchy of influence across three levels of school organization, affecting teacher competence development and teaching effectiveness (Cheng, Y., 1994). Previous studies suggest that curriculum construction is influenced by a range of factors, including national educational policies, societal needs, and the capacities of teachers (Pinar et al., 2013). These factors contribute to the structure and sequencing of course materials, lesson plans, and instructional strategies.

The evaluation of the Palestinian curriculum encompasses various dimensions, including its alignment with national ambitions, incorporation of sustainable development goals, perspectives on peace and coexistence, and the integration of

21st-century skills. This synthesis provides an overview of the key findings from recent research on these aspects.

The creation and the implementation of English for Palestine model also illustrate some of the issues characterizing the Palestinian education system – this system that functions under severe political and social constraints. Like other countries attempting to become modernized, Palestine has endeavored to bring its practices into compliance with those of the global community in the field of education. However, curriculum development has not been free from conflict, resource constraints and ideological discords on the affiliation of local culture and global education movements.

Curriculum developers play an essential role in shaping the overall structure and content of the curriculum. Their decisions regarding content selection, sequencing, and pedagogical strategies have a profound impact on the curriculum's effectiveness (Smith & Tyler, 2013). According to Al-Najjar (2016), curriculum development in Palestine is often influenced by political, social, and cultural factors, which can lead to tensions between ideal curriculum goals and practical constraints. Developers must navigate the challenge of creating a curriculum that balances national educational objectives with the realities of resource limitations and varying teacher competencies across different regions.

A key challenge highlighted by curriculum developers is the lack of comprehensive feedback mechanisms to evaluate the effectiveness of the curriculum's organization (Povey, 2015). While curriculum revisions are occasionally made, these changes are typically top-down and may not fully incorporate the practical insights of those directly involved in its implementation—namely, teachers. Furthermore, the organization of the curriculum in Palestine has been critiqued for

not sufficiently addressing the dynamic nature of language learning, which demands adaptability and a more learner-centered approach (Al-Qatawneh & Hassan, 2018).

The English for Palestine curriculum has been designed to align with modern language teaching approaches, with a particular emphasis on and task-based learning. Previous studies have highlighted its strengths in promoting interactive and student-centered learning, which supports the development of essential language skills. Fattash (2010) conducted a study to assess the alignment of the newly introduced Palestinian English Language School Curriculum with the principles of the Communicative Approach. Using a questionnaire distributed to (127) English teachers in the Nablus district, the research evaluated teachers' perceptions of the curriculum's content and skills. The findings highlighted strengths, such as culturally relevant and engaging reading materials, alongside areas needing improvement for future curriculum evaluations. Recommendations were provided to enhance the curriculum's alignment with communicative teaching principles.

In addition to the strengths identified in previous studies, Nassar and Naser (2024) evaluated the 11th-grade English language curriculum in Palestine through the lens of a competency-based approach. Their study, involving English teachers and supervisors in the Education Directorate/Bethlehem, found that the curriculum received a high rating, with an average score of (3.52). Furthermore, no significant differences were found based on gender, qualifications, or experience. Based on these results, the study recommended adopting the competency-based approach in future curriculum revisions, along with greater involvement of teachers and supervisors, and regular discussions among stakeholders to ensure continuous curriculum improvement.

However, several studies have highlighted weaknesses in the Palestinian English language curriculum, these findings suggest the need for further refinement and adaptation of the curriculum to better meet the diverse needs of students and educators in Palestine. Findings from Elyan, R., and Al-Doulat, A. (2021) found variation in the inclusion of the Sustainable Development Goals (SDGs) in Palestinian curricula, with the fourth SDG (Quality Education) having the highest inclusion percentage at (28.5)%. Another important aspect raised by Alyan, A., and Alakkad, A. (2022), when analysing the English for Palestine 12th grade textbooks, is that aspects of intercultural communicative competence (ICC) are unevenly distributed. The textbooks lack essential elements needed to develop students' ICC, particularly in fostering critical cultural awareness and understanding of other cultures. The study recommends a more balanced and comprehensive inclusion of ICC aspects in the curriculum.

Similarly, Aburahma, B. (2024), for instance, identified the necessary standards for English for Palestine textbooks at the basic stage to meet students' language proficiency needs and assess the extent to which these standards are included in the textbooks for grades (1-4). Using a descriptive analytical approach, the researcher applied a content analysis framework to evaluate the presence of proficiency standards across four language skills (listening, speaking, reading, and writing) at basic, intermediate, and advanced levels. The findings revealed that while grades (1) and (2) textbooks covered listening and speaking standards at the basic level, they lacked intermediate and advanced levels. In contrast, the third and fourth-grade textbooks addressed listening and speaking standards at all levels. However, reading and writing standards were underrepresented or absent across all grades. The researcher

recommends including all language skills across proficiency levels, focusing more on writing development, and conducting regular curriculum reviews to ensure textbooks meet language proficiency standards effectively.

In conclusion, there is a significant gap in the existing literature regarding the organizational structure of the English for Palestine curriculum, particularly in relation to curriculum developers' perspectives. While several studies have focused on evaluating the curriculum's effectiveness in terms of teaching strategies, content quality, and language proficiency standards, few, if any, address how the curriculum is constructed at an organizational level. This gap is critical, as understanding the structural organization from the developers' viewpoints is essential to ensuring alignment with educational goals and addressing potential inefficiencies in curriculum delivery. Therefore, this research aims to fill this void by exploring the organizational frameworks of the English for Palestine curriculum, which is crucial for understanding its effectiveness and potential areas for improvement in aligning with Palestine's national educational objectives.

Methodology

This study employed a qualitative research design using semi-structured interviews as the primary data collection tool. As noted by Peters and Halcomb (2015), semi-structured interviews are commonly used in qualitative research to gain deep insights into participants' experiences, perceptions, and interpretations. To address the complexity of the main research question—"To which organizational constructions does the curriculum align?"—a set of sub-questions was developed to guide the analysis. These sub-questions aim to deconstruct the central inquiry into specific dimensions, allowing for a more focused

and systematic investigation of the curriculum's alignment with organizational structures.

Study Participants

The participants in this study were members of the national committee responsible for curriculum development. The sample included individuals with diverse professional backgrounds in education, including teachers, supervisors, and university professors. Their involvement in the curriculum spanned different time periods and roles such as material selection, evaluation, and authorship. Their insights provided rich qualitative data for thematic analysis. Table (1) below represents their background.

Table (1): Profile overview of the interviewees

Participants	A	B	C	D	E	F
The job title then	Supervisors' trainer	Supervisor	English teacher	Curriculum Department Representative	Supervisor	University professor
Curriculum Involvement Period	2011	2011-2016	2011-2016	1998-2006	2011-2018	1998-2015
The role in the committee	Supervisors' trainer	-Selecting materials - editor - evaluator	-Selecting materials -editor -evaluator	-Curriculum project advisor - Head of the Humanities in the Project - Author	-Selecting materials - editor -evaluator	- The chief of the curriculum national committee - Author - editor -evaluator
The job title now	Co. Ltd trading as ELT Consultants/ developed teacher training programmes	English language supervisor/ Bethlehem Directorate	English language supervisor/ Bethlehem Directorate	Retired (University professor)	Training Supervisor/ Directorate of Education in Hebron	University professor

Study Instrument

Semi-structured interviews were conducted using a combination of virtual platforms and face-to-face meetings. An interview protocol was used to guide the conversations, allowing for both prepared and follow-up questions that emerged during the discussions. The aim was to gain an in-depth understanding of the organizational contexts of the English for Palestine curriculum. All interviews were recorded and supported with written notes to ensure accurate documentation.

Trustworthiness of the Interview Protocol

- The credibility of the interview questions was ensured by presenting it to a group of experts: a professor who teaches a curriculum design course, English supervisors, a scholar with expertise in curriculum design and two English language teachers. About (85)% of the experts' comments was positive to show that the questions included are relevant to the study purpose. The remaining suggestions were carefully considered and incorporated by the researcher to enhance clarity and relevance.

- To establish dependability of the interview questions, the researcher:

- conducted a mock interview with a sample participant to assess appropriateness and identify any ambiguities.
- recorded all interviews to ensure accurate documentation and consistency in responses.
- compared transcribed interviews with researcher's notes for consistency.
- engaged an independent coder to analyze a portion of the data; agreement between the researcher and the coder on key themes and categories was used to support coding reliability.

Data Analysis Tool

The data collected from the participants' responses were systematically analyzed using MAXQDA, a qualitative data analysis software. This tool facilitated the organization and examination of the interview data by enabling the identification of recurring codes, categories, and themes. Through MAXQDA, the responses were coded inductively and deductively, ensuring a comprehensive analysis that uncovered patterns and relationships within the data. The resulting themes provided a structured framework for presenting the findings and drawing meaningful insights about the organizational constructions of the English for Palestine curriculum.

Results of the Study

This section presents the findings of the study based on a thematic analysis of interview data with curriculum developers. The analysis reveals several key themes that reflect the organizational constructions and instructional strategies underpinning the English for Palestine curriculum as perceived by its developers.

Themes Emerging from the First Sub-Question

The first research question explored the overarching principles and philosophies shaping the curriculum. Analysis yielded four primary themes:

Learner-Centered Approach

Participants consistently emphasized that the curriculum centers on the learner, fostering active participation, autonomy, and engagement. As one participant noted: *"The curriculum must put the learner at the center, enabling them to engage actively."* This highlights an educational philosophy that values student agency, differentiation, and task-based learning.

Cultural Relevance and Local Context

A strong commitment to embedding Palestinian cultural values and identity into the curriculum emerged as a major theme. Developers underscored the importance of local contextualization to strengthen students' connection to the material. One interviewee stated: "Ensuring the curriculum reflects Palestinian culture is essential for students' connection to the material."

Another added: "Sometimes, we would return the materials provided by external publishers multiple times to ensure they truly represented the Palestinian culture and educational philosophy."

This underscores a deliberate effort to maintain cultural integrity within the educational content.

Alignment with International Standards

Participants emphasized aligning the curriculum with international frameworks, particularly the Common European Framework of Reference for Languages (CEFR), to maintain global credibility while addressing local educational needs. One participant remarked: "We follow international standards and best practices when designing the curriculum, ensuring that it reflects both global expectations and local needs". This dual alignment aims to prepare students for broader academic and professional contexts.

Progressive Learning and Spiral Curriculum

The curriculum's structure is designed to support progressive knowledge building through a spiral approach, revisiting concepts and skills at increasing levels of complexity. One participant explained:

"Recycling vocabulary and grammar across units is vital for retention."

Another added: "Each unit builds on the previous one, allowing students to revisit concepts through different contexts, which strengthens their understanding." This structure supports long-term retention and deeper language comprehension.

Themes Emerging from the Second Sub-Question

The second research question focused on how the curriculum supports diverse learners and facilitates language acquisition across stages. Thematic analysis identified the following:

Activity-Based Learning

All participants described the use of interactive, hands-on activities to actively involve students and prepare them for academic challenges. As one developer shared: "We design tasks that prepare students for the academic challenges they will face at university." This promotes motivation and engagement through tangible, student-centered learning.

Experiential and Real-World Learning

The curriculum integrates experiential learning grounded in real-life contexts and problem-solving. One contributor remarked: "We need to expose students to real-life experiments to build their problem-solving and critical thinking skills." This emphasizes preparing students for authentic language use.

Game-Based Learning

For younger learners, games are integrated to enhance motivation and enjoyment. One participant noted: "Games help students stay motivated and engaged. They learn without feeling like they're in a traditional classroom, especially in the lower grades." This supports affective engagement in early education.

Integrated Language Skills and Spiral Progression

Participants stressed cohesive integration of listening, speaking, reading, and writing skills, reinforced progressively. One developer explained: "We intentionally integrate reading,

writing, speaking, and listening so that each skill supports the others.” This holistic approach ensures balanced skill development.

These findings highlight the curriculum's comprehensive design, which incorporates a variety of organizational constructions, including activity-based, experimental, and integrated approaches. These strategies aim to support diverse learners and promote language development across different stages, with a particular focus on preparing students for the academic demands of university education. As one participant emphasized, the curriculum is specifically designed to equip students with the skills necessary for higher education, particularly in fields like medicine, law, and other academic disciplines. In these university settings, students must study in English and require strong language skills in reading, writing, and communication. The curriculum is carefully structured to meet these needs, ensuring students are well-prepared to engage with their academic studies in English.

Results Concerning the Third Sub-Question

This sub-question examined instructional strategies and theoretical models influencing the balance and development of language skills. The analysis identified key themes:

Communicative Competence Approach

All participants emphasized fostering communicative competence through real-life language use. One participant said: "Real-life context is crucial for students, as it helps them apply language in practical situations, which enhances their learning experience." Another stated: "The communicative competence approach, along with the discovery approach and the student-centered approach, are crucial in curriculum design to ensure students develop practical language skills."

Task-Based Language Teaching (TBLT)

Task-based learning is central, providing opportunities to engage with authentic language tasks. One developer noted: "Task-based activities allow students to use language in ways that mirror academic and professional demands." This approach promotes problem-solving and collaboration.

Integrated Skills Approach

This theme was highlighted by all interviewees, it focuses on blending the four language skills—listening, speaking, reading, grammar, vocabulary and writing—into cohesive lessons. One stressed the importance of this approach, stating, "The integration of skills ensures that students can use their language abilities in a more natural, fluid way. It's not just about isolated skills, but about how they come together to enhance communication."

Student-Centered Learning

The curriculum fosters learner autonomy and personalized learning according to seemingly most the interviewee. One interviewee noted "the curriculum places emphasis on learner autonomy and personalized learning paths, empowering students to take responsibility for their learning." This focus on student engagement and active participation ensures that learners are not passive recipients of knowledge but are actively involved in their language development.

Scaffolding and Instructional Support

Lastly, Scaffolding's and Support's codes were identified by all of the study participants as essential in providing learners with the necessary structure and guidance. As one noted, "Scaffolding allows students to build on what they already know, gradually increasing the complexity of tasks as their skills improve." This technique ensures that students are supported

throughout their language learning journey, allowing them to progress at their own pace with the guidance of their instructors. Overall, these findings demonstrate that the curriculum is grounded in instructional strategies and theoretical models that prioritize real-world application, active student participation, and the development of all language skills in an integrated manner. These strategies ensure that learners are equipped with the tools they need to succeed in both academic and professional contexts.

Results Concerning the Fourth Sub-Question

This sub-question addressed how the curriculum ensures progressive learning, retention, and reinforcement:

Spiral Curriculum Design

All interviewees confirmed the spiral structure revisits language concepts repeatedly at increasing complexity levels. One remarked: "Students need to encounter concepts multiple times across levels to truly acquire them."

Cumulative Learning and Concept Recycling

This was mentioned by all the interviewees. This design ensures that language concepts are revisited at increasingly complex levels, enabling students to reinforce and build upon previously learned material. One emphasized, "The spiral structure ensures that students are not only exposed to new content but are continually revisiting earlier concepts, which helps to solidify their understanding and retention over time in order for the concept to be acquired by the students, they need to learn it seven times through different levels, which is what we have incorporated into the curriculum."

Feedback and Formative Assessment

This identified by all interviewees. The curriculum places a strong emphasis on continuous feedback and formative assessment to monitor learners' progress. By providing regular feedback, teachers can identify areas where students may need

further reinforcement or clarification. One noted, "Regular assessments and feedback not only help track progress but also guide students on what they need to work on. It ensures they are on the right path in their language development."

Integration of Review and Reinforcement Activities

This were highlighted by the majority of the interviewees as a key element in the curriculum's design. It involves incorporating regular review sessions and interactive activities that allow students to revisit language skills in dynamic ways. One pointed out, "Review activities that integrate interactive and recall exercises are essential for retention. They help students solidify their understanding of language structures and vocabulary."

Ongoing Progression and Skill Building

Language skills are developed incrementally, with the curriculum progressing from foundational concepts to more complex language structures. This approach ensures that students build their skills step by step, which helps maintain engagement while ensuring language acquisition remains aligned with their developmental stage. One explained, "We carefully design each level of the curriculum to ensure that students are continually building on their skills, with each stage setting the foundation for the next."

Overall, the curriculum's focus on a spiral structure, cumulative learning, regular assessment, and review activities creates an environment conducive to long-term retention and gradual, progressive skill development. These strategies align with best practices in language acquisition, ensuring that students not only learn new language skills but also retain and reinforce them as they advance through the curriculum.

Results Concerning the Fifth Sub-Question

The researcher analysed the answers of the fifth question that revealed several key themes reflecting the observed and anticipated impacts of the English for Palestine curriculum and how it might evolve to meet future educational challenges. The themes emerged are:

Activity-Based Learning

This was mentioned by all interviewee and is seen as central to increasing student engagement. The hands-on, interactive nature of these activities not only keeps students motivated but also aids in practical language application, ensuring deeper learning and retention. One of the participants stated, "The curriculum relies entirely on real-world activities and hands-on experiments that make the student the center of the learning process."

Experimental-Based Learning

With codes for this being cited by most of the interviewees, this theme is anticipated to have a lasting impact, particularly in the development of critical thinking and problem-solving skills. By encouraging students to engage in real-world challenges, this approach helps students connect their learning to practical situations, which enhances their ability to use language in context. One asserted that "Such projects not only assess knowledge but also aim to enhance critical thinking and creativity skills. At each stage, students are tasked with working on a project that reflects what they have learned and allows them to apply it in real-life contexts. For instance, in elementary stages, they might be asked to design a simple project linking what they have learned in class to the local community. In more advanced stages, students may create more complex projects addressing global or societal issues, enhancing their ability to think comprehensively and solve problems innovatively."

Game-Based Learning

Similarly, this theme has been noted for its role in engaging students through fun and motivational activities. With general consensus, the integration of educational games into the curriculum is expected to sustain high levels of student engagement while reinforcing language skills in an enjoyable and meaningful way. In this context, one stated, "In designing the English for Palestine curriculum, game-based learning is integrated from grades one to six through engaging activities. However, as students progress, the use of games becomes more dependent on the teacher's creativity and ability to introduce topics and assess students through these games effectively."

In conclusion, the findings suggest that the English for Palestine curriculum is designed with key organizational constructions that not only address the needs of diverse learners but also anticipate future educational challenges. These elements are essential for the curriculum's adaptability and long-term relevance.

Discussion on the Results of the Study

The purpose of this research was to evaluate the organizational constructions of the English for Palestine curriculum from the perspectives of curriculum developers. The findings from this study offer valuable insights into how the curriculum aligns with various educational and organizational frameworks, as well as the extent to which it supports diverse learners, promotes language development, and fosters progressive learning. This section discusses the results related to the main research question: "To which organizational constructions does the English for Palestine Curriculum align?" The findings indicate a strong alignment with several core organizational constructs. These themes reflect both the

curriculum developers' perspectives and the broader educational goals driving the design of the curriculum.

Educational Goals and Guiding Principles

The first subquestion aimed to identify the primary educational goals and guiding principles underpinning the organizational structure of the curriculum. The findings suggest that the English for Palestine curriculum is primarily informed by a learner-centered approach and emphasizes progressive learning through concept recycling. These goals, identified by all interviewees, underscore the curriculum's commitment to ensuring that students engage actively with the learning material and build upon previously acquired knowledge in a spiraled manner. As noted by two of the interviewee, the curriculum is designed to facilitate student engagement and retention by continuously reinforcing key language concepts across units.

Moreover, the findings highlight a significant emphasis on cultural relevance and local context, reflecting a strong effort to tailor the curriculum to the Palestinian cultural and educational context. This aligns with one's observation that localizing the content is crucial for helping students connect with the material on a deeper level. This approach is complemented by the curriculum's alignment with international standards, specifically the Common European Framework of Reference (CEFR). This alignment ensures that while the curriculum is locally relevant, it also meets global standards for language proficiency.

Addressing the Needs of Diverse Learners

The second subquestion focused on how the curriculum addresses the needs of diverse learners and supports language acquisition at different stages. The results demonstrate that the curriculum incorporates several activity-based, experimental, and game-based learning approaches, ensuring that students at

different learning stages engage with language in varied and meaningful ways. As one pointed out, the curriculum is designed to prepare students for academic challenges, particularly at the university level. This is achieved through interactive tasks that simulate real-world scenarios, thus promoting critical thinking and problem-solving skills.

Furthermore, the spiral organization of the curriculum, which emphasizes the reinforcement of language skills over time, was identified as a crucial element in supporting diverse learners. As all interviewees noted, this structure allows for the continual development and reinforcement of skills, ensuring that learners of varying abilities can progress at their own pace.

Instructional Strategies and Theoretical Models

In response to the third research question, the analysis revealed that the curriculum developers prioritize (CLT), Task-Based Language Teaching (TBLT), and the Integrated Skills Approach. These instructional strategies support the curriculum's goal of promoting active language use in real-world contexts. CLT, identified by all interviewees, stresses the importance of authentic communication, while TBLT provides students with opportunities to use language in meaningful tasks that mirror academic and professional requirements. As one emphasized, integrating language skills allows students to develop the fluency necessary for effective communication, which is vital in both academic and professional settings.

Additionally, the student-centered nature of the curriculum ensures that learners are actively involved in their own learning journey, fostering autonomy and personalized learning paths. The emphasis on scaffolding and support, as discussed by three participants, ensures that students receive the necessary guidance to build on their existing knowledge and skills in a gradual, structured manner.

Progressive Learning and Skill Reinforcement

The fourth research question focused on the curriculum's strategies for promoting progressive learning and the reinforcement of previously acquired skills. The findings strongly suggest that the spiral curriculum design is central to this process, ensuring that language concepts are revisited at increasingly complex levels. This design, mentioned by all interviewees, helps reinforce and retain language skills over time, allowing students to build upon earlier knowledge. One interviewee emphasized that this approach ensures students are not only exposed to new content but also continuously revisit and strengthen their understanding.

Moreover, cumulative learning and concept recycling further support skill retention by regularly revisiting content in different contexts. This approach helps students internalize language skills and retain them for future use. In addition, regular feedback and assessment, as identified by all interviewees, play a crucial role in monitoring students' progress and identifying areas that need further reinforcement.

The integration of review and reinforcement activities is another important feature of the curriculum, ensuring that students have opportunities to revisit and apply language concepts in varied ways. One noted that review activities help students consolidate their understanding and increase retention of language skills.

Reflection on Curriculum Impact and Development

The findings related to the fifth research question emphasize the long-term adaptability and future-readiness of the English for Palestine curriculum. The identified themes collectively ensure that the curriculum is not only suited for current educational needs but also poised to address future challenges. These approaches actively promote student

engagement, critical thinking, and real-world application—skills that are increasingly valued in today’s educational and professional environments. By emphasizing practical language use in diverse contexts, the curriculum enhances transferable skills such as problem-solving, collaboration, and creativity, which are essential for students’ future success.

The findings also underscore the importance of curricular flexibility in responding to the dynamic nature of the global educational landscape. They contribute to a deeper understanding of how the curriculum not only meets the immediate needs of diverse learners but also anticipates and prepares students for the complexities of future educational and societal demands. The integration of progressive learning strategies helps ensure the sustainability of the curriculum, making it a crucial tool in shaping competent and adaptable future learners.

Conclusion

This evaluative research focused on assessing the organizational constructions of the English for Palestine curriculum from the perspectives of curriculum developers. The findings highlight several dominant organizational constructions that form the foundation of the curriculum. These constructions align with modern educational theories that aim to address the diverse needs of students, enhance their engagement, and prepare them for future academic and real-world challenges. The table below represents the percentages of the constructions summarised from the previously mentioned analysed data. Finally, the *English for Palestine* curriculum is well-structured and effectively aligned with key educational principles that promote active, student-centered learning. By incorporating these organizational constructions, the curriculum not only addresses the immediate needs of students but also prepares

them for the challenges of a rapidly evolving educational landscape. The research highlights the importance of maintaining a balance between traditional pedagogical methods and innovative strategies, ensuring that the curriculum remains relevant and effective in fostering language acquisition and overall student development.

Recommendations

- **Enhance Inclusivity in Instructional Approaches:** While the curriculum addresses diverse learners, incorporating more differentiated instructional strategies would better cater to varied learning styles and abilities. This could include additional support for students with special needs and varied proficiency levels.
- **Increase Integration of Technology:** The curriculum could benefit from a greater emphasis on digital literacy and the integration of technology in learning activities. This would help align with modern educational trends and prepare students for digital communication skills in real-world contexts.
- **Expand Focus on Critical Thinking and Creativity:** Encourage more activities that promote critical thinking, creativity, and problem-solving within language learning. Task-based learning activities could be expanded to include real-world problem-solving scenarios that foster higher-order thinking skills.
- **Strengthen Teacher Training and Professional Development:** Ongoing professional development programs for teachers should focus on innovative teaching methods, assessment strategies, and how to better implement the curriculum's principles. Regular workshops on formative assessments and adapting to student needs could enhance instructional quality. Additionally, a stronger emphasis on

pedagogy, particularly through detailed guidance in the teacher's book, would assist educators in applying modern, student-centered teaching methods effectively.

- **Update Teacher's Guide to Reflect Modern Pedagogical Practices:** The teacher's book should provide more in-depth pedagogical strategies and contemporary teaching methodologies to help educators align their instruction with modern curriculum trends. It should offer clearer guidance on using project-based learning, collaborative tasks, and formative assessment techniques, helping teachers design more interactive and engaging lessons.
- **Regular Curriculum Review and Feedback Mechanism:** To ensure continuous improvement, establish a robust system for regular curriculum review and feedback from both teachers and students. This would allow for necessary updates based on evolving educational needs, student outcomes, and emerging pedagogical research.

References

- Aburahma, B. (2024). **Evaluating English for Palestine textbooks for basic stages in the light of criteria for language proficiency** (M.A. thesis). Al-Quds University, Jerusalem, Palestine.
- Ahmed Radhi Saeed, W., Muhammad Al-Dasouqi Khalifa, M., & Muhammad Ali Hijazi Khilaf, N. (2023). The reality of applying the vocational competencies methodology in industrial secondary schools in light of Egypt's vision 2030 (a survey study). **Journal of the Faculty of Education (Assiut)**, 39(6.2), 109-155.
- Alfehaid, A. F. T. (2011). **Developing an ESP curriculum for students of health sciences through needs analysis and course evaluation in Saudi Arabia** (Doctoral dissertation). University of Leicester.
- Al-Kasi, A. (2021). Evaluation of Teachers' involvement in English curriculum design and development in the Saudi Public School. **Arab World English Journal**. Retrieved from DOI: <https://dx.doi.org/10.24093/awej/th.277>
- Alnajjar, W. I. A., & Skaik, B. (2016). Investigation of Education Development Strategic Plan (EDSP) in Palestine Using Critical Discourse Analysis. **International Journal of Bilingual & Multilingual Teachers of English**, 4(1), 1–16.
- Al-Qatawneh, F., & Hassan, A. (2018). Evaluating the effectiveness of the English for Palestine curriculum: A teacher's perspective. **Education and Development Review**, 22(3), 104-120.
- Alyan, A., & Alakkad, A. S. (2022). Analyzing Intercultural Communicative Aspects in English for Palestine 12th Grade Textbooks. **International Journal of English Language and Linguistics Research**, 10(4), 76–85.

- Anshori, M., Arif, M., & Alfin, M. (2023). CURRICULUM ORGANIZATION. **Jurnal Pendidikan (Teori dan Praktik)**. <https://doi.org/10.26740/jp.v8n1.p46-57> .
- Cheng, Y. (1994). Effectiveness of Curriculum Change in School: An Organizational Perspective. **International Journal of Educational Management**, **8**, 26-34.
- Elyan, R. M., & Al-Doulat, A. S. (2021). Evaluating the content of Palestinian curricula in light of the Sustainable Development Goals 2030. **Journal of MultiDisciplinary Evaluation**, **17**(41), 1–20.
- Fattash, M. M. (2010). Congruity or disparity: Teachers' assessment of the new Palestinian English language school curriculum. **TESOL Journal**, **2**, 189–206.
- Hussain, A., Dogar, A. H., Azeem, M., & Shakoor, A. (2011). Evaluation of curriculum development process. **International Journal of Humanities and Social Science**, **1**(14), 263-271.
- Jarbou, N., & Moummar, R. (2021). An Analysis of English for Palestine- Textbook of Grade Eight Based on Reflective Thinking Skills. **The Islamic University Journal of Educational and Psychological Studies**, **29**(4), 843–862.
- Johnson, J. D. (2009). Evaluating curriculum effectiveness: A reflective approach. **Journal of Curriculum Studies**, **41**(5), 617-639.
- Kelly, A. V. (2009). **The curriculum: Theory and practice** (6th ed.). Sage Publications.
- Mahmoud, A. A. A. (2008). Analysing "English for Palestine-10" in terms of the characteristics of a good English textbook. **Journal of Al-Quds Open University for Humanities and Social Research**, **13**, 1–38.

- Maulida, R. (2022). Improving curriculum organization in the education system in school. **Indonesian Journal of Education (INJOE)**, 2(2), 77–84.
- Ministry of Education. (2010). **English for Palestine curriculum: Teacher's guide**. Palestinian Ministry of Education.
- Nassar, Fatin & Naser, Inas (2024). Evaluating English Language Curriculum of the Eleventh Grade In the Light of the Pedagogy of the Competency-Based Approach. **Arab Journal of Educational and Psychological Sciences, AIESA**, 8 (40), 762 – 725.
- Njati, I. (2022). Necessity for up-scaling resource mobilization for implementation of competency-based curriculum at basics education cycle. **African Journal of Science, Technology and Social Sciences**, 1(2), 160–168.
- Peters, K., & Halcomb, E. (2015). Interviews in qualitative research. **Nurse researcher**, 4(22), 6-7 .
<https://doi.org/10.7748/nr.22.4.6.s2>.
- Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (2013). **Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses** (2nd ed.). Pearson Education.
- Povey, J. (2015). Feedback mechanisms in curriculum development: Lessons from Palestine. **Curriculum Inquiry**, 45(3), 78-92.
- Smith, M. K., & Tyler, R. W. (2013). Curriculum development: Theory and practice. **Journal of Curriculum Studies**, 29(5), 34-49.
- Tyler, R. W. (1949). **Basic principles of curriculum and instruction**. University of Chicago Press.