

الجامعة
البريطانية في
دبي



The
British University
in Dubai

**Investigating the Messages and Values in the Images of the
UAE Ministry of Education Arabic Language and Moral
Education Textbooks for G 1 to G4: The Interplay among
Intended, Implemented and Hidden Curriculum**

"دراسة الرسائل والقيم الموجودة في صور الكتب المدرسية لمادتي اللغة العربية والتربية
الأخلاقية التابعة لوزارة التربية والتعليم في دولة الإمارات العربية المتحدة من الصف 1 إلى
الصف 4: تفاعل المنهج المقصود والمنهج الدراسي والمنهج الخفي".

by

IKRAME SBAI

**A thesis submitted in fulfilment
of the requirements for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION
at
The British University in Dubai**

May 2020

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**A thesis submitted to the Faculty of Education
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May 2020**

**Thesis Supervisor
Dr Solomon Arulraj David**

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ABSTRACT IN ENGLISH

Curriculum influences students, not only academically, but also personally and morally. While the official curriculum comprises of the written lessons and all the intentional learning activities in the classroom, there is the hidden curriculum, which comprises of the implicit and unwritten social and cultural perspectives and messages that students receive in school. Images in textbooks are part of the official curriculum, but they also carry some implicit messages that, sometimes, can be unintentional, which might result in unintended outcomes. The main purpose of this study is to investigate the embedded values in textbooks' images, as an aspect of hidden curriculum, to see if they are aligned with the intended values of the MoE curriculum. The study is guided by a combined theoretical framework of five theories: Bernstein's code theory, visual literacy theory, Mayer's cognitive learning theory of multimedia, constructivism theory and Kohlberg theory of moral development. The study adopts a mixed design method that consists of two phases. The first phase of the study depends on three main instruments: document analysis of 4 Arabic language and 4 Moral Education textbooks of grades 1 to 4, semi structured interviews with 21 MoE curriculum specialists and designers and task-based interviews with 12 students from grade 1 to grade 4. The second phase of the study consists of a close-ended survey, administered to (n=336) Arabic language and Moral Education teachers from all the UAE education zones.

It was found that there is a high alignment between the intended values of the MoE curriculum and the embedded values in the MoE textbooks' images. Based on Bernstein code theory, the relationship between the hidden curriculum in the visuals and the social structure of the UAE was illuminated. The strong sense of the Emirati identity was reflected in the curriculum as the national citizenship was the most dominant value in the investigated images. However, some implicit messages were found related to the under-representation of females and people of determination in the textbooks' images. It was also revealed that children have a good visual literacy, which makes them more likely to be affected by the unintentional messages in the images. The study concluded that the hidden curriculum should be controlled and used intentionally to avoid negative outcomes. Based on the findings, the study provides a set of recommendations for policy makers, curriculum developers and teachers as well as implications for future research using different research methodologies to explore other aspects of hidden curriculum that can lead to unintended outcomes.

ملخص البحث ABSTRACT IN ARABIC

يؤثر المنهج الدراسي على الطلاب ، ليس فقط من الناحية الأكاديمية ، ولكن أيضًا شخصيًا ومعنويًا. بينما يتكون المنهج الرسمي من الدروس المكتوبة وجميع أنشطة التعلم المتعمدة في الفصل ، إلا أن هناك منهجًا خفيًا يتكون من المنظورات والرسائل الاجتماعية والثقافية الضمنية وغير المكتوبة التي يتلقاها الطلاب في المدرسة. تُعد الصور الموجودة في الكتب المدرسية جزءًا من المنهج الدراسي الرسمي ، ولكنها تحمل أيضًا بعض الرسائل الخفية والضمنية التي قد تكون أحيانًا غير مقصودة ، وبالتالي ينتج عنها نتائج غير مقصودة. لمعالجة مثل هذه المشكلة ، فإن الغرض الرئيسي من هذه الدراسة هو استكشاف القيم المضمنة في صور الكتب المدرسية ، كجانب من جوانب المنهج الخفي ، لمعرفة ما إذا كانت تتماشى مع القيم المقصودة في منهج وزارة التربية والتعليم. تعتمد الدراسة على إطار نظري يتكون من خمس نظريات: نظرية كود ليبيرنشتاين ، نظرية محو الأمية البصرية-التعلم المرئي، نظرية ماير المعرفية للتعلم بالوسائط المتعددة ، النظرية البنائية ونظرية كولبرج للنمو الأخلاقي. تعتمد الدراسة طريقة تصميم متنوع يتكون من مرحلتين. تعتمد المرحلة الأولى من الدراسة على ثلاث أدوات بحثية رئيسية هي: تحليل 4 كتب لمادة اللغة العربية و4 كتب لمادة التربية الأخلاقية التابعة لوزارة التربية والتعليم للصفوف من الأول إلى الرابع ، ومقابلات شبه منظمة مع 21 من اختصاصي ومصصمي المناهج في وزارة التعليم والمقابلات القائمة على المهام مع 12 طالبًا من الصف الأول إلى الصف الرابع. تتكون المرحلة الثانية من الدراسة من استبانة مغلقة تم عملها مع (336) معلم لغة عربية وتربية أخلاقية من جميع مناطق التعليم في الإمارات العربية المتحدة.

كشفت نتائج الدراسة أن هناك موافقة عالية بين القيم المقصودة لمنهج وزارة التربية والقيم المضمنة في صور الكتب المدرسية. بناءً على نظرية كود ليبيرنشتاين، تم تسليط الضوء على العلاقة بين المنهج الخفي في المرئيات والبنية الاجتماعية لدولة الإمارات العربية المتحدة. انعكس الحس القوي للهوية الإماراتية في المنهج الدراسي حيث كانت قيمة المواطنة الأكثر هيمنة في الصور التي تم التحقيق فيها. بالإضافة إلى ذلك، تم العثور على بعض الرسائل الضمنية التي تتعلق بالتمثيل غير العادل للإناث وأصحاب الهمم الذين قل وجودهم في صور الكتب المدرسية. كما تم الكشف عن إمتلاك الأطفال لمعرفة بصرية جيدة مما يجعلهم أكثر عرضة للتأثر بالرسائل غير المقصودة في الصور.

وخلصت الدراسة إلى أنه ينبغي السيطرة على المنهج الخفي واستخدامه بطريقة مقصودة ومدرسة لتجنب النتائج السلبية. بناءً على النتائج ، يقدم البحث مجموعة من التوصيات لصانعي السياسات ومطوري المناهج والمدرسين ، بالإضافة إلى تقديم اقتراحات لبحوث مستقبلية باستخدام منهجيات بحثية مختلفة لاستكشاف جوانب أخرى من المنهج الخفي والتي يمكن أن تؤدي إلى نتائج غير مقصودة.

DEDICATION

To my mother

Who fought cancer during this journey but always supported me and took care of me

To my father

Who taught me to always believe in myself and follow my dreams

To my husband

Who filled my life with love

To my siblings

Who have always been so supportive and caring

To my kids

Who are the sunshine of my life

Above all, I owe all my success to Almighty God for enlightening my life and giving me patience and strength to complete this research.

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My parents, ‘Moulay Abdallah Sbai’ and ‘Amal Bashi’, in addition to your genetic material, you have provided me with the love and support that I needed. My mother thank you for your support, not only during my educational journey but also during my whole life. My brother ‘Moulay Mehdi’ and my sister ‘Fadwa’. I cannot wish for better siblings. You always fill my life with joy and happiness. My kids, Meera and Zayed, who came during this journey. You are the sunshine of my life. Thank you for being part of my life. I spent long hours away from you working on this doctorate, now I promise that I will make it up for you. My husband Dr. Khalid Alzahed, you are my motivation. Thank you for pushing me to do my best and achieve my dream.

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ABBREVIATIONS:

ADEC	Abu Dhabi Education Council
ADEK	Abu Dhabi Department of Education and Knowledge
ASP	Advanced Science Program
BUID	British University in Dubai
CIA	Critical Image Analysis
CRPD	Convention on the Rights of Persons with Disabilities
CVM	Conceptualisation of Visual Models
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
EVM	Externalisation of Visual Models
GCC	Gulf Corporation Council
GEMR	Global Education Monitoring Report
G1	Grade 1
G2	Grade 2
G3	Grade 3
G4	Grade 4
IB	International Baccalaureate
ICT	Information and Communication Technology
ID	Instructional Discourse
IVM	Internalisation of Visual Models
KHDA	Knowledge and Human Development Authority
MBRSLP	Mohammed Bin Rashid Smart Learning Programme
MoE	Ministry of Education
NAEA	The National Art Education Association
NAEYC	National Association for the Education of Young Children
PBUH	Peace Be Upon Him
PE	Physical Education
RD	Regulative Discourse
SCF	The Student Competence Framework
SDG	Sustainable Development Goal
SPSS	Statistical Package for the Social Sciences
UAE	United Arab Emirates
UNESCO	United Nations Educational, Scientific and Cultural Organisation

CHAPTER 1: INTRODUCTION

1.1. Overview of the Chapter

The first chapter of this thesis starts with a brief background of the current research, in which a discussion about the importance of education and the executed efforts and initiatives to achieve a quality education for all citizens and residents takes place. The researcher terminated the background section by presenting the researcher's personal motive for conducting the study. This was followed by the contextual analysis of the study, which gives a holistic view of the context where the study is taking place and discusses the UAE educational system and its goals. In addition, statement of the problem, study purpose, research questions, significance and rationale of the study and finally, the structure of the study, which outlines the research, are presented in this chapter.

1.2. Background to the Research

Education is essential to the development of nations. It is one of the most valuable investments that any nation seeks to make in its citizens. Many efforts, reforms and education policies took place worldwide to provide good education to students around the world (Verger et al., 2018). As many other countries, the United Arab Emirates (UAE) has always placed education as one of the top national priorities and continues to this date (Education2030, 2016a; Government.ae, 2018a; Vision2021, 2018). Believing that education is one of the most proven foundations for sustainable development, The UAE did not save any efforts to provide a “quality education” which is the

Sustainable Development Goal (SDG) number 4 in the 2030 Agenda for Sustainable Development (Education2030, 2016a). SDG goal 4 aims to achieve equitable and inclusive quality education and endorse lifelong learning opportunities for all by the year of 2030. To fulfil this goal and to establish a first-rate education system, the UAE had put education at the heart of the 2030 Agenda and implemented high quality education standards by undertaking new initiatives, programs and policies.

In 2017, the UAE federal government spending on education reached AED 6.574 billion which is 13.5% of the total spending (Mediain, 2018) to reach 17% for the year 2019-2021 with a budget of AED 10.25 billion (The National, 2018). The UAE also offers free education for its citizens who can access public schools all the way until higher education for free. More than 16 different curricula, in private schools, are offered to serve all the different nationalities living in the UAE, while all the UAE public schools adopt the Ministry of Education (MoE) curriculum. Huge strides are also made in higher education. The UAE has established a range of highly accredited universities and special facilities for continuing education and adopted the best practices for smart education. In addition, the country has succeeded in ensuring high literacy rates. Today, the illiteracy rate, for both genders in the UAE, is less than 1%. Not forgetting the country's efforts for inclusion; The UAE is highly committed to inclusion and strongly supports education and learning services for People of Determination (previously called, in the UAE, as people with special needs). For that reason, The UAE government was one of the 166 States that have ratified the United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol (UAESDGs.ae, 2018).

Researcher's motivation to conduct the current study:

As the researcher is aware that the UAE puts a big focus on the building of moral values and cultivation of ethical responsible citizens, she could not stop thinking about a comment that her six years old daughter made about an image in the grade one Arabic language textbook. The researcher's daughter, who is always attracted to images and curious to interpret them and relate them to her real life, showed her mother (the researcher) a homework page that has an image of a male policeman, a male doctor, a boy swimming and a woman cooking (Appendix 9) saying: "Mom look! The doctor is my father, the policeman is my brother, the boy swimming is me and here you are cooking". Looking at those images made the researcher wonder why the woman was given a traditional role and if that was an intentional message. The researcher immediately thought of hidden curriculum and how it might be used in textbooks' images. Accordingly, the researcher decided to investigate the values and messages in textbooks' images as an aspect of hidden curriculum and explore if those messages and values are aligned with the intended values.

1.3. Contextual Background

The United Arab Emirates background:

The United Arab Emirates is located in the Middle East/southwest Asia and surrounded by other Arab countries (Oman, Kuwait, Bahrain, Qatar and Saudi Arabia), which form the Gulf Cooperation Council (GCC) that was established in 1981. The UAE is a constitutional federation of seven emirates: Dubai, Sharjah, Abu Dhabi, Ras Al Khaimah, Fujairah, Ajman and Umm Al Quwain. All the seven emirates' Trucial Sheikdoms was under the British protectorate until the 2nd December 1971, when the UAE declared its independence (Fanack, 2017). The UAE, prior to the federation, was depending on agriculture, sea faring and farming and was renowned of pearls

industry. This labelled the UAE as one of the less developed countries. In the 1950s, the oil was discovered in the UAE, and since then, oil exports began in Abu Dhabi in 1962. As a matter of fact, the country's economic system has transformed rapidly. Oil was discovered in Dubai and in Sharjah in 1974, which helped to develop the country into one of the strongest countries in the Arab world. His Highness Sheikh Zayed Bin Sultan Al Nahyan was appointed as the UAE President since the formation of the federation and ruled Abu Dhabi for more than 30 years. Sheikh Zayed Bin Sultan Al Nahyan was the “Founding Father” of the UAE. Moreover, although each emirate of the seven emirates has its own ruler, they all follow a federal system of governance.

Since the accession in 2006 of His Highness Sheikh Mohammed bin Rashid Al Maktoum, the Vice President and Prime Minister of the United Arab Emirates (UAE) and ruler of the Emirate of Dubai, many restructurings took place in the government of the UAE. The reforms started with the first UAE Government Strategy in April 2007, which aims to achieve sustainable development throughout the country. To make the UAE one of the best countries in the world by 2021, and inspired by the UAE's founding father's principles, in 2010 His Highness Sheikh Mohammed bin Rashid Al Maktoum launched the UAE vision of 2021. The 2021 vision concentrates on the key sectors that are the focus of government action for the future. There are four main pillars for the 2021 UAE vision that are encompassed in the theme ‘Our responsibility towards our country’: 1- *A strong union bonded by a common destiny*, 2- *A competitive economy driven by knowledgeable and innovative Emiratis*, 3- *A nurturing and sustainable environment for quality living* and 4- *An ambitious and confident nation grounded in its heritage*. The UAE vision of 2021 has six objectives: "cohesive society and preserved identity, safe public and fair judiciary, first-rate education system, competitive knowledge economy, world-class healthcare, sustainable environment and infrastructure" (Ministry of Cabinet Affairs & The Future, 2019).

The ‘United in Knowledge: A competitive economy driven by knowledgeable and innovative Emiratis’ pillar of the UAE 2021 vision is the pillar that relates, in a direct way, to this study’s purpose which is providing a quality education through investigating the alignment between the hidden curriculum values and the intended curriculum values. This pillar postulates that skilled Emiratis and world-class talent will power a flexible and differentiated knowledge-based economy to guarantee the sustainable UAE prosperity. The UAE government is working on maximising the UAE national participation in the country’s development through preparing them to be proactive leaders both on the local and global levels. These initiatives encourage the high enrolment in higher education, as it is the place to get equipped with the necessary skills to be part of the national development. This will also encourage universities to improve and get ready for the building of a world-class education.

The UAE Vision 2021 does not only aim to empower the country, but also the Emirati citizens. The vision reinforces the balanced development, the confidence and responsibility spirits, the national identity and the sense of security. It also supports the maintaining of a sustainable environment, the development of a high quality health and education system, the building of a flexible knowledge-based economy and the building of a coherent society that consists of stable families that are attached to their Arabic and Islamic values.

UAE educational system:

The UAE education system comprises of a four-tier system: kindergarten, primary school, preparatory stage and secondary school (Export.gov, 2018). Basic education is compulsory for all children aged 6 to 12 years old. There are public and private schools in the UAE. Government schools are free for all Emirati students and follow an Arabic curriculum. On the other hand, there

are more than 16 different curricula in the private schools such as British, American, Indian, French, Canadian, Philippines, International Baccalaureate (IB) and other curricula.

The Ministry of Education (MOE) is the responsible body of the general education system in Dubai and Northern Emirates. MoE supervises all government schools in Dubai and Northern Emirates as well as all the private schools in the Northern Emirates. Dubai and Abu Dhabi private schools are not supervised by MoE. Higher education had a separated Ministry of Higher Education; however, since 2016, there was a restructure that put higher education under the supervision of MoE (Government.ae, 2019a). On the other hand, the Abu Dhabi Department of Education and Knowledge (ADEK), previously called Abu Dhabi Education Council (ADEC), oversees the administration and management of all Abu Dhabi's public schools. The local authority of ADEK controls private and public K-12 schools in the Emirate of Abu Dhabi. ADEK was established in 2005 by His Highness Sheikh Khalifa Bin Zayed Al-Nahyan, the current President of the United Arab Emirates, the ruler of Abu Dhabi, the Supreme Commander of the Union Defence Force. ADEK is the responsible body for guiding, embracing, managing and executing several educational initiatives and development strategies in Abu Dhabi.

MoE and ADEK coordinate together to plan education strategies within the UAE's general education policy framework (Government.ae, 2019a). In Dubai, The Knowledge and Human Development Authority (KHDA) was established in 2006 to manage, oversee and inspect private education in Dubai to guarantee an appropriate quality of education. KHDA oversees K-12 private schools, higher education, investors and government partners. ADEK and MoE announced a plan to standardise the UAE's education systems through adopting what is called the 'Emirati School Model' in 2017 across all government schools and private schools that follow the MoE curriculum in the UAE (Gulf News, 2019). The main goal of the Emirati School Model is to homogenise all

the UAE schools' performance and operate under a standardised framework, which is the end-product of the best international practices. The initiative aims to achieve pedagogical excellence through the focus on the national curriculum and on providing a conducive pedagogical environment for the students to be able to become contributors to the UAE Vision 2021.

The 2030 Global Education Vision and goals of the UAE education system:

The UAE recognised education as a main driver of development and prosperity; and through education, the UAE is aiming to cultivate well-educated citizens who are equipped with the necessary skills to be future leaders. Since the establishment of the UAE, education was important. His Highness Sheikh Zayed Bin Sultan Al Nahyan, founder of the UAE, said: "The greatest use that can be made of wealth is to invest it in creating generations of educated and trained people. The real asset of any advanced nation is its people, especially the educated ones, and the prosperity and success of the people are measured by the standard of their education" (Kumar, 2018).

The UAE ensured to align its educational goals with the fourth goal of the global education vision 2030, which was presented by the United Nation Educational, Scientific and Cultural Organisation (UNESCO) in the Education 2030 Incheon Declaration and Framework for Action (Education2030, 2016a). In the agenda 2030, education is highlighted as a separate goal, which is critical for the success of the other 16 Sustainable Development Goals. SDG 4 is devoted only for education and encompasses 10 targets that focus on the life-long learning skills, and addresses different aspects of education (Education2030, 2016b). His Excellency Hussain bin Ibrahim Al Hammadi, Minister of Education stated: "Education is a national priority for the leadership in the UAE, and has evolved through many stages over the last several years. Today, through the Higher Education Strategy 2030, we introduce a new model of education that empowers our students with the knowledge to face the future," (Khaleej Times, 2017). Four main pillars are set by the

government to achieve the 2030 strategy: efficiency, harmonisation, innovation and quality. Educational leaders aim to develop an innovative education system to improve the learners' skills through continuous adaptation of the system in order to improve the curriculum quality and increase its global competitiveness.

Offering the best education in the world is one of the UAE Centennial 2071 top priorities. The UAE seeks to empower the future generations through education. Shaikh Mohammad Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, declared: "We want the best government, the best education, the happiest society and the best economy in the world. We aspire to build a global economic powerhouse." (Gulf News, 2017). His Highness added that lot of resources are dedicated to improve education and more investments will be dedicated in the future to enable the future generations with all necessary tools to serve their nation.

Reforms in UAE education:

To accomplish the UAE educational vision of developing a first-rate education system that offers a world-class education, reforms targeted all aspects of the educational system. These educational reforms have seen many trial and error endeavors in order to find the right tools and strategies to transform and develop the education system. For instance, efforts to standardise the curriculum across the country were made. There was an initial unification of the MoE curriculum, which is adopted by government schools in Dubai and Northern Emirates with the ADEK curriculum, which is adopted by government schools in Abu Dhabi and other Southern Emirates (MoE, 2017a). 2017 was a remarkable year for educational reforms and development. New strategies were introduced to the UAE educational system, new policies and regulations as well as new courses were introduced which focus more on the 21st century skills and wellbeing of the students. A physical and health education programme was introduced to equip students with the necessary

values and to build positive attitudes about health and personal well-being (MoE, 2017b). In addition to all these reforms that targeted the curriculum, a Moral Education programme was introduced, for the academic year of 2017/2018, to work in alignment with the curriculum objectives. Before, the Moral Education was incorporated in the Islamic studies curriculum. The new Moral Education programme goals are: creating global citizens who are equipped with universal values and principles and open to other cultures, preparing productive and responsible members in their societies and communities, and preparing individuals who can manage ethical decision making (Moral Education, 2019; Shireena, 2017).

The academic year 2018-2019 witnessed major changes in public schools. The MoE amended the previous stages and cycles system which was as follows: Cycle 1 (Grade 1 to Grade 5); Cycle 2 (Grade 6 to Grade 9); Cycle 3 (Grade 10 to Grade 12). The academic year 2018-2019 the cycles consist of four grades (primary or elementary level/Cycle1: Grade 1 to Grade 4; Intermediate level/Cycle 2: Grade 5 to Grade 8; Secondary level/Cycle 3: Grade 9 to Grade 12) (Government.ae, 2018c). Previously, students had to choose between the literary or scientific stream. However, today students can choose from four streams: 1- the general stream; 2- the professional stream; 3- the advanced stream; 4- the elite stream (Advanced Science Program-ASP). All students start in the general stream (Grade 1), then after completing Grade 8, students can select the professional stream, which is based on a practical curriculum for education, to continue Grade 9 to 12 to get a high school degree that is equal to technical high school certificate. After completing Grade 9 students are given the choice to continue in the general stream or go to the advanced stream, where they receive more profound instruction in mathematics and sciences, depending on their performance. In both streams students will have to complete the last remaining four grades (9,10,11 and 12). The academically outstanding students can join the elite stream from Grade 6

until they finish high school. This track focuses more on mathematics and science to develop the students' analytical skills, problem-solving and reasoning.

1.4. Statement of the Problem

Curriculum is essential for every educational system to achieve its goals. It is, usually, labelled as conscious, explicit and planned (Kelly, 2009; Smith, 1996). Curriculum is not based only on academic goals but also on societal aspirations. It has clear and pre-set objectives and often transmits values that are reflective of the country's cultural philosophy and political trends (Dubin & Olshtain, 1986). Society is what determines the worthwhile skills and desired values and attitudes that must be embedded in the official curriculum. However, curriculum can take another informal and implicit form. This type of curriculum is referred to as 'hidden curriculum'. The latter can exist in the school structure (Andarvazh et al., 2018; Kurniawan, 2018; Martin, 1976; Willis, 1977), social relationships (Andarvazh et al., 2018; Giroux, 1983a; Giroux, 1978) as well as textbooks and other manuals (Chiponda & Wassermann, 2015; Durkheim, 1961; Setyono & Widodo, 2019). In other words, hidden curriculum can exist in both the formal and informal setting of the classroom.

The classroom experience carries both intentional and unintentional messages in which students get exposed to explicit and implicit messages. The explicit messages are part of the official curriculum as the learning experience is planned and intended. On the other hand, there are other side effects of schooling, which are related to the unintentional and unintended messages transmitted to learners through a variety of channels. Hidden curriculum is one of the schooling side effects as it involves values and messages that can be transmitted to students unconsciously

(Alsubaie, 2015; Kentli, 2009; Kurniawan, 2018; Schulze & Ferreira, 2014). The hidden curriculum can result in positive outcomes through reinforcing the official curriculum. Al Qomoul and Atallah (2017) studied the impact of hidden curriculum on ethical values and found that hidden curriculum plays a significant role in the acquiring of long-term aesthetic and moral values by students. Hidden curriculum even proved to be more effective than the official curriculum in conveying ethical values to learners (Jackson, 1968; Kohlberg, 1975). However, though hidden curriculum often reinforces the formal curriculum lessons, sometimes it can contradict them. Otewa (2016) argued that contradictions and inconsistencies might take place sometimes between the values that students learn, and the national values. Hence, the main drawback of hidden curriculum is that it can result in negative or undesired outcomes, which is due to the fact that it is mostly unintentional and unintended.

Hidden curriculum does not only exist in written or spoken material, but also in visuals. Visual imagery has a strong effect on students' learning and values internalisation (Cheng & Kulish, 2017; Novosel, 2015; Shabiralyani et al., 2015). Images, as opposed to texts, are deciphered almost simultaneously and can be remembered better than words (Macwan, 2015). According to statistics, we learn 83% through seeing (Cuban, 2003). Young learners, especially, are visual learners who get motivated by visuals to learn and construct a meaning since their reading abilities are still weak (Golon, 2003; Mokarrama, 2017). Nevertheless, though visuals are recognised to impact students' learning, many researchers consider images in textbooks as 'decoration' and ignore the connotations they might carry with them (Kress & Van Leeuwen, 2006). For instance, most of the studies on Moral Education and moral development are conducted in relation to the official and formal curriculum (Yuksel, 2005) though the literature has shown that hidden curriculum has a big impact on the students' moral development. The school textbook is "a value-

laden” document (Widodo, 2018); and images are part of this document as they, also, carry meaning and influence students’ learning (Kasmaienezhadford et al., 2015). Thus, in fact, if textbook images are not selected properly, they can transmit values that sometimes might contradict with the main educational goals and objectives of the country and result in negative outcomes (Agha-Okoko et al., 2018).

Because hidden curriculum is explicit and unacknowledged, researchers always ignore hidden curriculum as a curriculum dimension when investigating the alignment among the various levels of curriculum (intended, implemented curriculum and attained curricula). However, though, hidden curriculum is not acknowledged or written, the current study considers hidden curriculum as one of the curriculum dimensions and investigates the alignment among the intended, implemented and hidden curriculum.

1.5. Purpose and Research Questions of the Study

This study seeks to examine the values embedded in the images of the MoE Arabic language and the Moral Education textbooks for grades 1 to 4. The main goal of the study is to investigate the alignment between the MoE curriculum intended values and the embedded values in the textbooks’ images as an aspect of hidden curriculum. To achieve the study’s purpose, the researcher attempts to answer one main question: to what extent is the hidden curriculum of visuals in the MoE textbooks aligned with the MoE intended curriculum? Accordingly, the following 4 sub research questions were designed:

- ❖ **RQ1:** What are the embedded values and messages in the MoE Moral Education and Arabic language textbooks’ images for G 1 to G 4?

- ❖ **RQ2:** To what extent do the values derived from G 1 to G 4 MoE Moral Education and Arabic language textbooks' images reflect the MoE curriculum goals and values?
- ❖ **RQ3:** Do students have visual literacy to be able to interpret the messages and values embedded in images?
- ❖ **RQ4:** What are the perceptions of stakeholders about the embedded values in the textbooks' images?

To answer these four research questions, a two phase mixed design study was adopted. A document analysis of the MoE Moral Education and Arabic (as a first language) subjects students' textbooks for grades 1 to 4 was conducted concurrently with the interviews with the MoE Curriculum Department and the task-based interviews with students. The researcher conducted the interviews using a semi-structured open ended questionnaire with the curriculum specialists and designers at the Curriculum Department in the MoE. After obtaining data from the first phase of the study, a survey questionnaire was developed to target Moral Education and Arabic language subject teachers of grades 1 to 4 who participated through an online close ended survey.

1.6. Significance and Rationale of the Study

Many educators give more importance to written texts over images and other visual materials. However, images in textbooks are as much important as texts, as they also carry meanings and messages that can affect students' values and beliefs. This study is significant because it looks beyond the written texts to unveil the messages and values embedded in the textbooks' images. It is the researcher's confidence that this study will be a prized asset to all educationalists. Most of the previous studies investigated the portrayal of culture in second language textbooks' images.

While this study investigates the Moral Education and Arabic language textbooks which is the native language in the UAE.

Previous studies only looked at one aspect of hidden curriculum in images such as gender biasness or cultural portrayal. This study covers the set of values targeted by the UAE curriculum: national citizenship, global citizenship, Islamic values and universal values (MoE, 2019). Also, many studies have investigated the alignment between the three, or at least two, different curriculum levels (intended curriculum, implemented curriculum, achieved curriculum) (Bouangeune et al., 2008; Kurz et al., 2009; Phaeton & Stears, 2017), while, according to the researcher's best knowledge, there is a lack in empirical research that investigates the alignment between hidden curriculum and the other curriculum levels. Thus, the current study might contribute to the local and international literature as it investigates the hidden curriculum alignment with the intended curriculum.

Due to the lack of literature about hidden curriculum in the UAE and the Arab region, this study will be the first of its kind, and its findings will be of a great significance to policy makers, curriculum developers and educators in the UAE. The study findings will serve to: raise awareness about the importance of images in textbooks, encourage proper planning and analysis before inserting images in textbooks, draw the attention of policy makers to the importance of hidden curriculum in achieving the desired outcomes and stimulate the creation of policies that will make use of hidden curriculum. Also, this study is significant because it will urge educators to consider an imagery pedagogy in addition to the content pedagogy in order to achieve the curriculum goals through the use of explicit and implicit messages.

1.7. Structure of the Study

The thesis comprises of six chapters: the introduction chapter, literature review chapter, research methodology chapter, data analysis chapter, discussion of findings and conclusion chapters.

- **Chapter One - Introduction:** provides a clear overview of the study purpose, research background and study importance. The research background provides an insight on the UAE educational system, educational vision and educational reforms. The study problem statement is clearly described. The study objectives are presented to identify what the current study is aiming to investigate. The research questions, context and study design are introduced in this chapter.
- **Chapter Two - Literature Review:** provides a comprehensive review of relevant literature on visual learning, textbooks, morals and values and all curriculum dimensions (intended curriculum, implemented curriculum, achieved curriculum and hidden curriculum). Different concepts are identified as well as the theoretical and conceptual frameworks that underpin the study.
- **Chapter Three - Methodology:** this chapter describes the research approach and methodology. Since the study is a mix-design study, a pragmatist research approach is used as the researcher's theoretical framework. The research design is described as well as the study setting, data collection methods, sampling and participants. In addition, the study ethical implications are discussed.
- **Chapter Four - Data Analysis:** this chapter presents the findings from the different data collection instruments. The study's qualitative and quantitative results are presented in tables and texts and finally integrated in one table to compare and triangulate the results.

- **Chapter Five - Discussion of Findings:** this chapter discusses how the research questions are answered. A discussion of the study findings in relation to the relevant literature and theoretical foundation is presented.
- **Chapter Six - Conclusion:** this is the final chapter. It reiterates the scope of the study and recapitulates the research key findings as related to the research questions. Also, in this last chapter, implications for policy and practise are discussed, as well as recommendations for future research are presented based on the attained results. The study limitations are also considered.

CHAPTER 2: LITERATURE REVIEW

2.1. Overview of the Chapter

This chapter includes four main sections: the conceptual analysis, theoretical framework, review of related literature and summary. The first section provides the study conceptual framework that represents the researcher's synthesis of the literature. Different definitions are presented of the concept of hidden curriculum and other key terms relevant to the study: intended curriculum, implemented curriculum, achieved curriculum, textbooks, images and values/morals. So as to investigate the research questions introduced in chapter one, an appropriate theoretical framework has been developed to suit the study's main themes: hidden curriculum, visual learning and developing moral values. The theories that guided this study are: visual literacy theory, constructivism theory, cognitive theory of multimedia learning, Bernstein's code theory and Kohlberg theory of moral development. The literature review section is devoted to explore the related former studies about hidden curriculum and visual learning in an attempt to fill the research gap in the field of hidden curriculum. Also, similar previous researches are explored to situate the current study.

2.2. Contextual Analysis

This section offers a comprehensive review of the curriculum in the UAE. The MoE curriculum development history is presented to understand how the curriculum was first established to reach the current status. Also, in this section the curriculum vision, values and goals are discussed in detail. Since the study mainly about values, Moral Education in the UAE is explored to understand

its importance to the Emirati educational system. Three documents were reviewed and synthesised to unveil the importance of moral education and values internalization in the Emirati educational system: 1- The policy and guidelines of private schools learning resources and the MoE Editorial Guidelines for Cultural Adaptation for private schools; 2- The MoE Arabic Language Curriculum Standards and 3- The United Arab Emirates School Inspection Framework.

2.2.1. Curriculum in the UAE

2.2.1.1. MoE Curriculum Development History

To analyse any educational component of any country's educational system, it is critical to understand its past, culture and reforms. This section provides a background about the MoE curriculum history, the various reforms that shaped the MoE curriculum and today's curriculum values and objectives.

The first school in the UAE was opened in 1953 by Kuwaiti nationals in the Emirate of Sharjah. Following this initiative, Bahrain, Qatar, Egypt, Saudi Arabia as well as some other Arab countries got encouraged to fund UAE schools; which resulted in the development of a variation of curricula (Badam, 2018; Ridge, 2014). Immediately after the establishment of the UAE in 1971, the Ministry of Education was founded in 1972 to be the official educational entity that formulates and implements education policies and controls the quality of education (Ridge & Farah, 2009). During that time, the Arabic language was the only instruction language in schools. The MoE introduced a cohesive Emirati curriculum in 1979, which was not applied across the whole UAE till 1985.

The new curriculum was delimited, and teachers did not have much flexibility in what to teach, as the only teaching material they depended on was the official textbook. Thus, the word ‘curriculum’ referred to the school textbooks but not the intended goals that learners had to achieve (Ridge et al., 2017). In the 1990s, a partnership with the UAE universities and MoE led to the introduction of a new English language curriculum. In 1994, model schools were established (Badam, 2018) and all public secondary schools started to use the English language for the instruction of the scientific subjects including computer science, which became mandatory in the same year (UNESCO-IBE, 2011 cited in Ridge et al., 2017). Later on, the UAE schools witnessed more focus on the 21st century skills and smart learning. New initiatives, that encourage the use of technologies for learning, took place in 2012. For instance, the Mohammed Bin Rashid Smart Learning Programme (MBRSLP) was launched to turn all public schools to smart schools (TRA, 2017). New subjects were announced in 2016 such as health sciences, life skills, business management and innovative design. Moreover, because the UAE emphasised on the development of moral values, a new Moral Education programme was introduced in the academic year of 2017/2018.

2.2.1.2. UAE Curriculum Reforms

The UAE's Ministry of Education has a clear strategy for improving the educational system. Many curriculum initiatives were launched, and curriculum revisions were conducted to match the UAE goals and values with the global ones. The UAE government allocated a huge budget for the education sector to develop the education system, improve teacher's quality and revamp the

curriculum (Export.gov, 2018). Curriculum witnessed continuous developments to shift education from the traditional system toward a 21st century skills-based system (Natasha et al. 2017).

The core MOE curriculum, which operates in public schools in Dubai and the Northern Emirates, comprises of subjects such as Arabic language, English language, social studies, science and mathematics, which are designed as per the international standards. The revised curriculum introduced new subjects that focus on business management, career guidance, innovative design, health sciences, and technology. Lessons started to be conducted in both languages Arabic and English to prepare students to be part of a robust innovation and knowledge economy.

2.2.1.3. UAE Curriculum Vision, Values and Goals

There are three acknowledged curriculum levels: intended curriculum, implemented curriculum, and achieved curriculum (van den Akker, 2003). The intended curriculum is represented in the MoE official documents. The UAE education vision is to achieve a first-rate education system. The latter cannot be achieved without a robust and innovative curriculum that is based on defined goals. The MoE has a clear plan for developing an innovative educational system that gives all students the opportunity to be part of a competitive society which is equipped with moral values. Many strategies are used to achieve the UAE educational goals; for instance, there is an emphasis to reflect the principles of sustainable development in the curricula (UAE National Committee on SDGs, 2017). According to the target 4.7, all learners should be equipped with the needed skills and knowledge to support sustainable development, such as culture of peace and non-violence, gender equality, cultural diversity, global citizenship and human rights (Education2030, 2016a).

The MoE curriculum has six main values that are aligned with the target 4.7 of the SDG4-Education 2030 Framework for Action (MoE, 2018):

1. National citizenship and social responsibility: symbolised in the reinforcement of national identity and social responsibilities.
2. Human values, principles and values of Islam: reinforcement of the humanitarian values through dialogue, tolerance, moderation, peace and volunteerism.
3. Commitment and transparency: guaranteeing professionalism and transparency in performance.
4. Participation and accountability: obligation towards community partnership while being accountable for the education process and the students' performance.
5. Equality and justice: giving the right of education and the equality of opportunities to every member of the society.
6. Quality and innovation: exemplified in the groundwork of the future human workforce that plays a role in the achievement of the sustainable development.

2.2.1.4. Moral Education in the UAE

Moral Education, also called character education and value education, refers to all teaching and learning that aims to promote character development of learners. It is not only about the development of social skills and academic talent, but it is mainly about the life's spiritual and religious dimensions and what the student wants to become (Arthur, 2003). In the Arab world, Moral Education is called 'Tarbiyah Akhlaqeyah', which exactly translated to cultivating well-mannered children who are equipped with good manners and morals. Moral Education encompasses different aspects of life: academic aspects, social, emotional and spiritual/religious.

Values and moral development were always considered an important component for the UAE education. For instance, previously, in the UAE Moral Education was taught through the Islamic studies subject. The Islamic studies is a core subject in the UAE public schools as the UAE is so committed to the Arab and Islamic values. Lately, many initiatives were taken to promote the moral development of the students. The Abu Dhabi Student Competence Framework (SCF) is a model that was introduced in 2014. The model outlines all the competences and values that can be used in different situations and life roles to engage with the world. This model was developed in order to align the educational outcomes with the Abu Dhabi's Economic Vision 2030 requirements. The latter aims to develop students and equip them with the best skills and international standards to contribute positively to the UAE economy. This framework was intended to ensure that all students are well equipped with these skills and values regardless of the type of the school or curriculum they are enrolled at.

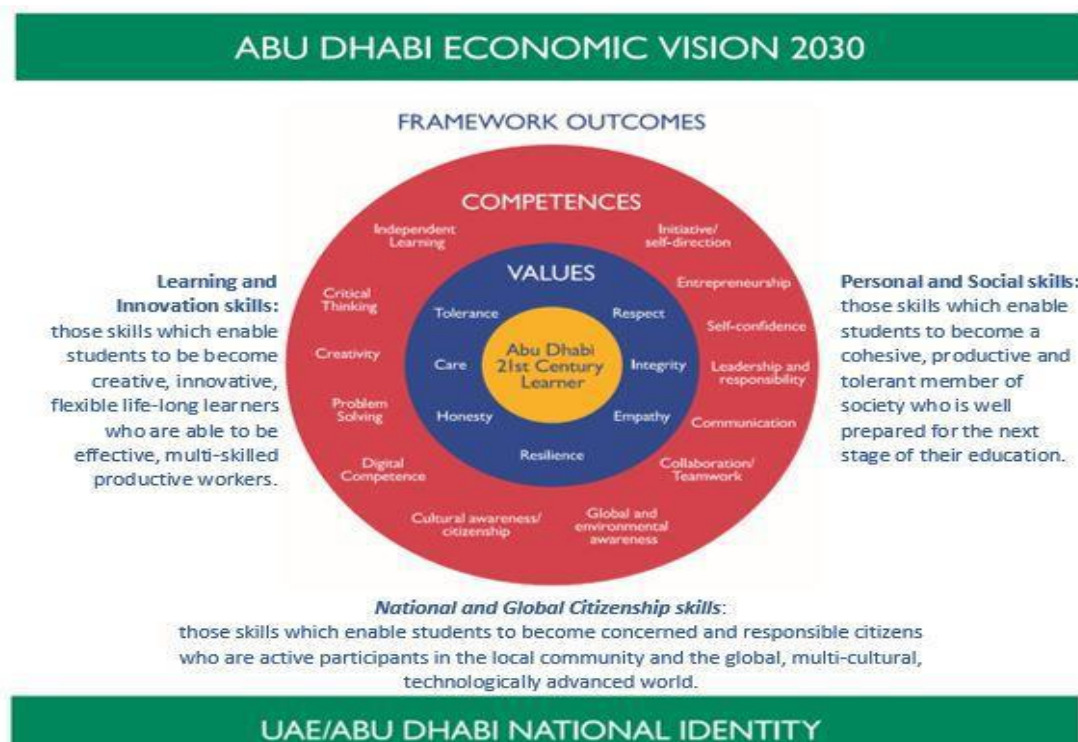


Figure 1:ADEC Student Competency Framework SCF (SCF, n.d.)

Figure 1 presents the Abu Dhabi Student Competence Framework (SCF) model, which aims to promote the moral development in students. The framework lists all the skills that students need to be equipped with in order to develop morally and socially. The framework divides the skills into three categories: 1- personal and social skills, 2- learning and innovation skills and 3- national and global citizenship skills.

In 2017, Moral Education was introduced as a separate subject in the schools. It is a new innovative programme intended to equip all young people living in the UAE from different nationalities and ages with universal values and principles that reflect the shared experiences of humanity (Moral Education, 2017). The programme is planned as progressive units that are taught to students from grade 1 to grade 12. There are four pillars covered by the Moral Education program: character and morality, the individual and the community, civic studies and cultural studies.

Four main goals are intended by the Moral Education program:

1. Build students' character traits that prepare them for the adult life. The skills include critical thinking, work ethics, resilience well-being, digital literacy and financial literacy.
2. Transmit ethical values as well as practical values to students such as dignity, respect, tolerance
3. Equip students with the necessary skills and values that enable them to be active members of the community
4. Make students aware about their own culture and the world cultures

There is no doubt that the Moral Education textbook is full of explicit values that are intended to be transmitted to students. However, the researcher, when analysing the images in the Moral Education textbooks, is retrieving both the explicit as well as the implicit values. The researcher is not reading the accompanying text or the lesson topic or any other texts. The researcher is analysing the images separately to understand what a student would understand from the image without reading.

2.2.2. Moral Development in the UAE Education System

To understand the importance of values internalisation as one of the main goals of the UAE educational system, three documents were reviewed and synthesised: 1- The policy and guidelines of private schools learning resources and the MoE Editorial Guidelines for Cultural Adaptation for private schools; 2- The MoE Arabic Language Curriculum Standards and 3- The United Arab Emirates School Inspection Framework:

- ***Document # 1: The policy and guidelines of private schools learning resources and the Editorial Guidelines for Cultural Adaptation***

Because there are more than 16 different curricula in the UAE, MoE introduced some general guidelines to ensure the provision of high quality materials and references for all students across all the United Arab Emirates' schools. The first main guideline is that all the schools in the UAE should follow the Ministry's curriculums and use the textbooks produced or approved by the MOE in these subjects: Arabic language, Social Studies and Islamic Education. Regarding the other subjects, the private schools are provided with a list of the approved textbooks to be used. The private schools are asked to ensure that the used textbooks' contents are culturally appropriate and

consistent with the UAE values and policies. The MoE stresses on the content appropriateness and cultural review of the textbooks as a responsibility of both the school and the publishing house (MoE, 2017c).

The MoE also has a set of guidelines for private schools as part of the Editorial Guidelines for Cultural Adaptation. Private schools should follow those guidelines that provide the rules for the textbooks' content. The Editorial Guidelines for Cultural Adaptation document sets the rules and the guidelines that should be followed for various topics: clothing (illustrations/photos of Emirati men and women and non-Emirati women and girls), relationships, physical contact, politics, metrification/units of measurement/currency/temperature and sex education. The document also sets all the taboos and the topics that should not be mentioned at all in the textbooks, as they are not appropriate for the UAE culture, values and religion (MoE, 2017d).

- ***Document # 2: The MoE Arabic Language Curriculum Standards***

The Arabic language is considered as one of the essential pillars of the UAE national identity. The UAE leaders have a national agenda for the Arabic language and launched many initiatives to improve the Arabic language learning across the country. The Arabic language has a framework that all MoE schools have to apply, as well as the private schools that adopt the MoE curriculum. The Arabic language framework sets four levels for the learners to achieve (listening, speaking, reading and writing) (General Framework of Curriculum Standards, 2017). This framework is used by teachers in the preparation and implementation of advanced study plans that encompass rich and practical activities.

When analysing the General Framework of Curriculum Standards (2017) of the Arabic language, it is noticed that there is a big focus on ethics and values in the teaching-learning process. For

instance, the word ethics/ethical is mentioned 8 times, the word “value/s” is mentioned around 40 times and the word “image/s” is mentioned more than 158 times. This shows that the MoE Arabic language curriculum is giving a great importance to the internalisation of values in learners. Also, images are mentioned several times as a tool to improve the learning and transmit certain values in all grades. In kindergarten, most of the learning outcomes depend on images. Images are used to develop students’ creativity and also to help them construct meaning. The reader can link single words with related images. Starting from grade 1, images are used for higher thinking level skills. For example, students are asked to predict the content of the text from observing the images. In addition, students are expected to explain the meaning of the images and write few sentences about a topic learnt in class with the help of some images.

- ***Document # 3: The United Arab Emirates School Inspection Framework***

To achieve the UAE education vision of establishing a world-class education system, the UAE applied an exceptional evaluation system to evaluate the schools’ performance and support them to develop and improve all sorts of students’ outcomes through rigorous inspections. As the UAE already integrated many policies, plans and programs among all the emirates, the UAE School Inspection Framework was also unified in 2015 among all emirates as to work all together towards a common goal, which is achieving a superlative education.

The UAE School Inspection Framework was designed after an analysis of the vital aspects of a quality and first-rate education. The framework is also a synthesis of numerous former school inspections improvement models, and the result of hard work. Using this innovative framework, today, almost all the schools in the UAE, that offer education from the early years to high school, are inspected on a regular basis. The school inspections do not only focus on academic attainment

and school progress, but also on other aspects related to values and morals, mainly the curriculum intended values.

The framework comprises six comprehensive standards; each standard encompasses indicators and elements (The United Arab Emirates School Inspection Framework, 2015). When analysing the United Arab Emirates School Inspection Framework, it was noticed that the framework also has a whole standard that inspects aspects related to moral development. Standard 2 of the UAE School Inspection Framework “Students’ personal and social development, and their innovation skills”, which consists of 3 indicators and 11 elements, is directly linked to all the curriculum values investigated in this study: global citizenship, national citizenship, Islamic values and universal values. For instance, below is table 1 that lists the standards/ indicators/elements and illustrates how they are related to the four MoE curriculum values:

<u>Standard 2: Students’ personal and social development, and their innovation skills</u>		
<u>Element 2.1: Personal development</u>		
Indicators	Description of the indicators	MoE curriculum values
2.1.1 Attitudes	Inspectors inspect if students: <ul style="list-style-type: none"> ○ show positive attitudes, ○ demonstrate independence, ○ are resilient and pre-emptive ○ have a solid sense of personal responsibility, ○ are willing and ready to take risks, ○ are able to give and receive critical feedback. 	Universal values

2.1.2 Behaviour	Inspectors inspect if students: <ul style="list-style-type: none"> ○ are self-disciplined, ○ respond and interact in a very positive way with their peers and others, ○ have to ability to solve problems and resolve conflicts. 	Universal values
2.1.3 Relationships	Inspectors inspect if students: <ul style="list-style-type: none"> ○ build good relations with staff, ○ show tolerance and empathy and compassion towards other, ○ initiate conversations and approach others. 	Universal values
2.1.4 Adoption of safe and healthy lifestyles	Inspectors inspect if students: <ul style="list-style-type: none"> ○ are following healthy and safe lifestyle. ○ encourage other peers to practise sports and become healthy. 	Universal values & National citizenship
2.1.5 Attendance and punctuality	Inspectors inspect if students: <ul style="list-style-type: none"> ○ are aware of the importance of being punctual ○ are aware of the relation between the school attendance and their academic achievement, ○ are punctual in arriving at school and the rest of the lessons throughout the whole day. 	Universal values
Element 2.2: Understanding of Islamic values and awareness of Emirati and world cultures		
Indicators	Description of the indicators	MoE curriculum values
2.2.1 Students' appreciation of the role and values of Islam in UAE society	Inspectors inspect if students: <ul style="list-style-type: none"> ○ appreciate and understand Islamic values perfectly, ○ when appropriate, they carefully practise what is learnt from the Islamic values, ○ appreciate the relevance and effect of Islamic values on the UAE everyday life. ○ are able to reflect on the main messages and relate them to their own lives and experiences. 	Islamic Values & National Citizenship
2.2.2 Respect for the heritage and culture of the UAE	Inspectors inspect if students: <ul style="list-style-type: none"> ○ comprehend the UAE heritage and culture and are aware of their relevance and importance to the UAE citizens, ○ can liberally talk about the cultural activities that they were involved in. 	National citizenship

2.2.3 Understanding and appreciation of their own and other world cultures	Inspectors inspect if students: <ul style="list-style-type: none"> ○ celebrate and appreciate their own culture, ○ are aware of the common aspects between the different cultures, ○ demonstrate cultural diversity knowledge and experience, such as, art, music ...etc. 	National citizenship & Global citizenship
Element 2.3: Social responsibility and innovation skills		
Indicators	Description of the indicators	MoE curriculum values
2.3.1 Community involvement, volunteering and social contribution	Inspectors inspect if students: <ul style="list-style-type: none"> ○ participate in volunteering activities and other activities that contribute effectively to the school life and the wider communities, ○ have positive influence on the school and community, ○ demonstrate active citizenship and show care for others, ○ undertake some responsibilities at the school through thoughtful arrangements. 	National citizenship
2.3.2 Work ethic, innovation, enterprise and entrepreneurship	Inspectors inspect if students: <ul style="list-style-type: none"> ○ have good work ethics, ○ can make sound and informed economic decisions, ○ have leadership skills and creative ideas, ○ can learn essential skills for creativity and innovation, ○ have social impact through enterprise activities and well-thought-out projects. 	Universal values & National citizenship
2.3.3 Environmental awareness and action	Inspectors inspect if students: <ul style="list-style-type: none"> ○ are aware of the environmental issues and sustainability. ○ do initiatives and execute projects that improves the school environment, ○ act beyond the school premises and try to understand the worldwide economic decisions that affect the environment sustainability. 	Global citizenship

Table 1: The link between the MoE curriculum values and the UAE School Inspection Framework

Table 1 explains the link between the United Arab Emirates School Inspection Framework and the investigated values in this study. When categorising all the indicators and elements of standard 2

of the evaluation framework into the four investigated values, we found that all the four values are covered and evaluated in the schools. This points to the importance of these values to achieving the UAE vision. This focus on inspecting not only academic achievement, but also moral development is considered amongst the numerous efforts of the UAE towards cultivating moral citizens.

2.3. Conceptual Analysis

Figure 2 is a conceptual model that provides an articulation of the process of conveying values (achieved curriculum), existing in textbooks' images, through the intended curriculum, implemented curriculum or hidden curriculum. It presents the terms pivotal to the current study and the connection among them:

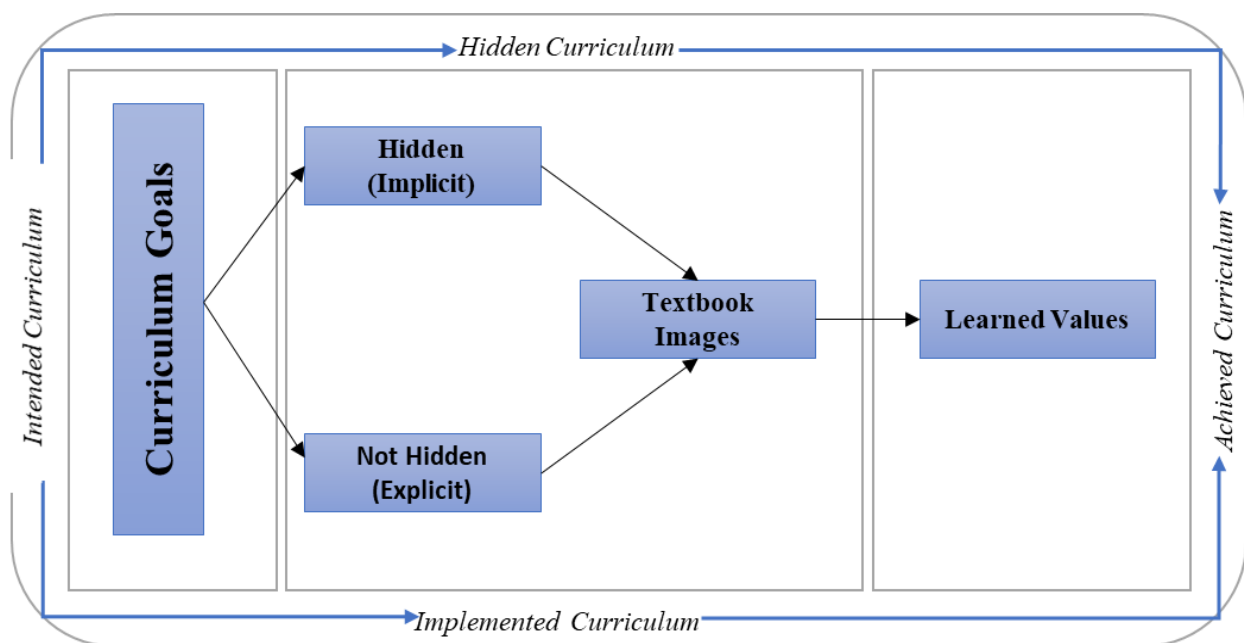


Figure 2: Conceptual Framework

Figure 2 shows the conceptual framework of this study. The curriculum goals refer to the intended curriculum. During the implementation of the curriculum, which is represented by the textbooks' images, some messages might be either explicit or implicit. The implicit messages or values that exist in the images are a form of hidden curriculum. Finally, the learnt values by students from the implicit and explicit messages are the achieved curriculum. Thus, the achieved curriculum can be a result of either implicit or explicit messages and values that are learnt through the implemented curriculum.

2.3.1. Curriculum Dimensions

“Curriculum” has various definitions in educational research. Kerr (1999) defined curriculum as the entire students' learning that is guided by the school. Kerr (1968 cited in Kelly, 2009, p. 12) stated: “curriculum is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school”. Curriculum is described by Marsh and Willis (2003) as all the learning experiences that students experience to acquire knowledge and skills. Skourdoumbis and Shacklock (2012) differentiated between two types of curriculum: the school curriculum and whole curriculum. They defined school curriculum as “a planned, school-based intervention consisting of statements of aims and outcomes focusing upon what knowledge, skills and concepts are considered significant together with statements regarding teaching, learning and assessment” (Skourdoumbis & Shacklock, 2012, p.12); while the whole curriculum “is everything that a school does, intentionally and unintentionally, planned or unplanned, formal and informal, can legitimately be seen as part of its ‘whole curriculum’” (Skourdoumbis & Shacklock, 2012, p.13).

Orlosky and Smith (1978) suggested three curriculum central elements: 1- *frame factors*: it is about the teaching objectives, content units' sequence, and the needed timeframes by students to learn the content units; 2- *teaching process*: is related to the used methods and time spent on the content units and 3- *learning outcomes*: emphasise on the learners' accomplishments and attitudes. Cuban (1992) segregates curriculum into the same three types but with different naming: the intended curriculum, the taught curriculum, and the learnt curriculum. Porter and Smithson (2001) distinguishes four sequential parts of curriculum: intended curriculum, enacted/implemented curriculum, assessed/ achieved curriculum and learnt curriculum. Parallel to Cuban (1992) and Porter and Smithson's (2001) approaches, Billett (2006) differentiates curriculum into three main conceptions: the conception related to the curriculum decision makers (intended curriculum), the conception related to the teacher- students' interaction (enacted curriculum) and the third conception is about the learning experience of the students (experienced curriculum).

2.3.1.1. Intended Curriculum

Intended Curriculum is referred to as “planned curriculum” or “official curriculum (Goodlad et al., 1979; Kurz et al., 2010; Salinas & Castro, 2010). It is the set of goals and objectives that are set at the curricular planning stage (Van den Akker, 2010a). These goals and expectations are set by the curriculum policy makers and developers (the macro-level) and are embodied in syllabi, textbooks, regulations and rules, and even examinations (Robitaille, 1993). According to Schubert (1981), the intended curriculum is the acknowledged explicit curriculum in policy statements that schools are supposed to embrace to achieve the desired outcomes. Porter and Smithson (2001)

labelled the intended curriculum as a policy tool that refers to the set of frameworks, guidelines and standards that outline the expected learning outcomes.

There are two forms of intended curriculum: the ideal intended curriculum and the formal intended curriculum. The first form of intended curriculum is about the curriculum developers' original ideas (van den Akker, 2003; 2010b). It is about the ideological domain in the sense that it reflects on the values and beliefs of the content experts who are outside of the school system. The formal curriculum is the later stage. It is when those curriculum developers' ideas and convictions are written down to produce the teaching resources. Those teaching materials and documents (syllabi) are developed inside the school system and approved by the concerned government agents (Van den Akker, 2010b). However, as Phaeton and Stears argued (2017), there is a big change of curriculum distortion during the process of transformation of the developers' ideals into the official curriculum as the language can easily alter the original meaning. Due to this unintentional distortion, learners may be examined against a curriculum that was never taught or implemented.

2.3.1.2. Implemented Curriculum

The implemented curriculum is enacted at the school level and refers to all teaching and learning activities and experiences that students undertake in the school to achieve the objectives of the intended curriculum (Johansson, 2003). It encompasses of content, time and instructional strategies to direct teachers on how to put the intended curriculum into practice. There are two types of implemented curriculum: the perceived curriculum and the operational curriculum (Thijs & Van den Akker, 2009; Van den Akker, 2003). The perceived curriculum is about the curriculum users interpretations. The latter reflects the teacher's educational philosophy, work schemes and

lesson strategies and plan. The operational curriculum is about the actual instructional process. It takes into account the teachers' expertise in interpreting the curriculum developers' ideas and convictions and putting it into actual practice, at the same time influencing the learners thinking (Kuiper et al., 2013).

2.3.1.3. Achieved Curriculum

The achieved curriculum is also referred to as “attained curriculum”, “assessed curriculum” and “experienced curriculum”. Achieved Curriculum is about the students' acquired knowledge, skills and attitudes as a consequence of the learning that took place (Porter, 2002). The interaction between learners and learning materials as well as the interactions of teachers result in achieved curriculum (Thijs & van den Akker, 2009). Thus, the achieved curriculum is the result of what is achieved at the end of learning and teaching process. It outlines the learner's academic achievements, competences, beliefs and attitudes.

2.3.1.4. Hidden Curriculum

The concept of hidden curriculum can be both institutional and human. It can be communicated through structural and institutional practices as well as through human behaviours. Hidden curriculum was the result of the work of numerous theorists who tried to understand how the unwritten curriculum is experienced by students over several years such as John Dewey (1938), Robert Dreeben (1967), Jackson (1968) and Vallance (1973). Historians claim that John Dewey is the first philosopher who referred to hidden curriculum when he talked about “collateral learning” which takes place in educational setting and impacts students more than the formal

curriculum. However, Phillip Jackson (1968) is recognised of coining the term “hidden curriculum”. He used the word hidden curriculum in his ethnographic study “Life in Classrooms”. The term “Hidden Curriculum” was used by Phillip for the first time to explain the unofficial 3R’s: rules, routines, regulations that construct the life in classrooms. Philip Jackson discovered a gap between what students acquire and what is taught in schools. He called this gap the “unpublicised features of school life” (p. 17).

“Hidden curriculum” has been always used as a separate term from the “official/intended curriculum”. Hidden curriculum refers to the unarticulated, unspoken, implicit and often unintended lessons and values that students learn and experience in the school. These can be from teachers' attitudes and relationships, peer relationships (Giroux, 1983a), the school environment (Andarvazh et al., 2018; Kurniawan, 2018) including but not limited to policies, rules, regulations, curricular activities, textbooks, audio-visual aids, furnishings, and even architecture.

Hidden curriculum is defined differently by different theorists and researchers. For example, Martin (1976) argues that hidden curriculum can exist in the classroom social structure, teachers’ power and relationship between students and teachers. Lynch (1989) claims that schools have some visible aspects such as syllabus, exams and school time as well as hidden aspects such as social activities and reward systems. Margolis (2001) identifies hidden curriculum in relation to the hegemonic functions of the school and classroom life. Cuban (1992) defines hidden curriculum as all the things students learn at the school through the provided materials which are “not in themselves overtly included in the planning, or sometimes even in the consciousness of those responsible for the school arrangements” (p. 10). Giroux (2001) defines hidden curriculum as what students learn not only through instruction, but also throughout the educational life. Giroux (1983b) clarifies: “The hidden curriculum is explored primarily through the social norms and

moral beliefs tacitly transmitted through the socialisation process that structure classroom social relationships.” (p.48). Bloom (1981), also, believes that there are explicit and implicit components of curriculum. For him, the explicit curriculum is about the school objectives and principles while the implicit curriculum is non-defined. He accepts that hidden curriculum is a daily education system that takes place during all sorts of interactions. McLaren (1989 cited in Azimpour, 2015) views hidden curriculum from a political viewpoint. He sees hidden curriculum as associated with authority and power in the sense that it is part of the bureaucratic and managerial pressure that schools put on students who are forced to conform to the dominant ideologies.

As discussed, hidden curriculum exists in the formal and informal setting of schools. Kaggelaris and Koutsiumari (2015) argue that the break time, as a social interaction place, is a significant part of the hidden curriculum. Thus, hidden curriculum sources are divided into two key sources as determined by Al Qomoul and Atallah (2017). The first hidden curriculum source is related to school sources, which include teachers, syllabus, teaching aids, teaching methods, evaluation and assessment and the school social and psychological environment. The second school source is about the social sources, which are represented by the schools’ cultural, economic and social structure.

Though hidden curriculum was given diverse definitions by different researchers and scholars, all the definitions insinuate that hidden curriculum is implicit, unacknowledged and can exist inside and outside the formal classroom settings. However, since this study is investigating hidden curriculum that exists in the school sources, which is the textbooks’ images, the researcher adopts Cuban’s (1992) definition of hidden curriculum. Cuban believes that students learn from the school materials and emphasised on the institutional aspects of hidden curriculum in influencing students in his definitions more than the human aspects that exist in social sources.

Factors Affecting Hidden Curriculum:

1. **The school guidelines and rules:** the school rules, guidelines and principles are very influential and are seen as aspects that affect the schools' hidden curriculum. For example, the discipline problems, punishment and encouragement issues, evaluation and assessment forms and techniques, development methods and all the other school administrative and political matters. In addition to these school rules, also the individual classroom rules and principles influence the personality of the students. Students who undergo negative reinforcement from the school, such as getting punished for weak academic performance, lose self-confidence. While, on the other hand, positive reinforcement and rewarding encourage the students to improve and achieve better (Maleki, 1995 cited in Azimpour & Khalilzade, 2015).
2. **The teacher-student interactions:** students are affected by their teachers' perceptions and beliefs. Students mirror the behaviour and attitudes of their teachers. For instance, if the teacher demonstrates positive attitudes and encourages students to be active learners who share their viewpoints, the students will be more open and willing to share their viewpoints (Maleki, 1995 cited in Azimpour & Khalilzade, 2015).
3. **The interpersonal relationships:** all the established relations in the school have educational outcomes and consequences. One of these relations is the relationship between the students and the educational personnel. The staff's cultural, economic, social and scientific perceptions and attitudes regarding students are very influential. As students' get influenced by their teachers, they also get influences by other school staff they get in contact with (Yousefzadeh, 2014).
4. **The school setting and architecture:** some teaching can be nonverbal. The school physical setting can be more significant than other factors in conveying certain implicit messages

(Yousefzadeh, 2014). The school architecture and the physical setting can be definitely a source of hidden curriculum that transmits cultural, political, economic and social messages to students.

5. **The cognitive aspect of hidden curriculum:** the subject matter's contents and illustrations have hidden and indirect messages, which are, sometimes, contradicting the goals of the formal curriculum, such as sexual discrimination and racism (Margolis, 2000; Redish, 2009). This cognitive side of hidden curriculum is the hidden curriculum factor studied and investigated in this study. Images in textbooks are considered subject matter's illustrations that carry implicit and explicit messages to students.
6. **The link between hidden curriculum and education:** educators most of the time, if not always, pay attention only to the explicit factors that can affect learners while ignoring the implicit factors that can have even a higher impact on the learning. Designers should identify the implicit factors that might affect the hidden curriculum and try to control it during the design process and teachers should do the same and try to control those factors during the implementation process (Maleki, 1995 cited in Azimpour & Khalilzade, 2015).

Hidden Curriculum Characteristics:

As any type of curricula, hidden curriculum has its own unique characteristics that differentiate it from the other forms of curricula:

- Hidden curriculum is not written and not explicitly acknowledged (Çobanoğlu & Demir, 2014).
- Hidden curriculum is usually constructed during the curriculum implementation stage as opposed to the formal curriculum, which is always intended and planned by the responsible party.

- The formal curriculum always leads to positive outcomes as it is directed to achieve the desired outcomes. While the hidden curriculum outcomes might be positive or negative (Çobanoğlu & Demir, 2014).
- Hidden curriculum is changing constantly according to the place, people and time; while the formal curriculum is always stable (Al khateeb, 2004 cited in Al Qomoul & Atallah, 2017).
- Hidden curriculum is with a non-academic concentration on teaching values, ethics and skills as opposed to the official curriculum, which has a set of pre-determined skills and values to be transmitted to learners (Çobanoğlu & Demir, 2014).

2.3.2. Textbook

Textbooks are defined as books that have a specific objective, which is teaching and learning. Venezky (1992) considers that an unlimited number of unique and differentiated textbooks can be produced from a lone set of curriculum rules. Textbooks are the primary teaching aid used by teachers and from which students obtain knowledge (Khine & Liu, 2017). Textbooks give students a sense of security because they are seen as a road map for the learning process (Basturkmen, 2010). Textbooks also save teachers time and effort to look for teaching materials since they embed visuals, readings, activities and even evaluation tools (Basturkmen, 2010). Textbooks provide learners with an extensive choice of new and captivating facts (Thang et al., 2013). They create a fascinating learning experience for students. Teachers perceive that textbooks are the most important teaching material. Textbooks have an impact not only on students' learning but also on the way teachers can teach (Mahmood, 2011). Hence, textbooks are not only important for students but also for teachers.

Without the textbook, all the concepts, skills and requirements of the curriculum are not possible to be delivered (Kasmaienezhadfar et al., 2015). The textbook does not only transmit knowledge and information but also values and shapes students' perceptions about the world. Dweik (2000) argued that textbooks acquaint learner with different cultures of countries. Textbooks have proved to affect learning and teaching (Behnke, 2018). Thus, textbooks should be prepared appropriately both externally and internally, and not only in terms of content but also in terms of the visual design.

The textbooks significant importance can never be exaggerated. Mikk (2000) has found that Mathematics teachers rely more than 90% on the textbooks to perform their teaching. The role of the textbook differs significantly from setting to setting and educator to educator, however Gelfman, et al. (2004) outlined the role of the textbook as follows:

- Teaching and helping students construct new knowledge.
- Stimulating new questions.
- Balancing information accurateness.
- Providing students with original, vigorous and wide-ranging information.
- Providing consistent and reliable systems.

Learning and teaching has evolved. Consequently, textbooks also have changed to suit the new learning developments and needs. Today, there is also e-books in addition to the print textbooks (Briz-Ponce et al., 2017; Heflin et al., 2017). In this study, textbooks refer the students prescribed print textbooks that also have online versions.

2.3.3. Images in Textbooks

Images in textbooks are the studied component of hidden curriculum in this study. Peeck (1993) claims that pictures sometimes are used as decoration and without any educational philosophy foundation or study of the students' psychological needs. However, images are crucial to develop children's conceptions. Peeck argues that images motivate students to read the attached text and create verbal codes that help understanding the textual data. Diamond (2008) says that images awake actions as well as emotions in students. Also, the textbook visual design gives more importance to the textbook. According to him, students visualise then comprehend the text through connecting the images to their real life to create meaning (Hibbing et al., 2003; Korfiatis et al., 2004).

2.3.4. Morals and Values

Morals and values are investigated in this study as part of the achieved curriculum. Values are defined as rudiments that guide individuals' behaviours and shape their lives. For instance, Kernaghan (2003) describes values as "enduring beliefs that influence the choices we make among available means or ends" (p. 711). Rokeach (1973) argues that values are a persistent belief that an explicit code of conduct is preferred and favoured by the society. Schwartz (1992 cited in Iscan & Senemoglu, 2009) claims that value is a cognitive representation that organises individuals' behaviours, social relations needs as well as biological needs. However, Padaki (2000) describes values as individual attitudes towards certain issues as values can be understood differently by different individuals. In this study, the values that are retrieved from the images are linked to the

UAE curriculum values: national citizenship, global citizenship, Islam values and universal values. Since the universal and Islamic values are diverse and numerable. The study focuses only on the values that can be demonstrated and observed in images such as: equality between genders, helping others, openness to other cultures, presentation of different people and ethnicities...etc.

2.3.5. Is Hidden Curriculum Intentionally Hidden and Always Unintended!

Hidden curriculum is the unwritten and unofficial lessons and values transmitted to students. Conversely, the intended curriculum is the official and written lessons that embed specific goals and objectives (Porter, et al., 2009). Hidden curriculum is termed “hidden” because it is commonly unacknowledged by educators and students (Hafferty & Gaufberg, 2013; Martin, 1976). Portelli (1993) doubted that hidden curriculum is merely unintentional. He stated that hidden curriculum can be intentionally hidden from other people. He sought that hidden curriculum might be intentional but only hidden. He argues that hidden curriculum should not be explored just as an isolated concept but also “by whom and from whom” it is hidden. In his paper “The Logic of Hidden Curriculum”, Portelli (1993 cited in Azimpour and Khalilzade, 2015) said: “the term “hidden” in hidden curriculum can have different meanings: 1- something which hides itself and takes an active role in its hiddenness (this thing is termed as “X”); 2- something hidden by another thing. In this case the hider knows the place of X and it is inclined to hide X; 3- X is hidden but it has no previous intention of being hidden, nobody intends to hide it and X might not know it is hidden”.

Azimpour and Khalilzade (2015) argued that the “hiddenness” in the concept of hidden curriculum means that the latter is purposely hidden, or its existence is not known without a certain intention

behind this type of curriculum. Barthes (2018) also believes that hidden curriculum is intentional. He argued that hidden curriculum impacts the identity and the behaviour of the receiver and that the objectives of the hidden curriculum are set previously by an interest group who aims to generate a common culture and a dominant ideology. Also, McLaren (2007) has disputed that the hidden curriculum is a means of keeping students in line with the dominant ideologies. All these arguments confirm the intentionality of hidden curriculum and confirms Bernstein's classification and framing theory about the domination of the values and ideas of the dominant group in the society (Bernstein, 1990).

Another view about the intentionality of the hidden curriculum is that hidden curriculum can be intended if it exists in alignment with the goals and objectives of the intended curriculum. For instance, if all the learning experiences in the implemented curriculum are controlled and intended, the hidden curriculum will be intended but only hidden. Many researchers stressed on the importance of the alignment between the intended, implemented and achieved curriculum in order to achieve the desired outcomes (Anderson, 2002; Seitz, 2017; Squires, 2012). Seitz compared the alignment of the learners' expectations (intended/official curriculum), instructions (implemented/ enacted curriculum) and assessment (achieved/assessed curriculum) to his father's automobile wheels that moves towards the intended direction freely. This stress on the importance of the alignment among the three curricula types denotes that the negative effects of hidden curriculum can be controlled, which makes it possible to achieve the objectives of the intended curriculum. Figure 3 shows the connection, in the schooling system, between the intended, implemented, hidden and achieved curriculum and how the achieved curriculum can be achieved through the intended curriculum, hidden curriculum or both.

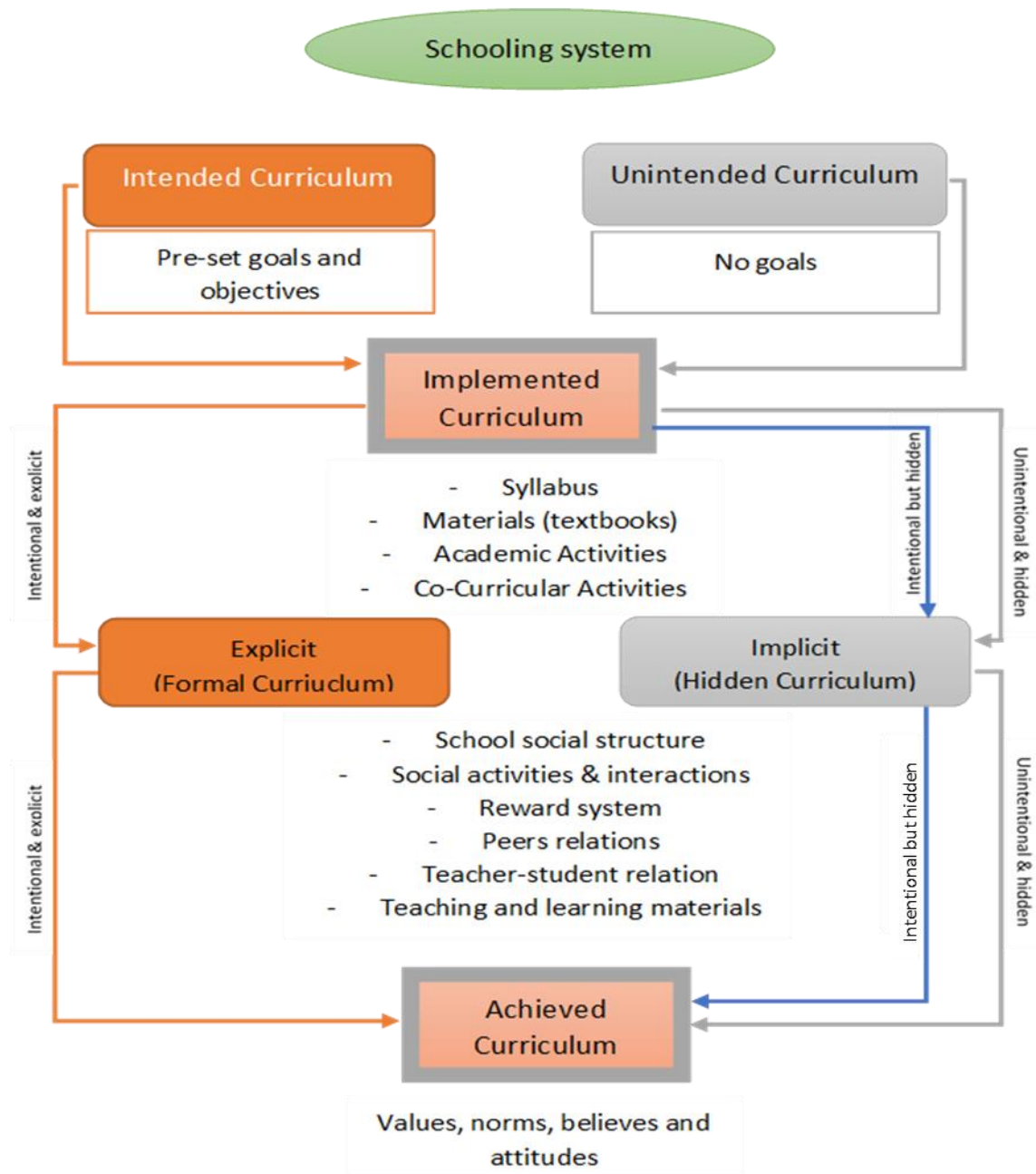


Figure 3: The connection between the curriculum dimensions/levels

Figure 3 illustrates the connection between intended, implemented, hidden and achieved curricula and how hidden curriculum can be either intentional or unintentional. In some cases, hidden curriculum might be intentional and part of the intended goals of the curriculum but only hidden.

However, in other cases, which might result in negative outcomes, hidden curriculum is not intentional and happens during the implementation of the curriculum. This type of hidden curriculum is dangerous in the sense that it might contradict with the intended curriculum goals. Accordingly, the achieved curriculum can be a result of unintentional or intentional goals or both.

To conclude, in this conceptual analysis, all the key terms that are pertinent to the study were defined, based on the literature synthesis and their role and position in the current study was explained and discussed. Since the study is mainly about hidden curriculum, it was important to define and understand the relation between all the other curriculum dimensions (intended curriculum, implemented curriculum, achieved curriculum and hidden curriculum). In addition, textbooks' images are the studied component in this study, thus, discussing their role and importance is essential before moving to discuss the theoretical framework of the study. To end with, values and morals are the investigated components to explore if there is an alignment between the two curriculum dimensions (hidden curriculum and intended curriculum). The retrieved values from the textbooks' images are linked to the UAE curriculum values: national citizenship, global citizenship, Islam values and universal values. For that reason, the term 'value' is another key concept in this study that is repeated throughout the study.

2.4. Theoretical Framework

Five theories form the foundation for this thesis: visual literacy theory (visual learning), constructivism theory, cognitive theory of multimedia learning, Bernstein's code theory and Kohlberg theory of moral development. The theories were selected because they complement each other and serve to comprehend the complex topic of hidden curriculum. Though all these theories

are relevant, the visual literacy theory (visual learning), Bernstein's code theory and Kohlberg theory of moral development guide this study, as they are directly related to the study's purpose and scope which is the investigation of hidden curriculum in images. Because these chosen theories are socio-cultural in nature, they require an interpretive type of methodology. For this reason, the researcher adopted a mixed design study, that consists of three qualitative instruments and one quantitative instrument, which is discussed in detail in the third chapter.

2.4.1. How Visual Learning Happens

We learn visually when we receive information from sight. Similar to texts, visuals are full of worthy information. Sometimes this information transmitted to the viewers can be intentional and explicit and sometimes unintentional or hidden. According to Reber (1967), there are two learning mechanisms: implicit learning and explicit learning. Explicit learning is intentional and conscious (Reber, 1967). Intended curriculum is also based on intentional planning that involves a set of goals and objectives that are meant to be transmitted to learners. In other words, if the curriculum is explicit, the learning also is explicit because students are aware of what they are learning and they are deliberately attempting to master certain skills or learn specific knowledge. While on the other hand, according to Seger (1994), implicit learning happens through acquiring new information incidentally without being aware of what has been learnt. Apple (2004) argues that hidden curriculum is the implicitly conveyed attitudes, values and beliefs to students. Thus, both concepts, hidden curriculum and implicit learning, are linked to each other since they imply that learning happens unintentionally. Usually hidden curriculum is referred to as implicit because it is not written and can exist in different forms other than textbooks. According to Jackson et al.

(1993), these types of indirect and unintentional messages have more educational significance than the official curriculum. Figure 4 shows the relation between the implicit and explicit learning with the hidden and intended curricula.

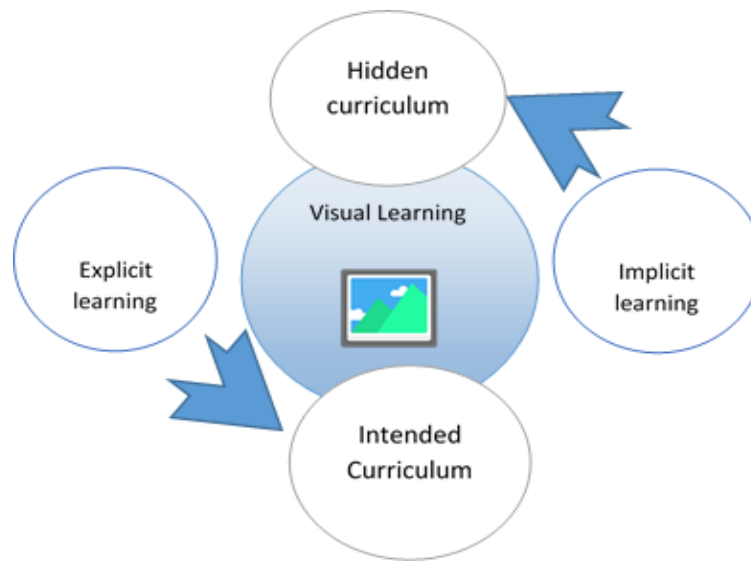


Figure 4: Visual Learning: explicit and implicit learning

2.4.2. Study Theoretical Basis

Different interrelated theories are used to guide this study into the analysis of values transmitted to students through images. The adopted theories form a process that explains how students can acquire values implicitly from the embedded images in textbooks. Bernstein's Code Theory refers to the curriculum and instruction goals for inserting certain textbooks' images that encompass certain values. When students visualise the images (Visual Literacy Theory –Visual learning), they construct meaning (Cognitive Learning Theory of Multimedia/ Constructivism). As a result,

students develop and acquire moral values from getting exposed to those images. This moral values development is explained by Kohlberg Theory of Moral Development.

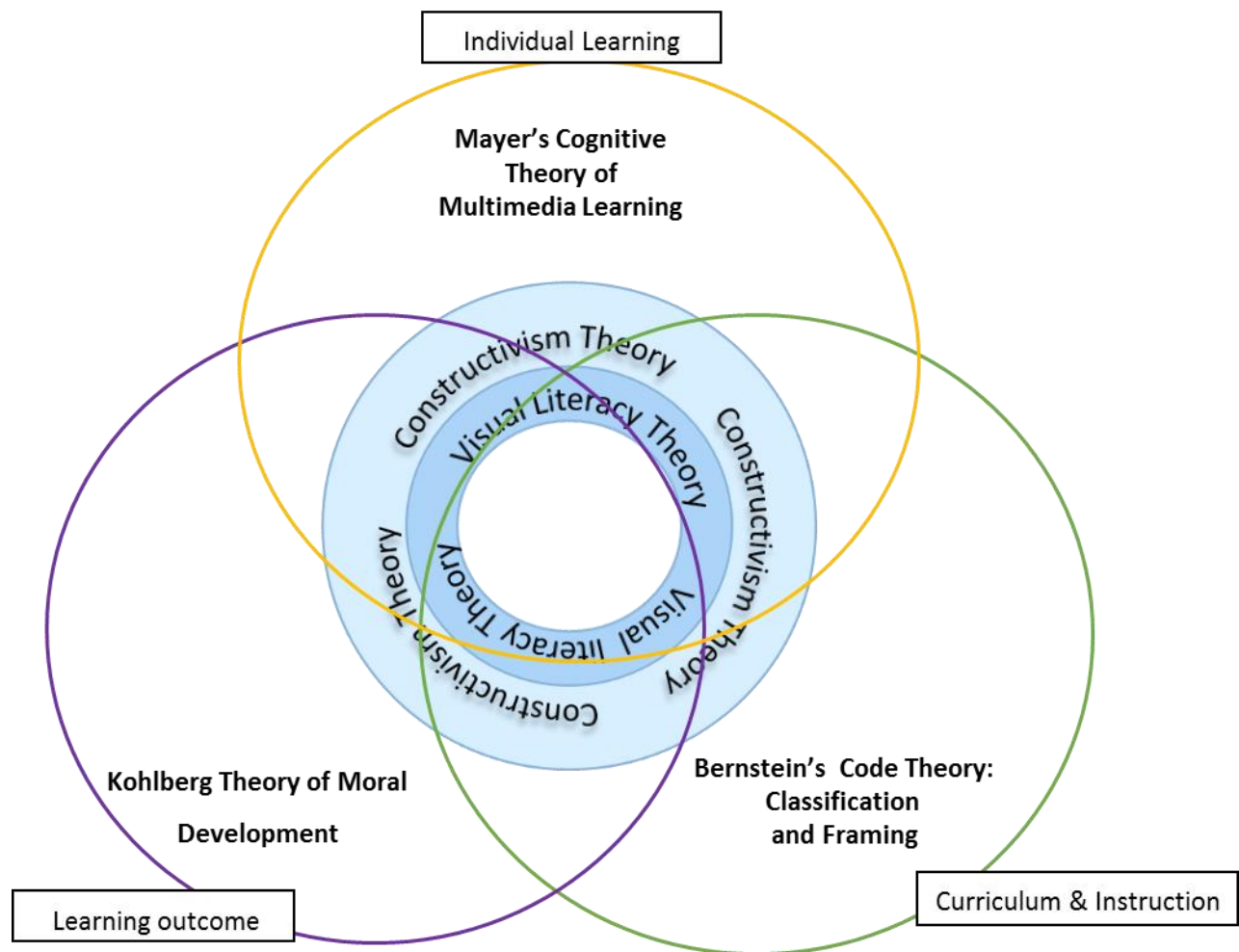


Figure 5: Theoretical framework

The five theories guiding this study are connected. The visual literacy theory is one of the core theories since the study is about images and their interpretation. Bernstein's code theory, specifically, the concept of classification is critical to this study as it is about the curriculum and the ideologies and values that dominate it. Mayer's cognitive learning theory of multimedia is

about the two learning channels: auditory and visual. In this study, the visual channel is the important one as the study is about images. Kohlberg theory of moral development is used to explain how students develop morally and to explore the role of the visual learning in developing morals and values. Finally, constructivism is a theory, which is central to all the four theories. For instance, Mayer's cognitive learning theory of multimedia and the visual literacy theory indicate that individuals construct meaning from visuals. These meanings and interpretations might vary from a person to another. In addition, Kohlberg theory of moral development is also about constructivism and about adopting new believes or changing perceptions based on the newly constructed knowledge that is gained from the interaction with the environment and other people.

2.4.2.1. Visual Literacy Theory: Visual Learning

Various types of visuals are used to promote effective learning such as figures, photos, graphs, concept maps and other forms of illustrations. Visuals are used for conveying information, persuasion, communication and enlightenment (Dallow, 2008). Usually individuals see visual illustrations before reading texts. According to Dallow (2008), as many other psychologists claim, visual literacy paved the way to verbal literacy which is a vital foundation for learning. He explains that children look at the nonverbal representation (images) before the verbal symbols and cues (letters). Overtimes, various complex and simple definitions of visual literacy have emerged. Visual literacy is largely defined as the ability to “interpret and construct meaning from visual images” (Eckhoff, 2010). Visual literacy, according to Elkins (2008), incorporates how individuals perceive images, interpret and learn from them. Dallow (2008), on the other hand, proposes that visual literacy is understanding the visual images and using them. Though there is

no specific definition for visual literacy, the available definitions stress on the understanding of the image meaning through analysis and interpretation (Beatty, 2013; Callow, 2008; Gardner, 1970). Also, previous literature emphasised on the importance of visual literacy in children as it has many advantages that are related to the development of reading and writing skills (Bazeli & Olle, 1995; Rakes et al., 1995; Sa'diyah, 2017), metalinguistic skills (Callow, 2008) and critical thinking skills (Cheung & Jhaveri, 2016; Garcia Lazo, 2012). Besides, Avgerinou and Pettersson (2011) argue that there is a strong connection among the visual literacy skills and the other sensory skills. The received and transmitted information get exchanged by all the sensory channels. That is why the visual literacy is crucial in developing the verbal literacy (oral and written) (Avgerinou, 2003 cited in Avgerinou & Pettersson, 2011).

According to Avgerinou and Pettersson (2011) the Visual Literacy Theory is grounded on five conceptual components: visual communication, visual language, visual perception, visual thinking and visual learning as demonstrated in Figure 6:

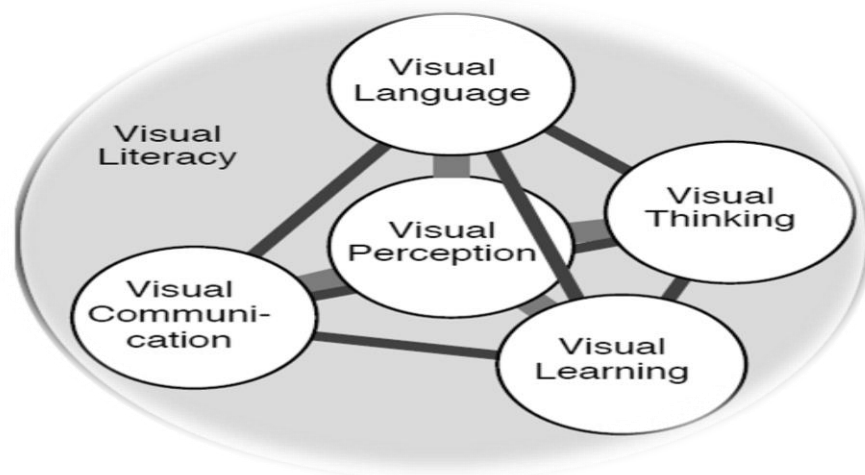


Figure 6: The components of the Visual Literacy Theory - (Avgerinou & Pettersson, 2011)

Visual literacy has five components: 1-*visual language*: in addition to the verbal language, there is also a visual language. There are basic visual elements that can form different images and typically, the visual language develops prior to the verbal language, 2- *visual perception*: content in visuals can be perceived and recognised more rapidly than the verbal descriptions, 3- *visual communication*: visuals have a great impact in transmitting information and they are a strong communication tools. Images carry emotional and holistic content that can have a stronger effect than verbal communication, 4- *visual thinking*: also, visual literacy comprises critical thinking and images are faster to memorise, and 5- *visual learning*: visuals are used for different learning purposes. They are motivators for learning especially if the images are used in connection with the text.

Learning is a mental function that depends on the attainment of different types and ranges of knowledge, which is either perceived or specific (Piaget, 1953). All further learning happens through drawing assumptions about the relation between what we see, and we already know. Thus, all what we learn is the base of further learning and future values, skills, competences and beliefs. Seeing visuals, either consciously or unconsciously, shapes our perceptions or creates instantaneous memories in our brain. 70% of the processed information in our brains are created from visuals (Smith et al., 2011). Visuals help in making advantageous decisions and guide behaviour due to the creation of cognitive modes that provides support of the most difficult problem solving. Toddlers (3 to 5 years) use their newly improved vision to get acquainted with the world around them. Kids use what is called proximal vision in the sense that they grab all objects and pull them close to their eyes to place both visual and mental attention on the grabbed object.

Adults use visual learning differently. Adults have a broad view and do not focus on a particular object. The integration of motor experiences with visual learning improves the children's cognitive and perceptual development (Bertenthal et al., 1994). Bertenthal et al. (1994) stress on the importance of the integration between the auditory and visual learning for children ageing between 4 and 11. They argue that the ages 5 to 7 is the most important period for the development of the auditory-visual integration. During this period the visual learning should be applied in the formal learning. Elementary school children can learn more as their visual learning abilities are more developed to not only look at images but also read words and understand their meaning (Birch et al., 1965). Thus, the visual learning theory is a core theory that guides this study. Students see images and learn from them and apply what they have learnt in forms of acquired beliefs or behaviours.

2.4.2.2. Constructivism Theory

Constructivism has roots in philosophy, psychology, education and sociology. Constructivism theory is one of the numerous learning theories that built upon the discoveries of the cognitive theorists, such as John Dewey (1929), about the mental structures. Cognitivists believe that learning should happen through active methods that enable students to be active learners and get involved in the learning process as opposed to behaviourists. Also, Jerome Bruner (1961), Vygotsky (1962), and Piaget (1980) discussed the constructivist learning conceptions in their works.

Constructivism theory is defined by Miller (2000, p. 92) as “a theory of learning”, which permits students to improve and construct their own understanding of the material based upon their own

beliefs, knowledge and experiences. The theory suggests that knowledge is not “delivered” but “constructed”. People learn through constructing knowledge and meaning from their own unique experience (Richardson, 2003). Learning in constructivism is a result of mental construction. Learning is influenced by the teaching context, the classroom environment and the students’ beliefs and values. Students try to fit the newly learnt information with the already existing knowledge to make a new meaning. Students construct meaning from using their different senses; they learn by seeing, connecting and doing. In the constructivist classroom, the teacher creates the learning activities and the environment for learning. Teachers should develop meaningful learning activities using a variety of resources that gives the students the chance to construct meaning by themselves such as: text, audios, images, web source and all other sorts of technology. Collaborative learning is also important in a constructivist classroom where students work together and exchange knowledge.

Constructivism theory is related to this study because visual learning is a type of a constructivist activity. Gombrich (1969) puts emphasis on the cognition when learning from images. For him, what we view and see is filtered through a range of mental sets. He disputes that images “do not tell their own story” but the viewer is the one who constructs the meaning. Which explains the different interpretations for the same images by different individuals.

Constructivist learning points towards employing a variety of teaching techniques, such as visuals, to encourage students to be active during the learning process, such as problem solving, collaborative learning, project-based activities and experiments (Oguz, 2018). Students get engaged in the learning process when looking at visuals by applying their existing knowledge and real-world experience and finally coming up with different interpretations in their own minds. Pelech (2010) argue that constructivist learning environment can be created through visual literacy.

They believe that visual representations are a powerful tool for learning and meaning creation. Bruner (1961) states that children learn better when they develop knowledge on their own. He developed three stages of representation: 1-*enactive stage*: during this stage children learn using their motor responses, they perform better with physical tasks than descriptive tasks; 2-*iconic stage*: in this stage children from 3 to 8 years and up store the learnt information in a form of visual images, thus, it is better to represent information at this stage in a form of diagrams, models and images; 3-*symbolic stage*: during this stage children develop a capacity to think in abstract terms and knowledge can take the form of symbols.

Social constructivism theory is another theory that can be related to learning from images if we consider that images are a representation of the society and students tend to imitate and learn from those images because they consider them as a product of the society. Similar to constructivism, learning is perceived as an active process, where students construct knowledge not just acquire it. However, social constructivism stresses more on social interactions. The cognitivist psychologist Vygotsky (1978) rejected Piaget's assumption that learning can happen outside the social context. Vygotsky sees that learning and cultural development start from social interactions then move to the individual level. In consequence, learning is the product of social interactions. In the current study, this theory is not adopted because the researcher is not investigating how the students make sense of images in groups in the classroom or through the teacher, but only how students learn individually from images.

2.4.2.3. Code Theory - Classification and Framing Theory

Basil Bernstein is a sociologist who was interested in the functions of the social class and its relation to other systems, specifically the schooling system. Bernstein (1957) presented a rigorous theoretical framework to research pedagogy, which permits for the analysis of how social class transmits and communicates meaning within the school system. Bernstein developed the code theory from its sociolinguistic roots more than thirty years ago to examine the general principles essential to the knowledge transformation into pedagogic communication.

The code theory did not only focus on the ideology behind the philosophical, organisational and institutional base of the pedagogical messages, but the theory takes into account the pedagogic communication. Bernstein's work was considered complex by many researchers; therefore his theoretical foundation was avoided. However, his theory is so suitable and appropriate for educational researches (Cause, 2010). The code theory can form a strong theoretical foundation of educational research that deal with complex educational phenomena related to teaching and learning. In the case of the current study, the investigated phenomenon is hidden curriculum, which is one of the complex educational phenomena as it is unwritten, implicit and intangible.

Bernstein's theory does not accept that the school alone affects students' learning and identity. The theory has a strong sociological stand. According to Bernstein (1957), schools are very bureaucratic organisations that control the occupational fate of the students to create a division of labour. He stated: "What the school does, its rituals, its ceremonies, its authority relations, its stratification, its procedures for learning, its incentives, rewards and punishments, its very image of conduct, character and manner, can modify or change the pupil's role as this has been initially shaped by the family. Thus, the number of pupils initially involved in a particular role can be

modified or changed by the school itself” (Bernstein, 1975, p. 48). Cause (2010) argues that Bernstein’s theory can be used to question how the values are produced and maintained, and to question if these values are made explicit or implicit by the dominant culture and class of the school. This point relates to this study, which is exploring the hidden values in the curriculum.

Bernstein (1975) maintains that official education knowledge is realised through the schools’ three message systems: curriculum, pedagogy and assessment. Through these three message school systems, values, knowledge and attitudes are defined, controlled, classified, and transmitted by the dominant cultural group. This study is concerned only about the first message system, which is the “curriculum” as the investigated product, is the textbook. As per the code theory, children develop values and norms with the school culture through the use of contradictory and paradoxical practices. This means the creations of oppositional discourses in relation to the school culture by retaining the traditional social values and practices while adopting the external global market forces through the market-oriented pedagogies.

In his code theory, Bernstein introduced some important concepts: classification and framing. These two concepts translate the control and power relation between spaces and discourses. Classification is about conceptualisation of the power relations that regulate relations between categories or contexts (boundaries); while framing is about conceptualisation of the power relations within the categories or contexts (rules). The concepts of classification and framing are linked at both micro (what happens inside the classroom) and macro levels (the school organisation and the curriculum). Moreover, classification is more about the knowledge organisation in the curriculum, while framing on the other hand is about the communication of this knowledge that is classified in the curriculum through pedagogic practices. It is mainly about how control is located over the communication rules. “If classification regulates the voice of a category then framing

regulates the form of its legitimate message” (Bernstein, 1990, p. 100). Framing is also about the control degree that teachers, as well as students, have over the selection, organisation, timing and pace of the transmitted knowledge per teachers and received knowledge per the students. In other words, the strong framing does not give students and teachers much option over what is learnt, while the weak framing is about freedom in the selection of what is learnt. This means that Bernstein’s theory (1990) stresses on active learning.

Through classification (power) and framing (control) the institutionalisation of values occurs. Through this theory, Bernstein establishes that relations of power generate symbolic boundaries between different instruction categories and between diverse student groups such as gender, race and learning disabilities. According to Bernstein’s theory (1990), pedagogic discourse consists of regulative discourse (RD) and instructional discourse (ID). The RD is the dominant discourse which is related to order, society values and regulation of the knowledge transmission process. The ID is about competence and transmitted content. Thus, there are specific codes, which transmit the pedagogic discourse, with specified contexts and specific textual production (e.g., Arabic subject context). Which means that students learn rules of context recognition as well as rules of realisation. The latter means that learners should be able to select the relevant meaning to produce the legitimate text.

The theory also defines how learning is transmitted to students and how values are framed. In this study, the RD is the focus because it is about the values underpinning the curriculum. It is argued that these values reflect the values of the dominant group in the society (Bernstein, 1990). Thus, exploring the embedded values in the MoE curriculum is also an examination of the RD. The theory also implies that particular curricular identity is always founded by RD which can be explicit and sometimes implicit (Morais, 2002). The latter (explicit and implicit RD) makes this

theory strongly related to the concept of hidden and intended curriculum as well as implemented curriculum, which is interpreting the intended curriculum into practice. Hoadley (2006) maintains that RD is similar to the hidden curriculum in the sense that RD may not be explicated but it is still present.

Bernstein believes that there is one discourse that regulates the form as well as content of all types of curricula, including hidden curriculum. The content and skills, in a social order, are all ruled by the pedagogic regulative discourse (Bernstein, 1990 cited in Singh, 1997). The latter draws the limits for the school knowledge, classroom order and teacher and students' identities. It also establishes the labour social division. Bernstein contends that schools offer knowledge and skills that prepare for social power, such as the managerial, legal and medical skills, to the advantaged social class groups while the working class groups are offered only the practical curriculum, which is mainly about the clerical knowledge, and manual skills. This might not be true in the UAE as all the students in public schools are all offered the same curriculum; however, the curriculum might be influenced by certain beliefs of a specific social group or the country's national ideology. Regarding the other 16 curricula provided in private schools, there might be huge differences based on the cultural aspects related to each country's background and the responsible entity of designing and developing the curriculum content.

For Bernstein (1996), education is a "product of selection". Any political analysis of education should be mainly about one question which is "what is the most valuable knowledge to be taught?" He stresses that there are some agencies that are responsible for selecting the content and prioritising what students need to learn and what they should not learn. Young (1971) also agreed with Bernstein's idea of the selection of knowledge to be taught by some agencies. Young introduced the stratification of academic knowledge, which insinuates that skills and all academic

knowledge are carefully chosen by some interest groups and are interpreted in a form of an ideological process, which represents these interest groups' beliefs, ideas and values. Confirming these points of views, White (1983) claims that there is no innocent curriculum either politically or ideologically and that curriculum, by nature, is inseparable from all the issues related to culture, power, social class and even gender. All these ideas about curriculum as a social construct raise the following questions: who select the content and what knowledge should be transmitted to the learner? These knowledge and skills benefit which social class? What is the ultimate goal for selecting certain knowledge or skills? Is the real goal implicit or stated explicitly and everyone knows what is in it for him/her? Bernstein (1996) argues that this is how hidden curriculum came into light. Hidden curriculum relates to social categories, organisation and social realities of gender. It is about the dominant ideologies and the reproduction of the interest groups' cultural capital.

Bernstein's work about classification and framing was adopted by many educational researchers such as Atkinson et al. (1994), Walford (1994) and Morais et al. (2001). Also, Bernstein's theory was used as a theoretical foundation for studies that explore hidden curriculum such as King (1979) who investigated what is called "the invisible pedagogy" and Fong (2006) who investigated the visible and invisible pedagogies in kindergarten classrooms. Fong adopted Bernstein's former work on visible and invisible pedagogies (Bernstein, 1975). As described earlier, Bernstein (1971) defined classification as the maintaining of boundaries between curricula contents, while framing is described as the degree of control over the knowledge transmission in pedagogic practices. Which implies that strong framing is the restricted degree of options in the teacher-student relationships, and weak framing infers a greater freedom in this relationship. Bernstein extended his work on classification and framing and established a pedagogic practices' model that studied

the internal logic of the pedagogic relationships. Bernstein described this new pedagogy as “visible and invisible pedagogy”.

Fong (2006), in his study about the visible and invisible pedagogies in the kindergarten classrooms, argues that the big kindergarten classes lead to issues of control. The classroom processes are managed by control not by emergent order. In other words, the kindergarten pedagogy is influenced by control, which results in an explicit hierarchical teacher-centred learning environment where students have a minimal engagement. This recapitulates Bernstein’s ‘visible pedagogy’, in which the teachers’ control is visible. On the other hand, the ‘invisible pedagogy’ is possible when the teacher structures the classroom and allows the students to learn on their own through discovery and practical activities. Here there is a form of an implicit control that results in emergent order by the students who create their own conditions for learning. Bernstein’s visible and invisible pedagogies are shaped by explicit or implicit rules, hierarchy and criteria. This is a form of hidden curriculum as it is about implicit and hidden rules. Bernstein (1975) argues that “The more implicit the manner of transmission and the more diffuse the criteria then the more invisible the pedagogy” (p. 116). Bernstein (1975) proposed some characteristics for the invisible pedagogy, which are somehow consistent with the hidden curriculum characteristics as they are mainly about the teacher-student relationships, the student-student relationships and the student-learning context interactions:

- 1- An implicitly controlled learning environment where the teacher organises the context for the students to learn and let them explore.
- 2- Where the pedagogy evaluation criteria are numerous and verbose and not easily measured.
- 3- Where there is less focus on the transmission and acquisition of certain skills.
- 4- Where the student regulates and controls his own actions and social relationships.

2.4.2.4. Cognitive Learning Theory of Multimedia

The theoretical foundation for Richard Mayer's cognitive theory of multimedia learning is drawn on numerous cognitive theorists such as Paivio's dual code theory (1990), Baddeley's (1992) model of working memory, Bruner's (1961) constructivist theory and Sweller's (Chandler & Sweller, 1991) cognitive load theory (1994). Paivio's dual coding theory posits that words and pictures do not have the same cognitive representations, which forces the human brain to use different memory systems for the different information types. The verbal memory is used for words while the image memory is used for pictures and other visual demonstrations including all the nonverbal thoughts. Thus, the brain has visual processors and verbal processors that deal with the related type of information. Also, Paivio's theory of dual coding is related to the recall of information. He claims that the human memory is shaped in a form of a network with diverse trails both visual and verbal that all lead to the same information. He adds that learners are able to recall information easily if they use more paths to remember information.

Mayer and Mareno (2000) believe that active learning can happen through three cognitive processes: 1- *Selection*: when the learner selects relevant images for the visual processing and relevant words for verbal processing; 2- *Organisation*: when the learner organises the selected images into articulated visual models and words into articulated verbal models. If the information is organised in a good way (sequentially, hierarchically) and in relation with the previously existing knowledge it is easier to retrieve it when needed. 3- *Integration*: this is the stage where the verbal and the visual information are integrated together to form a meaning.

Mayer (2002) agreed that people learn better from visuals and words more than words alone. Mayer believes in the multiple representation principle, which advocates that it is more beneficial

to present information in two representation modes (verbal and visual). He calls this method the multimedia effect because it builds two types of representations that get connected to each other at the end to produce a meaningful understanding. For instance, Mayer and Gallini (1990) noticed in their study that students who read text passages with captioned illustrations by the corresponding words were able to produce more expedient solutions on subsequent problem-solving transfer test by about 65% than the students who did not have the captioned illustrations by their text. He proposed two channels for information processing and learning: auditory and visual. The visual component is the focus of this study.

Mayer divided the processes of visual information into three overlapping stages: 1- *Internalisation of Visual Models (IVM)*: when the eyes absorb the external information and then arranges it into cognitive structures, 2 - *Conceptualisation of Visual Models (CVM)*: cognitive processing of the external information and constructing meaning and new cognitive mental pictorial image are constructed based on prior and new knowledge, and 3- *Externalisation of Visual Models (EVM)*: externalisation of information (visual models) from the mind to the world (Mayer 2003).

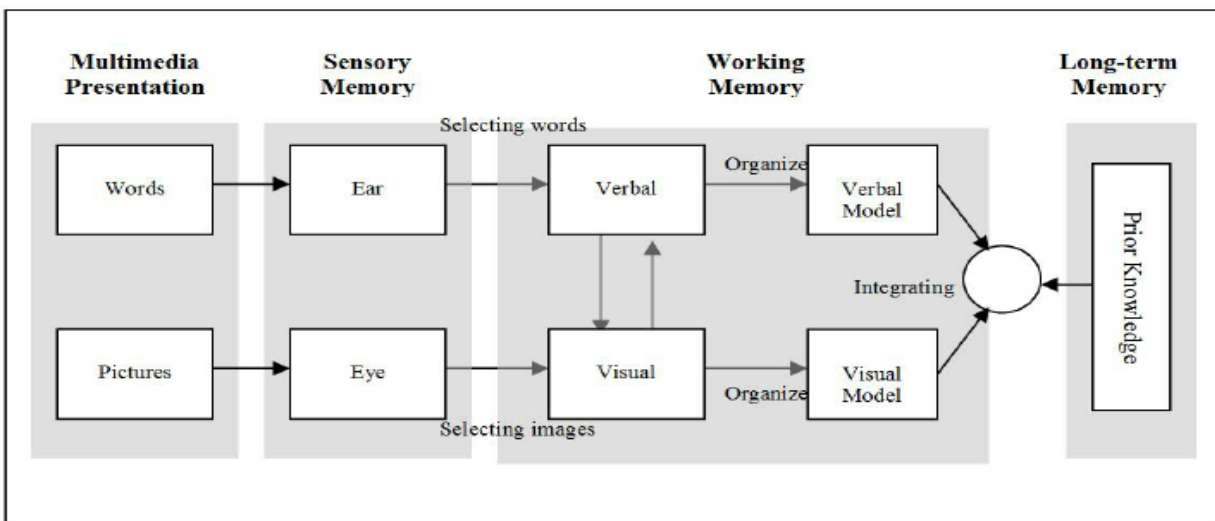


Figure 7: A framework for cognitive theory of multimedia learning drawn from Mayer (2001)

Figure 7 is a demonstration of how our memory functions according to the cognitive theory of multimedia learning. There are two forms of multimedia presentations: words and pictures. When we see pictures or hear words, the information immediately goes to the sensory memory. Then the working memory selects information (words and/or pictures) from the sensory memory to process and integrate it. The working memory, then, organises the verbal or the visual information into verbal and visual models that get stored by the end in the long-term memory, which holds the knowledge for an indeterminate time; as opposed to the sensory memory, which holds information only for a part of a second and the working memory, which holds information for less than half a minute.

In this study, since it is only concerned about visual images. The only component that is relevant to this study, from Mayer's framework for cognitive learning theory of multimedia, is about the pictures as demonstrated below:

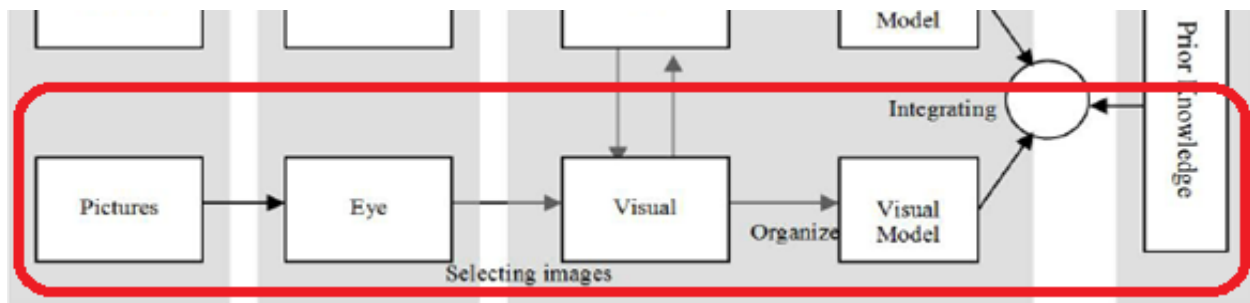


Figure 7 (a): A framework for cognitive theory of multimedia learning drawn from Mayer (2001)

2.4.2.5. Kohlberg Theory of Moral Development

Human development theories try to clarify how people grow up (Thomas, 1997). The concentration of this study is on how students develop morally and acquire morals and values.

There are various old theories that address the issue of moral development and how people grow up and acquire morals. For instance, Piaget (1932), the pioneer in the study of moral development, was mainly interested in the children's moral reasoning. He was interested in the following three aspects related to children's understanding of moral issues: 1- *Children's understanding of rules*: they wonder about who make the rule and if they can be changed, 2- *Children's understanding of moral responsibility*: they think of who is to blame for bad things and how the outcome is related to the bad or good behaviour, and 3- *Children's understanding of justice*: they start to understand the relation between the crime and the punishment.

Piaget sought that, as the children's cognitive development, there are stages for the children moral development also. He suggested two types of children's moral thinking: Heteronomous morality and autonomous morality. The heteronomous morality stage is from year 5 to year 9 and is also known as moral realism. During this stage, morality for children is obeying other people's rules and laws, which are fixed and unchangeable. Children at this stage accept all the imposed rules by a superior authority (e.g., God, teacher, parents). They believe that they will be severely punished if the rules are broken (immanent justice) and that the severity of the punishment will increase with the severity of the bad behaviour (expiatory punishment). Autonomous morality, or as known as moral relativism stage, is from year 9 to year 10. During this stage, children know that rules are not absolute, and that morality does not depend on the consequences but on the intentions. At this stage, students can see other people's moral rules and start to understand that people can change rules according to the circumstances. Regarding punishment and moral responsibility, children start to realise that motives should be considered into account with the consequences.

After Piaget, many theorists came to study the moral development. B. F. Skinner (1971) considered moral behaviour as not rooted in character but as a reflection of the child's past conditioning, which is related to the punishments and rewards that are received as a response to his/her actions. Albert Bandura's (1977) theory of moral development attempted to explicate how people attain moral values and how individuals interact with each other based on the values they acquire. He did not set any stages for moral development. For him, moral development is a continuous process. He emphasised, more than any other theorist, on the social aspects of development. He saw that morality development is related to the learning of appropriate roles from the observation of adults and peers' actions. Bandura, as opposed to Skinner, views that people are active in self-regulating their behaviours.

The theorists, presented above, all focus on the moral development of children, however, they have different perspectives on the child's passive and active role: role of social interaction and cognition and continuous moral development versus separate stages of moral development (Fleming et al. 2016). This study adopts Kohlberg theory. Kohlberg, like Piaget and Bandura, emphasised on cognition in moral development. Lawrence Kohlberg followed Piaget's work and then became one of the most important and renowned psychologists on moral development and education.

Morals are mainly about how people act and think and how they form judgment about the right and wrong (Rawls, 2013). Kohlberg theory of moral development (1971) expanded on the philosopher Immanuel Kant's moral theory and Piaget's earlier work in order to elucidate children moral development. Kohlberg focused in his work on Moral Education, which is about the educational process that affects the moral development of children. He expounded on a moral education model that advances and develops the moral development process and ensures the proper conditions of what is so-called "just community schools" (Kohlberg, 1975). As per this moral

education approach, the children go into an educational process that guides them through the moral stages step by step by using the resolution of ethical dilemmas and conflicts. According to Kohlberg, society and education controls people's moral development (Zhang & Zhao, 2017). He asserts that human morality developed in stages that are clustered into three levels of morality: 1- *Pre-Conventional*: judging action's morality by the direct consequences, 2- *Conventional*: orientation towards fixed rules and internalising social rules, 3- *Post-Conventional*: development of own principles and disobedience of rules that are not consistent with the individual's beliefs. Table 2 demonstrates the stages of Kohlberg's theory.

Stage	Level	Social orientation
1	Pre-conventional	Avoidance, conformity and punishment
2		Individualism, exchange of favours and attaining rewards
3	Conventional	Good boy and nice girl (Do it for me)
4		Law and order
5	Post-conventional	Social contract and spirit of the law (legalistic orientation)
6		Internal moral ethics (Universal ethical principles orientation)

Table 2: Kohlberg's three levels of moral development (1984)

According to Kohlberg theory, the first level of moral thinking happens at the primary school period. During this stage, children behave and act according to the social norms and the authority that tell them what to do (society, teachers and parents). Children at this stage are afraid of punishment. In the second stage, students act according to their own best interests. This level of moral thinking is the common one in the society; that is why it is named “the conventional stage”. The last stage is the “post-conventional stage”. The person at the first phase of the third stage, seeks to take actions that aim to gain the approval of others. At the second phase of the post-conventional stage, the individual abides by the law and responds to duty obligations.

Kohlberg theory of moral development, specifically the pre-conventional and conventional levels, are related to this study because the targeted group for this study is students of grade 1 to grade 4 (age 6 to 10). These children believe in rules, authority and obedience. In other words, these children’s moral development can be influenced by the values and perceptions in the images they get exposed to in the classroom, because they consider them as absolute rules that need to be followed in order to conform to the social order and get the approval of others (Kohlberg, 1987).

As many other theories, Kohlberg theory of moral development, though it has been predominant during the past fifty years, also faced some criticism in relation to the cognitive development field (Carr, 1999; Gibbs, 2006; Rest et al., 2000). For instance, Carr (1999) criticised Kohlberg’s theory claiming that it is only suitable for the reasoning abilities where children have the power to choose how they want to live without any guidance. Rest et al. (2000) revisited Kohlberg moral development theory’ stages and suggested six stages instead of three based on the development processes not on the personal traits or virtues. Rest et al. defines the moral action process as encompassing: 1- rational decision-making, 2- moral evaluation, 3- moral choice, and 4- moral fortitude. Also, the theory was criticised for not being applicable for both men and women as the

theory excludes women (Gilligan, 1982). Gilligan believes that women are different from men in regard to their moral development as men's morality is about having a sense of fairness, while women morality is about responsibility and caring. She asserts that Kohlberg's theory applies only on men stating that: "In Kohlberg's version of moral development, however, the conception of maturity is derived from the study of men's lives and reflects the importance of individuation in their development" (Gilligan, 1982, p. 18). Nevertheless, despite the criticism that Kohlberg's theory has elicited, it continues to form the groundwork of the investigations into moral development by many researchers and psychologists (Okore, 2007).

Kohlberg Theory and Hidden Curriculum

Kohlberg has elucidated the role and effects of hidden curriculum, analytically, on Moral Education. Kohlberg was the first researcher to study hidden curriculum in relation to Moral Education (Yukel, 2005). Kohlberg, while studying Moral Education and pupils' moral development, did not only focus on the official curriculum but he also took hidden curriculum into account. He believes that pupils learn mostly from the moral environment created by the hidden curriculum rather than the overt curriculum and other official materials. Kohlberg (1983) stresses on the importance of establishing a hidden curriculum for the moral development of pupils and that the formal curriculum is not sufficient to provide students with the necessary grounds that support their moral development. He also suggested that social relationships are also very important to the establishment of hidden curriculum as the social interactions are essential to the students' moral development.

Many researchers have used Kohlberg theory as a theoretical background to investigate the issues related to hidden curriculum and Moral Education. For instance, Yuksel (2005) used Kohlberg moral development theory to explain the degree of students' acquiring of moral values in the

primary curriculum of the Turkish schools. Wren's (1993) study compared the theories of adolescent moral development of Lawrence Kohlberg and Carol Gilligan in relation to hidden curriculum. Semper and Blasco (2018) used Kohlberg's theory to endorse that hidden curriculum can be made explicit in higher education and ways in which the interpersonal relationships at the higher education settings can be strengthened despite the challenges. Semper and Blasco (2018) argues that hidden curriculum should be eliminated, by being made explicit. Kohlberg (1975) himself claimed in his article "Moral Education for society in moral transition" that hidden curriculum should be approached and studied from a Moral Education theory and to take a moral position at the end to solve issues in the society and schools.

Other Theories and Approaches Related to Moral Development

In addition to Kohlberg theory of moral development, there are other theories that elucidate the moral development from other perspectives. Though these theories are not used in the current study's framework, the researcher sought that declaring some of those theories is valuable to enhance the knowledge of the reader about the existing theories related to moral development:

- **Vygotsky's Socio-cultural Theory (1978):** Vygotsky considers learning as a social procedure. His theory suggests that the children's cultural growth goes through two levels. The first level is the social level where the child interacts with the society then the second level is the individual one when the child integrates what he learnt from the society into his intellectual structure. Vygotsky's socio-cultural theory does not agree with the universal stages and content of development of Piaget. Vygotsky refers to the development stages differently. He adopts that cognitive development differs across cultures, but not mostly universal across cultures as Piaget assumes. He contends that adults are a significant source of cognitive development and transfer their culture's tools of intellectual adaptation that children internalise.

And since this theory is more related to the interaction between teachers and students it was not adopted for this study.

- **Rest's Neo-Kohlbergian Approach:** The Neo-Kohlbergian Approach is built off of Kohlberg's theory of moral development; however, Rest considered moral development in a broader way than Kohlberg. As opposed to Kohlberg, who set sequential development stages that build on each other, Rest viewed the moral development stages as more flexible. Rest sees that a person can employ more than one stage at a time and even advance in more than one stage (Evans, 2010). Rest's theory adopted three forms of schemas: the schema of personal interest, the schema of maintaining norms and the schema of post-conventional development. The personal interest schema grows during childhood, where an individual thinks about the individual advantages and disadvantages of any moral dilemma. So, this schema is related to the consequences being either bad or good. The maintaining norms schema is the individuals' first attempt to understand societal relationships. At this stage, the individual starts to believe in norms and their applicability to all the society and that respecting the authority is part of the respect for the society, not fear. Lastly, during the post-conventional schema individuals stress on moral obligation on communal values. The third schema is more advanced (in a normative moral sense) than the second schema of maintaining norms (Rest et al., 2000). In general, Rest asserts that it is not necessary for individuals to develop in well-ordered and organised stages, nevertheless, they can progress in several areas at the same time. While Kohlberg focused only on individuals, Rest also explored how society impacts the individual's moral development. But, similar to Kohlberg's theory, it is presumed that Rest's theory only targets white men, which limits the theory's applicability.

As a final point, the different theories that guide this study form a clear process of how the visualisation and the retrieval of the values in the textbooks' images happen. The five theories help in drawing an overall picture that contributes towards understanding how students might develop morally through the values embedded in the images. The presented theoretical framework suggests that the visual literacy theory is one of the core theories, as it is about how the individuals interpret and learn from images. Bernstein's code theory, specifically the concept of classification refers to the curriculum and the ideologies and values that dominates it. In this study, the curriculum ideologies and values are the ones reflected in the textbooks' images. It is not only important to explore the embedded values in the images, but also knowing who is the dominant group which influences the curriculum content, is important.

Mayer's cognitive learning theory of multimedia is used to help explain the importance of visuals and the cognitive process related to how students learn from visuals. In addition, to comprehend how students develop morally as a result of their interaction with the images in their textbooks, Kohlberg theory of moral development was adopted in the study's theoretical framework. Many moral development theories were represented; however, Kohlberg theory of moral development was selected for this study as the study is about students from grades 1 to 4 (age 6 to 10). In Kohlberg theory children at this age group, can be highly influenced by the images they get exposed to in the classroom, because they consider them as absolute rules that need to be followed in order to conform to the social order and get the approval of others. Moreover, Kohlberg was one of the developmentalists who believed that children develop morally more from the hidden curriculum rather than official curriculum. Finally, since the study is about visuals, which are considered from the constructivist teaching and learning methods and constructing a meaning and

adopting new believes and values, the constructivism theory is also adopted as another core theory in this study.

2.5. Review of Related Literature

The literature review is a vital part for all the research stages. At the early research stages, the literature review offers a comprehensive recapitulation on the studied topic from past to present. It helps clarify the ideas and define the main concepts that relate to the study purpose (Leedy et al., 2001). Through examining past research, gaps in the literature are identified. It also enables to choose the appropriate methodology for the study and found the theoretical basis for the study (Ary et al., 2013). Besides, literature review provides a crucial point of reference when discussing the research findings.

Key topics related to the current study are presented in the literature review unit, which consists of eleven sections. The first section of the literature review is about the MoE curriculum development history, curriculum reforms, vision and goals. Also, the new Moral Education programme is discussed in this section. The second section looks into the importance of moral development in the UAE education system. To do so, several documents were analysed: The policy and guidelines of private schools learning resources and the Editorial Guidelines for Cultural Adaptation, the United Arab Emirates School Inspection Framework and, as the current study is investigating the MoE Arabic language textbook, the MoE Arabic Language Curriculum Standards document was also analysed. The third section gives definitions to the main investigated values in the current study, which are: global citizenship, national citizenship, Islamic values and universal values. As many sub values are shared and common among the four investigated values,

it is obligatory to define what the researcher means by each value. The fourth section is about the role of the textbook and its impact on students and learning. The fifth section explores the role of images and visuals in the textbooks in learning through the presentation of previous studies' findings. The sixth section reveals the strong relationship between the two concepts "curriculum" and "textbook". The seventh section is an exploration of how morals and culture are part of the textbooks and curriculum. The eighth section investigates the impact of hidden curriculum on students. Numerous studies are presented to show the impact of the hidden curriculum, which can be positive or negative, on different learning aspects such as values internalisation, academic achievements and other aspects. The ninth section discusses the alignment between the different levels of curriculum (intended, implemented, attained or hidden). The tenth section identifies the key and most recent international studies about hidden curriculum in textbooks' images. The eleventh section presents the previous studies in the UAE that address the issue of hidden curriculum in images. The literature chapter ends up with a conclusion that summarises and synthesises the literature review section.

Many studies were examined in the literature review sections. The researcher adopted three criteria to select these studies. First, the researcher made sure to focus more on studies that were conducted in the past decade from 2009 to 2019. Second, the majority of studies had to be conducted in the developing countries, so the experience is little similar to the situation in the UAE. Third, most of the studies are related directly to hidden curriculum even if not labelled explicitly as hidden curriculum.

2.5.1. Defining the Investigated Curriculum Values: Global Citizenship, National Citizenship, Islamic and Universal Values.

Target 4.7 of SDG 4 demands nations to “ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” (Education2030, 2016a). All the values, many of which are broadcasted in the SDGs Agenda 2030 and the MoE curriculum, are supposed to be emphasised by the 21st Century schools. This study investigates the four main MoE curriculum values: universal values, Islamic values, global citizenship and national citizenship. However, these values are very broad and have many sub-values in common. For this reason, it is very critical to clearly define these values and how they can be embedded in education and also how the embedded values in the investigated textbooks’ images are categorised under each main value (universal values, Islamic values, global citizenship and national citizenship).

2.5.1.1. Universal Values

Also called universal moral values and human values. A value is labelled as “universal” if it has the same value for all, or at least the majority of people. Human values are the virtues that direct humans when they interact with each other. An example of these human values that are accepted by the international community: love, empathy, equity, honesty, trust, self-determination, equality, appreciation, respect, tolerance, acceptance, peace, equality, freedom and human dignity. There

are many other values that have been claimed to be of universal value, such as, democracy (Sen, 1999) and pleasure (Mason, 2006). Human values transmit a positive surge, which emphasises the moral values rational. They are universally accepted tools for peace and human relations as they govern our day to day living and allow us to maintain social unity and live in harmony and contribute to peace.

The human values' spheres involve human endeavours, human traits, social order, aesthetic preference and morality. Universal values are agreed on by a great diversity of cultures and are different from other attributes that can be subject to aesthetic relativism, which is governed by cultural norms. For example, 'a big forehead' is seen as an attribute of physical attractiveness in some cultures while the opposite in others.

There are two different understandings of universal values: the first understanding, which is suggested by Isaiah Berlin's (Jahanbegloo, 1991), denotes that a value can be labelled as a universal value when everyone finds it worthy. Berlin states that universal values "are values that a great many human beings in the vast majority of places and situations, at almost all times, do in fact hold in common, whether consciously and explicitly or as expressed in their behaviour" (Jahanbegloo, 1991). The second understanding of universal values suggest that something can gain universal value when everyone have a reason to believe that it is valuable. This understanding was supported by Sen's (1999) argument about Mahatma Gandhi who always referred to non-violence as a universal value, but illustrating that people have a good reason to value non-violence, which also explains why not everyone values non-violence because if this was the case no wars will take place.

Another different understanding of universal values is presented by Schwartz's who developed a set of motivationally distinct values that can be better described as basic needs. Schwartz's (1992) conducted a range of studies that involved 25,000 participants from 44 different countries around the world with diverse cultural types. His results indicated that there are ten broad universal and comprehensive value domains and fifty-six universal values. Based on these findings, Schwartz (1992; 1994) developed the Theory of Ten Universal Values. Below are the ten value domains, with the specific related universal values alongside:

- 1) **Security:** security is an essential need for the individual and the community. Values originated from basic individual and group needs related to the society stability, interpersonal and intrapersonal relationships and sense of security (family security; national security; cleanness; stability of social order; reciprocation of favours; health; sense of belonging).
- 2) **Tradition:** values related to the acceptance and commitment to the religious and cultural customs and traditions (accepting one's portion in life; humility; devoutness; respect for tradition; moderation).
- 3) **Conformity:** values about dispositions and restraining as people might have some inclinations that might disturb the smooth interpersonal interactions and group effective operations (obedience; self-discipline, honouring parents and elders; politeness).
- 4) **Universalism:** values that stem from the survival needs related to tolerance, protection for the welfare of all people and for nature and appreciation (broadmindedness; wisdom; social justice; equality; a world at peace; a world of beauty; unity with nature; protecting the environment; inner harmony).

- 5) **Benevolence:** there are many types of relations in the society. Benevolence is about the values related to the protection and improvement of the relationship with people with whom one is in frequent personal contact (helpfulness; honesty; love; forgiveness; loyalty; responsibility; friendship).
- 6) **Hedonism:** in addition to having relationships with others, there is an important relationship every individual should have, which is the relationship with one's self. Hedonism is about the values associated with the inner satisfaction of one's self (pleasure; enjoying life).
- 7) **Self-direction:** it is about the self-governing and the values related to the independent thoughts and action. It stems from the organismic desires for mastery and control: choosing, creating and exploring (creativity; freedom; independence; curiosity; choosing your own goals).
- 8) **Stimulation:** life is not always stable and expected. Stimulation is about the values related to novelty, newness, uniqueness and challenge in life (daring activities; varied life; exciting life).
- 9) **Achievement:** values related to the individual accomplishment and triumph through the demonstration of competency and skills according to social standard (success; capability; ambition; influence; intelligence; self-respect).
- 10) **Power:** values related to control and dominance over people and resources to prove social status and prestige (dominance, social power, wealth; authority; leadership).

Schwartz also investigated 'spirituality' as a probable universal value, but it was found that it is not an acknowledged value in all cultures (Schwartz 1992). Figure 8 below is Schwartz's model of universal human values:

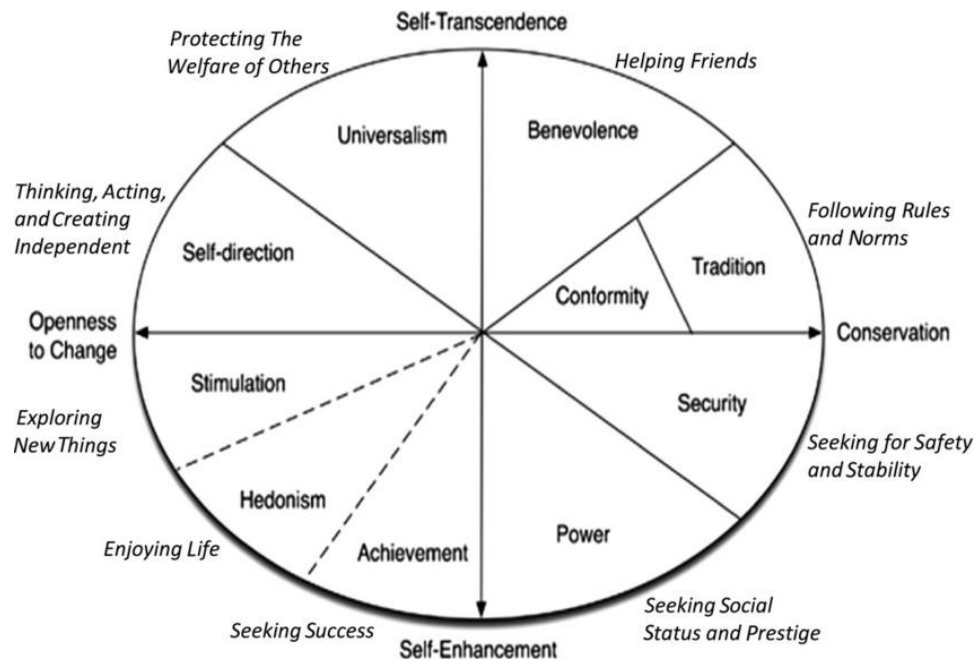


Figure 8: Schwartz's model of universal human values (Schwartz 1992).

Figure 8 illustrates Schwartz's model which posits ten different types of values. The demonstrated universal values are organised in a circular two-dimensional value space to indicate that some values are positively correlated (e.g., security and power), while other values are conflicting (e.g., benevolence and self-direction). The ten universal values are also placed within four different dimensions: self-enhancement, openness to change, self-transcendence and conservation. Also, the four domains are arranged in a circular model, in which some domains are compatible, and others are conflicting.

2.5.1.2. Islamic Values

There is a worldwide consensus on most of the universal values. Having good ethics and morals was the first message from God to the Prophet Muhammad (Peace Be Upon Him PBUH). The Holy Quran and Hadith emphasised strongly on good ethics. The Prophet Muhammad (PBUH), as narrated by Bukhari said: “I (Muhammad) have only been sent (by God) so that I may perfect good manners and noble virtue” “(Innama bu'ithtu li-utammima makarim al-akhlaq)” (Sahih Muslim, 1330). Quran, which is God’s words, and Sunnah, which is conveyed by the actions and speeches of Prophet Muhammad (PBUH), all accentuate on applying ethics core values as Muslims to be granted the blessing of God (Allah) (Ahmad, 2006). Quran and Sunnah define all the moral principles that distinguish the right from wrong. Table 3 provides a summary of the values mentioned and emphasised in the Holy Quran (Sahih International, 2016).

Value	Verses in Quran
Patience	<ul style="list-style-type: none">Hud 11:11: “Except for those who are patient and do righteous deeds; those will have forgiveness and great reward.”
Humbleness	<ul style="list-style-type: none">Hud 11:23: “Indeed, they who have believed and done righteous deeds and humbled themselves to their Lord - those are the companions of Paradise; they will abide eternally therein.”
Honesty and justice	<ul style="list-style-type: none">Al-Baqara 2:177: “Righteousness is not that you turn your faces toward the east or the west, but [true] righteousness is [in] one who believes in Allah, the Last Day, the angels, the Book, and the prophets and gives wealth, in spite of love for it, to relatives, orphans, the needy, the traveler, those who ask [for help], and for freeing slaves; [and who] establishes prayer and gives zakah; [those who] fulfill their promise when they promise; and [those who] are patient in poverty and hardship and during battle. Those are the ones who have been true, and it is those who are the righteous.”Az-Zumar 39:2: “Indeed, We have sent down to you the Book, [O Muhammad], in truth. So worship Allah, [being] sincere to Him in religion.”
Helping others	<ul style="list-style-type: none">As-Saff 61:14: “O you have believed, be vindicators of Allah, as Isa son of Maryam, said to the Disciples, "Who are my vindicators to Allah?" The Disciples said, "We are the vindicators of Allah." So a section of the Seeds

	<p>of believed, and a section disbelieved. Then We aided the ones who believed against their enemy; so they became topmost.”</p> <ul style="list-style-type: none"> • An-Nahl 16:97: “Whoever does righteousness, whether male or female, while he is a believer - We will surely cause him to live a good life, and We will surely give them their reward [in the Hereafter] according to the best of what they used to do.”
Truth	<ul style="list-style-type: none"> • Al-Anfal 8:27: “O you who have believed, do not betray Allah and the Messenger or betray your trusts while you know [the consequence].” • Yunus 10:61: “And, [O Muhammad], you are not [engaged] in any matter or recite any of the Qur'an and you [people] do not do any deed except that We are witness over you when you are involved in it...” • An-Nur 24:8: “But it will prevent punishment from her if she gives four testimonies [swearing] by Allah that indeed, he is of the liars.”
Hard work	<ul style="list-style-type: none"> • Al-Baqara 2:82: “But they who believe and do righteous deeds - those are the companions of Paradise; they will abide therein eternally.” • Al-Anaam 6:135: “Say, "O my people, work according to your position; [for] indeed, I am working. And you are going to know who will have succession in the home. Indeed, the wrongdoers will not succeed.”
Fairness in wages	<ul style="list-style-type: none"> • Al-Imran 3:57: “But as for those who believed and did righteous deeds, He will give them in full their rewards, and Allah does not like the wrongdoers.” • Saba' 34:37: “And it is not your wealth or your children that bring you nearer to Us in position, but it is [by being] one who has believed and done righteousness. For them there will be the double reward for what they did, and they will be in the upper chambers [of Paradise], safe [and secure].”
Fairness in dealings	<ul style="list-style-type: none"> • Al-Anaam 6:152: “And do not approach the orphan's property except in a way that is best until he reaches maturity. And give full measure and weight in justice. We do not charge any soul except [with that within] its capacity. And when you testify, be just, even if [it concerns] a near relative ...” • Al-Mumtahina 60:8: “Allah does not forbid you from those who do not fight you because of religion and do not expel you from your homes - from being righteous toward them and acting justly toward them. Indeed, Allah loves those who act justly.” • An-Najm 53:32: “Those who avoid the major sins and immoralities, only [committing] slight ones. Indeed, your Lord is vast in forgiveness...” • Al-Maida 5:8: “O you who have believed, be persistently standing firm for Allah, witnesses in justice, and do not let the hatred of a people prevent you from being just. Be just; that is nearer to righteousness...”
Equality and unity	<ul style="list-style-type: none"> • Al-Isra' 17:35: “And give full measure when you measure, and weigh with an even balance. That is the best [way] and best in result.”
Social order	<ul style="list-style-type: none"> • Al-Imran 3:110: “You are the best nation produced [as an example] for mankind. You enjoin what is right and forbid what is wrong and believe in Allah. If only the People of the Scripture had believed, it would have been better for them. Among them are believers, but most of them are defiantly disobedient.”

	<ul style="list-style-type: none"> Al-Baqara 2:273: “[Charity is] for the poor who have been restricted for the cause of Allah, unable to move about in the land. An ignorant [person] would think them self-sufficient because of their restraint, but you will know them by their [characteristic] sign. They do not ask people persistently [or at all]. And whatever you spend of good - indeed, Allah is Knowing of it.”
Cooperation	<ul style="list-style-type: none"> Al-Hujraat 49:9: “And if two factions among the believers should fight, then make settlement between the two. But if one of them oppresses the other, then fight against the one that oppresses until it returns to the ordinance of Allah. And if it returns, then make settlement between them in justice and act justly. Indeed, Allah loves those who act justly.” Maryam 19:96: “Indeed, those who have believed and done righteous deeds - the Most Merciful will appoint for them affection.”
Continuous improvement	<ul style="list-style-type: none"> Al-Araf 7:42: “But those who believed and did righteous deeds - We charge no soul except [within] its capacity. Those are the companions of Paradise; they will abide therein eternally.”
Righteous/ Intention	<ul style="list-style-type: none"> Al-Baqara 2:25: “And give good tidings to those who believe and do righteous deeds that they will have gardens [in Paradise] beneath which rivers flow...” At-Taubah 9:105: “And say, "Do [as you will], for Allah will see your deeds, and [so, will] His Messenger and the believers. And you will be returned to the Knower of the unseen and the witnessed, and He will inform you of what you used to do.” As-Saff 61:8: “They want to extinguish the light of Allah with their mouths, but Allah will perfect His light, although the disbelievers dislike it.”
Consultation	<ul style="list-style-type: none"> Ash-Shura 42:38: “And the ones who have responded to their Lord, and kept up the prayer, and their command is counsel between them, and they expend of what We have provided them.” Al-Kahf 18:22: “...say, [O Muhammad], "My Lord is most knowing of their number. None knows them except a few. So do not argue about them except with an obvious argument and do not inquire about them among [the speculators] from anyone.”
Consideration for others	<ul style="list-style-type: none"> Al-Mumtahina 60: 9: “Allah only forbids you from those who fight you because of religion and expel you from your homes and aid in your expulsion - [forbids] that you make allies of them. And whoever makes allies of them, then it is those who are the wrongdoers.” Al-Nisaa’ 4:36: “Worship Allah and associate nothing with Him, and to parents do good, and to relatives, orphans, the needy, the near neighbor, the neighbor farther away, the companion at your side, the traveler, and those whom your right hands possess. Indeed, Allah does not like those who are self-deluding and boastful.”
Agreements and promises	<ul style="list-style-type: none"> Ar-Rad 13:25: “But those who break the covenant of Allah after contracting it and sever that which Allah has ordered to be joined and spread corruption on earth - for them is the curse, and they will have the worst home.”

	<ul style="list-style-type: none"> • Yunus 10:71: “And recite to them the news of Noah, when he said to his people, "O my people, if my residence and my reminding of the signs of Allah has become burdensome upon you - then I have relied upon Allah . So resolve upon your plan and [call upon] your associates. Then let not your plan be obscure to you. Then carry it out upon me and do not give me respite.”
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Table 3: Summary of the values emphasised in the Holy Quran as proposed by Ali (1988)

The Islamic religion focuses on humanitarian and universal values. Table 3 lists a set of universal values that the Holy Quran emphasised on. The main and ultimate goal of Islamic morality is love for Allah and all creatures. In Islam, morality involves all the values related to good virtues and righteousness. Quran provides a complete code of life and calls all Muslims for having a good character as well as spreading good deeds.

As it is hard to limit the Islamic values in a few core values, and it is worth mentioning the six articles of faith of Islam and the religious practices which differentiates this religion from the others and which will be used in this study to help identifying the Islamic values in the images of the investigated textbooks:

The Six Articles of Faith

All Muslims share the same essential beliefs "Articles of Faith:

1. Belief in One God: God created humans to worship, plead and serve him.
2. Belief in Angels: angels are unseen beings who serve God and obey him. Each person has angels around him/her that record his/her deeds.
3. Belief in Prophets of God: the guidance of God was conveyed through prophets who were sent to all nations starting with our father Adam and comprising Noah, Abraham, Moses, Jesus and Prophet Muhammad, peace be upon them.

4. Belief in God's revealed books: God's wisdom and commands were revealed to his messengers and to His Prophets through 'books': Quran, the Gospel and the Torah, the Scrolls of Abraham and the Psalms of David. All Muslim people trust that the Holy Quran is God's ultimate revelation sent to His Prophet Mohammad.
5. Belief in Day of Judgment: All Muslim people believe in Heaven and Hell and in the appointed Day of Judgment and that everything will come to an end. Everyone will be judged for his good deeds and bad actions.
6. Belief in Predestination: Muslims believe that God is the sustainer of the life and that God is the only one who has control over everything that exists in all time and space.

The Fundamental Religious Practice of Islam

The Islamic religion does not depend only on rituals, but it is also based on a daily worship. There are five pillars that form the formal acts of Islamic worship: the declaration of faith, five daily prayers, fasting of Ramadan, Zakah (charity), and pilgrimage.

1. Declaration of Faith: the first and main religious practice of Islam is the "Declaration of Faith". Muslims believe that there is no God but Allah and that Mohammad is the Messenger and the Prophet of Allah. Thus, when any person wants to convert to Islam has to say this statement "La ilaha illa Allah wa Muhammad Rasul-ullah".
2. Daily Prayers: the five daily formal Prayers is the method by which Muslims connect to God and obtain spiritual power and calmness.
3. Zakah: Zakah is the charity that Muslims have to give to the poor. All the wealth is a blessing from Allah and all Muslims are brothers in Islam. They all have responsibilities towards each other. The rich have to aid the poor and the needy.

4. Fasting of Ramadan: Muslims fast the whole month of Ramadan every year. The fasting happens from dawn to sunset with no food, drink or sexual intercourse. After the sunset, Muslims can again enjoy all these things. The reason behind fasting is to practise self-control, to focus on prayers and to empathise with the needy people in the world who cannot enjoy the privileges of others.
5. The Hajj Pilgrimage to Mecca: Hajj is typically the most intense religious experience for Muslims. Muslims try to make at least one pilgrimage in their lifetime to the sacred sites in Mecca, in Saudi Arabia.

2.5.1.3. Global Citizenship

The increased worldwide globalisation has led to the development of what is called "global citizenship". Global citizenship or world citizenship is a sense of belonging to a broader community in the sense that today the world is more like a complex web of connections and interdependencies where there is a common humanity between the local, the national and the global contexts (UNESCO, 2014). This idea denotes that our actions and choices may have a consequence not only on our local communities but also internationally. It supports deep thinking about what is equitable and just and about the impact of one's decisions, and also encourages personal respect and respect for others around us.

Global citizenship is also defined as giving individuals the rights and civic responsibilities as members of the world (Shaw, 2000). In other words, the individuals' identity exceeds the geography and political borders, and citizens of any nation have rights that comes from their world membership. Paine (2011), who has always identified himself as a citizen of the world, argued that

a global citizen is someone who puts global citizenship endeavours and goals above nationalistic or local identities. Paine says: "my country is the world, and my religion is to do good" p. 253. Global citizenship has been promoted by many other distinguished people such as Albert Einstein who labelled himself as a citizen of the world and reinforced this concept during the course of his life. To be a global citizen means that an individual should: - have an understanding of how the world functions, - take responsibility of his/her own actions, - be willing to work on making the world a more equitable and sustainable place, - participate in a range of levels in the community both local and global, - strive to achieve social justice, - respect others and value cultural/political/social and religious diversity and should have a sense of his/her own role in the wider world as a global citizen.

There are some qualities and attributes that make an effective global citizen: problem solving, effective communication skills, critical thinking, decision-making, flexibility, creativity and proactivity. These skills are the same indispensable skills that enable any individual to thrive in the 21st century and are not possible to develop in children without the assistance of schools. Today, most of schools focus on the education for global citizenship, as they are aware of the importance of cultivating global citizens. Schools intend to empower students of all ages to undertake active local and global roles, in constructing more secure, tolerant, inclusive and peaceful societies. The global citizenship in schools deals with global issues, inequities of power, peace and conflict, sustainable development, cultural identities and resources. Botha (2013) stated that global citizenship education has the duty of enabling individuals to critically examine their own traditions and appreciate that they are bound to all other human beings not only to their own community. All this will enable students to exercise a narrative imagination as oneself in others' situations.

Andrzejewski and Alessio's (1999) developed the Theory of Education for Global Citizenship and Social Responsibility. Their theory suggests that schools are responsible for providing an empowering environment for learners to access the required knowledge and skills to be able to survive and face the global social, economic and moral demands. Andrzejewski and Alessio's theory, to achieve the global citizenship goals, suggests that:

- All the global citizenship values should be stressed, and all educators should receive professional development on global citizenship.
- Society is both a political and moral entity; therefore, schools and educators should stress on developing both entities in students.
- Educators should prepare students to play a role in establishing a peaceful existence of humanity and become agents of social justice. Students should be accommodative to all people and cultures.
- Educators should possess moral leadership, which is a required characteristic to influence the school events and guide learners to face the imposed challenges by the complex environment.
- Students should be economically inspiring citizens who have the entrepreneurial skills that help them cope with the global society's economic demands. Teachers should not only focus on the teaching of knowledge but also on the psycho-socio life skills.

2.5.1.4. National Citizenship

When we attempt to define the term “national citizenship”, the first notions come to mind are “nation” or “nation-state.” These two terms both refer to people with a common identity, culture

and ethnicity and under certain authority. ‘Society’ is a nation with a restricted territory, which is recognised as a state (UNESCO, 1998). Nationality is often used as a synonym for citizenship. There are many definitions to “citizenship” but they all agree that to be a citizen an individual should be recognised under the law or the custom as being a legal member of a sovereign nation (Baylis & Smith, 2001; Brubaker, 1992). Thus, the whole term “national citizenship” suggests practical differentiation from other nation-states.

Children should be educated to become enlightened citizens who work to participate in decisions that improve their societies (UNESCO, 1998). Citizenship education is based on the discrepancy between two elements:

1. Individuals are entitled to all the human rights integral in the human condition.
2. Citizens are entitled to the political and civil rights approved by the concerned country’s national constitution.

Students should be trained to become good citizens with moral qualities. They should be aware about all the economic, social and political issues in their country. Students should possess certain traits and qualities: respect for others, religious tolerance, acceptance of diversity and community responsibility. In the context of this study, the researcher investigates the aspects that are directly related to the Emirati culture and identity as part of the national citizenship.

2.5.1.5. Global Citizenship vs. National Citizenship

Both global citizenship and national citizenship fall under the same paradigm; however, national citizenship is only on the local and national level while global citizenship is on broader level and reaches out to the rest of the world. Thus, in this study, which investigates the embedded values

in the images, the values are classified as national citizenship values when they are about the UAE or the Arab region. Any symbols or illustrations that are about the world and go beyond the Arab world will be categorised as related to global citizenship such as the protection of the environment, the presentation of different cultures, ethnicities and races from different parts of the world, the presentation of famous international personalities, religious tolerance, and values of equity and equality.

2.5.1.6. Islamic Values vs. Universal Values

From the revision of the literature above, there is no doubt that the Islamic values that are emphasised by Quran and Hadith (consideration for others, agreements and promises, truth, social order, patience, helping others, righteous/intention, honesty and justice, hard work, fairness in dealings, Fairness in wages, equality and unity, cooperation) are the same as the universal values. Quran was described by God as Rahma (pity and mercy), Hoda (enlightenment and guidance), Noor (light or knowledge), Shifa'a (resolutions for personal and community affairs), and Borhan (proof through scientific means). Democratic values, justice and freedom are values that are supported by Muslims since the very inception of Islam. Many people who are not aware of Islam values will be surprised to know that Quran strongly encourages and advocates justice. One of the greatest expressions of justice in literature is the Quran verse "Allah loves the just" (49:10). MVSLIM's report (2015) listed 7 values that prove that Muslims have common values with non-Muslims. The report also indicated that the Holy Quran conveyed universal messages that are irrefutably true and applicable for all generation. The seven values are:

1. **Character and Personality:** Quran gives clear and extensive guidance on the character of humans and personality traits. 5,936 out of 6,236 verses address values and morals while 300 verses are about actions and directions.
2. **Cultural Integration and Tolerance:** The Holy Quran states “Show forgiveness, enjoin what is good, and turn away from the foolish” (Surah al-A`raf 7:199). Islam encourages tolerance and the acceptance of others and their cultures.
3. **Equality and Diversity:** Muslims believe in equality not only among each other and between the two genders but equality with all other races, colours, ethnicities and religions. In Quran God is described as the Lord of Mankind. God is not exclusive to certain people, but he is the God of everyone. Prophet Muhammad stressed on this in his last pilgrimage when he said: “O People! Your God is one; your forefather (Adam) is one; an Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab; a white has no superiority over a black nor a black has any superiority over white except by piety and good action.” (Al-Albaani in as-Saheehah (6/199)).
4. **Environment and Ecology:** Muslims believe that it is their duty to protect the environment and that during the judgment day they will be judged on their use of God’s resources. Several Quran verses and Hadith emphasise on the need to nurture the environment, avoid pollution and save the natural resources. Islam also stresses on showing mercy to animals. Muslims also believe that the universe is God’s creation and they should appreciate it and look after all what exists in it.
5. **Time Management and Productivity:** in Islam, the ineffective time use is a type of waste. “The Bee” is a Surah in the Quran that talks about the importance of time management. The

Bee was used as an example of an intelligent creature that comprehends the reason of her existence and her skills. The bee works hard to produce something beneficial for people.

6. **Entrepreneurship- Creativity, Innovation, and Ingenuity:** Islam considers work as a form of worship. It is undeniable that Muslim scholars were science and mathematics pioneers, who contributed to the world's technological advancement through inventions and discoveries. The Prophet Muhammad himself was a creative visionary leader who started as a religious leader to become a political leader.
7. **Science and Technology:** The Quran referred to numerous scientific phenomena such as the embryonic development, the oceans and clouds, the geology of mountains and the Earth's atmosphere. The scholar Amr Khaled talked about Surat al Naml "The Ant" and its relation to technology. He explained how ants, which are used today as a model for sociological research, are making direct reference to various natural laws on earth such as the law of attraction and photosynthesis.

Since the Islam values and the universal values are similar, this study used all Islamic explicit symbols that are directly related to Islam as a religion to identify the Islamic values. Such as, the already discussed six articles of faith and the five pillars of Islam (fundamental religious practice of Islam). While all the other shared humanitarian values are categorised under the universal values.

2.5.2. The Vital Role of Textbooks

Textbooks are valuable resources for both students and teachers. According to Ndura (2004), textbooks have significant impact on students' attitudes and shape their character on how to deal

with other people and society. Textbooks can strengthen or prevent violence and conflict, and also, up bring intolerance and prejudice (UNESDOC, 2016). Different educators and researchers claim different roles for the student textbook. For instance, according to Nie et al. (2013), the textbook is the guide for instructional classroom tasks, which provides users with a clear framework that defines course boundaries. Arnold (2013) perceives the textbook as an early training facilitator that shapes learning. Down (1988 cited in Crawford, 2003) asserts that textbooks are authoritative and obligatory in the fact that they control the learning process. Yet, textbooks do not transmit just knowledge, but also political views and social values.

Students build their identity based on what they get in touch with, and sometimes the school textbook might be the only book that the student reads (Lässig & Pohl, 2009). However, as per the UNESCO Global Education Monitoring Report GEMR policy paper 28 (UNESDOC, 2016), textbooks in numerous countries failed to reflect the concepts of the global indicator 4.7 of the Sustainable Development Goal 4, which are essential for the political stability, social cohesion and future of the nations. The report recommended the urgent revision of the textbooks to ensure the integration of the target 4.7 concepts and ideas.

According to Cameron (1992), textbooks can have a negative effect on students as they may, in several cases, generate an imbalanced image as the “gender-biased language is often unfair”. The policy paper for the 2016 GEM Report by UNESCO, analysed secondary textbooks drawn from the Georg Eckert Institute for International Textbook Research in Germany which encompasses a massive textbook collection from different parts of the world. The textbooks subjects: social studies and geography, civics and citizenship education, and history (UNESDOC, 2016). The analysis focuses on the relation of the textbook content with the global indicator 4.7 for SDG 4 to measure to which extent the education for sustainable development and global citizenship are

reflected in the textbook content, curricula and national policies. It was found that national citizenship is presented in textbooks along with global citizenship, however, although there is a progress and coverage of global citizenship, it remains low. A big number of textbooks do not help students to appreciate diversity and accept differences. Also, the textbooks are still having gender stereotypes and biasness.

2.5.3. The Role of Imagery and Visuals

Visual learning is the basic element in the processes of the thought as well as a precarious foundation for reading and writing. Visual literacy comes before verbal literacy. Children look and see before they can speak. Kids depend a lot on their multisensory cues (auditory, visual and tactile) to learn and get acquainted with the world around them. Many researchers have shown that individuals learn better when they get involved in the doing process of a meaningful experience.

Philominraj et al. (2017) perceive that visuals are very significant in the learning process because they grab the students' attention and make the classroom experience more interesting and alive. They see that visuals can be employed at all the stages of the lesson and that they can be used repeatedly. Educational institutions are embracing visual presentations in the classroom in addition to other instructional materials due to their importance in learning. In this regard, the philosopher Aristotle (n.d. cited in Benson, 1997, p. 141) said that "without images thinking is impossible" and the poet Somonides (n.d. cited in Benson, 1997 p. 141) said: "Words are the images of things". Images from the beginning of history had great importance in conveying meaning. Even alphabetical characters started as symbolic pictures that have meaning (West,

1997). Stokes (2002) states that most of the information is better presented visually even the most unintelligible type of data. He gave an example of the musical notes that are in a form of symbols that bear the music language.

Since the 60s, there was a stress on the importance of visuals in the teaching process (Corder, 1963). Visuals play an important role in constructivist learning. Also, visual literacy has a strong connection to constructivism as it is related to higher thinking skills and concrete learning that depends on visual feedback, experience and environmental stimuli. Visuals do not only communicate information but also give students the chance to discover and construct knowledge by themselves. Research has shown that visuals are helpful in the cognitive operation, the knowledge recall and recognition (Lindner, 2009). The situated learning theory is one of the theories that show the effect of the visual stimuli in learning, which means that learning can result only through experiencing the culture and the context where the learning takes place (Avgerinou & Pettersson, 2011).

According to Peeck (1993), images in textbooks encourage students to read the attached texts and make the content clearer through the illustrations through the non-verbal codes. Many researchers examined the role of imagery and visuals in learning. For instance, Qutub (2018) argues that children give more attention to details than adults; thus, the misused visuals can impact learning. Raiyn (2016) contends that students use their eyes to gather information that gets stored in the brain according to its location in the environment. His study found that visual learning has significant effects on the development of learners' high order thinking skills and that visual learning is more effective than traditional learning in the development of the higher order thinking skills (selection, ordering, contrasting, comparing, analysing and evaluating) in the students. In the study of Kasmaienezhadfar et al. (2015), they investigated the importance of textbooks and

the effect of images on students' creativity. They found that images have a great influence on the learning process. They contend that pictures improve students' imagination and creativity. Kasmaienezhadford et al. (2015) stressed on the importance of using images in the learning process, but the textbook designers should be mindful of the image utility.

Visuals are essential in foreign language teaching textbooks to direct the learning process as they provide cues that act as a scaffold through giving students a tangible and familiar reference to comprehend the text (Birdsell, 2017). Believing in the important role of visuals in the ELT (English Language Teaching) and that visual metaphors are as important as verbal ones, Birdsell (2017) emphasised in his study that visual metaphors should be used in language learning to improve learners' creativity and critical thinking. Halwani (2017) also, in her action research about the role of visuals and multimedia in the acquisition of a second language, found that there was an improvement in the reading and writing in the investigated classroom when the visual aids were introduced. She concluded visual aids are useful in helping the students in absorbing the lesson content and create and interactive classrooms. Hence, visuals are powerful tools that support teachers in teaching foreign languages.

Visuals are important not only in education but also in other fields. In the journalism domain, the effects of photographs on ethical decision making was explored to confirm that photographs significantly improve people's ethical reasoning (Coleman, 2006). Another study about journalism and media found that images in news media help define or frame opinions and behavioural intentions more than texts (Powell et al., 2015). A study conducted by Kees et al. (2006) showed that the addition of graphic visuals on the cigarette packages in addition to the warning pronouncements increased smokers' perceived intentions to quit smoking. Another recent study about issue framing was conducted by Christiansen (2018). The study highlighted the role

of images in the framing of the issue of alcohol-related harm. Furthermore, visuals play a critical role in the political domain. Bleiker (2018) in his book “Visual Global Politics” stress on the role of visuals in shaping the international events and people’s perceptions. Hale and Grabe’s (2018) content analysis study showed that visuals play an important role in the presidential campaigns which they labelled as the “visual war”.

It is clear that images play a very crucial role in the students’ learning as well as the values internalisation. Thus, images must be carefully planned. Weninger and Kiss (2013, pp. 710-11) stress on the importance of images “to be more than mere visual reinforcement or space fillers. They need to be used as icons or symbols of things in their own right, as the explicit focus of attention in a meaningful pedagogic task”.

2.5.4. Curriculum and Textbook

There is an undeniable significant relation between textbooks and curriculum. Textbooks are the medium that connects between the students and the curriculum. Mikk (2000) stated that textbooks are the official link between intended and implemented curriculum. Berisha et al. (2015) stress that textbooks are the true official curriculum representation for students and teachers. In their study, they found that there is a mismatch between the mathematics textbooks design and the curriculum intentions. Accordingly, they stress on the importance of aligning textbooks with curriculum goals and objectives, especially in countries where there is a centralisation of the educational system and where the government is controlling the school textbooks as in the case of Kosovo, where they conducted their study.

Textbooks are vital for attaining the school curriculum (Sohail, 2011). Textbooks “pave the way to sustainable development” (UNESDOC, 2016). Textbooks are tied to curriculum and are both reflective of the culture and politics of the country. According to Sleeter & Grant (1991) textbooks are a representation of the society and the world we live in. Crawford (2004) asserts that textbooks are complex instruments that represent the economic, cultural and political battles. Izquierdo and Gouvea (2008) also agree with this approach that the school textbooks are cultural objects that represent the uniqueness of the cultural identity.

Okeeffe (2013) says that textbooks’ content and structure are vital to the promotion of a specific vision and “an important vehicle for the promotion of curricula”. According to him, the intended curriculum is based on national policies and standards and the implemented curriculum is an amalgamation of teacher and classroom practices. In this sense, textbooks are the “potentially implemented curriculum” which bridges between the intended curriculum and the implemented curriculum (Valverde et al., 2002 cited in Okeeffe, 2013). Accordingly, images that are investigated in this study are part of the implemented curriculum, which exists in textbooks.

2.5.5. Culture and Morals in Textbooks and Curriculum

The textbook is important to educators and learners. Despite the availability of different sources of information today, such as social media, internet, television and radio, the book continues to be the main source of knowledge. In the holy Quran the word ‘Kitab’ ‘book’ was mentioned over 200 times (Mohammed Shaikh, 2006). Even the first verses of the Holy Quran started with the word ‘Read’. According to Offorma (2016), curriculum planning includes culture components, which ensures that the outcomes of the educational system are compatible with the societies’

values and principals. Offorma (2016) believes that curriculum is not only about knowledge and skills, but also a set of values and attitudes. That is why a situational analysis before the curriculum planning process is essential so the curriculum can reflect the culture and values of the society.

School textbooks are cultural objects that can have a great impact on students. Textbooks are artifacts grounded in values and cultural assumptions that can shape students' views (Offorma, 2016; Valverde et al., 2002). Izquierdo and Gouvea (2008) argue that school textbooks reflect the national curriculum, the countries' cultural perspectives and identity. They also put emphasis on the curriculum as an absolute tool for attaining the nation's educational goals.

Textbooks can have positive as well as negative impacts on students. They can create an unfair image about certain issues as, in many cases, the used language in the textbooks can be imbalanced (Crawford, 2002). Crawford argues that one of the flaws of the school textbook is that it is related to the decision making and strategic objectives. The textbook is considered as the decision maker in the classroom which relegates the students and teachers' roles. For instance, English as Foreign Language EFL textbooks are recognised for having cultural sensitivity issues. Many studies showed that EFL textbooks have cultural content and aspects (Raigón-Rodríguez, 2018; Rashidi & Meihami, 2016; Setyono & Widodo, 2019; Toprak & Aksoyalp, 2018). Chao (2011) examined hidden curriculum in the American Inside Out (elementary level/2008) which is one of the widespread internationally published ELT textbooks. The findings showed that the textbook focused more on the presentation of the Western culture and perspectives with a less representation of the Asian culture. The reading texts and the listening scripts favoured the English-speaking countries' culture. A more recent study, conducted by Rashid and Ibrahim (2018) to investigate the existence of some English textbooks that are not in harmony with Islam, found that there is an obvious partiality towards the Western culture at the expense of the Islamic values. The

researchers listed three categories of the ELT: positive, neutral and negative. Also, Rashidi and Meihami (2016), in their study where they tried to examine the ELT textbooks' cultural content in inner (UK), outer (India), and expanding circle countries (Iran), found that ELT textbooks are usually used in different countries as institutional materials in the sense that they aim to transmit their cultural beliefs and values.

Textbooks are tools to convey multicultural values to students. Isnaini et al. (2019) considered that the study of cultural issues in the EFL textbooks is an underexplored area. He investigated the representation of cultures in EFL textbooks. He studied the visual images in the textbook to reveal the multicultural values represented in an Indonesian vocational high school English textbook. The study found the following four multicultural values' categories: the respect of other traditions, appreciation of other individuals' perspectives, appreciation of other people's cultural products and appreciation of the equal rights of women. Isnaini et al. see that these values will enrich the intercultural communication competence of the students as they will appreciate cultural diversity and accept differences.

2.5.6. Impact of Hidden Curriculum on Students

In addition to the formal curriculum, hidden curriculum has an impact on students. This impact can be either positive or negative. Cuban's (1992) discussion of the learnt curriculum indicates that most of the students' learning, either formal or unintentional, goes far beyond the intention of the teacher. According to Brym and Lie (2007), what students attain from the teaching material may result in long-term, downsides on both social behaviour and performance. However, the effects of hidden curriculum are not always negative. Silver et al. (2001) believe that hidden

curriculum is unavoidable (cited in Mehrmohammdi, 2002). They say that all educational institutes, including universities, have hidden curriculum. However, the issue is that hidden curriculum can have either positive or negative outcomes. Ryan (1993) argues that positive education can happen through hidden curriculum. He explains that if there is fairness in every corner of the school the children will develop these values and adopt them.

There are several international studies about the effects of hidden curriculum. However, the majority of these studies focus on specific aspects such as gender bias, racism, cultural influence and/or a specific value internalisation. For instance, Shinabe's (2018) recent study explored the representation of Asian and European countries in the Japanese and Spanish social science textbooks. The findings indicate that Europe was represented in a positive way while Asia was negatively represented. Shinabe came to the conclusion that there is a Western ethnocentricity which positions countries according to the Western-centred standards and affects students' perceptions about other cultures.

Donovan (2014) investigated the biology curriculum to see how the treatment of race affects the adolescent learners' race conceptualisation in a US school. A double-blind field mixed-methods experiment was used. Participants had to read and complete an assessment of either racialised or non-racialised textbook passages. It was found that students in the racialised condition developed race conceptions compared to students in the non-racialised condition. Donovan (2014) concluded that biology textbooks can unintentionally strengthen the racial bias. According to Bigler & Liben (1993) kids develop racist attitudes at a very young age through the messages they receive from hidden curriculum. Thus, knowing that hidden messages, either positive or negative, can be transmitted to students is mind-bending. Which calls for proper planning prior to the insertion of

images in textbooks to guarantee the transmission of the intended values and messages. This step will transform the unintentional hidden messages to intentional hidden messages.

In addition, the negative effects of hidden curriculum even exist outside the formal setting of the classroom. Jung et al. (2018) found that in physical education PE, hidden curriculum can perpetuate positive or negative outcomes. They claim that teachers can unconsciously use gender-biased verbal comments that cause students to develop gender biased attitudes and believes. Jung et al. argue that hidden curriculum reveals itself with time and students become aware of it. This type of hidden curriculum does not only affect students' norms and attitudes but also makes the PE professionals maintain these sorts of values and behaviours. Jung et al. advised that PE professionals should pay more attention to these practices that shape students' values and attitudes and create inequities in PE classrooms. PE professionals should keep the possible outcomes in mind during the planning process, implementation and post-implementation reflection. Teachers should also benefit from this PE programs to identify and reflect on issues related to gender inequalities and carry on such understanding in their classroom instructional practices.

Many studies attempted to study the impact of hidden curriculum in internalising certain values to students. Alifat et al.'s (2016) descriptive study, exploring the role of hidden curriculum on primary-school students' social self-efficacy, found that there is a significant influence of hidden curriculum on social self-efficacy. However, the most influential component of hidden curriculum was the teacher while the least influential factor was the content component. Likewise, Alsubaie (2015) in his study, stressed on the role of the teacher in hidden curriculum. He indicated that hidden curriculum can negatively and positively influence the learners through teachers unintentionally. Hidden curriculum can also involve the value of religious tolerance. Kurniawan (2018), in his study, confirmed that there are formal and informal spheres, which are socialised

within a hidden curriculum, that convey religious intolerance to students in Indonesian educational institutions.

As hidden curriculum has negative effects, it does also have positive effects especially in regards of values internalisation. Al Qomoul and Atallah (2017) investigated the hidden curriculum's impact on aesthetic and ethical values using a descriptive analytical method. Their study has shown that the hidden curriculum has a stronger effect on the learners' acquiring of ethical values than the formal curriculum. Their findings are aligned with many other researchers who also revealed that hidden curriculum is more effective than the acknowledged one in providing students with experiences, values and cognitive social attitudes (Al Qomoul & Atallah, 2017; Azimpour & Khalilzade, 2015; Gordon, 1982). Al Qomoul and Atallah (2017) maintain that hidden curriculum has its own characteristics that provide learners with a unique educational experience and offers students honoured morals and positive values.

Hidden curriculum indirectly builds learners' ethics because it encourages the cooperation between students, it also encourages creativity, responsibility taking and sound decision making. Al Qomoul and Atallah (2017) stress on the role of teachers as professional facilitators who should be efficient and who support the morals' acquisition of the students through good deeds and decent interactions with the learners. They also argue that good teachers are the ones who can work in alignment with the society and succeed in embedding the society's values and norms in their learners. Thus, Al Qomoul and Atallah believe in the positive hidden curriculum where professional teachers transfer their own ethical values to their learners through the hidden curriculum constituents, which are present within the school environment.

Another study's findings, that are consistent with Al Qomoul and Atallah's (2017) findings, is Çubukçu (2012) study. Çubukçu conducted a qualitative case study to explore the impact of hidden curriculum on the character education process to disclose the role of hidden curriculum in gaining values. He focused on the component of hidden curriculum activities that he believed that they are tools to help students internalise and perform values: free time activities, sportive activities, social and cultural activities, celebrations, ceremonies and special days and weeks. It was found that these hidden curriculum supportive activities play a role in aiding students to gain and internalise values. As Al Qomoul and Atallah's (2017), Çubukçu (2012) also argues that social atmospheres and the moral environment are more influential, as a sort of hidden curriculum, for students than the declared and official materials.

Sari and Doganay (2009) conducted a case study that investigated the hidden curriculum functions on one of the basic democratic values which is "respect for human dignity". The study used two elementary schools in Turkey. The first school is with low quality school life and the other one with high quality school life. Unconstrained observations and interviews inside and outside the schools were used to gather data from both teachers and students for the period of four months. The two schools have inappropriate features for democratic values, but the intensity is different in both schools. Teachers and students were asked about their perceptions of the hidden curriculum functions and characteristics on the process of respect for human dignity using questions that evaluate the student-student relationships, teacher-student interactions, social activities of the school, rules process and administration quality. The results show that in the low-quality life school the hidden curriculum has more incongruous feature of respect for human dignity. Lot of misbehaviour incidents are recorded in the school. The researcher argues that there is a mutual relation for all sides of the hidden curriculum as the students demonstrate parallel behaviour to the

school environment. When teachers show antidemocratic responses and violate the value of respect for human dignity such as using force, shouting and humiliating students, the students misbehave and adopt the observed behaviour. While the opposite is happening in the school where teachers were showing more behaviour related to respect for human dignity. These findings show that hidden curriculum has significant functions related to the students' acquisition of basic democratic values.

Sari and Doganay (2009), as other researchers, stress on the role of the teacher in creating a positive hidden curriculum. They suggested that teachers, as well as school administrators, should be trained on the democratic values in order to transfer that to the school environment and students. They also stress on the role of the ministry of education in regard to hidden curriculum. They argue that the ministry of education should not regulate the formal and declared curriculum but also the hidden curriculum in order to offer equal learning opportunities to all the children in all schools.

Hashemi et al. (2012), using a descriptive-after event (causal- comparative) method, studied the effect of hidden curriculum on social education of students in high school. It was also revealed that the school's hidden curriculum could have strong and significant impact both positive and negative on social education. The study results revealed that students who go to open-atmosphere schools perform better in the educational and civil duties and became more social individuals as they acquired high level social skills and social moralities, and they are also more responsible. In addition to the students' increased irresponsibleness and growth in the social skills, students in open atmosphere schools also get more familiar with democracy, equivalence, law respect, attention to public benefits and civil duty.

Hidden curriculum does not only have an impact on values internalisation and moral development of students, it also has an impact on academic achievement of students. Bayanfar (2013) claims that no prior studies are conducted on hidden curriculum effects on students' academic achievements. He investigated the potential impact of hidden curriculum on the high school students' academic achievement in order to develop a credible model that can be used by educators to decrease the hidden curriculum's negative effects and design a better learning environment for students. The study findings revealed that 25% of the academic achievements are influenced by the hidden curriculum.

Bayanfar (2013) calls for more research related to hidden curriculum on learning as most of the factors that affect learning are unforeseen, unintentional and non-obvious. He believes that any training given to the educational personnel or any new tools or programme introduced in the school is directly or indirectly affecting the students' learning. The proposed model by Bayanfar to limit the negative effects of hidden curriculum and to endorse meaningful and long-lasting learning consists of eight components: philosophy, theoretical basis, objectives, principles and methods, fundamental variables, dimensions, execution stages and evaluation and feedback system. These eight principles are developed to motivate students, create a balanced role of learner and teacher relation, design a conducive learning design, develop students' intelligence and talent using extra-curricular activities, give equal value to all the subject matters, consider the impact of the existing school physical facilities on the learning of the students, consider a diversity of teaching techniques and evaluation methods, and finally to familiarise the educational personnel with the students psychological characteristics.

Ebadi (2013) conducted a systematic review for the scientific articles that investigated hidden curriculum specifically in Iran from 1991 to 2012. Ebadi's tried to investigate the most significant

educational influences and impacts of hidden curriculum in order to propose a solution for avoiding the negative consequences of hidden curriculum and maximising the benefits. The findings revealed that the negative consequences of the hidden curriculum dominate over the positive ones in numerous dimensions: the social atmosphere of the school, school structure and teacher-student interaction. The researcher argues that these outcomes might be due to the unawareness and lack of ability of teachers and school principals about the effective use of the said curriculum or even the rejection of its importance in the educational structure of the school. The researcher came up with a new approach to avoid the hidden curriculum consequences: redefinition of the schools' structures, institutionalisation of the compassion culture and creation of a suitable social atmosphere which aligns with the local culture, establishment of humanistic teacher-learner interactions, revision of the regulation and management systems that govern the school, revision of the school's bureaucracy, and finally the creation of opportunities for the hidden curriculum to feed the intended goals and objectives of the declared curriculum.

From the literature review of this section, it is clear that hidden curriculum has both positive and negative impacts on students. Most of the time, the impact of hidden curriculum is negative as it is mostly unintentional. Hidden curriculum also depends on the immediate presence and real-world interactions that happen in the school or classroom between learners and teachers, learners with each other and learners with the educational personnel.

2.5.7. The Alignment between the Different Levels of Curriculum

Before discussing the alignment between the different levels of curriculum, the word 'alignment' should be defined. 'Alignment' is defined as the degree to which the expectation of learners are

in conjunction with assessments to enable the learning of students (Webb, 2002). Roach et al. (2008) also define the alignment of curriculum in the same way, they stress on the curricular expectations of learners and the learning outcomes. Seitz (2017) argues that the main curriculum alignment principles are: 1- learners' expectations, 2- classroom instruction, and 3- reliable assessment information. In other words, the alignment is mainly about the standards and expectations that refer to the (intended curriculum) and the learning outcomes of the students, which represent the implemented, the achieved curriculum and, undeniably, the hidden curriculum.

Many studies investigated the alignment among the three levels of curriculum (intended, implemented curriculum and attained curricula) or at least between two levels of curriculum which are the intended and the attained curriculum or the implemented and attained curriculum. For instance, Bouangeune et al. (2008) investigated the effectiveness of the English curriculum in 25 secondary schools in Laos. They found that the adopted curriculum (intended curriculum) was not effective in raising students' achievement (attained curriculum) in the three test units: grammar, vocabulary and reading comprehension. They argued that this is due to the bad quality of the textbooks, which have a huge amount of content compared to the given time with no vocabulary explanations. In addition, the teachers had weak teaching techniques and the school lacked the necessary teaching equipment. They concluded that there is a huge gap between the intended curriculum and the attained curriculum as students were not able to acquire the English knowledge as anticipated.

Some studies investigated the alignment between the implemented curriculum and the intended curriculum. Kurz et al. (2009) tried to examine the alignment of the intended and enacted curriculum and their relation to the learners' achievement in general and special education. They examined planned and enacted curriculum of the 8 grade mathematics content for 18 teachers and

the curricula's alignment to state standards. The study found that there is a low alignment of the planned and enacted curriculum with the state standards for both the special education teachers and the general education teachers. The study results also indicate that the planned curriculum, which is executed by teachers, is a middle step between the intended and enacted curriculum; because teachers, first, followed their own planned curriculum then the state standards and intended curriculum.

To investigate the alignment between the three levels of curriculum (intended, implemented and attained curriculum), Mereku and Mereku (2015) examined the congruence between the Information and Communication Technology (ICT) intended curriculum, implemented curriculum and attained curriculum in five sub-Saharan African countries (Senegal, Kenya, Ghana, Cameroon and Côte d'Ivoire) and South Africa. 40% of the schools/institutions, 114,360 students and 4,599 educators have participated in their study. A three-dimensional analytical framework (intended curriculum, implemented curriculum and attained ICT curriculum) was used to examine the quantitative and qualitative data extracted from the PanAfrican Research Agenda on the Pedagogical Integration of ICTs (PanAf) observatory. The study findings indicate that the national curriculum documents about ICT focus on ICT as the subject of learning not a means of learning. It was also revealed that there is a gap between the intended and realised ICT curricula in the studied African countries, also between all levels of the curriculum (intended, implemented and attained).

A more recent study also examined the alignment between the three curriculum levels. Phaeton and Stears (2017) conducted an interpretative study to explore the alignment of the intended, implemented and attained curriculum of A-level Biology curriculum in Zimbabwean High schools through the teachers' curriculum interpretation. The study found that teachers could not interpret

the science process skills from the curriculum documents, which results in a misalignment between the implemented and intended curriculum. The participating teachers in the study consulted some narrow parts of the intended curriculum, which led to a perceived curriculum which does not reflect the goals of the intended curriculum.

Seitz (2017) examined the alignment among the three levels of curricula (intended, enacted, and assessed curricula) in grade 9 mathematics in the province of Alberta in both operations (content to be learnt by students) and cognitive processes (skills to be acquired by students). The researcher tried to capture the enacted curriculum through classroom observations and Delphi method to specify the cognitive levels for the intended curriculum. To determine the assessed curriculum, end of unit tests was used. The study found that there is a high alignment among the intended, enacted and assessed curricula for the mathematics content/operations (97%). However, the alignment among the three curricula levels for the cognitive processes was found to be very low (7.3%). Seitz (2017) said that the cognitive processes should be clearly identified at all levels and that the enacted and assessed curricula should be also revised to make sure that the cognitive processes are taken into consideration and aligned.

Very few studies, when discussing the curriculum levels/dimensions list hidden curriculum as one of the dimensions. For example, Assemi and Sheikhzadeh, (2013) discussed the intended, implemented and experiential null curriculum. They did not ignore the hidden curriculum and null curriculum or as what they labelled “excluded curriculum”. The excluded curriculum is what is not taught unintentionally or even intentionally in the school, which transmits an implicit message to learners that the missed elements are not significant and have no value in the society. Assemi and Sheikhzadeh (2013) even listed three levels within the null curriculum: intended, implemented, and experiential null curriculum. The intended null curriculum refers to when

politicians, authors or school textbooks and designers omit some parts of the curriculum because it is not suitable for the learner needs and society. The implemented null curriculum is when teachers exclude some curriculum content because they believe that it is not congruent with the learner needs and not interesting for the instruction. The experiential null curriculum is related to the students' as end users. Students sometimes neglect some content, as they see it not relevant to their own experience and needs.

Though, as the above literature review demonstrates, many studies made a contribution towards understanding the quality and the relationship among the different levels of curricula; there is a lack of studies that investigate the alignment of hidden curriculum with the other levels of curriculum (intended, implemented and achieved). However, the hidden curriculum existence is undeniable. As a matter of fact, these studies confirm the existence of hidden curriculum in the sense that the perceived curriculum, which is the result of the misalignment between the intended and implemented curriculum, is what can be called hidden curriculum.

The alignment between the intended, enacted and achieved curricula is what leads to achieving the intended goals (Anderson, 2002; Squires, 2012). Without this alignment, unintended outcomes will take place. The three curricula components are all essential to the educational system, but the enacted curriculum is very crucial and an important feature of any curriculum indicator system (Porter & Smithson, 2001) because, mostly, the hidden curriculum can happen during the implementation stage. Remillard and Heck (2014) acknowledge five key decision-making points that happen in the interpretation process and impact the process of curriculum enactment:

1. The stage of the primary curriculum development in which the curriculum developer influences the official curriculum.
2. The teacher preparation stage, which is influenced by the teacher's intention.

3. The stage of curriculum enactment, which might be influenced by the classrooms' interactions.
4. The stage of evidence collection of student learning, which is influenced by the students' curriculum outcomes.
5. The stage of development of teachers' supporting resources, which has influences on the teaching materials.

A considerable number of the literature approves that there is a gap in the alignment between the intended goals and objectives and the real performance and interpretation of the curriculum actors (Chang, 2014). Chang (2014) adds that the experienced curriculum is influenced by the individuals' receptions of the intended curriculum, which conveys unplanned learning outcomes. Van den Akker (2010b) claims that the teachers' interpretation to curriculum is important as they can alter or distort the intentions of the curriculum developers. Ross (2017) also perceives that the intended curriculum, planned curriculum and enacted curriculum go hand in hand, and that the interpretation of the teacher is what guarantees a meaningful implementation in the classroom. Teachers are supposed to enact the intended curriculum through a process of interpretation and translation of content into learning experiences. Porter (2002 cited in Ross, 2017) describes the process of the teachers' interpretation of curriculum as a process that is impacted by the teacher-decision making which might sometimes lead to misalignment from the original curriculum intention.

All of these studies talked about hidden curriculum in an indirect way but did not label it as 'hidden curriculum'. Moreover, the majority of these researchers called for an urgent examination of the teaching methods and curriculum revision but they did not mention hidden curriculum as one of

the factors that could have caused the gap between achieving the desired outcomes and the intended curriculum goals.

2.5.8. International Studies about Hidden Curriculum in Textbooks Images

Most researchers gave more attention to texts or social interactions when investigating hidden curriculum. Conversely, some nonverbal symbols in textbooks can also be aspects of hidden curriculum as they can carry and propagate meanings. McMillin (2007) states that meaning is created and transmitted by symbolic forms. This is confirmed by the studies that investigated images as a form of hidden curriculum. For instance, Othman et al. (2012) investigated gender representation in images through using a frequency analysis on Malaysian English textbooks. The results of their study indicate that there is a large representation of males over females. There is also a gender biasness in the portrayal of characters as related to professional, social and political roles. Brym and Lie (2007, p. 97) state that the textbook content and materials "are one of the mostly influential gender agents".

Many studies, while researching hidden curriculum, focused on foreign language textbooks or ELT specifically. Most of them, also studied and looked into the gender representation variables, such as the social role of females and males presented in the images of textbooks (Sovic & Hus, 2015), the gender representation and position in the contemporary English as a Second Language ESL textbooks images (Giaschi, 2000), the gender role stereotypes in relation to career (Yasin et al., 2012) and the gender presentation in textbooks' images in terms of their numbers and how this representation impacts students (Parham, 2013; Tarrayo, 2014).

Islam and Asadullah, (2018) conducted a study to identify gender stereotypes in education, on ELT textbooks of public secondary schools in Malaysia, Indonesia, Pakistan and Bangladesh. Their study confirmed the pro-male bias. The textbooks presented women as passive and mostly occupying traditional and domestic roles as opposed to men who occupy professional roles. Another study investigated the pictorial gender representation in Saudi Arabia's foreign language textbooks of elementary schools (Aljuaythin, 2018). The study found that there is an underrepresentation of females, which does not reflect the equality between the two genders. Ahmad and Shah (2019) also investigated gender representation in grade 5 private and public schools' ELT textbooks in Pakistan. They came to the conclusion that there is an implicit, as well as an explicit, male dominance which results in real life discrimination.

Another study, which concentrated on the gender representation, was conducted by Chiponda and Wassermann (2015). Chiponda and Wassermann (2015), believing in the importance of images in history textbooks, used a mixed design study using visual semiotic analysis and content analysis to analyse women images in the history textbooks of three secondary schools in Malawi. They found that women are under-represented and generally oppressed. They argued that history textbooks have a powerful influence and convey negative images about the female character.

Carvalho et al. (2011) investigated images from a very different perspective, they analysed images of environmental education textbooks of 14 Western, Eastern European and non-European countries. They established that Eastern European countries and non-European countries employed less urban-rural landscape than nature compared to Western European countries; while a more use of negative impact images were exhibited in all the countries' textbooks. Also, women were presented in positive impacts images while men in negative impact images.

2.5.9. UAE Studies about Hidden Curriculum in Textbooks Images

This section of the literature review labels the previous studies in the UAE that addressed the issue of hidden curriculum in images. In the UAE, A relatively few studies have investigated textbooks' images in relation to hidden curriculum. Nonetheless, all of these studies demonstrated that images might transmit negative messages to students. A master thesis, submitted to the British University in Dubai (BuiD) by Tahan (2015), investigated gender representation in G-1 to 12 EFL textbooks in the UAE public schools both in the images' illustrations as well as in the texts. Tahan's study examined eight concepts: generic masculine, character activities, character traits, grammatical functions, occupations, topic domination, visibility in texts and illustrations. He found that males' representation outnumbered the females' representation in seven of the concepts. He suggested that there is an obvious gender biasness in the EFL textbooks, which means that there is no evaluation process to the inserted images prior to the adaptation or publication of the textbooks.

Another study, which investigated the graphical representations, was conducted by Khine & Liu (2017). The latter, in view of the vital role of visual representation in Science domain, conducted a content analysis study to examine visual representations in the UAE primary Science textbooks and practical books using a descriptive analysis. The study found that all the four types of the graphical representation are used in the investigated textbooks (iconic, schematic, charts and graphs). However, the iconic type (Iconic diagrams are realistic drawings and pictures of tangible objects) is the most used graphical type – female images are dominant over male images especially in describing a scientific process's human intervention – graphics of Emiratis were more than the foreign graphics.

Khine & Liu (2017) focused on the graphical representations, as they believe that it has a strong role in constructivist learning which enables the students to discover and construct knowledge. The study found that the iconic diagrams have advantages in the visual cognitive course. Especially in the beginning science learning, iconic diagrams are used as there is a need to build an isomorphic interplay between the graphic representation and the physical referent objects. Khine & Liu went beyond the analysis of visual representation, they also analysed the relations between graphs and their textual representations. The researchers revealed that it is suitable and more beneficial to engage more than one mode of representations in its coding scheme: Indexing (mostly all of the graphs and texts were mutually clarifying each other), Captioning (when a brief textual explanation was offered), and Functioning (the logical relation between the textual and visual representations were classified as being either relational or decorative).

2.6. Summary

Creating a happy cohesive society is one of the pillars of UAE Centennial 2071 (Government.ae, 2018b). The UAE aspires to be one of the best places to live in through establishing a tolerant, cohesive, secure and ethical society. This is one of the reasons why education is considered as one of the top priorities, because the cultivation of good citizens starts from schools. However, though the UAE has a clear plan for developing a competitive educational system, there are some obstacles that, if not controlled, might hinder reaching the desired outcomes. The above literature is a theoretical and empirical evidence that hidden curriculum is an inevitable part of the schooling system that can impact students both negatively and positively.

Reviewing the literature revealed that many researchers have investigated some aspects related to the implicit messages in the schooling system but without identifying it as “hidden curriculum”. Gender and cultural issues, which are undeniable elements of the hidden curriculum that exist all over the school system, were the most investigated elements by diverse researchers. Key findings indicate that schools play a very critical role in reinforcing certain cultural messages as well as gender-biasness, which most of the times present man as superior to woman.

From the literature review, it can be claimed that textbook researchers explored different textbook aspects including the aspects related to hidden curriculum and tried to investigate how they can affect students. The research scopes about hidden curriculum were mainly about three aspects: 1- hidden curriculum as a result of the school social structure and social relations and interactions (Alsubaie, 2015; Dickerson, 2007; Langhout & Mitchell, 2008), 2- portrayal of culture or gender stereotypes in textbooks, especially in second language textbooks, such as the English Language textbooks (Almujaiwel, 2018; Amini, 2012; Anjaneyulu, 2014; Baker, 2012; Dweikat & Shbeitah, 2013; Hamid et al., 2008; Rashid & Ibrahim, 2018; Rashidi & Meihami, 2016; Rouhani, 2013), 3- unintentional messages and values in the textbooks’ images and visuals (Cheng & Kulish, 2017; Gouvias & Alexopoulos, 2018; Novosel, 2015; Islam & Asadullah, 2018). The third aspect of hidden curriculum which exists in images was the least researched and was mainly researched in the second language textbooks and commonly in relation to the gender stereotypes and biasness. The literature has proved the impact of hidden curriculum on the different aspects related to students especially the acquiring of moral and aesthetic values either positively or negatively. Table 4 presents the key studies, which informed this study, and their findings:

Author	Year	Country	Study design	Findings
Khine and Liu	2017	UAE	Content analysis study	The study found that four types of graphical representation exist in the investigated textbooks (iconic, schematic, charts and graphs). However, the iconic type, which represents the realistic pictures or drawings of concrete objects, is the most used graphical type in the textbooks. The study found that female images are dominant over male images. Besides, there was graphics of Emirati characters more than other foreign characters' graphics.
Tahan	2015	UAE	Content analysis and critical discourse analysis	The study found that males' representation outnumbered the females' representation. It was suggested that there is an obvious gender biasness in the EFL textbooks, which was explained as the absence of the evaluation process to the inserted images prior to the adaptation or publication of the textbooks.
Chiponda and Wassermann	2015	Malawi	Mixed design study (visual semiotic analysis and content analysis)	The study examined women images in the history textbooks of three secondary schools and found that women are under-represented and generally oppressed in the presented images. It was revealed that the history textbooks have a prevailing influence on students and bear negative implications about the female character.
Islam and Asadullah	2018	Malaysia, Indonesia, Pakistan	Quantitative content analysis	The study findings revealed a systematic gender-biasness. The textbooks presented women as passive and mostly occupying traditional and

		and Bangladesh.		domestic roles as opposed to men who occupy professional roles.
Ahmad and Shah	2019	Punjab (Pakistan)	Content and critical discourse analyses	The study findings disclosed that there is an implicit, as well as an explicit, male dominance in the public schools' ELT textbooks, which results in real life discrimination.
Sari and Doganay	2009	Turkey	Case study	The study investigated the value of "respect for human dignity" as a hidden curriculum function. It was found that hidden curriculum has significant functions related to the students' acquisition of basic democratic values and that there is a mutual relation for all sides of the hidden curriculum as the students demonstrate parallel behaviour to the school environment. For instance, when teachers show antidemocratic responses and violate the value of respect for human dignity, the students misbehave and adopt the observed behaviour. While, when teachers show behaviour related to respect for human dignity, the students adopt the value of respect for human dignity.
Çubukçu	2012	Turkey	Qualitative case study	Çubukçu's study found that the hidden curriculum supportive activities (free time activities, sportive activities, social and cultural activities, celebrations, ceremonies and special days and weeks) are significant in aiding students to gain and internalise values more than the official curriculum.

Al Qomoul and Atallah	2017	Jordan	Descriptive analytical method	Al Qomoul and Atallah's study found that the hidden curriculum has a stronger impact on the students' acquiring of ethical values than the formal curriculum. It was also revealed that hidden curriculum can exist in different places and times in the school environment, and it can influence the students' ethical values either, positively or negatively.
Shinabe	2018	Spain & Japan	Content analysis	Shinabe found that Europe was represented in a positive way while Asia was negatively represented in the Japanese and Spanish textbooks. He suggested that there is a Western ethnocentricity, which positions countries according to the Western-centred standards and effects students' perceptions about other cultures.
Isnaini, Setyono and Ariyanto	2019	Indonesia	Content analysis (the visual semiotic theory of Barthes)	Isnaini et al. studied the visual images in the textbook to unveil the multicultural values represented in an Indonesian vocational high school English textbook. They found, in the textbooks' visual images, the following four multicultural values' categories: the respect of other traditions, appreciation of other individuals' perspectives, appreciation of other people's cultural products and appreciation of the equal rights of women. Isnaini et al. see that these values will enrich the intercultural communication competence of the students as they will appreciate cultural diversity and accept differences.

Rashid and Ibrahim	2018	Malaysia	Content analysis	The study revealed that there is a strong bias towards the Western culture at the expense of the Islamic values. It was emphasised that the teaching materials should be aligned with the philosophy and objectives of the taught programme.
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Table 4: Key studies and their findings

The findings of the previous studies do not link the results of the implicit messages investigation with the explicit and intended goals to examine if these messages are intentional or unintentional. Thus, this study is not investigating the impact of hidden curriculum as it is already investigated. The study investigates if the values that are in the hidden curriculum are aligned with the intended values of the official curriculum. The current study attempts to address the gap in the literature by carrying out an empirical study in the UAE. The current study is different from the above studies in the sense it does not only investigate gender representation or cultural representation in the images; but, all the set of values that are previously set for the intended curriculum. Thus, hidden curriculum is not investigated as an isolated concept; the alignment between hidden curriculum and the intended curriculum is also investigated. Understanding the importance of this alignment will enable educators to avoid the negative impacts of hidden curriculum and achieve the desired outcomes (Myles, 2004).

CHAPTER 3: METHODOLOGY

3.1. Overview of the Chapter

The current study aims to investigate the alignment between the MoE curriculum intended values and the embedded values in the textbooks' images as an aspect of hidden curriculum. To achieve the study's purpose and answer the main research question which is to what extent is the hidden curriculum of the visuals in the MoE textbooks aligned with the MoE intended curriculum? four sub research questions were developed:

- ❖ **RQ1:** What are the embedded values and messages in the MoE Moral Education and Arabic language textbooks' images for G 1 to G 4?
- ❖ **RQ2:** To what extent do the values derived from G 1 to G 4 MoE Moral Education and Arabic language textbooks' images reflect the MoE curriculum goals and values?
- ❖ **RQ3:** Do students have visual literacy to be able to interpret the messages and values embedded in images?
- ❖ **RQ4:** What are the perceptions of stakeholders about the embedded values in the textbooks' images?

In this chapter, the researcher presents the research approach and design, the rationale of the study design and the paradigm, which explains the framework of methods and beliefs within which the research takes place. In addition, the scope, site, population, sampling, data collection instruments and data analysis descriptions are also presented. The main goal of this chapter is to describe the adopted methodological toolkit and to justify the research approach in light of the relevant literature.

3.2. Research Approach

Depending on a methodological approach based on the exploratory nature. This thesis is a mixed design study that consists of two phases. The initial phase of the study is based mainly on qualitative data collection with a minor quantitative component, which exists in the document analysis that consists of both qualitative and quantitative content analysis. The second phase of the study depends on a quantitative data collection instrument. Finally, the two data strands resulting from the analysis of all the data collection findings are integrated.

There are two main divisions of social science: constructivism and positivism. Reality in positivism is objective and there is a possibility to measure it (Morgan, 2007). According to the constructivism (interpretivist) division, reality is seen subjectively as it is constructed by the individual (Myers, 2008). Qualitative research is defined as an interpretive, explanatory approach to the world. It encompasses a set of interpretive material practices that make the world visible then present it through a series of demonstrations “including field notes, interviews, conversations, photographs, recordings, and memos to the self” (Denzin & Lincoln, 2013, pp. 6-7). The nature of the current study necessitates the adaptation of both interpretivist and positivist paradigms. The first phase of this study, which consists of three qualitative data collection instruments, is based on the interpretivist division (document analysis, interviews and task-based interviews) and the second phase is quantitative (close ended survey) based on the positivist division. The high focus on the qualitative methods, as the first methods, is suitable for this study, because there is a lack of studies about the investigated topic in the UAE. The researcher is also seeking, first, to know about the phenomenon from the concerned people (curriculum department) as well as from

investigating the textbooks and exploring how students interpret the values in the images, which are the studied phenomenon in the current study.

The researcher of this study believes that any ideology is factual if it works acceptably. She recognises that there are multiple realities and that the world can be interpreted in different ways. Accordingly, the researcher used the mixed method and adopted pragmatism as the underlying philosophy for this research. This paradigm has been identified as the appropriate paradigm for using a mixed research method (Creswell & Clark, 2011; Patton, 2002; Teddlie & Tashakkori, 2009). Pragmatism connects between two major research paradigms, which are the constructivism and positivism. Constructivism is also referred to as post-positivism. Post-positivist researchers construct knowledge not just perceive the nature laws passively (Crotty, 1998). This is because the scientific methods do not necessary generate certain and indubitable results. Constructivists believe that there are multiple socially constructed realities (Creswell, 2003; Mertens, 2009) and that the nature of knowledge is subjective and idiographic (Creswell, 2014). On the other hand, positivism focuses on facts and adopts that the world is external and objective and that explanations should be based on causality (Ramanathan, 2008).

Pragmatism bridges between constructivists and positivists to get the benefit of both (Shannon-Baker, 2015). It is suitable for this study as this study is addressing different research questions, and thus, the researcher is not restricted by the ontological and epistemological issues as well as by how she can carry out research (Brierley, 2017). Pragmatism gives more importance to solutions above philosophical epistemologies. It is more about “what is the best way” to answer the research questions and not about choosing a specific paradigm (positivist, post-positivist or interpretivist); however, using both qualitative and quantitative methods is not done randomly. The research method as well as instruments, should be thoughtfully adopted. The researcher, as a

pragmatist, focus on deriving knowledge about the research problem of the study not on the methods used (Tashakkori & Teddlie, 2010). The researcher gives more importance to the research problem, thus, the researcher tried to use all the accessible methods to understand the problem and considered the option of adding a research question or modifying the instruments whenever she sees that it benefits the study.

3.3. Research design

The tacit nature of hidden curriculum makes researching it little difficult for researchers. Cotton et al. (2013) identified a variety of methods to research hidden curriculum, though it is hard to generalise which method is the most appropriate; but, they argue that qualitative approaches are more suitable to research such a topic. To answer the study's research questions, a mixed design approach was used. The researcher consulted all the available research methods and explored the debates around them before deciding that the mix method approach is the most suitable for this study as it harmonises with the study nature and purpose. For instance, there are no previous studies done on the same topic; thus, the researcher had to seek answers, first, through qualitative methods to get a deep understanding of the phenomenon. Also, the mixed method is appropriate for this study because this approach neutralises weaknesses that might exist in some methods and to get a complete picture of the phenomenon that cannot be achieved by depending on one method (Creswell, 2014). The researcher chose the mixed method because she seeks to reach a comprehensive understanding of the research problem and is convinced that this research design ensures that the findings are grounded in participants' experiences. In addition, the mixed method design strengthens the validity of the study results. The mixed method is used to triangulate results

and construct reality from multiple sources of evidence in order to improve validity and identify key factors (Chen, 2006; Wang et al., 2010).

There are numerous research methods that can be used for qualitative studies such as phenomenology, grounded theory, ethnography, content analysis and hermeneutics. This study chose content analysis as the main research approach in addition to interviews, task-based interviews and a close-ended survey. The school textbooks are mainly analysed through content analysis. This method has its critics in the quantitative field. Quantitative researchers find content analysis as a simplistic technique that does not result in statistical analysis (Morgan, 1993). However, content analysis is one of the leading methods in the qualitative field. Content analysis is an analysis method of texts, verbal words and visuals (Burnard, 1995; Cole 1988). It is a technique of classifying and categorising according to the shared meaning (Hsieh & Shannon, 2005). It also improves the understating of the data and creates replicable and valid inferences (Krippendorff, 2004). Gall et al. (2007) argue that content analysis tries to find an interpretation to the encoded messages in communication products. Based on the study purpose, interviews with the Curriculum Department and task-based interviews with students are conducted concurrently with the document analysis. Later, quantitative data collection instrument (survey) was developed based on the derived themes from the first phase (Creswell & Clark, 2011).

In this study, both the inductive and deductive approaches for content analysis are used to subjectively interpret the textbooks' images and quantify them through a coding process of systematic classification. This approach is well- suited to test the large number of images with a multifaceted nature of values embedded in them. The quantitative content analysis is a positivist approach that starts with the generation of hypotheses to be tested (White & Marsh, 2006). The coding process in the quantitative content analysis is a priori. Valid and relevant categories that

allow for the hypothesis testing should be established. Inductive content analysis is also suited for this study because there is a lack of similar studies in the UAE (Elo & Kyngäs, 2008). Elo and Kyngäs (2008) argue that this type of inductive content analysis should be used when there are no studies about the researched phenomenon or when the latter is fragmented. Qualitative content analysis is an inductive approach based on a humanistic research tradition. In contrast to the quantitative content analysis where categories are a priori, this approach starts with analysing the data, texts or graphs to identify the categories and concepts. The researcher, in this study, started with the qualitative content analysis, which is retrieving all the values and symbols with messages in the images and categorised them into the four curriculum values. Then, the researcher used the quantitative content analysis through counting the frequency of each value and symbol.

This study is based on the phenomenological tradition because the researcher is interested in the perception of the participants about the embedded values in the images. Phenomenology is a qualitative research tradition that describes the meaning of a lived experience of a certain phenomenon for specific individuals (Moustakas, 1994). A phenomenological study enables the researcher to investigate the phenomena experienced by a group of people and make generalisations from the perspectives of multiple participants about the phenomenon. In this study, the lived experience is the transmitting of values through images to students.

Document analysis of G1 to G4 Moral Education and Arabic language textbooks, interviews with the Curriculum Department and students' task-based interviews are the first phase of the study to collect data. The second phase of the study is the conducted through a close-ended survey. This data collection sequel is used because the content analysis unveils the values that are embedded in the images, so the phase two follow-up helps build upon the phase one results and answers the rest of the research questions. The research design is presented in the figure 9:

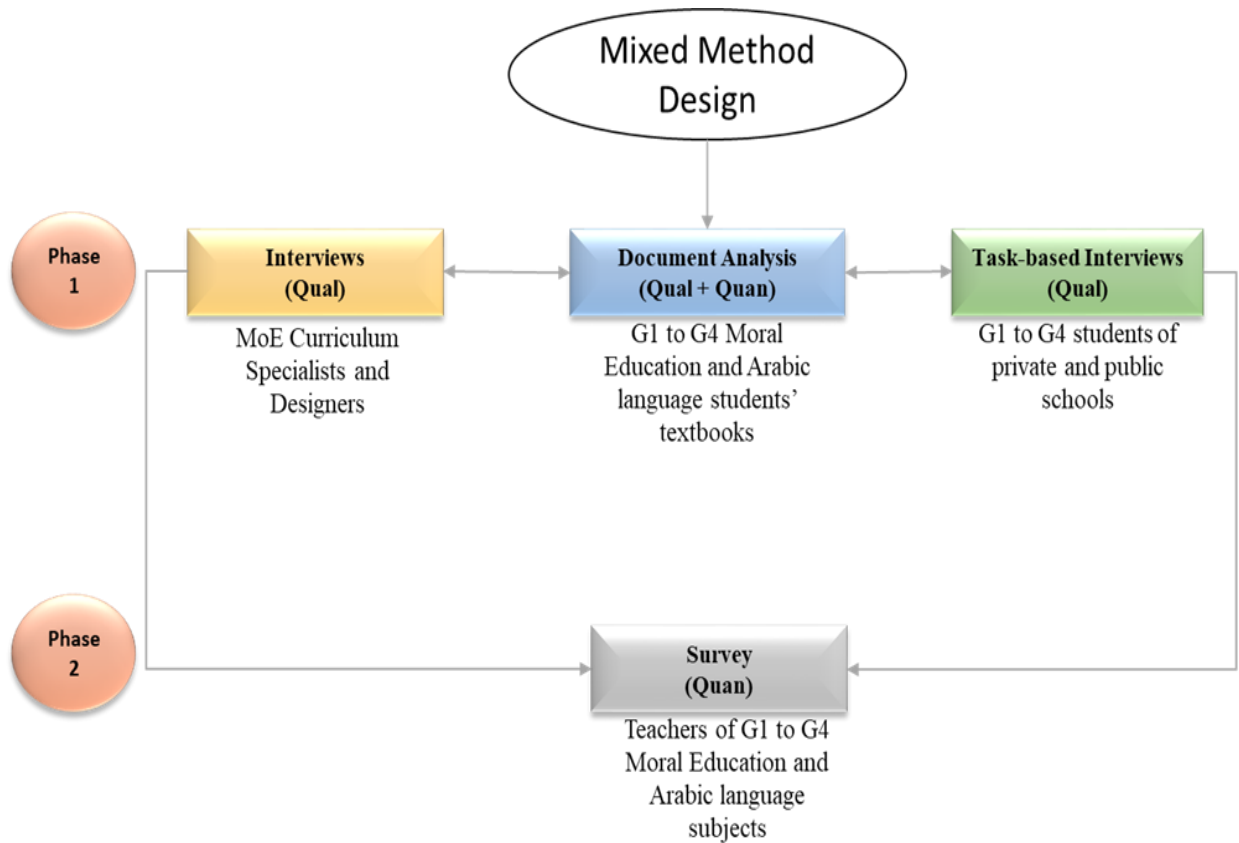


Figure 9: Research Design

The study is based on a sequential mixed design, in which three data collection instruments are taking place concurrently at the first phase, followed by the second phase of the study, which is based on a close-ended survey developed after analysing the first phase results. This sequence of the data collection instruments was a thoughtful decision. The researcher sought to start with the document analysis to have an initial idea about the investigated textbooks. The interviews with the Curriculum Department and the students were conducted in parallel to map the problem and find the gap. After completing all the data collection for the first phase, the quantitative survey with the Arabic language and Moral Education teachers takes place to confirm the first phase findings.

3.4. Research Method

In this section, the site, scope, context, population, sampling, participants, data collection instruments, expected limitations and ethical considerations are discussed. Table 5 illustrates the data collection instruments, sampling method per every sampling population and the sample size of participants/documents in the study:

Sampling Population	Sampling method	Data collection instruments	Sample size	Entity
Arabic language and Moral Education textbooks (G1- G4)	Purposeful	Document Analysis	G1: Arabic language student textbook + Moral Education student textbook	(G1 to G4) MoE Moral Education and Arabic language - student textbooks
			G2: Arabic language student textbook + Moral Education student textbook	
			G3: Arabic language student textbook + Moral Education student textbook	
			G4: Arabic language student textbook + Moral Education student textbook	
			Total: 8 student textbooks	

Moral Education and Arabic language subjects' curriculum specialists/ writers and designers	Purposeful	Semi-structured Interviews	21	Curriculum directorate (MoE)
Students	convenience	Semi-structured Task-based Interviews	12 students	Students of G1 to G4
Moral Education and Arabic language subject teachers	Random	Close ended survey	336 teachers	Public schools and private schools in the UAE

Table 5: Research method and sample size

This study is depending on four data collection instruments that are employed using different sampling methods and targeting different participants. Document analysis of 8 Arabic language textbooks and Moral Education textbooks (G1- G4) is based on purposeful sampling method. Also, the purposeful sampling method was used for the interviews with the 21 Moral Education and Arabic language subjects' curriculum specialists/writers and designers. On the other hand, convenience sampling was used for the task-based interviews, which involved 12 students from G1 to G4. Finally, using a random sampling in a purposive way, 336 teachers participated in the online survey from private and public schools in the UAE.

3.4.1. Context

As discussed in the previous sections, the current study is investigating the Arabic language (as a first language) and the Moral Education textbooks as part of the MoE curriculum. The MoE curriculum is a national curriculum that is adopted by all the public schools and the private schools with MoE curriculum in the UAE emirates. Besides, most of the private schools use the MoE Arabic (as a first) language and the Moral Education textbooks. Thus, this research concentrates on all the public and private schools that teach Cycle 1 in the seven emirates.

3.4.2. Study Scope Population and Sites

Two questions should be answered to identify the scope of the study: 1- how broad and general should the research be to answer the research questions and achieve the study objectives and 2- how narrow should the research focus be to answer the research questions and achieve the objectives. As mentioned in the above section, since the MoE curriculum is a national curriculum and also adopted by a large number of private schools, the study covered all the UAE emirates schools. The study included in its scope only the Arabic as a first language textbooks and Moral Education textbooks for Grades 1 to 4. All the schools that have Arab students are using the Arabic as a first language textbooks, but the other private schools that do not have Arab students use only the Arabic as a second language textbook. The latter is not investigated in this study. Also, the focus of the images' analysis was only on images that have a meaning or carry a message or a value. To achieve this study, the data collection from the different participants took five months. The first phase of the study took three months (started the 1st August and ended the 30th October

2019) followed by the second phase which was conducted through the teachers' online survey (sent the 6th November and closed the 22nd December 2019).

For any researcher, especially who are seeking primary data, gaining access to the sample site and the population is a challenge (Saunders et al., 2009). There is nothing that can guarantee that the targeted sample participants are willing to sacrifice their time in doing extra activities such as participating in someone's study (Creswell, 2009; Saunders et al., 2009). According to Saunders et al. (2009) there are some employees in some organisation who are called 'gatekeepers'. The latter are the ones who give or deny access for conducting the research at the organisation. The gatekeepers often decide to not grant access for conducting a certain research due to different facts. For instance, they are not aware of the significance of the study and the impact of its findings on the organisation.

Sometimes there are certain problems within the organisation, thus the gatekeeper blocks the access for externals as they do not want to expose their internal issues to others. Also, the gatekeepers might not be convinced by the researchers' skills and professionalism. One of the main reasons for not granting access to the researcher is related to confidentiality and sensitivity of the topic. Some topics might be highly sensitive and the gatekeepers fear from negative consequences that might result from the study and which might threaten their organisation or even their personal position in the organisation.

Due the awareness of the researcher about the above factors that might hinder her access to the population sample and the site, the researcher obtained all the needed permissions from the concerned parties prior to conducting the study. The researcher has completed all the required documents for applying for the MoE approval for conducting the research and explained the

significance and the importance of the research and how it will be conducted (Appendix 1 & 2). The MoE gave the researcher permission for conducting the interviews with the Curriculum Department and the teachers' surveys.

After the researcher was granted access, she started immediately her meetings with the participants from the curriculum department. Regarding the task-based interviews, the researcher explained to some friends, colleagues and family the purpose and importance of the study and they allowed the researcher to interview their children, in addition to other children that were interviewed in a park after taking the permission of their parents. Concerning the teachers' survey, the MoE had disseminated the online survey, using their internal system, on all Cycle1 public schools and private that fall under the MoE's regulations, while the researcher had to contact the other schools directly (e.g., Private schools in Dubai, private schools in Abudhabi) (Appendix 3).

Figure 10 shows the distribution of public schools in the UAE by Educational zone, as per 2018/2019 statistics (MoE.Gov, 2019):

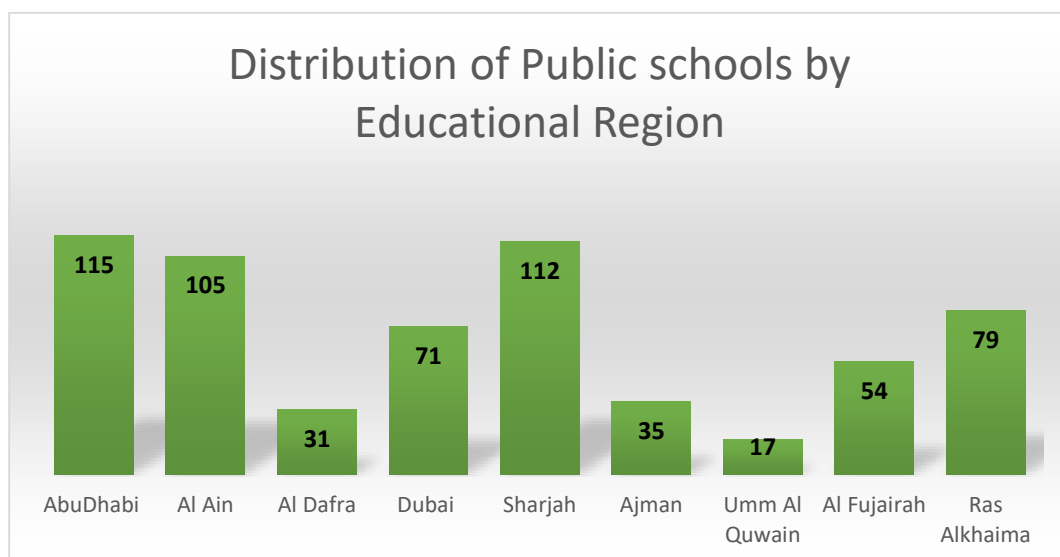


Figure 10: Distribution of public schools in the UAE by Educational zone

Figure 10 shows that there are 619 public school in the UAE. Most of the schools are in Abu Dhabi, Al Ain and Sharjah with a total of 332 schools. Umm Al Quwain has the least number of schools (only 17 public school).

Figure 11 shows the distribution of private schools in the UAE by Educational zone, as per 2018/2019 statistics (MoE.Gov, 2019):

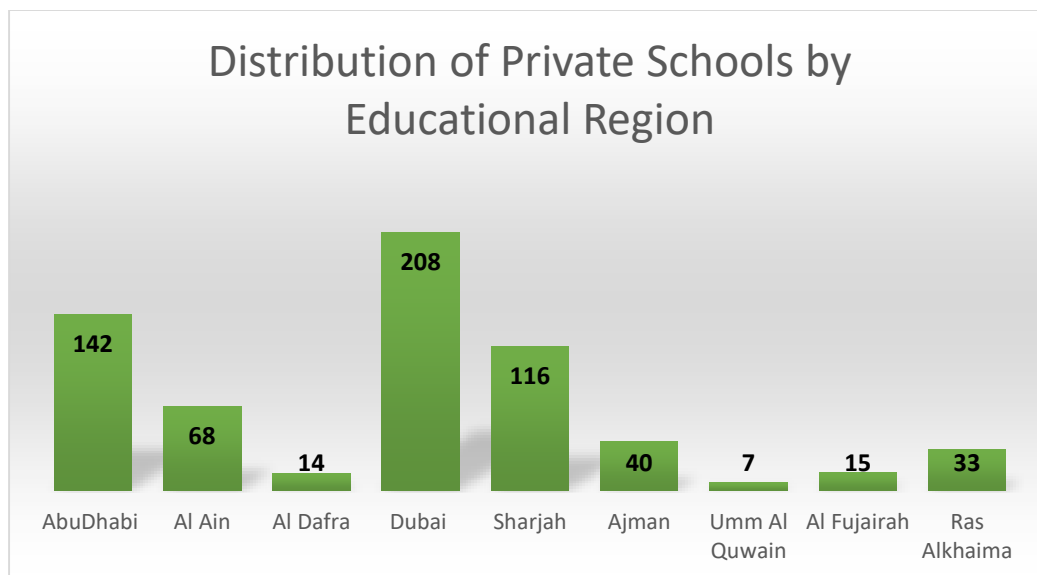


Figure 11: distribution of private schools in the UAE by Educational zone

There are 643 private schools in the UAE. As presented in Figure 11, Dubai, Abu Dhabi and Sharjah have the largest number of private schools with a total of 466 schools. Dubai alone has 208 private schools. On the other hand, Umm al Quwain has only 7 private schools.

As different data collection methods are used and different participants are involved in this study, the sites are also multiple and different. The first selected site is the Ministry of Education, and most precisely, the Curriculum Department offices. The latter was selected for the interviews with the curriculum specialists and designers. The second site is the public and private schools in the

UAE where the teachers had to respond to the online close-ended survey. The third site is where the task-based interviews were conducted. The task-based interviews were conducted in different locations starting from the researchers' house, public parks to the participants' houses.

3.4.3. Samples and Sampling Techniques

Sample population is a group of individuals who have shared characteristics. A sample population is a smaller group selected within the targeted population to represent it (Peck et al., 2015). The first phase of this study focuses on obtaining data from textbooks, G1 to G4 students and curriculum specialists/writers and designers. The second phase attempts to obtain data from the Arabic language and the Moral Education teachers of G1 to G4.

Document analysis was conducted on Moral Education and Arabic language MoE textbooks from G1 to G4. Also, the units of analysis include different groups of participants: documents (textbooks), curriculum specialists/writers and curriculum designers, teachers and students. The interview subjects (Curriculum Department employees – specialised only in Moral Education and Arabic textbooks) are chosen purposely as they represent the responsible entity about the MoE textbooks, and they are information-rich participants. The interviews were conducted by face to face in the MoE offices. Only 4 participants were interviewed through the phone as they were not available in the office or preferred a phone interview. The task-based interviews consisted of 12 students who were selected using convenience sampling. The task-based interviews took place at different locations (e.g., the house of the students, the house of the researcher and the park). The close-ended online survey targeted cycle 1 teachers of Moral Education and Arabic language in the public and private schools in the UAE.

The researcher did not save any efforts to obtain data about the number of grades 1 to 4 Arabic language and Moral Education teachers in the UAE. However, the only data the researcher could obtain is about the number of cycle 1 classrooms in both public and private schools in the UAE. The researcher had to use all the available data to estimate the number of the cycle 1 Arabic language and Moral Education teachers in the UAE in order to determine what sample size is representative of the population. It was found that there are 3412 cycle 1 classrooms in public schools and 12069 cycle 1 classrooms in private schools (Moe.gov, 2019). Also, the number of lessons was important to get an estimated number of the population. For instance, While the Moral Education has only 1 lesson per week, which can be taught by teachers of other subjects (EmaratAlYoum, 2019), according to the Ministerial decree (28) of 2015 (MoE Ministerial Decree, 2015), the average number of lessons for the Arabic language as a first language for grades 1 to 4 is 6 lessons in public schools. And the average number of lessons for grades 1 to 4 is 5.75 in private schools as per the Ministerial decree (294) of 2014 (MoE Ministerial Decree, 2014).

Table 6 below shows how the average number of lessons was calculated:

Type of school	Public Schools				Private schools			
Grade	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade	Grade 3	Grade 4
Number lessons	5	7	7	5	6	6	6	5
Average number of lessons	6				5.75			

Table 6: Calculation of the average number of lessons of the Arabic as a first language subject

According to Krejcie and Morgan's (1970) sampling method, to represent the targeted population, a sample size of 354 should be decided when the total population is around 4500. Since the estimated number of the Moral Education and Arabic language subject teachers of cycle 1 is 4580, the researcher targeted public and private schools that have cycle 1 in all the seven emirates to increase the chance of getting adequate participation. However, the researcher could only obtain responses from 336 teachers. Though the number of the Moral education and Arabic language teachers is estimated based on real and factual data, there might be some variance with the real numbers as there are some facts that are almost impossible to estimate. For instance, the targeted Arabic teachers are only teachers of Arabic as a first language, on the other hand, some schools that have non-Arabs teach only Arabic as a second language.

Furthermore, there are no dedicated teachers only for Moral Education. Teachers of Moral Education can be at the same time teachers of the Arabic language or other subjects. Another factor that might cause imprecise estimation of the population number is that in government schools cycle 1 consists of grade 1 to 4 (which is the targeted group of this study), while in the private schools cycle 1 is from grades 1 to 5. The available data about the number of classrooms in schools is conducted by cycles and not grades.

Table 7 exhibits the sampling method that was used to recruit participants for the close-ended survey. The targeted schools are the public and private schools consisting of cycle 1 in all UAE.

Type of Schools	Number of schools in the UAE	Number of Classrooms of only Cycle 1	Projecting the number of Arabic language teachers in the UAE	Projecting the number of Moral education teachers in the UAE	Sample & Population
Public	619	3412	<p>Based on this:</p> <ul style="list-style-type: none"> 6 lessons per class 24 lessons per teacher <p><u>The suggested formula:</u> (number of classrooms * the number of lessons per class / the number of lessons per teacher.</p> <p>$(3412*6)/24 = 853$</p>	<p>Based on this:</p> <ul style="list-style-type: none"> 1 lesson per class There are no separate teachers for moral education as any teacher of other subjects can teach Moral Education. <p><u>The suggested formula:</u> there is at least 1 moral education teacher in cycle one in each school (number of cycle 1 private schools is 643 +193 cycle 1 government school)</p> <p>(number of cycle 1 schools * 1) $(836*1= 836)$</p>	<p>Sample:</p> <p>336</p>
Private	643	12069	<p>Based on this:</p> <ul style="list-style-type: none"> 5.75 lessons per class 24 lessons per teacher \ <p><u>The suggested formula:</u> (number of classrooms * the number of lessons per class / the number of lessons per teacher.</p> <p>$(12069*5.75)/24 = 2891$</p>		
Total	1262	15481	3744	836	Population 4580

Table 7: Sampling calculation method for the teachers' survey

Table 7 presents the sampling method used to estimate the number of Arabic language and Moral Education teachers for grades 1 to 4 in all UAE private and public schools. The researcher depended on the available statistics, which are the classrooms numbers and numbers of lessons of

the subjects for cycle 1 in all the UAE schools, to generate an estimated number of the population and determine the representative sample size for it.

3.4.4. Data Collection Instruments

Four different data collection methods were used to answer the research questions: document analysis, semi-structured interviews, task-based interviews and a quantitative survey questionnaire. Each type of the data collection instruments aimed to answer a specific research question and gather specific type of data. The qualitative data collection instruments were used first to get in depth information followed by the quantitative survey, which confirms the findings of the first phase. Below is a detailed description for each instrument followed by a discussion of the instruments' validation and reliability in section (3.4.5.).

Document analysis:

Document analysis is a data collection tool based on a systematic reviewing or evaluating documents. According to Labuschagne (2003), document analysis produces data, excerpts, quotes, or complete passages that are then categorised and organised into major categories and themes through content analysis. Though, content analysis does not provide answers to “why” but it answers the “what” and can describe the content clearly (Ahuvia 2001). Subsequently, the document analysis, in the current study, aims to unveil the messages and values that are embedded in the MoE Moral Education and Arabic as a first language textbooks' image.

Document analysis is an effective qualitative method that enables the researcher to examine documents without affecting the content (Fraenkel & Wallen, 2009). In document analysis, the

researcher has to choose from a variety of available materials that can provide answers to the research questions. According to Phillips and Jorgensen (2002, p. 78), selecting the research material is contingent on the knowledge of the researcher about the relevant material, research questions and accessibility to the materials. Giaschi (2000), also, claims that there is no selection method for the researched images except their connection to the research questions. For this study, G1 to G4 Moral Education and Arabic language subject textbooks are the suitable material to answer the research questions, as students at this young age (6 to 10 years) depend more on visuals to construct meaning.

The MoE Moral Education and Arabic Language textbooks:

Total of 8 textbooks are analysed: 4 Arabic language textbooks (student textbooks) and 4 Moral Education textbooks. All the textbooks are for the academic year (2019-2020) term 1 only. The researcher could not get access for term 2 and 3 textbooks as they were not finalised and published yet. The researcher did not use the 2018-2019 academic year textbooks as she was told that they are revised and there are some changes in them that were reflected for the 2019-2020 academic year. Thus, it does not make sense to study a document that has already been revised and changed. Also, for the Moral Education textbooks, as the researcher could not get hold of the textbooks easily, the researcher analysed the Arabic version of grades 2 and 4 and the English version of grades 1 and 3. The English version of the Moral Education textbooks is the translation of the Arabic one with exactly the same images and content. Details about the investigated textbooks are below:

Arabic language textbooks (Arabic as a first language):

- Arabic language student textbook for Grade 1 (Arabic language): Part 1- 2019-2020
- Arabic language student textbook for Grade 2 (Arabic language): Part 1- 2019-2020

- Arabic language student textbook for Grade 3 (Arabic language): Part 1- 2019-2020
- Arabic language student textbook for Grade 4 (Arabic language): Part 1- 2019-2020

Morale Education textbooks:

- Moral Education student textbook for Grade 1 (English language): Volume 1- Second edition – 2019-2020
- Moral Education student textbook for Grade 2 (Arabic language): Volume 1- Second edition – 2019-2020
- Moral Education student textbook for Grade 3 (English language): Volume 1- Second edition – 2019-2020
- Moral Education student textbook for Grade 4 (Arabic language): Volume 1- Second edition – 2019-2020

Interviews with the curriculum department:

Interviews are a type of data collection method that belong to the qualitative interpretive paradigm. The interview is a mode of inquiry that is used to gain insight into the experience of the participants (Seidman, 2006). They are used in situations when the researcher cannot observe the studied subjects' behaviour, feelings and interpretations of the world around them as well as the past experiences that cannot be replicated (Merriam, 2009). This is one of the aims of this study, which attempts to explore how curriculum specialists and designers perceive the values that are embedded in the MoE Moral Education, and Arabic language textbooks and the method used to insert images in the textbooks.

There are different types of interviews that are used in social research depending on the research focus, objective and research questions: focus group interviews, structured interviews, un-

structured interviews and semi-structured interviews (Alsaawi, 2014). Focus group interviews are interviews conducted with a group of participants to collect a variety of information. It consists of a small group of homogeneous participants who reflect together on the moderator/interviewers' questions. Usually the number of participants is in between six and nine (Denscombe, 2007), However, the main drawback of this data collection is the confidentiality as everyone has to share his/her opinion openly and in front of the group (Robson, 2011). Also, focus groups can be hard to control and manage.

Structured interviews, also known as standardised open-ended interviews (Patton, 2002) are pre-planned controlled interviews that are written by the researcher before the interview with limited response categories (Bryman, 2012). The structured interviews are faster in their execution due to the limited response categories. They also provide data that is easy to compare as all the participants reply on the exact same questions (Patton, 2002). However, this type of interviews have many disadvantages, for instance, they do not provide in-depth data and there is no variation in the responses due to the strict format of the interviews and do not provide flexibility in terms of seeking elaboration from the interviewees.

Unstructured interviews are open and flexible. They allow for new ideas to emerge during the interview. Usually, there is a clear framework of themes to be explored. However, the unstructured interviews might lead to unpredictable direction as they are like normal conversations where the interviewer discusses a limited number of topics with the interviewees sometimes and then asks more questions based on the previous response of the interviewee (Bryman, 2012). A Semi-structured interview is a combination of the structured and unstructured interviews. The interviewer prepares the questions in advance but still gives the interviewees a chance to discuss some issues in more details and elaborate and give clarifications through using open-ended

questions. The researcher also can use probing to elaborate on the interviewees' original response or ask clarification from the interviewees. The last type of interviews, which is semi-structured interviews, is chosen as the appropriate interview type for the purpose of this study.

Data gathering is essential in any research, as the obtained data contributes to a better understanding of the theoretical framework (Bernard, 2002). Thus, it is very critical to select, with sound judgment, the manner of data selection and the right participants, especially that improper collected data will also result in improper and wrong analysis and results (Tongco, 2007). For answering the research questions, the researcher sought to use semi-structured interviews for the Curriculum Department participants who are chosen based on a purposive sampling. The purposive sampling, or judgment sampling, is a non-random technique that does not need a set number of participants or underlying theories. It is the thoughtful choice of participants due to the qualities that they own. The researcher decides on what she/he wants to know and on who has the needed information by virtue of experience and knowledge (Bernard, 2002). Purposive sampling is mostly used in qualitative research to recognise and choose the information-rich cases for the most appropriate use of presented resources (Creswell & Clark, 2011; Patton, 2002). In other words, the researcher should identify the groups of individuals who are well-informed with the studied phenomenon. In the case of the current study, the group of people who are proficient about curriculum is the MoE Curriculum Department specialists and designers.

The researcher depended on an interview protocol (Appendix 6) to guide the process and inform the participants about the study objectives. The focus of the interview is on the method of inserting images on textbooks and curriculum goals in terms of values internalisation. The interview protocol starts by a background information session and is divided into six themes similar to the survey questionnaire: 1. The importance of images in learning; 2. The purpose of images in

textbooks; 3. The focus of the MoE curriculum; 4. The alignment between the MoE curriculum values and the embedded values in textbooks; 5. The methodology of inserting images in textbooks; 6. The consistency of the embedded values.

First, the interview questionnaire was reviewed by the academic supervisor, then it was piloted by 2 ex-employees at the Curriculum Department at MoE to check if the questions are clear. The interview questionnaire was modified according to their comments. For instance, clarifications were added to questions 10 and 11 (e.g., Question 10: Do you think that there is a consistency in the embedded values throughout all the grades? Clarification: Which means that the same values that are embedded in the textbook images of grade one also exist in the other grades' textbooks).

The researcher used probing only when clarification was needed, or the answer was ambiguous. The follow up questions were used to get more information and adjust the responses to be more comprehensible (Creswell, 2008a; Glesne, 2011). Interviewees' responses were recorded after taking their permission and for those who did not agree to record their interviews; the researcher transcribed their responses immediately. Recording interviews is effective for the data analysis as it assists in documenting the full response of the participants exactly as they are (Al-Yateem, 2012). Alvesson (2011) argues that the recording of the interview permits the interviewer to ask and probe immediately and be more engaged and focused with the participants without getting distracted with the writing down of the responses. However, it is also argued that interview recording can affect the interviewees' openness and honesty as they feel more hesitant to share certain information (Fox, 2009). Thus, the researcher only audio recorded the responses of the interviewees who did not seem hesitant and approved the audio recording through signing.

All the interviews were conducted in Arabic, as all of the participants are Arabic speakers and preferred to communicate in Arabic. The researcher made sure to transcribe all the recorded interviews in the same day. For the participants who did not accept to record their interviews, their responses were noted immediately to guarantee accuracy of answers. In order to reduce the interviewees' reluctance to record their responses, the interviewer explained for the participants the purpose of the study as well as the recording and stressed on the confidentiality of their participation.

Task-based interviews:

Naturalistic observations are beneficial and produce more accurate data (Lewis & Ritchie, 2003). Observation is recognised as one of the most important qualitative methods to reveal the nuances of hidden curriculum. Lynch (1989) claimed that she was able to access the philosophy and tenet of the school she investigated through the observational field. Edwards and Westgate (1994) contend that revealing both the overt and hidden curriculum could happen through observing the teacher- student dialog. Also, Cotton et al. (2013) argue that the combining of both interviews and observations is a good method for triangulation to explore hidden curriculum. However, since it is difficult to observe the students' interpretation of images in the classroom, the researcher used task-based interviews to answer the research question 3. This type of interviews is similar to combining observations and interviews. Task-based interview, referred to as clinical task-based interview, is a data collection method used since 1960s by Piaget to observe and analyse students' views and actions (Koichu & Harel, 2007). In this method, the interviewees interact with the interviewer as well as a task that is assigned to them for the interview purposes (Goldin, 2000).

The task-based interview is based on a convenience sampling. Convenience sampling is the easiest sampling method to conduct any study. It is also called accidental sampling or haphazard

sampling. But, before conducting any research with convenience sampling we should know the advantages and disadvantages of the sampling method. Convenience sampling is a type of nonprobability or non-random sampling that allows for collecting data from people who are available and easily accessible to the researcher (Dörnyei, 2007). Participants are chosen because they meet certain practical criteria such as the willingness to participate in the study and the geographical proximity.

The advantages of convenience sampling are that it is affordable, as the researcher approaches handful of easily approachable people. But it is necessary for the researcher to explain how the chosen sample would differ from the randomly selected sample as well as the subjects that are excluded or overrepresented during the selection (Palinkas et al., 2015). In convenience sampling, the target population members are homogeneous which means that there would be no difference in the obtained results from a random sample. Convenience sampling is also useful in pilot studies as it helps to gain initial data about the studied topic.

As convenience sampling has advantages, it also has disadvantages. Mackey and Gass (2005) argue that convenience sampling might result in biased results as it is not representative of the population. Leiner (2014) also agreed with Mackey and Gass (2005) that convenience sampling is vulnerable to severe biases. Moreover, conclusions drawn from research depending on convenience sampling cannot be generalised. Trends can be identified but rules and laws cannot be formulated. Thus, the researcher kept the convenience sampling advantages and disadvantages in mind when doing the task-based interview, which is based on the convenience sampling. The researcher chose the convenience sampling because it is very difficult for her to do a random sampling. Also, the task-based interview is not the essential data collection instrument in this

study. The task-based interview is used to add validity to the study's findings as a kind of data collection triangulation.

Each student was given four images (from the related grade textbook) to interpret individually and was asked to derive the value embedded in them. The researcher chose 2 images from the Arabic language textbooks and 2 images from the Moral Education textbooks. Task-based interviews can be either structured or semi-structured interviews. However, the researcher determined that a semi-structured task-based interview is the most suitable for this study (Appendix 7). Since the participants are children from age 6 to 10, it is beneficial to have some flexible space to ask for clarifications and also to explain the questions to them using the terms that they can understand.

Surveys:

Though observations are contended to capture behaviour more precisely than surveys. Surveys are undoubtedly the most commonly used research approach. Surveys are used to collect data about attitudes and behaviour (Goodwin, 2010). Sometimes surveys are not the best choice to address certain issues that require classical experimental designs, but conducting true experiments is not always realisable as it is not always possible to randomly assign participants or introduce some interventions due to some practical or ethical reasons (DeRue et al., 2012).

The survey questionnaire (Appendix 8) is organised in themes similar to the interview questionnaire with the Curriculum Department and the questions are based on the developed themes from the interviews, document analysis and task-based interviews with students. The survey is an online survey uploaded on an electronic software owned by MoE. Technology paved the way to research and provided a cheaper mechanism for conducting electronic surveys instead of paper and postal surveys. Online surveys have many advantages; for instance, they provide

flexibility for both respondents and the researcher; in addition to anonymity, objectivity and cumulative data analysis (Gifford, 2016). Online surveys enable conducting a study on a large-scale (Couper, 2000). According to Andrews et al. (2003) there is web-based surveys and email surveys. Email surveys participants responses are either attached in the email as a word-processed document or inserted in the email message. These responses should be transferred and entered manually into storage. Andrews et al. (2003) labelled the email surveys as a “push technology” which permits the direct communication with the participants. Web-based surveys, on the other hand, does not allow for this direct communication, but, they provide an automatic verification and storing to the responses.

The survey questionnaire comprises of 17 close-ended questions categorised in 6 sections and 1 open ended survey:

1. The importance of images in learning
2. The purpose of images in textbooks
3. The focus of the MoE curriculum
4. The alignment between the MoE curriculum values and the embedded values in textbooks
5. The methodology of inserting images in textbooks
6. The consistency of the embedded values

The questionnaire starts by an explanation of the study purpose and the ethical considerations to serve as a consent form. The survey consists of 20 items. It commences with 2 demographical questions, which collect demographic data about the teachers' gender and taught subject, followed by 17 items ranked depending on Likert-style scale from 1 to 5 (1- strongly disagree, 2- disagree, 3- neutral, 4- agree, 5- strongly agree) and 1 open-end question about the teachers

recommendations for benefiting more from the textbooks' images. After obtaining the MoE consent on conducting the study, government and private schools were directly contacted by MoE and the researcher. Andrews et al. (2003) maintain in their paper that the web-based surveys are better than email surveys as the email surveys can be communicated directly to the participants; however, the combination of both web-based surveys and email surveys is a great tool to invite participants to fill in the web-based survey.

3.4.5. Trustworthiness, Validity and Reliability of Data, Sites and Samples

Validity means that the data collection instruments are measuring what they aimed to measure (Kimberlin & Winterstein, 2008; Kramer et al., 2009). To assess the survey questionnaire validity, the researcher used various techniques. The researcher measured the questionnaire's face validity, which is the degree to which the questionnaire appears to be related to the study's construct, by showing the questionnaire to her husband and sister, who are untrained individuals in the education field, to make sure that the questionnaire is well-organised and that the items are clear. Thus, this type of validity as described by Gravetter et al. (2012) ensures that the questionnaire appears that it is going to measure what it is supposed to measure.

Content validity, as opposed to face validity, which refers to what the questionnaire appears to measure, means what the questionnaire actually measures (Lawshe, 1975). To check the content validity, the researcher gave the questionnaire to the doctoral supervisor and two employees at the MoE who have good experience and knowledge about curriculum and education and can evaluate if the questionnaire items assess the defined content. The reviewers were informed about the study's aim and objective in order to be able to evaluate the content validity. The researcher

received feedback from the doctoral supervisor and the teachers, which she used to do minor modifications to the questionnaire.

Reliability is different from validity. It examines the homogeneity of the items within a measure and refers to the extent to which a measurement gives results that are very consistent (DeVellis, 2006; Saunders et al., 2009). To measure the reliability of the survey questionnaire, Cronbach's Alpha reliability analysis through SPSS was used to measure the internal consistency (Cohen, et al., 2011) and make sure that the multiple-question Likert scale surveys are reliable. As a result, one item, which do not strongly relate to the survey, was deleted which is question 12 (Appendix 13).

The researcher, also, used a triangulation of data collection instruments. The researcher used document analysis, surveys (close-ended), semi-structured interviews and semi-structured task-based interviews. This use of multiple data collection methods strengthens the study results, helps eliminate the intrinsic biases and flaws of some data collection methods (Denzin, 2017; Golafshani, 2003) and increases results reliability and validity through the information convergence from various sources (Johnson & Christensen 2008). The researcher also used the triangulation of participants. Data was obtained from different sources: textbooks, teachers, curriculum specialists/ writers, curriculum designers and students. The researcher provided thick description for the data collection methods and the related procedures to enable the replicability of the study.

It is claimed that trustworthiness, as opposed to validity and reliability in quantitative studies, is complex. However, interpretivist researchers still see that qualitative studies can also have validity and reliability measures. Guba (1981) proposed four principles that ensure the validity

and trustworthiness of the study: 1- credibility of the study's internal validity which makes the study findings valid, 2- generalisability and transferability of research findings, 3- dependability which relates to the consistency of the process of inquiry, and 4- conformability which is the objectivity of the researcher. The researcher made sure that the four criteria are integrated in this study. In addition to the four elements of trustworthiness: credibility, dependability, conformability, and transferability, a fifth criterion was added in 1994 which is authenticity. The latter means the extent to which researchers demonstrate a range of realities in a fair and faithful way (Lincoln & Guba, 1985). According to Guba and Lincoln (1989) this fifth criterion was added because it is appropriate to judge qualitative research that are based on constructivist epistemology such as the current study. This process challenges the perspective that one group can hold the truth about a certain phenomenon and emphasises on the necessity of seeking the perspectives of different stakeholders (Kelly, 1996).

There are five categories of authenticity: ontological, educative, tactical, catalytic, and fairness authenticity (Schwandt, 1997). Ontological authenticity is about the enhancement of the participants' own construction through their active involvement in the research. Educative authenticity is about the appreciation of participants to each other. Tactical authenticity refers to the empowerment of participants to take actions. Catalytic authenticity is about the researcher's stimulation and facilitation to the behaviour of the participants. Finally, fairness, which is used by the researcher for the sake of this study, is related to the study findings and how the researcher solicits and represents the different perspectives of the participants in a balanced and fair way.

As opposed to quantitative research, qualitative research has often been categorised as impressionistic and researcher biased (Buckner, 2005). To establish trustworthiness (Lincoln & Guba, 1985), the researcher used reflexivity within the data collection process and interpretation.

Malterud (2001) argues that "a researcher's background and position will affect what they choose to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing and communication of conclusions" (pp. 483-484). As I am the only researcher gathering and analysing data related to this study, I certainly had to use some strategies of reflexivity to avoid research bias, and to prevent my beliefs, values and perceptions from coming into play during the research process. Though I am working at MoE, I have always acknowledged my role as a researcher (Gillam & Guillemin, 2018) and tried to stay conscious of the subjectivity that I could bring on the data. According to Patnaik (2013), the focus of the researcher should be only on the research and this can happen by facilitating the readers' understanding of the various perceptions and standpoints that have led to the study's findings. The researcher, to assure reflexivity, addressed the following questions at all the research process phases (Hsiung, 2008):

- Why did I choose the topic of hidden curriculum and how my own personal history and expertise influenced this selection?
- What are my values, stands and previous experiences that can influence the research process and findings?
- How does my culture, nationality, gender and professional background and position influence my positioning in this topic and my relationship with the study participants?
- What advantages and competences I gained that might help carry this research?
- What barriers I might have during the data collection due to my professional competence and personal history?
- Apart from my role as a researcher, what other alternative roles I might be called upon to play with participants?

- How are the study findings integrating with my prior knowledge: is it a call to revisit my previous standpoints or to confirm them?

The researcher could not use multiple investigators for this research to eliminate the research bias, but she used one of the steps to foster reflexivity and reflexive research design which is developing a reflexive journal (Lincoln & Guba, 1985). The researcher kept a diary during all the research process where she regularly recorded the methodological decisions, the study logistics, as well as a reflection on the research process in relation to her interests and values and interactions with the participants.

Translation

To ensure the validity of the instruments, the researcher translated the instruments carefully. The researcher, first, translated the interview guide and the survey questionnaire from English into Arabic so the participants can understand the questions clearly. Second, the researcher translated the interview findings from Arabic to English. The researcher translated the meaning not a word by word translation (Temple, 1997). She did not only do literal translation, but she devoted attention to culture nuances. When participants used some jargon or slang (especially that participants were using different Arabic dialects) the researcher made sure to probe and give them the synonym of the word that she knows that can be translated to English.

3.4.5.1. Piloting for the Instruments

Pilot for the Interviews with the Curriculum Department

Piloting the data gathering instruments is a strategy that tests the instruments through using a smaller sample compared to the planned sample size to promote efficiency (Monette et al., 2002;

Neuman, 1997). Though pilot studies are usually associated with quantitative paradigm, the researcher, believing in the importance of the interview in this study, conducted a pilot study for the interview questionnaire on two former employees from the Curriculum Department in MoE. According to Tashakkori and Teddlie (2003 cited in Majid el al., 2017) the pilot study gained importance in the qualitative inquiry where it is used to prepare for a big scale study.

The researcher updated the questionnaires used to collect data based on the recommendations and suggestions provided by the participants during the pilot study. Besides, the researcher noticed some questions that needed to be rephrased differently for better understanding. The researcher also added some new questions as they appeared to be of importance to answer the research questions.

For instance, initially the interview protocol consisted of 7 questions which have been amended to become 11 questions. The added questions are:

Q# 2: Do you think that students model the behaviour or values represented in the images?

Q# 6: Do you think that there are any unintentional messages or values that can be transmitted to students through the images?

The researcher added a whole theme/category to the questionnaire which is “the Consistency of the embedded values in images”. Two questions were added under this theme:

Q# 10: Do you think that there is a consistency in the embedded values throughout all the grades?

Q # 11: Do you think that there is a consistency in the embedded values throughout all the subjects?

Question 3 “in what capacity are you familiar with the purpose of images in textbooks?” was little confusing to the participants and needed more clarification. Accordingly, the question was rephrased to be as following:

Q # 3: In your perspective what are the main reasons for using images in the students’ textbooks?

Pilot for the task-based interviews

A piloting was conducted for the task-based interview with the researchers’ daughter who is in grade 1. The researcher just wanted to see how the child acts when is asked to retrieve the meaning of the image and, also, to anticipate the required time to complete the interview. Accordingly, the researcher added an extra point for observations, which are about the easiness of retrieving the embedded value/message in the images by the student.

Pilot for the teachers’ survey

A preliminary study was conducted later on for the questionnaire intended for the Moral Education and Arabic language subject teachers, which was developed after obtaining the data of the first phase. There are many opinions in the literature regarding the sample size for the pilot study. For instance, Isaac and Michael (1995) and Hill (1998) suggested that the pilot study sample should be between 10 and 30. Connelly (2008), Treece and Treece (1982) suggested 10% of the actual sample. The researcher of the current study conducted the pilot study on 31 participants, from private schools, prior to the actual study. The sample of the pilot study was based on a convenience and a snowball sample as the researcher contacted the teachers she knows and also asked them to forward the survey to other Moral Education and Arabic teachers they know. The researcher, to get a bigger number of participants, visited 2 private schools and asked for the participation of the teachers in the pilot study.

Sample profile

A sample of 31 respondents was chosen to conduct the pilot study. As reported in Table 8, the majority of respondents were males while the female participants are the minority. Near to half of the sample 48% teach Arabic Language, 36% teach Moral Education, while 16% teach both subjects. For the grade, respondents were belonging to all grades nearly equally except for grade 3, which represented the lowest proportion 16%. The results are graphically represented by pie charts in Figure 12.

	Frequency	Percent
Gender		
Male	25	80.6%
Female	6	19.4%
Subject		
Arabic Language	15	48.4%
Moral Education	11	35.5%
Moral Education and Arabic Language	5	16.1%

Table 8: Sample demographic Profile - N = 31

Below is the graphical presentation of Table 8:

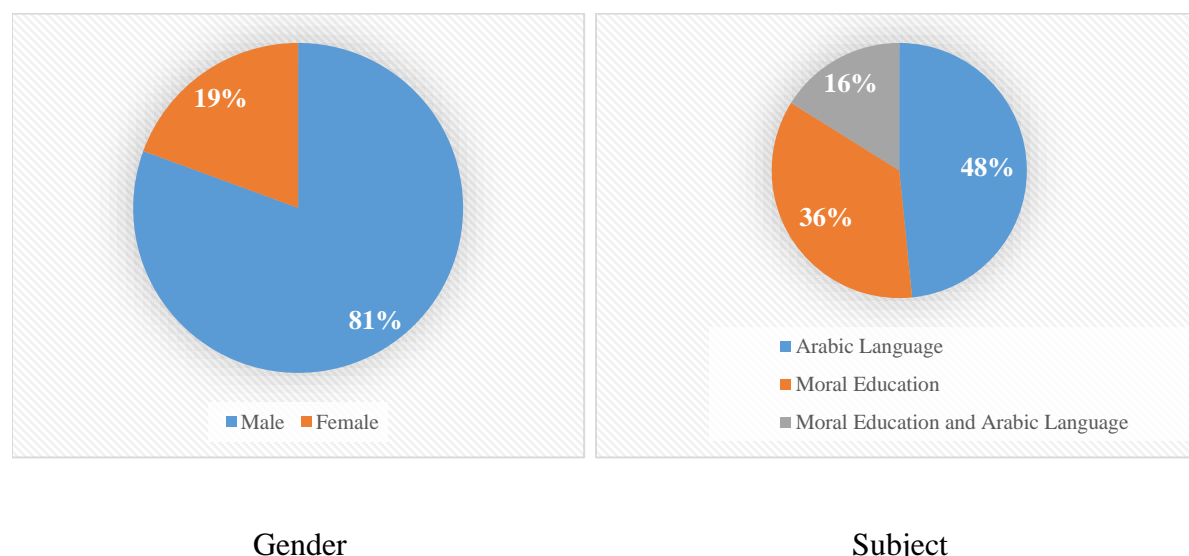


Figure 12: Pilot study – participants' sample demographic profile

Figure 12 presents the demographic profile of the participants in the pilot study. The majority of the participants are females (81%) while only 19% of the participant teachers are male teachers. Also, the majority of the participants were Arabic language teachers (48%) and 36% are Moral Education teachers, while only 16% are teachers of both Moral Education and Arabic language teachers.

Responses profile:

The reported percentages reveal that the majority of respondents are more likely to choose either score 4 or 5, aiming for agreement. The agreement percentages ranged between a minimum of 48% for Q16. There is a consistency in the embedded values in images throughout all the subjects (all the textbooks of the different subjects have the same values) to a maximum of 94% for Q2. Visual images play a very important role in learning. The highest agreement percentage was

reported for “The importance of visuals in learning” with 77%, while the lowest agreement was reported for “Consistency of the embedded values in images” with 53%.

Reliability analysis for the pilot survey:

Reliability analysis is conducted to measure the internal consistency level among the questionnaire items using the reliability coefficient Cronbach’s alpha (α). The questionnaire reported an overall reliability level of $\alpha = .886$, indicating that the questionnaire is adequately reliable. Values at or above 0.7 are desirable (Nunnally & Bernstein, 1994). Cronbach’s alpha values for the five constructs ranged between 0.592 (for “Alignment between the MoE curriculum values and the values in the textbook”) and 0.861 (for “Methodology used for inserting images in textbooks”). Although the generally agreed upon lower limit of Cronbach’s alpha is 0.70, Hair et al. (2006) suggest that “... it may decrease to 0.60 in exploratory research”. Also, substantially lower thresholds can be found in literature, proposing that even a minimum value of 0.50 is satisfactory in exploratory research (Pock, 2007), such as the study in hand.

For “Alignment between the MoE curriculum values and the values in the textbook”, the reliability can be improved by removing the item “11. There are some unintentional messages and values in the images that can be transmitted to students”. As dropping this item from the construct will improve the value of Cronbach’s alpha from 0.592 to 0.792. All other constructs meet the generally accepted rule of thumb for reliability levels. But, the researcher sought to leave the question, but only changed the wording of the phrase, as it is a critical question to the study especially that the small number of the participants might be the reason for the low Cronbach’s alpha and the Alpha tends to increase with the small sample size. The researcher also added another question in an attempt to strengthen the contrast “Sometimes the student may not understand the true meaning of the image especially in images that call for correcting certain wrong

behaviour”. The researcher decided to conduct another reliability test after conducting the actual study then remove the item of the Cronbach’s alpha is weak. The researcher also added a question in the theme “Alignment between the MoE curriculum values and the values in the textbook” in the actual survey. But, after doing the second reliability test for the actual survey, the added question (12) was deleted as the Cronbach’s Alpha of the question was very low and proved to be a bad item (appendix 8).

Construct	No. of Items	Mean	SD	Cronbach’s Alpha
<u>Overall Questionnaire</u>	<u>16</u>	<u>3.86</u>	<u>.598</u>	<u>.886</u>
The importance of visuals in learning	4	4.14	.782	.733
1. Students are very attracted to images more than text.		4.26	.999	
2. Visual images play a very important role in learning.		4.42	.720	
3. Students model the behaviour or values represented in the images.		4.06	1.153	
4. I refer to images when I want students to understand what I mean.		3.81	1.250	
The purpose of images in textbooks	3	3.97	.809	.677
5. Images are used in the textbook to deliver certain messages and value.		4.06	1.031	
6. Images are used in the textbooks to facilitate the learning.		4.39	.844	

Construct	No. of Items	Mean	SD	Cronbach's Alpha
7. All the images in the textbook are fit for the text purpose and have a meaning.		3.45	1.207	
The focus of the MoE curriculum/textbooks	1	3.90	.831	-
8. The values and messages embedded in the textbook images focus more on transmitting values related to Emirati national identity and national citizenship over other values.		3.90	.831	
Alignment between the MoE curriculum values and the values in the textbook	3	3.63	.640	.592
9. The embedded values in the images are aligned with the intended values of the MoE curriculum.		3.94	.680	
10. The textbook is succeeding in transmitting the intended values to students through images.		3.68	.832	
<u>11. There are some unintentional messages and values in the images that can be transmitted to students.</u>		<u>3.29</u>	<u>1.039</u>	
Methodology for inserting images in textbooks	3	3.76	.916	.861
12. There is a clear methodology behind inserting images in textbooks and images are not put randomly.		3.71	1.006	
13. The images in the textbooks are convenient to the age group/grade of the students.		3.84	1.036	

Construct	No. of Items	Mean	SD	Cronbach's Alpha
14. Students can interpret the values that are embedded in the images on their own.		3.74	1.064	
Consistency of the embedded values in images	2	3.65	.839	.787
15. There is a consistency in the embedded values throughout all the grades (all the textbooks of the different grades have the same values).		3.77	.920	
16. There is a consistency in the embedded values in images throughout all the subjects (all the textbooks of the different subjects have the same values).		3.52	.926	

Table 9: Reliability statistics for the pilot survey

This strategy enables the researcher to explore certain issues with the questionnaire that might impact the results. Through this pilot as well as the validity process, the researcher confirmed that all participants are able to understand the questions the same way, the appropriateness of questions to the targeted participants, and most importantly, the researcher confirmed that the questions fulfil the study purpose and several questions were paraphrased to make more sense to the participants.

The pilot evaluation results were based on Pole and Lampard's (2002) recommendations. The researcher had to make sure of the below:

- 1) That all the questions are clear, specific and unambiguous?
- 2) That the questions are listed in a logical order?
- 3) That the questions provide area for different views?
- 4) That all the questions are appropriate from a cultural perspective?

- 5) That the time to answer the questions is appropriate?

In general, the pilot study gave the researcher a clear indication of whether the questionnaire questions are appropriate for the study and the worthiness of conducting them on a large-scale population.

3.4.5.2. Reliability Analysis for the Actual Survey

As mentioned before, the reliability test was conducted for the pilot survey and then for the final survey as some items were added and some questions were rephrased. Reliability is the consistency of a measure (Heale & Twycross, 2015). The most commonly used test to determine the internal consistency of an instrument is Cronbach's alpha α (Cronbach, 1951), within a range of 0.00 to 1.00. Values close to 1.00 point out that the examined themes can be measured. Fraenkel and Wallen (1996) specified that the items' reliability is adequate if the alpha is between .70 and .99. In social science, the acceptable α value is .60 (Ghazali, 2008), which is also adopted by other researchers. Keith Taber (2018), in his article, stated that some articles presented indications of alpha having a threshold or cut-off as satisfactory; usually seen as ≥ 0.70 (five instances) or > 0.70 (three instances). However, one article, ambiguously, mentioned "the acceptable values of 0.7 or 0.6" (Griethuijsen et al., 2014). Taber (2018) also illustrated a wide variety of different qualitative descriptors used by authors to interpret alpha values calculated and reported in figure 13. From these descriptors, Cronbach's alpha values below 0.6 are not satisfactory and need attention.

In the current study, the overall survey achieved a Cronbach's α value of 0.865, which is acceptable based on the cut-off threshold previous scholars set. Studying the reliability coefficients produced and reported in table 10, we can see that the themes "The importance of visuals in learning", "The

purpose of images in textbooks”, “Methodology for inserting images in textbooks”, and “Consistency of the embedded values in images” had Cronbach’s α values of 0.706, 0.684, 0.750, and 0.800, respectively, which are acceptable. The reliability coefficient for the theme “The focus of the MoE curriculum/textbooks” could not be calculated because it consists of only one item.

The theme “Alignment between the MoE curriculum values and the values in the textbook”, with the four items, had a Cronbach’s α value of 0.460. However, checking the Item-Total Statistics for theme 4, we can see that the item “Sometimes the student may not understand the true meaning of the image especially in images that call for correcting certain wrong behaviour” has a Corrected Item-Total Correlation value of -.077, which is very small and negative indicating that this item is not related to this theme. Removing this item from the theme results in an increase in the value of Cronbach’s α of this theme from 0.460 to 0.713 (from unacceptable to acceptable). The overall reliability of the questionnaire also increased from .865 to .881, when this item was dropped out.

Figure 13 provides a visual proposition of the assortment of values categorised by some of the descriptors (e.g. strong, low, satisfactory). This visual presentation insinuates that there is no unified agreement on the most applicable descriptors that describe the obtained value resulting from the alpha calculation. In addition, there is no specific hierarchy for the descriptors.

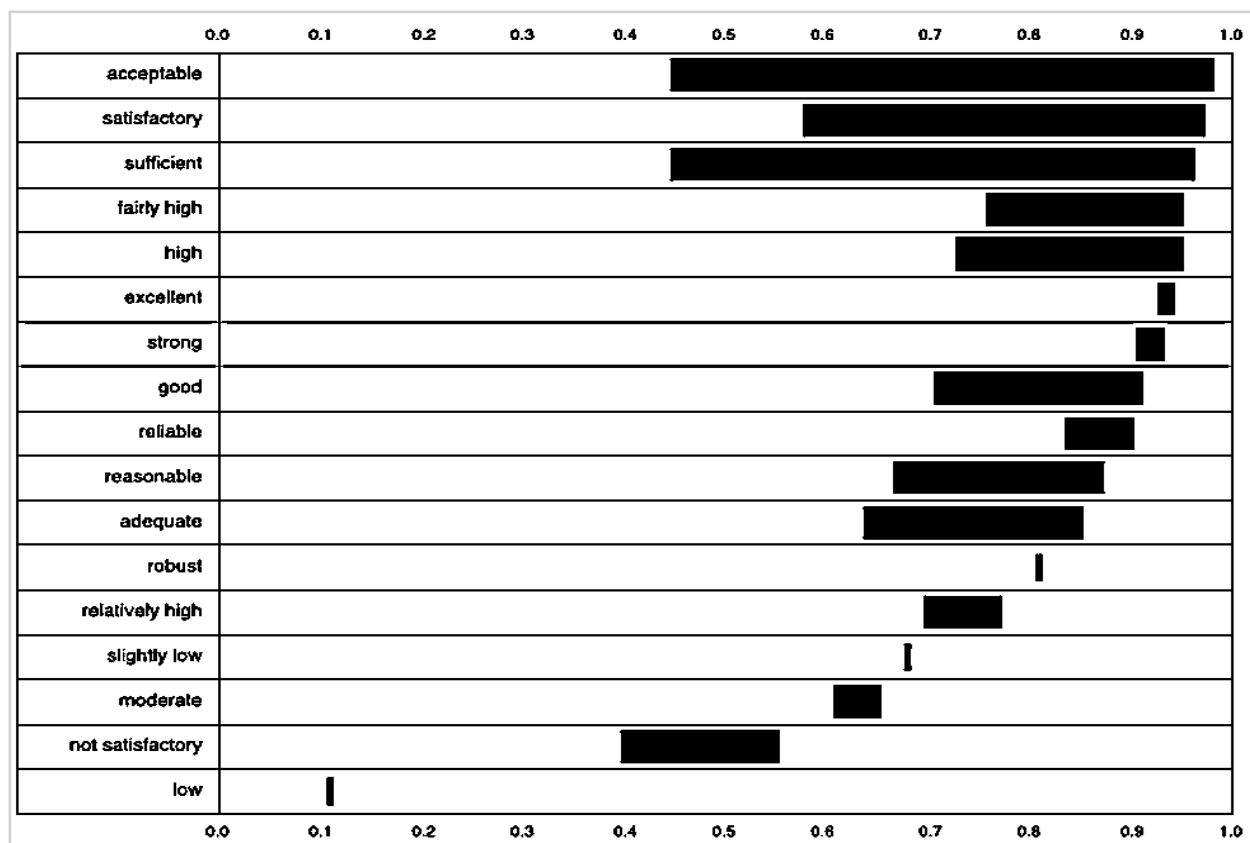


Figure 13: Qualitative descriptors used for values/ranges of values of Cronbach's alpha reported in papers in leading science education journals (Taber, 2018)

Theme	Mean	SD	No. of Items	Cronbach's α
<u>Overall Survey</u>	<u>3.93</u> <u>(3.94)</u>	<u>.481</u> <u>(.495)</u>	<u>17 (16)</u>	<u>.865 (.881)</u>
The importance of visuals in learning	4.39	.533	4	.706
The purpose of images in textbooks	4.24	.595	3	.684
The focus of the MoE curriculum/textbooks*	3.82	.899	1	-
Alignment between the MoE curriculum values and the values in the textbook	3.80 (3.87)	.516 (.620)	4 (3)	.460 (.713)
Methodology for inserting images in textbooks	3.86	.667	3	.750
Consistency of the embedded values in images	3.46	.804	2	.800

* Cronbach's alpha cannot be computed because this construct has only one item.

Table 10: Reliability statistics for the actual teachers' survey

Based on the findings of the reliability analysis, the survey is considered satisfactorily reliable and the investigated themes can be used in further analysis. Themes variables are created by averaging items, taking into consideration dropping out the bad item “Sometimes the student may not understand the true meaning of the image especially in images that call for correcting certain wrong behaviour” from the new created variables.

3.5. Data Analysis

The researcher used the type of analysis which is congruent with the research questions and describes the theoretical framework. Accordingly, the researcher used three analysis phases to benefit from the advantages of both quantitative and qualitative approaches: 1- phase 1 which consists of quantitative and qualitative data, but mainly qualitative, 2- phase 2 which consists of a quantitative survey, and 3- integration phase where all the data are connected (Creswell 2008b; Creswell & Clark, 2011).

3.5.1. Phase 1 Analysis

In the first phase of this mixed-method study, document analysis, interviews and task-based interviews were used to organise and draw realistic conclusions from the collected data. The researcher sought to derive meaning from words and images to create a compound picture of the studied phenomenon that includes the context, population, situation and theoretical construct (White & Marsh, 2006). For this primary data, descriptive analysis and thematic analysis were

used to analyse the qualitative data. Descriptive analysis was used to describe the general features of the studied textbooks including the cover page. The descriptive analysis includes counting the frequency of the appearance of certain symbols, signs, or values.

Thematic analysis is more than just describing the content or counting the frequency of words or phrases in a text, it is about the identification of both implicit and explicit ideas. Thematic analysis helps reduce the qualitative data into workable themes through “identifying, analysing, and reporting patterns (themes) within data” (Braun & Clarke, 2006). Codes, which are the foundation of the emerged themes (Boyatzis, 1998), are used along with constant comparative method (Charmaz, 2006) to emphasise on answering the research questions. The researcher was open to explore any emerging themes during the coding process. Some quotes from the interviews are displayed, compared and contrasted. Also, thematic analysis dovetails with other data analysis methods (Braun & Clarke, 2006). Boyatzis (1998) labelled thematic analysis as a connector between the researchers who adopt different research methods. Which means that thematic analysis is not a separate method that should be used alone and only by qualitative researchers, but also other researchers can use thematic analysis as an additional method to support their analysis (Boyatzis, 1998; Ryan & Bernard, 2000).

Since the content analysis method is unique and can be used inductively and deductively (Krippendorff, 2004), the researcher, in addition to textual presentation, presents results in numbers and percentages. For instance, the qualitative content analysis summarises the set of values in the images and report details about themes (e.g., theme1: equality between genders) which allows for more results interpretation. While the quantitative part sought to answer research questions related to the display frequency of a specific value derived from the qualitative analysis related to that theme (e.g., frequency of female and male representation, frequency of the displayed

roles assigned to each gender...etc.). According to Bengtsson (2016), there is latent analysis and manifest analysis. Manifest analysis is where the researcher only describes the obvious information, while the latent analysis is interpreting information to discover the underlying meaning. In this study, since it is about images, the researcher used both manifest and latent analysis through describing and interpreting what values the images embed. In addition to manifest analysis which is related to counting frequencies of certain characters, values, or images.

The researcher investigated all images in the textbooks and looked for all the possible values that exist in them. After retrieving all the themes/values embedded in the images, they were linked to the four objectives of the MoE curriculum (equip students with Islam values, equip students with universal values, develop national citizens and develop global citizens) to answer the main research question, which is about investigating the alignment between the presented values as part of the hidden curriculum and the goals of the intended curriculum, and research question 2 related to the unintentional messages that might be contradictory to the curriculum values. The analysis is presented separately for each grade (G1 to G4) in order to explore the most displayed values for each grade and the differences between them. A table is used to display the content thematic analysis as per the curriculum values.

Kress and Van Leeuwen (2006) recognised that images are very important in conveying certain information. They sought that it is crucial to have a method through which these images can be analysed. Consequently, Kress and Van Leeuwen (2006) introduced the Critical Image Analysis (CIA) framework. To further analyse images with individuals in them, the CIA was used. This framework is originated from Kress & Van Leeuwen (2006) and Scholes (1985). It helps determine the representation or misrepresentation of some individuals or groups in the textbook images. For instance, the male-female bias, racism, representation of the Muslim and non-Muslim

individuals. Kress and Van Leeuwen (2006) perceives that “interpreting images critically is a must because all images entirely fall into the realm of ideology, where particular discourses are privileged, while others are downplayed or even silenced” (p.5). Many studies used the CIA while analysing images such as Ahour and Zaferani (2016), Dabbagh (2016), Darani and Akbari (2016), Fitzgibbon (2013) and Marefat and Marzban (2014).

The images are described as per Kress and Van Leeuwen’s framework depending the following questions:

- Who are the actors?
- Who is active?
- Who is passive?
- What type of activity is demonstrated in the image?
- Gestures of actors
- Status and clothing
- Gaze direction of the participants in the image.

3.5.2. Phase 2 Analysis

In the second phase of the study, data was collected from the Moral Education and Arabic language subject teachers of grade 1 to grade 4 using a close-ended survey. The survey seeks to validate the first phase findings and confirm them. The survey was analysed using SPSS to summarise participants’ demographic data and to generate descriptive statistics (frequencies, percentages, means, and standards deviations).

3.5.3. Mixed Methods Data Analysis

Incorporating both quantitative and qualitative data collection methods in a study does not classify it as a mixed-method study. The two data filaments should be linked to each other. The integration of the qualitative and quantitative data collection methods guarantees the benefits of the mixed method. This integration can take different forms: on the level of the design, methods or findings interpretation (Fetters et al., 2013); and can serve different purposes: build on previous data, connect, merge or embed (Creswell & Clark 2011). The current study is integrated by design. The use of a sequential design directly links the two types of data to each other. There is also an integration on the interpretation level. In order to respond to the study purpose and answer the research question. The study attempted to make meaning of all the data findings all together. The linked data was interpreted within the study's purpose scope to answer all the research questions. The researcher displayed the integration of data findings in a table that shows the linkage between strands of data (qualitative and quantitative).

Table 11 summarises the study's methodological approach. Scope, participants, approach, instruments and data analysis used to address the research questions are explained in the table.

RQ	Sub-question	Scope/Site	Participants	Approach	Tools	Analysis
to what extent is the hidden curriculum of the visuals in the MoE textbooks aligned with the MoE intended curriculum?	RQ1: What are the embedded values and messages in the MoE Moral Education and Arabic language textbooks' images for G 1 to G 4?	MoE curriculum	MoE Moral Education and Arabic as a first language subject textbooks (G1 to G4)	Qualitative + Quantitative	Document Analysis	-Thematic Content analysis -Descriptive analysis
	RQ2: To what extent do the values derived from G 1 to G 4 MoE Moral Education and Arabic language textbooks' images reflect the MoE curriculum goals and values?					
	RQ3: Do students have visual literacy to be able to interpret the messages and values embedded in images?	Site: As per the participants convenience	Students (G1 to G4)	Qualitative	Task-based interview	-Thematic Analysis -Descriptive analysis
	RQ4: What are the perceptions of stakeholders about the embedded values in the textbooks' images?	Curriculum Department in MoE, Dubai	Moral Education and Arabic Language Subject Curriculum Specialists and designers	Qualitative	Interviews	-Thematic Analysis -Descriptive analysis
		Public and private schools in the UAE	Teachers of the Moral Education and Arabic language subject of G1 to G4	Quantitative	Survey	-Descriptive statistics -Statistical Analysis -Thematic analysis (open ended question)

Table 11: Summary of the methodological approach of the study

3.6. Ethical Considerations

It is vital to ensure strong application of research ethics throughout all the study stages, essentially during the interactions that take place between the researcher and the participants (Creswell, 2011). In view of that, this study follows the British University in Dubai (BUID) ethical code of conduct. No data was collected until the researcher obtained the formal approval by BUID. Written consent forms were sent to the concerned entities for formal approvals and permission (Cohen et al., 2007) (Appendix 2- MoE consent form). A parental consent form was signed by the students' parents regarding the children's participation in the task-based interviews (Appendix 4- Parental consent form). Another consent form was given to the participants from the Curriculum Department MoE prior to the interviews (Appendix 5- Curriculum Department consent form).

To avoid misleading the participants, all of them were provided with clear and truthful information about the study's purpose, objectives and methodology (Fraenkel et al., 2015). The researcher ensured the confidentiality and anonymity of participants. Also, all the instruments were translated to Arabic to ensure that all participants clearly understand the questions. Since the study is involving children for the task-based interviews, some ethical considerations took place to protect the children, who had to agree on being part of the study. The researcher made sure to be friendly and explain to the children the purpose of the interviews and assure them that the task is not an evaluation to their performance. All interview transcripts/audiotapes returned questionnaires and research related confidential documents are kept in a confidential locked place. Also, all the data are kept on the researchers' personal computer which is protected by a password.

3.7. Researcher's Role

The researcher is a new employee at the MoE, which might label the study as a 'backyard study'. However, it is worth mentioning that the researcher is working at a different department and does not have any previous relation or acquaintance with the participants from the Curriculum Department or schools. Glesne (2011) stated that the backyard study is the type of research conducted in a workplace in which the researcher is holding another role in addition to the investigation role. Glesne and Peshkin (1992) argue that the backyard study has some limitations and that the provided information can be "dangerous knowledge" which can be risky for an investigator in the same organisation or institution.

The researcher was obliged to conduct the research with the Curriculum Department employees at the MoE as they are the responsible bodies for developing the investigated textbooks. The backyard study is both beneficial and challenging at the same time. It is beneficial because of the easy access to the building and the participants. The researcher could conduct the interviews with the participants at convenient times for her and the participants as she is always present in the building, which saved time and effort. Besides, being an insider has several advantages. Hodkinson (2005) argues that insiders can easily gain the participants trust and have productive interactions with the study participants. Merton (1972) said regarding the advantages of being an insider that the researcher "has monopolistic or privileged access to knowledge, or is wholly excluded from it, by virtue of one's membership or social position ... the outsider may be incompetent, ... the outsider, no matter how talented, is excluded in principle from gaining access to the social and cultural truth" (p. 15). Bonner and Tolhurst (2002) also see that the insider researcher has many advantages: understanding the studied issue very well, the researcher will

not cause any disruption to the social interaction's flow at the organisation, and finally, the insider researcher can retrieve the true and relevant data from the participants as he/she can relate well to them.

Glesne (2011) argues that there are challenges to conducting a backyard study. For instance, the interactions between the researcher and the participants might create some confusion caused by the researcher's role ambiguity (are you a researcher or a colleague?). In addition, being an insider researcher can lead to some bias. In order to minimise the negative effects of the backyard study, the researcher followed steps and approaches as suggested by Creswell (2013). The researcher used other research methods as a triangulation method in order to add to study's validity. The researcher also tried to overcome her bias through the use of reflexivity strategies, which are described in details in the research validity section, which became an integral part of the study journey to constantly engage in a self-reflection and understand her insiderness and role as a researcher.

3.8. Summary

To summarise, the present study adopted a mixed methods approach, which was described in detail in this chapter. The reasons and justifications for selecting the mixed methods approach were discussed. The first phase, which was depending largely on qualitative data meant to explore the embedded values in the textbooks' images and their alignment with the intended values and also how students interpret these values and to explore the methodology used by the MoE curriculum to insert images in the textbooks. Finally, the second phase, which is conducted by a close-ended survey developed based on the first phase results, is meant to explore the teachers' perception

about the images in the textbooks and to endorse the first phase findings. Different data collection methods were used in this study to answer the research questions, including document analysis, semi-structured interviews, task-based interviews and close-ended survey. The study involved different population samples: 8 textbooks, curriculum specialists and designers, G1 to G4 students and G1 to G4 Arabic language and Moral Education teachers. In this chapter, the researcher also presented the results of the pilot study, how validity of the instruments is managed, ethical considerations, and the researcher's role. The following chapter 4 presents the study findings in detail.

CHAPTER 4: DATA ANALYSIS

4.1. Overview of the Chapter

The previous chapter, chapter three, covered the methodological approaches that were adopted for this research study. In this chapter, analysis of both qualitative and quantitative data is fully presented with the purpose of answering the study's research questions:

RQ: To what extent is the hidden curriculum of the visuals in the MoE textbooks aligned with the MoE intended curriculum?

- ❖ **RQ1:** What are the embedded values and messages in the MoE Moral Education and Arabic language textbooks' images for G 1 to G 4?
- ❖ **RQ2:** To what extent do the values derived from G 1 to G 4 MoE Moral Education and Arabic language textbooks' images reflect the MoE curriculum goals and values?
- ❖ **RQ3:** Do students have visual literacy to be able to interpret the messages and values embedded in images?
- ❖ **RQ4:** What are the perceptions of stakeholders about the embedded values in the textbooks' images?

A combination of four data collection methods was used to answer the study's research questions: document analysis, semi-structured interviews, semi-structured task-based interviews and close-ended survey. The chapter encompasses three main sections: the first section is about phase one of the study. It consists of three sub-sections: document analysis, interviews with the Curriculum Department analysis and the task-based interviews analysis. The second section is about the second phase of the study in which the analysis of the close-ended survey is presented. All the

sections (document analysis, interviews with the Curriculum Department analysis, the task-based interviews analysis and the survey analysis) start with a descriptive section of the demographic data. The final section of this chapter represents the integration of all the findings from the different data collection instruments of phase 1 and phase 2. The next chapters are about the results discussions in relation to the study's theoretical framework and literature followed by the conclusion chapter.

4.2. Phase 1 Analysis

This section reports data from different data collection instruments: document analysis of students' textbooks, interviews with the curriculum specialists and designers and task-based interviews with students of grades 1 to 4. For the first phase of the research study, four Arabic language student textbooks and four Moral Education student textbooks for grades 1 to 4 were analysed as part of the document analysis. 21 curriculum specialists and designers were interviewed using in depth semi-structured interviews (Appendix 6). To conclude phase 1, the researcher conducted task-based interviews with 12 students from grades 1 to 4. The task-based interview depended on an observation protocol along with a set of semi-structured open-ended questions (Appendix 7).

The summary of the first phase results serve to answer the research questions. The second phase results emphasise the findings of the first phase. All the data from the two phases were grouped in specific themes with reference to the research questions to facilitate the interpretation and comparison of the findings.

4.2.1. Document Analysis

The researcher selected the G1 to G4 Arabic (as first language) Language student textbooks and the Moral Education students' textbooks for the academic year 2019/2020 term one for the investigation of the embedded values in the images. The researcher chose only term one textbooks as she was told by the Curriculum Department that the textbooks are produced at the beginning of each term, so only term one textbooks were available for investigation. The choice behind the Arabic language and the Moral Education students' textbooks is because the Moral Education textbook is the main programme for values internalisation in schools and the Arabic language is the native language in the UAE. These two textbooks are value laden documents and also they contain a big number of images. Thus, the comparison between the two textbooks will be beneficial to decide if there is a consistency between the embedded values in the images in the different subjects.

As not all the term one textbooks were available in print copies, the researcher investigated printed textbooks as well as online versions for other textbooks that she could not find. For instance, the printed textbooks are the Grade 1, Grade 2, Grade 4 Arabic language textbooks, Grade 1, Grade 3 and Grade 4 Moral Education. Since the researcher could not get a copy of the rest of the textbooks, she was given access to Al-Diwan¹ application (contains the MoE textbooks for all the grades) where she could view Grade 2 Moral Education textbook, Grade 3 Arabic language textbooks. For Grade 1 and 3 Moral Education textbooks, the copies that the researcher investigated were in English. However, the English version is exactly the same as the Arabic

¹ Al-Diwan: is a platform established by the Ministry of Education to make school textbooks accessible electronically for students and teachers. The platform allows for the download and recall of the different textbooks and books at any time and from anywhere (Al-Diwan, 2019)

version with the exact same images and content. This information is worth mentioning because the page numbers might differ between the online versions and the print versions.

Content analysis is the used analysis method for studying documents and other communication artefacts such as texts and pictures. The used content analysis provides quantitative data that are statistically significant and qualitative data that are based on classification and description (Gall et al., 2007). Moreover, since this study is about images and retrieving the values embedded in them, content analysis is sought to be the most suited strategy to do so. When retrieving the embedded meaning in images, the researcher noticed that some values cannot be demonstrated throughout single images (e.g., honesty, patience, trust), maybe it is possible throughout a series of images that form a story. That is why the researcher retrieved the values that could be comprehended and demonstrated through a single separate image and focused on the clear values that the image might transmit.

For the content analysis, the researcher started with a descriptive analysis of the investigated textbooks (page numbers, number of units, number of images, number of real images and a description of the textbook covers), followed by the coding and categorising of the data (retrieved sub-values) according to the four main MoE curriculum values: national citizenship, global citizenship, Islamic values and universal values (MoE, 2019). The coding and categorising were displayed in tables followed by a detailed interpretation of the results. This type of coding and categorising into the four main MoE values is called thematic analysis. According to Braun and Clarke (2006), coding and categorising of data into themes serves to decrease the qualitative data into practical themes.

When conducting the content analysis, the researcher decided the following:

- To refer to People with Special Needs as ‘People of Determination’ as named by his highness Sheikh Mohammed bin Rashid Al Maktoum, the Vice President and Prime Minister of the United Arab Emirates (UAE), and ruler of the Emirate of Dubai.
- When investigating the images, the researcher classified the images into two types: drawings and real images.
- The images content (either drawing or real image) are classified into two types: animated (people, animals) and inanimate objects (e.g., table, glass, plant). This classification was decided because the animated images that have individuals in them require the Critical Image Analysis (CIA) for analysing the image meaning, as discussed in the methodology chapter, by using Kress and van Leeuwen’s framework of describing how the individuals appear in the images (active/passive, activity involved in, gestures, status and clothing).
- The inanimate images often do not have any values in them (e.g., ball, car) or they have a direct and clear meaning that does not need any analysis such as the UAE flag which refers to the Emirati identity and can be categorised as a national citizenship value.
- Diagrams, charts, mind maps, tables and other visual educational material were not included among the investigated images as the researcher is seeking to explore only the images with values and messages in them.

4.2.1.1. Descriptive Findings/ Information about the Textbooks

The researcher counted and analysed the textbooks' images from the 1st page after the cover page. All the images were counted even the repeated images. Counting the frequency of the images in the textbooks was done to explore the importance and level of dependency on visuals in the textbooks.

Table 12 represents descriptive information about the four investigated MoE **Arabic Language** textbooks:

Grades	Page number	Number of Units/ lessons	Number of images	Number of real images	Textbook cover
Grade 1	106	7 lessons	330 (some images are repeated, most of them are small and many images are inserted in one page)	4 (1%)	A drawing of a smiling squirrel holding a plate with a piece of cheese
Grade 2	140	2 Units (8 lessons)	123 (some images are repeated with a mix of small and big images)	55 (45%)	A drawing of a smiling female turtle (with pink hair)

Grade 3	127	2 Units (20 lessons)	103 (some images are repeated and most of the images take the whole page)	50 (49%)	A drawing of three boys who seem like they are in a soccer team (one of them is holding the ball and they are happy).
Grade 4	129	2 Units (21 lessons)	88 (some images are repeated and most of the images take the whole page)	50 (57%)	A drawing of a smiling camel

Table 12: G1 to G4 Arabic language textbooks' descriptive information

Table 12 provides descriptive information about the G1 to G4 Arabic language textbooks. For every grade, the textbook is described in terms of the textbook cover, the page numbers, unit/lessons numbers, number of images employed in the textbook as well as the number of the real images among the total of the used images. The number of real images is calculated to know where there is more focus on the drawings and to understand the difference between the lower grades and higher grades in terms of images' design and learning preference.

Figure 14 displays a comparison between the four Arabic language textbooks in terms of the total number of images and the number of the real images they embed:

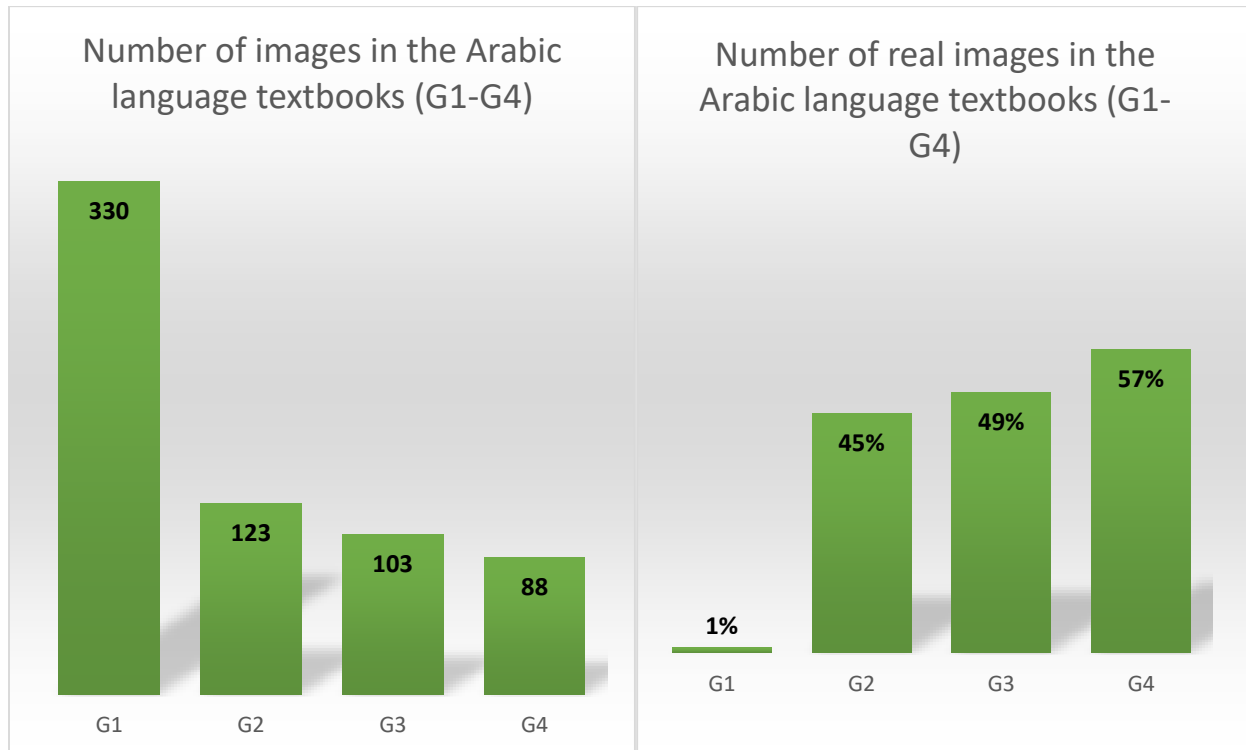


Figure 14: Number of images and real images in the Arabic language textbooks (G1-G4)

Figure 14 demonstrates the number of images as opposed to real images in the Arabic language textbooks of grades 1 to 4. In the lower grades, the number of real images is fewer compared to the higher grades. For instance, only 1% of the images used in grade 1 are real images while the rest of the images are all drawings. The number of real images increases every year to reach 57% of the total images in grade 4.

Table 13 represents descriptive information about the four investigated MoE **Moral Education** textbooks:

Grades	Page number	Number of Units/ lessons	Number of images	Number of real images	Textbook cover
Grade 1	91	2 units (10 lessons)	62	22 (35%)	A unified textbook cover design for all the grades with different colours for each grade
Grade 2	92	2 units (10 lessons)	52	22 (42%)	
Grade 3	97	2 units (10 lessons)	53	27 (51%)	
Grade 4	88	2 units (10 lessons)	54	37 (69%)	

Table 13: G1 to G4 Moral Education textbooks' descriptive information

Table 13 provides descriptive information about the G1 to G4 Moral Education textbooks. For every grade, the textbook is described in terms of the textbook cover, the page numbers, unit/lessons numbers, number of images employed in the textbook as well as the number of the real images among the total of the used images. The number of real images is calculated to know where there is more focus on the drawings and to understand the difference between the lower grades and higher grades in terms of images' design and learning preference. Figure 15 displays

a comparison between the four textbooks in terms of the total number of images and the number of the real images they embed:

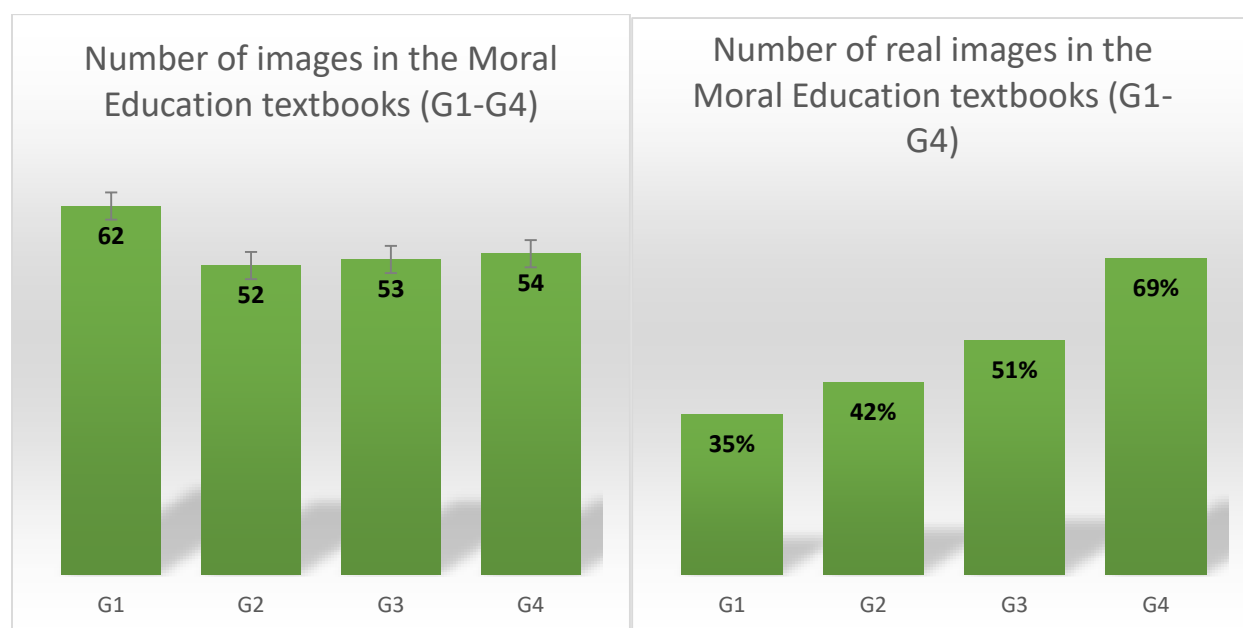


Figure 15: Number of images and real images in the Moral Education textbooks (G1-G4)

Figure 15 demonstrates the number of images as opposed to real images in the Moral Education textbooks of grades 1 to 4. In the lower grades, the number of real images is fewer compared to the higher grades. For instance, only 35% of the images used in grade 1 are real images while the rest of the images are all drawings. The number of real images increases every year to reach 69% of the total images in grade 4.

The above tables and figures 14 and 15 show that there is a big use of images in the students' textbooks. For grades 1 and 2, most of the displayed images were drawings and most of the images represented inanimate objects. The reason behind that is because students are still learning to connect the words to the images. In addition, most of the images are simple images that are used for educational purposes not to transmit any specific messages. All the displayed images are

about things that students, at the age of 6 years, are familiar with. For instance, images of animals (e.g., bunny, sheep laying down, and lion) and images of objects (e.g., house, book, rock and tree). These images are used to help students learn to associate the taught words to the presented images. Every image is displayed with the corresponding word under it or students are asked to complete the word. But, in general, the textbooks of the lower grades encompass more images than the higher grades. For instance, there are 330 images in the G1 Arabic language textbook, which decreases as the grade goes higher to become 88 images for G4. However, the used images in higher grades are bigger in size. Some pages cover the whole page in grades 3 and 4, while in grade 1, one page can incorporate 8 to 12 small images.

For the Moral Education, there is not a big difference between grades 2, 3 and 4 but there is a decrease from using images in textbooks from grade 1 (62 image) to grade 4 (54 image). In addition, the number of real images increase throughout the grades, for both the Arabic textbooks and the Moral Education textbooks. For instance, for the Arabic textbooks (Grade 1: 1%, Grade 2: 45%, Grade 3: 49% and Grade 4: 50%). Also, for the Moral Education textbooks the number of real images jumped from 35% in grade 1 to form 69% of the total of images in grade 4.

All the textbooks cover pages are suitable and age convenient for the students. Regarding the cover page of the Arabic language textbooks, they were all drawings that are appealing to students. Regarding the Moral Education textbooks, the textbooks' covers are unified with a difference only in the colour. All the textbooks have the logo at the front cover of the "year of tolerance" which is the 2019's year motto.

4.2.1.2. Coding and Categorising

Content analysis provides valid and replicable conclusions related to new ideas and perspectives. The content analysis enables the extraction not only for the explicit meanings but also the hidden ones. Setting data into categories is the fundamental process of the content analysis (Weber, 1990). In this study, the researcher coded the images and derived sub themes in order to categorise each emerging theme and its frequency under one of the four investigated MoE curriculum values (national citizenship, global citizenship, Islamic values, and universal values). To do the coding and categorising the researcher considered the following:

- Retrieving the values from the images and counting their frequency.
- The repeated images are counted every time as it shows that there is an emphasis on the embedded value.
- When counting the frequency of the representation of non-Arabs (as part of openness on other cultures), the researcher counted the frequency of the presentation of people who are wearing their traditional outfit as it is very hard to determine if the person is Arab or non-Arab while wearing casual clothing.
- When counting the frequency of the people with the UAE local outfit or international outfit, the researcher counted the number of individuals not images (1 image can have more than 1 person).

- Some images embed more than one value. For instance, image 1 shows a friendship among girls of different races and religions. It can refer to religious tolerance (girls from different religions), Islamic values (as three girls are wearing Hijab) and openness to other cultures and non-racism (girls from different ethnicities), however all these values can be classified under the “universal values” but many sub themes can be generated.



Image 1: Source: G4 Arabic textbook, p: 42

Below is the categorising of the emerged themes, from the Arabic language textbooks for Grades 1, 2, 3 and 4, into the four main values of the MoE curriculum:

Arabic Language Textbooks for G1-G4				
Grades	Frequency of aspects / images related to the UAE (National Citizenship)	Frequency of aspects / images that refer to global aspects (Global Citizenship)	Frequency of aspects / images that refer to Islam (Islamic Values)	Frequency of aspects / images about universal values (Universal Values)
Grade 1	<ul style="list-style-type: none"> ▪ UAE landmarks (burj Khalifa): 2 ▪ Local food/dishes: 9 ▪ Local animals (horse, camel): 10 ▪ Local clothing: 7 ▪ UAE architecture and landscape: 1 ▪ Local accessories and traditions: 3 ▪ Emirate patriotism (military, known personalities, UAE flag):3 	<ul style="list-style-type: none"> ▪ Other countries landscape: 1 ▪ Western clothing: 2 	<ul style="list-style-type: none"> ▪ Islamic dress code: 1 	<ul style="list-style-type: none"> ▪ Family love: 3
	Total: 35	Total: 3	Total: 1	Total: 3
Grade 2	<ul style="list-style-type: none"> ▪ UAE landmarks (burj al Arab): 1 ▪ Local food/dishes: 1 ▪ Local animals (Hyena): 2 ▪ Local clothing: 3 ▪ Emirate patriotism (military, known personalities, UAE flag): 1 	<ul style="list-style-type: none"> ▪ International food: 2 ▪ Acceptance of others and tolerance: 1 ▪ Equality: 2 	<ul style="list-style-type: none"> ▪ Islamic dress code: 6 	<ul style="list-style-type: none"> ▪ Hard work:1 ▪ Collaboration: 1 ▪ Sympathising with others/ tolerance: 1 ▪ Family love: 7 ▪ Appreciating others: 1 ▪ Determination: 1 ▪ Taking care/helping of others: 1

	Total: 8	Total: 5	Total: 6	Total: 13
Grade 3	<ul style="list-style-type: none"> Local clothing: 25 	<ul style="list-style-type: none"> representation of non-Arabs: 1 	<ul style="list-style-type: none"> Islamic dress code: 3 Quran: 1 	<ul style="list-style-type: none"> Sympathising with the poor: 1 Family love: 3 Determination and achieving goals: 7
	Total: 25	Total: 2	Total: 4	Total: 11
Grade 4	<ul style="list-style-type: none"> Local animals (horse, camel): 42 Local clothing: 7 UAE architecture and landscape: 17 Local accessories and traditions: 4 Emirate patriotism (military, known personalities, UAE flag): 5 	<ul style="list-style-type: none"> Other countries: 2 Openness to other cultures and diversity: 1 Religious tolerance: 1 Environment protection: 1 	<ul style="list-style-type: none"> Islamic dress code (Hijab): 4 	<ul style="list-style-type: none"> Family love: 3
	Total: 75	Total: 5	Total: 4	Total: 3

Table 14: Categorisation of the emerged themes from the Arabic language textbooks' images into the four main values of the MoE curriculum

The chart below demonstrates the distribution of the four values on the grades (1-4) for the Arabic language textbooks based on the categorisation findings of Table 14:

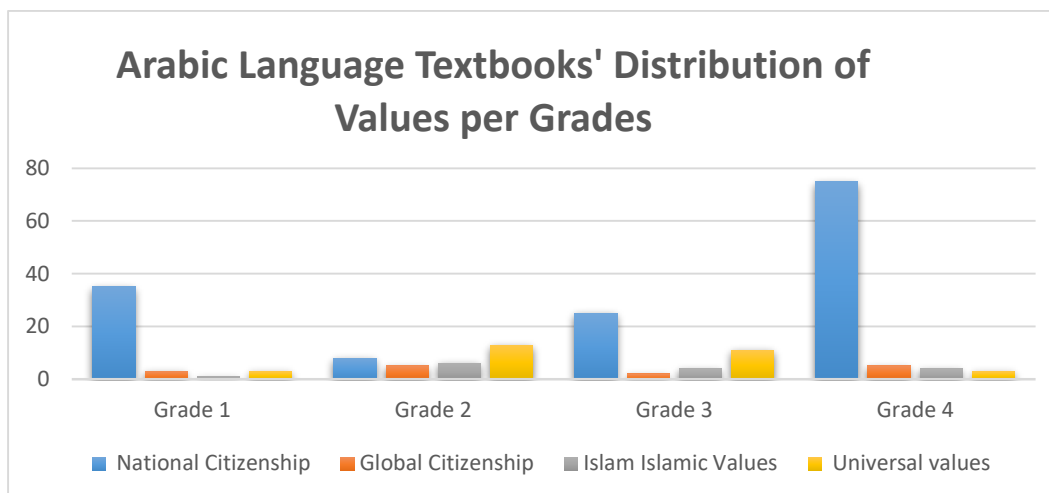


Figure 16: Arabic language textbooks' distribution of values per grades

Figure 16 shows that the national citizenship value is the most dominant value in grades 1, 3 and 4. The universal values are the second dominant values embedded in the investigated images of grades 1, 2 and 3 and the most prevailing in grade 2. On the other hand, the global citizenship value is least presented in grades 2 and 3, while the Islamic values are least presented in grade 2.

Below is the categorising of the emerged themes, from the Moral Education textbooks for grades 1, 2, 3 and 4, into the four main values of the MoE curriculum:

Moral Education Textbooks for G1-G4				
Grades	Frequency of aspects / images related to the UAE (National Citizenship)	Frequency of aspects / images that refer to global aspects (Global Citizenship)	Frequency of aspects / images that refer to Islam (Islamic Values)	Frequency of aspects / images about universal values (Universal values)
Grade 1	<ul style="list-style-type: none"> Local clothing: 25 (people) Emirate patriotism (military, known personalities, UAE flag): 1 	<ul style="list-style-type: none"> Non-Arabs: 11 Other countries: 1 Environment: 1 Openness to other cultures: 3 	<ul style="list-style-type: none"> Islamic dress: 5 	<ul style="list-style-type: none"> Fairness: 1 Family love: 11 Inclusion of people of determination: 8 caring: 3 Helping others (elderly, sick): 3 Good manners: 1
	Total: 26	Total: 16	Total: 5	Total: 27
Grade 2	<ul style="list-style-type: none"> Local clothing: 19 Local accessories & traditions: 1 Emirate patriotism (military, known personalities, UAE flag): 2 	<ul style="list-style-type: none"> Diversity and acceptance of others: 3 Gender Equality: 3 	0	<ul style="list-style-type: none"> Family love: 7 Determination: 1 Winning Accepting other people's views: 1 Helping others: 1 Sympathising with the poor: 2 Collaboration: 2
	Total: 22	Total: 6	Total: 0	Total: 14

Grade 3	<ul style="list-style-type: none"> ▪ UAE landmarks: 1 ▪ Local animals (horse, camel): 3 ▪ Local clothing:6 ▪ UAE architecture and landscape: 5 ▪ Local accessories & traditions: 1 ▪ Emirate patriotism : 10 	<ul style="list-style-type: none"> ▪ Non-Arabs: 7 ▪ Other countries: 4 ▪ Openness to other cultures: 1 ▪ protection of environment: 7 ▪ equality: 2 	<ul style="list-style-type: none"> ▪ Islamic dress code: 3 	<ul style="list-style-type: none"> ▪ Family love: 1 ▪ helping of others: 2 ▪ Fairness: 1
	Total: 26	Total: 21	Total: 3	Total: 4
Grade 4	<ul style="list-style-type: none"> ▪ Local animals (horse, camel): 1 ▪ Local clothing: 4 ▪ Local accessories & traditions: 1 ▪ Emirate patriotism (military, known personalities, UAE flag): 4 	<ul style="list-style-type: none"> ▪ Openness to other cultures: 1 ▪ Non-Arabs: 1 ▪ Black leader:2 ▪ Other countries: 4 	0	<ul style="list-style-type: none"> ▪ Family love: 5 ▪ Taking care of elderly: 1 ▪ Sympathising with the poor: 4 ▪ Sympathising with others: 1 ▪ Sympathising with animals: 1 ▪ Helping others:1 ▪ Determination:1 ▪ Wining: 1
	Total: 10	Total: 8	Total: 0	Total: 15

Table 15: Categorisation of the emerged themes from the Moral Education textbooks' images into the four main values of the MoE curriculum

The chart below demonstrates the distribution of the four values on the grades (1 - 4) for the Moral Education textbooks based on the categorisation findings of Table 15:

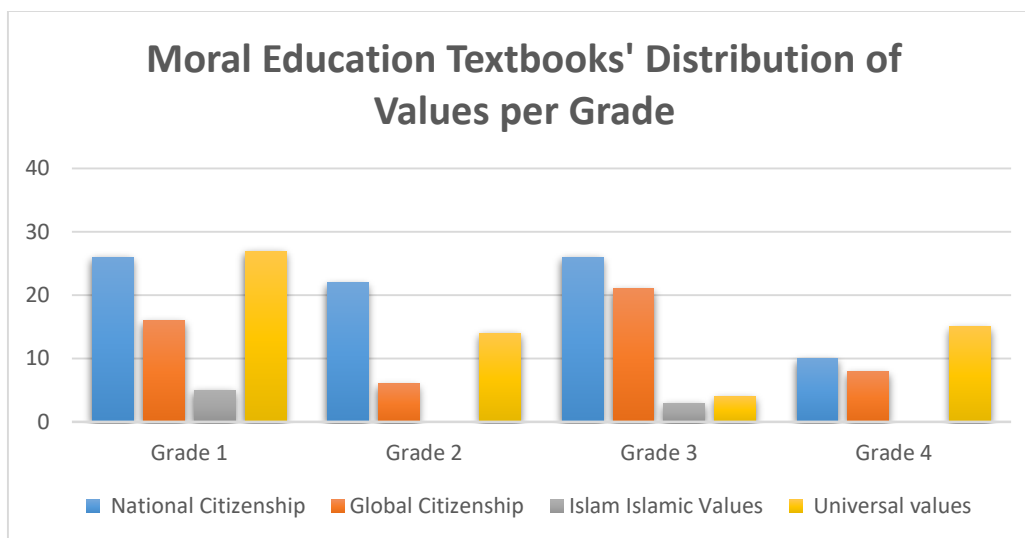


Figure 17: Moral Education textbooks' distribution of values per grades

Figure 17 shows that the national citizenship value is the most dominant value in grades 2 and 3 and the second dominant value in grade 1 and 4. The universal values are dominant in grades 1 and 4. Global citizenship is also present in the images of the four grades. On the other hand, Islamic values are the least represented in all the grades.

4.2.1.3. Content Analysis Results as per the Four Values

Value 1: National Citizenship

For both the Arabic language and the Moral Education textbooks, different subthemes emerged under the national citizenship value: UAE landmarks, local food/dishes, local animals (e.g., horse, camel, and hyena), local clothing, UAE architecture and landscape, local accessories and traditions, Emirate patriotism (military, known personalities, UAE flag).

According to the UAE educational policy, national identity comes at the top of the priorities. His Highness Sheikh Khalifa bin Zayed Al Nahyan, the President of the UAE stated on the occasion of UAE's 47th National Day:

"Our country is proud of its origin, identity, language and history. It is also proud of its founding fathers, civilisational legacy, Arab culture, national figures and its martyrs. Our country also highly regard ethics and values of honesty, integrity, charity, generosity and helping those in need. There is no future for a nation without morals, and without a coherent society, deep cultural structure, sophisticated system of schooling, and mosques that deepen the tolerant goals of the Islamic Sharia, since Islam is a religion of justice, right, equality, and moderation" (Gulf News, 2018).

Therefore, one of the most imperative objectives of the 2021 UAE vision is to create responsible citizens who have a strong sense of national identity. The educational system is projected to reinforce the national identity and citizenship to achieve the UAE vision. In alignment with this goal, the investigated textbooks of this study emphasised on the UAE culture and value of national citizenship. There was a lot of display of the UAE flags, Emirati characters with the traditional Emirati outfit (Kandoora for men and Abaya for women). All the Moral Education textbooks start with an image of his Highness Sheikh Khalifa bin Zayed Al Nahyan, the current President of the United Arab Emirates. In general, the textbooks are highly contextualised. Especially, the grade 4 Arabic language textbook is characterised by a clear focus on the UAE culture starting from the textbook cover which is a drawing of a camel which is a symbol of the UAE rich heritage. The grade 4 Arabic language textbook contains 75 images that reflect the national citizenship, which is the highest among all the other studied textbooks. Another example of the contextualisation in the textbooks is the use of the UAE known federal government logos, which are a symbol of the UAE visual identity, even in the lower grades such as in grade 2 textbook (image 2).

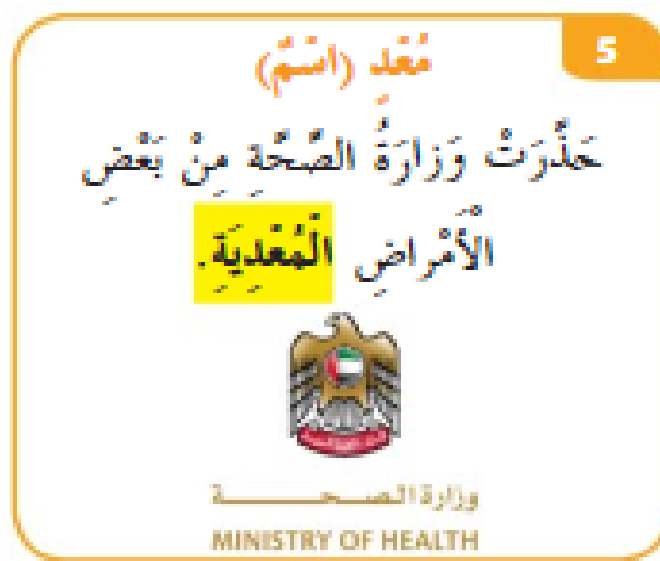


Image 2: Source: G2 Arabic language textbook, p.111

Value 2: Global Citizenship

World citizenship incorporates the economic and social justice values. These values are important not only within one's country but also between different countries. Examples of the global citizenship values are: gender equality, religious tolerance, racial and ethnic harmony and working for the common good. Global citizens have the main values that make them active promoters of sustainable, secure, tolerant and inclusive societies (UNESCO, 2019).

For both the Arabic language textbooks and the Moral Education textbooks, different subthemes emerged under the global citizenship value: non-Arabs representation, other countries representation, environment protection, openness to other cultures, diversity and acceptance of others, gender equality, international food/dishes.

- **Openness to other cultures and non-racism**

In addition to the presentation of the local environment, both the Arabic language and the Moral Education textbooks encompass several images about universal symbols, architecture and landscapes. Also, different cultures are represented from around the world. Nevertheless, openness to other cultures is also related to the values of tolerance and non-racism. These two values are investigated in the textbooks' images through exploring the representation of non-Arabs and other cultures in the textbooks. It was found that there was a fair non-Arabs representation in the textbooks. In the lower grades the focus was more on the Arabs or the Emiratis in specific. However, in grade 3 and 4 there was a more representation of westerners and other people from different cultures. But, the issue is not about the frequency of the non-Arabs representation, but it is about how they are represented in the textbooks and what messages can be transmitted to the students from these representations.

It makes sense to have Arabs represented more than other non-Arab individuals as a sort of national identity. But, the frequency alone does not reflect the hidden messages that can be embedded in the images. The researcher had to analyse the images to understand how non-Arabs are presented in the images. Using the Critical Image Analysis CIA, the researcher found that different races and ethnicities, in the majority of the images, were presented in an honourable manner in which they all seem like active actors. All cultures were presented properly and respectfully. No superiority was given to any specific race or ethnic group. Many famous local and international personalities were presented from different ethnicities especially in grades 3 and 4. For instance, Ghandi (Image 5), Martine Luther King (image 4) and the Dutch Prime Minister Mark Rutte (image 3), who inspired people all over the world, were presented in the same textbook as a symbol of good and influential leadership. These representations demonstrate a strong reinforcement of

tolerance and global citizenship and that people from different colours and ethnicities can be leaders and influential.

However, in some textbooks, such as in the G2 Moral Education textbook, there was a display of two images on different pages of a black child, who seem miserable and poor (image 6) and the other one crying (image 7). This display of such images is not wrong, but having two images in the same textbook can cause students to develop stereotypes about black people and start to associate any black person with poverty and misery. But, this could also be understood as the purpose of the images are justified and are used for educational and awareness purposes. Image 6 and 7 were used for reflection purposes and students were asked to look at the images and explain the feeling of the boys in the images and discuss why they might be feeling like that.



Image 3: Source: G4 Moral Education, p: 31



Image 4: Source: G4 Moral Education, p: 24



Image 5: Source: G4 Moral Education, p: 26



Image 6: Source: G2 Moral Education, p:22



Image 7: Source: G2 Moral Education, p:63

- **Gender Equality:**

To investigate gender equality in the images, a different analysis was conducted. For this sake, the researcher had to analyse the images separately to explore how the male and female characters are represented. Also, the frequencies of the representation were counted. Gender equality is a fundamental human right. Since equality between genders is a goal of the SDG4 and a separate goal itself SDG5, there was a special investigation to analyse how women were represented in the textbooks in comparison to men. In addition to exploring the frequency of the females and males representation in the textbooks, the CIA was used to categorise women's roles into traditional roles and higher roles (professional roles) and also to explore what type of activities women are engaged at as opposed to the activities men are performing.

Which gender is over-represented and which gender is under-presented?

Textbooks	Frequency of presentations and illustrations of females					Frequency of presentations and illustrations of males				
	G1	G2	G3	G4	Total	G1	G2	G3	G4	Total
Arabic textbooks	7	71	32	27	137	14	100	122	54	290
More education textbooks	73	59	28	83	243	81	84	62	87	314

Table 16: Frequency of presentations and illustrations of females and males in the textbooks

From the above table we can confirm that there is an over-presentation of males over females. In all the investigated Arabic language and Moral Education textbooks from grade 1 to grade 4 the presentation of male figures is more than the female figures in both real images and cartoons. The overall presentation of males (290) in all the Arabic language textbooks is more than twice the number of the presentation of females (137). Also, in the Moral education textbooks the male character (314) outnumbered the female character (243). Keeping in mind that the researcher counted only the clear images that show clear face features in which it is easy to distinguish between the two genders. In addition, some images that show men doing some activities that require only men (in real images) (e.g., the football team), the researcher counted the male character as 1 though many males are represented in the image.

How females and males are represented?

More important than investigating who is over-represented, in regards to females and males, is how the two genders are depicted in the textbooks' images. Females were mostly stereotyped as stay-at-home mothers who are depicted most of the times doing household chores taking care of others (elderly, children and sick people). Women were represented mostly in traditional roles for instance: cooking, raising children, cleaning ...etc. But, though women were presented more often taking care of children and house chores, it was not limited only to them. Men also were shown as participating in house chores and also parenting and taking care of children. Yet, Men were presented most of the time as strong individuals who are engaged in all sorts of sport activities (e.g., swimming, football and running) in all the explored textbooks. Men were also shown many times as leaders and speakers (conversation leaders). Many images demonstrated that males are the ones dominating the conversations and talking in front of a big group of people or leading a group of people. In relation to profession, men were depicted doing high profession jobs such as

engineers, scientists and fire-fighters. While females were associated with a limited number of professions (nurse, teacher) and only were shown as a scientist once.

Tables 17, 18, 19 and 20 below show how male and female characters are presented in the G1 to G4 Arabic language and the Moral Education textbooks' images and the frequency of the illustration.

Arabic language textbooks		
Activity	Male	Female
	Frequency of display	Frequency of display
Playing sports (swimming, football, running, riding bike)	15	2
Winners	1	1
Studying/reading/schooling	16	11
Parenting/ Taking care of children	6	9
Leading (leader, speaker)	2	0
Driving	1	0
Dancing (Emirati traditional dance)	1	1
Shooting	1	0
Looking through telescope	1	0
Cooking	0	1

Table 17: Male and female activities in the images of the Arabic language textbooks' images

Moral Education textbooks		
Activity	Male	Female
	Frequency of display	Frequency of display
Playing sports (swimming, football, running)	13	5
Winners	1	2
Studying/reading/schooling	8	5
Drawing	5	3
Playing music	1	0
Taking care elderly /helping others	2	1
Parenting/Taking care of children	9	15
Leading (leader, speaker)	13	6
Cooking/ baking /cleaning the house	3	3
Community work/ environment protection	3	4
Sailing	1	0

Table 18: Male and female activities in the images of the Moral Education textbooks' images

Arabic language textbooks		
Occupation	Male	Female
	Frequency of display	Frequency of display
Scientist	3	1
Seller	5	0
Military/soldier	3	0
Engineer	1	0
Farmer	1	0
Teacher	0	1
Fire-fighter	1	0

Table 19: Male and female occupation in the Arabic language textbooks' images

Moral Education textbooks		
Occupation	Male	Female
	Frequency of display	Frequency of display
Military/ soldier	1	0
Engineer	1	0
Nurse	0	2
Teacher	1	5
Police	1	0

Table 20: Male and female occupation in the Moral Education textbooks' images

Value 3: Islamic values

For both the Arabic language textbooks and the Moral Education textbooks, few different subthemes emerged under Islamic values: Islamic dress code (Hijab for women) and Quran. The Islamic values are the least represented among the four values in all the textbooks. The reason behind this is that the universal values can be also categorised under the Islamic values as discussed in the literature chapter. Still there was not much images or symbols that reflect the religion of Islam explicitly. For instance, there was no images of the holy places (Makkah), prayer, mosques...etc. This under-representation of the Islamic symbols can be understood, as there is another subject in the MoE curriculum dedicated only to teach Islamic standards, which is the “Islamic Studies” subject.

Value 4: Universal values

The textbooks include many images that embed all sorts of universal values. For both the Arabic language textbooks and the Moral Education textbooks, many subthemes emerged under the category of universal values: fairness, family love, helping others, determination, respecting others, sympathising with the poor,

collaboration, hard work, appreciating others, taking care of others. The most frequent value was ‘family love’. This value refers to any relation between family members (mother, father, daughter, son, grandmother, grandfather) that showed respect, affection, caring and guiding. The family love was the most shared value among the investigated textbooks.

There was an obvious presentation of people of determination in grade 1 Moral Education textbook. The textbook depicted people of determination as active people in the society who are able to perform regular tasks and be useful to the society. Unfortunately, that was the only textbook that displayed images of people of determination. The researcher investigated the issue of the inclusion of people of determination through exploring their frequency of representation in the textbooks.

- **Inclusion of people of determination**

How many people of determination are represented in the textbooks’ images?

Textbooks	Frequency of representation of people of determination					Type of special need
	G1	G2	G3	G4	Total	
Arabic language textbook	0	0	0	0	0	<ul style="list-style-type: none"> - A girl on a wheelchair - A girl with Down Syndrome
More education textbook	8	0	0	0	8	

Table 21: Frequency of representation of people of determination in the textbooks

Table 21 shows that there is an under-representation of people of determination in all the investigated textbooks except for grade 1 Moral Education textbook. The other 7 textbooks have no images of people of determination in them. There should be more display of people of determination with different types of special needs. People of determination are part of our society and the textbook is a reflection of the society; thus, people of determination also have the right of

representation. grade 1 Moral Education textbook was the only textbook, from the investigated textbooks, that has people of determination images. In the textbook, a girl on a wheelchair was shown 7 times as the story was about her. In addition, in a different page, of the same textbook, there was an image of a girl who looks like she has Down syndrome.

4.2.1.4. Data Results Discussion per Themes

The importance of visuals in learning:

Visuals are very important for learning. The proof is that there is a huge dependence on images in the investigated textbooks. The images are used with all the lessons. There are many pages that do not even have any text or a single word on them, but only a big image that tells a lot. Also, images are used to tell stories. The majority of the stories are accompanied with full page images to help students visualise the story and come to conclusions.

The purpose of images in textbooks:

The images in the textbooks were used for different reasons. The main reason for the images in the textbooks is to clarify the meaning of the accompanying text or story. One of the learning outcomes which is number 3.3.1.1. (Grade 4 - Arabic language textbook) is to make students learn new words using image illustrations (e.g., image 8). Also, many images were used to transmit values to the students. On the other hand, some images were not used to transmit any value or specific message but only as part of the activities and to make the textbooks user friendly and add some interactivity to the activities (e.g., image 9).



Noun (Nomadism)

Our ancestors lived long decades of nomadism

Image 8: Source: G4 Arabic language textbook, p: 43



2nd: circle the drawing that represents your answer

Image 9: Source: G4 Arabic language textbook, p: 62

The focus of the MoE curriculum:

From the investigation of the textbooks, there is no doubt that there is a clear focus on the Emirati and Arabic identity in the images as there is a huge contextualisation and display of the UAE culture, traditions, and customs. There is also a big focus on universal values such as family love, compassion and empathy, equality and helping others and making a difference. There is also a presentation of the global citizenship values especially in the Moral Education textbooks more

than the Arabic language textbooks. This is because one of the Moral Education programme objectives is to create tolerant global citizens. The Islamic values were the least represented, but as was argued previously, all the universal values are reflected in Islam and also there is a separate subject for the Islamic standards, which is “Islamic studies”.

Alignment between the MoE curriculum values and the values in the textbooks’ images:

From the retrieving and categorising of the embedded values in the investigated textbooks, it can be said that there is a strong alignment between the MoE curriculum values and the values in the textbooks’ images. This study cannot identify the percentage of alignment, but we can know if the four main values of MoE curriculum (national citizenship, global citizenship, Islamic values and universal values) are presented in the images. However, though the four values of the MoE curriculum are covered in the textbooks in a varying level, there are some unintentional messages that can be transmitted to students. For instance, there was a portraying of black people as poor or sad in lessons that are related to poverty or helping and sympathising with others. This frequent presentation might cause or reinforce stereotypes that all black people are poor and needy. However, this unintentional message will not be emphasised in this study as it was only presented in one of the textbooks and also the frequency of the images was not high.

As over-presentation can transmit some hidden messages, also exclusion can be linked to hidden messages. The exclusion of people of determination from the presentation in the images contradicts with the MoE curriculum’s values about equality and inclusion. Inclusion of people of determination should not be only in the classroom but also in the textbooks and learning materials so that students understand that people are different and teach them to accept the differences among people. In addition, the textbooks were gender stereotyped as females were portrayed in traditional roles more than other professional roles. Moreover, the under

representation of female character in comparison to males was another hidden message in the investigated textbooks.

Methodology for inserting images in textbooks:

From the content analysis, it is clear that there is a careful selection of the images that are inserted in the textbooks. Mostly, the images are culturally adapted and appropriate. No images downgrade certain cultures, groups or individuals. Also, the displayed images are age appropriate for the targeted groups of students. For instance, in grade 1 and 2 there is a high focus on drawings and especially images of animals and non-human characters, which is a good strategy as students at a younger age are more attracted by cartoon characters.

The grade 3 and grade 4 textbooks encompass a higher number of real images and complex images that need some thinking to understand the embedded meaning. Also, though there was a focus on the national identity in all the textbooks, in the higher grades (G3 and G4) there was a greater display of the global aspects (international people and personalities, people from different countries...etc.), which makes sense, as students should first get acquainted with their own country then go globally. Still, content analysis alone cannot determine if the inserting of images in textbooks was random or not random. Nonetheless, content analysis of the textbooks gives a general indication about the quality of the used images and how convenient for the age group and purpose.

Consistency of the embedded values in images amongst grades and subjects:

There is, to some level, a consistency between the presented values in each grade (G1 to G4) and also between the values in the Arabic language textbooks and the values in the Moral Education textbooks' images. For instance, all the textbooks have images that embed values about: family

love, helping others, acceptance of others and openness to other cultures. Both the Arabic language textbooks and the Moral Education textbooks, in general, focus more on national citizenship. All the textbooks are highly contextualised and there is a clear focus on the Emirati and Arabic culture. However, there are some values that are presented in some textbooks and not presented at all in others such as in G1 Moral Education textbook there was a big focus on the inclusion of people of determination while the other textbooks did not show a single image of people of determination. Also, the environment protection, which is categorised under global citizenship, was a focus of grade 3 Moral Education textbook and was not presented in other textbooks.

To conclude, it was found from the document analysis of G1 to G4 Arabic language and Moral Education textbooks that there is a noticeable focus on the Emirati identity, which represents the national citizenship value. There was also a focus on all sorts of universal values, especially, the family values. From the analysis, it can be argued that there is an alignment between the intended curriculum values and the embedded values in the images, as all the four MoE curriculum values are embedded in the images. However, regardless of this alignment, there are some unintentional messages in the images that are related to the under-representation of females and limiting their roles to traditional roles and also the under-representation of people of determination. These two messages are related to the global citizenship, specifically to the equality between genders and equality between people with different abilities/disabilities. Lastly, from the comparison between the two subjects and the textbooks of the four grades, it was revealed that there is a consistency of the embedded values amongst the investigated textbooks, in the sense that, the majority of the values are present in all the textbooks.

4.2.2. Curriculum Department Interviews

The interviews with the participating curriculum specialists and designers led to interesting findings that revealed information about the process and methodology of selecting the images that are inserted in the students' textbooks. Also, the interviews showed the different perspectives about the role of images in textbooks and the MoE curriculum goals in terms of values internalisation and how these values are presented in the textbooks' images to reach out to students.

Based on a purposeful sampling, semi-structured interviews were conducted with 21 specialists and designers from the MoE Curriculum Department. The guidelines of this sample size, which consists of 21 participants, have been explained by Guest et al. (2006), who pointed out that the sample size of 5 to 25 participants is reasonable and adequate for the phenomenology qualitative research. Each participant in the interviews had to sign a consent form (Appendix 5). The researcher had to read the consent form for each interviewee and explain for them the aim of the research study and their role in the research. The interviewees were also ensured that their identity will remain anonymous. Every interviewee was given a number to refer to him/her in the study.

11 interviews were audio recorded, after taking the permission of the interviewees so that the transcripts can be carefully analysed and processed in order to avoid any misinterpretation. However, for the participants who did not permit the audio recording, the researcher had to make sure to carefully transcribe their responses immediately and also repeated the answers for them to make sure that the transcribed answers are correct. Moreover, all the interviews were face to face interviews except 4 participants were interviewed through the phone as they were not available in the office or preferred a phone interview over the face to face interview. All the participants were asked the 11 questions in the interview protocol in addition to the probing questions that differed

for every participant according to her/his response, which needed clarification. The table at the end of this section has a summary of the key results regarding the interview questions.

4.2.2.1. Descriptive Characteristics of the Interview Participants

To set the background and context of the participants from the MoE curriculum department, the participants were asked a set of demographic questions. Participants were divided into curriculum specialists and designers. 66.6% of the sample were curriculum specialists/writers while 33.3% of the sample were designers (Table 22). Also, the curriculum specialists were divided into three groups: the Arabic language specialists, Moral Education subjects' specialists and specialists for both the Arabic language and the Moral Education subjects.

Table 23 shows that 71.4% of the curriculum specialists specialise in the Arabic language, 21.4% in the Moral Education and only 7.1% are specialising in both Moral Education and Arabic language subjects. Most of the participants from the Curriculum Department are females who present 66.6% of the sample. Interviewees were also required to indicate their years of experience in the curriculum field. Table 25 displays that the majority of the participants (33.3%) have between 4-7 years of experience. Around 28.6% of the participants have more than 12 years of experience, 14.3% have experience between 8 to 11 years and only 28.8% have experience of 3 years or below. This infers that the biggest majority of the participants are experienced in the field of curriculum.

<i>Job title</i>	<i>Frequency</i>	<i>Frequency percentage</i>
Curriculum specialist	14	66.6%
Curriculum designer	7	33.3%
Total	21	100%

Table 22: Frequency of distribution of interviewees according to their position

<i>Job title</i>	<i>Frequency</i>	<i>Frequency percentage</i>
Arabic language	10	71.4%
Moral Education	3	21.4%
Arabic language and Moral Education	1	7.1%
Total	14	100%

Table 23: Frequency of distribution of the curriculum specialists according to the subject

<i>Gender</i>	<i>Frequency</i>	<i>Frequency percentage</i>
Male	7	33.3%
Female	14	66.6%
Total	21	100%

Table 24: Frequency of distribution of interviewees according to their gender

<i>Year of experience</i>	<i>Frequency</i>	<i>Frequency percentage</i>
0 - 3	5	23.8%
4 - 7	7	33.3%
8 - 11	3	14.3%
Over 12 years	6	28.6%
Total	21	100%

Table 25: Frequency of distribution of interviewees according to the years of experience

4.2.2.2. Findings from the Interviews

The findings from the interviews with the curriculum specialists and designers are discussed in this section as per the 11 interview questions. All the 21 participants from the Curriculum Department were asked the same 11 interview questions in addition to different questions that were meant for clarification and probing.

- ***Q1: Do you think that students are interested in the textbook's images?***

All of the interviewees, either curriculum designers or curriculum specialists, agreed on the importance of images in the textbooks and their noteworthy role in attracting students' attention. The majority have stressed on the importance of the images in the early grades as students cannot read and they depend mostly on the images to come to a meaning.

Curriculum designer #1: "Definitely, images are important, and students are so interested in them, especially if the right image is put for the right activity or with the appropriate text".

Curriculum designer #2: "Yes, children in general are visual learners and especially in the lower and middle phases they depend more on images for learning".

Curriculum specialist #3: "Yes, especially students of grades 1 to 3".

Curriculum specialist #14: "Definitely, the image attracts students and makes the learning alive and more active".

Certainly, one of the objectives of using images in the textbooks by the curriculum developers is to grasp students' attention and interest. Thus, all the curriculum specialists and designers agreed that images are considered interesting for students and trigger their curiosity.

- ***Q2: Do you think that students model the behaviour or values represented in the images?***

The interviewees were asked about the impact of the images on students' behaviour in the sense that students tend to model what they see in images. The responses of participants indicated that there is an awareness about the role of the image not only in the learning-teaching process but also in the transmission of values. All the interviewees, with no exception, agreed that the images are a powerful tool that can influence students either positively or negatively. Curriculum designer # 1 said that "students, especially, at younger ages tend to model the behaviour presented in the images". He added that "children model and imitate the behaviour that exists in expressive images that are really related to the lesson more than the images that are put just as a decoration or do not carry a strong message that is related to the students".

Curriculum specialist # 3 was very convinced with the impact of images on shaping students' attitudes and behaviours. She could give many examples from the Arabic language textbook that demonstrate how children imitate and get influenced by the images in the textbooks. She argued that the Arabic language textbook comprises a story of a girl called "Hala" and that many girls were impressed by her, especially that the used character was a "cute girl". She added that when female students were asked about their favourite story, they all referred to Hala and seemed very fascinated by her character.

Another curriculum specialist emphasised on the specialists' awareness about the impact of images on students. Curriculum specialist # 1 said, when answering the interview question 2: "For sure! Students model the behaviour presented in images... that is why we focus a lot on the behaviours and values presented in the images to make sure that students receive positive messages". Curriculum specialist # 12 had a strong perspective regarding the influence of images on the students. The participant explained that "the image has a strong impact on students because the

image itself is a message... not only explicit messages but also coded and hidden messages...and one single image can have multiple messages not only one, if the student understands the real messages behind the image, the impact will be even greater.” Curriculum designer # 7 reported that the image has an impact on students, especially younger learners who are keener to be influenced by the content of the image and try to imitate it in their real life.

- *Q3: In your perspective, what are the main reasons for using images in the students’ textbooks?*

To understand the purpose of inserting images in the textbooks, interviewees were asked about their perception regarding the main purpose for using images in the students’ textbooks. All the interviewees established that images play a role in facilitating the learning and clarifying the meaning of the accompanying text or story. To start with, curriculum designer # 3 said that “images are so important to facilitate the learning especially in the lower grades as students cannot read” he continued “when students are in higher grades, images are used to help understand a complex passage or analyse the lesson”. Curriculum designer # 1 also stated that “images can transmit ideas that cannot easily be transmitted through words”. He believed that images simplify the meaning and make the understanding easier as they help to create a visual image in the students’ brain.

Interviewees gave many different purposes for inserting images in the textbooks starting from lower levels of thinking to the higher levels. For instance, curriculum specialist # 1 thinks that students are visual learners and that images are mainly used to help them learn certain skills. Curriculum specialist #2 indicated that images are factors of attraction that are used for stimulating the students’ thinking and reflection about specific issues. Curriculum specialist # 3 added to that

and said: “the images are used to grab the students’ attention... to train them on thinking... to give opinion and share perspectives and to come to conclusions”.

Curriculum specialist # 4 said “the image is worth a thousand words”. She explained that images break the routine that usually exists in words. She clarified “images are essential in lower grades because students cannot grasp the meanings without the help of visuals... that is why images are used less in higher grades and especially in cycle 3 you will notice less images”. Curriculum specialist # 13 talks from the perspective of a writer and claims that the image alone is able to take the student to the imagination world. He said that “especially in the Arabic language textbooks, we tell many stories and images support the interpretation of these stories and the transferring of the student from the classroom to the story world...the student can imagine himself as the protagonist of the story”. Designer # 6 reports that images are used as a consideration to the different learning styles of the students and that some students learn better through images. It was claimed also that the text alone is rigid and that the image is what makes it alive and also help the student to remember the information and recall it easily.

To explain the awareness about the role of the visuals in learning and how visuals are used to facilitate the construction of a meaning, specialist # 14 said that in the “Illustrated glossary page words. Students are given images are used to explain the meaning of the ”² صفحة المعجم المصور” images with a sentence that describes it. The sentence has a new word, which is highlighted in yellow for students to guess the meaning of the word just from the image illustration. The participants’ different responses and perspectives show the important and various roles of the image in learning. In addition to the use of images for different reasons that start from grasping

² صفحة المعجم المصور : it is the illustrated glossary page, in which images are used to define new words for students. Students should retrieve the new word meaning from looking at images only.

students' attention to teaching higher order skills and internalising values, there is also a great mindfulness among the curriculum developers about the multiple uses of images. Images are used in the textbooks implicitly and explicitly to facilitate learning for students.

- ***Q4: What are the main values that the MoE curriculum is trying to transmit to learners?***

The majority of the participants indicated that the national citizenship and Emirati culture is the focus of the MoE curriculum. They claimed that the curriculum is a national curriculum, thus the content should focus more on the national values. Curriculum designer # 2 said that “the focus is on the culture of the nation” which is the UAE nation. Curriculum designer # 3 said that it is logical that the images should be directly related to the local background and environment. Curriculum specialist # 3 said “we emphasise on values related to the love of the nation... the belonging...correction of the wrong behaviour... the healthy habits... volunteering work...and overall images are chosen based on the story we are telling”. Curriculum specialist #1 thinks that there is no focus on a single value especially in lower grades. She gave an example of grade 1 where students are learning new letters and the displayed images have to start with the related letters to help students read the new word. She explained that in these cases they find themselves restricted to link the word or the image to a certain value, as they do not have much flexibility. Others sought that there is a focus on all the values in an equal way with no exception:

Curriculum specialist # 13: “As educators, we all know that all the values are important... the curriculum focuses on all the values such as tolerance, collaboration, good manners...etc.”

Curriculum specialist # 11: “Hmm...There is no focus on a specific value, the curriculum is a global curriculum based on global values and the global values are the same as the local values and Islamic values. They are all about tolerance, collaboration

and respecting others. Even our characters and personalities are diverse and from all nationalities and we do not focus on a specific group.”

Curriculum specialist # 4 gave a different perspective about the main values the MoE curriculum is transmitting by saying that the focus of the curriculum is on global citizenship. But, she clarified that national citizenship is also emphasised, however the values are integrated as per the nature of the subjects and the topics that are addressed. Curriculum designer # 4 shares the same point of view. She said that the focus is on equality and openness to other countries that is why the images involve all people from different ethnicities and colours, but for the subjects that do not acquire this type of images, the focus will be on the Emirati culture. Other participants perceived that the MoE curriculum focuses more on values related to tolerance and acceptance of others, which are classified in this study as values of global citizenship. However, participants do not forget to mention the UAE identity also. For instance, curriculum designer # 5 thinks that the curriculum is always updated and is always linked to the current global and local events, thus, when the topic is about local events the images are related to the local environment but when the topic is international, the images are reflecting the global aspect.

Curriculum specialist # 10: “The MoE curriculum focuses on tolerance, peace and also the Emirati identity”.

Curriculum specialist #8: “The focus is on all the good manners and especially dealing with others and accepting differences”.

Curriculum specialist # 5: “All the humanistic values are important, especially tolerance...also, the curriculum focuses on the new innovative technologies as well as the UAE identity”.

Curriculum specialist # 6: “The focus is not on personalities and characters... the focus is on the meaning of the image in general... the country is an open country so global

citizenship is always considered but when the topic is about the UAE and the Arab world the used characters should be local characters”

Curriculum specialist # 14 concluded this discussion about the main values that the MoE is attempting to transfer to its students. The specialist reported that “all the societies resemble each other and call for the same values. Tolerance, equality, honesty, love and all other humanitarian values are important for all the countries. The MoE curriculum focuses on all of these values but also through using national and Emirati characters”.

- ***Q5: Do you think that the intended values of MoE curriculum, which are a reflection to the UAE educational vision, are reflected in the inserted images?***

The biggest majority of the interviewees perceive that the intended values of the MoE curriculum are reflected in the inserted images. Some participants argued that previously there was not much attention to the visual images use in the textbooks and the alignment between the intended values and the values in the textbooks. They reasoned that now the MoE is so much aware of the role of images in conveying messages and values to learners and that many steps were taken in consideration to guarantee the best outcomes. Curriculum designer # 3 said: “somehow the intended values are reflected in the images and content...we try to implement and follow all the directions that we receive from above... but if we know exactly what the leadership and the higher policies aim for, I am sure that we can even do a better job and ensure a 100% alignment”. Another curriculum designer agreed with this point of view as he stated: “the alignment between the values in the images and the intended values might not be a 100% but it is a very high alignment as we build our work on a unified agenda and rules”. Specialist # 4 said that “not every single value can be captured in the images but at least around 70% of values might be there... and this varies from one subject to another”.

Curriculum specialist # 10: *The intended values of the curriculum are all reflected in the images*

Interviewer: *When you say all! Means you are sure of that...Then how do you make sure that all the values are reflected in the images?*

Curriculum specialist # 10: *We have outcomes and standards for every subject so all the lessons and topics should reflect the outcomes*

Interviewer: *You mean written outcomes and standards?*

Curriculum specialist # 10: *Yes!!*

Interviewer: *I have seen the standards, but they are only about the written texts not images*

Curriculum specialist # 10: *Yes! For images we have a document for cultural adaption that guides us when selecting the right image*

Interviewer: *Does the document include guidelines about the values that should be included in each textbook and their frequency?*

Curriculum specialist # 10: *Oh! No?*

A more profound response was given by specialist # 12 who confirmed the integration of the values among subjects in a different way. He also explained that the values might not be reflected at a 100% in the images:

Curriculum specialist # 12: *There is the intended curriculum, the implemented curriculum and the hidden curriculum. And also, the perspectives about the curriculum vary from the perspective of the learner (receiver), the teacher (the transmitter) and the maker of the curriculum (us). Thus, the interpretation of the values also varies depending on the intellectual background and maturity.*

Interviewer: *So! Are all the intended values reflected in the images from your perspective as a maker of the curriculum?*

Curriculum specialist # 12: NO... the image is more used to clarify the content of the text; thus, the image is used according to the context.

Interviewer: but you said earlier it is used also to transmit a message!

Curriculum specialist # 12: Yes indeed, but what I mean... may be not all the values are there or not all of them can be understood. I will give you an example: "freedom" cannot be pictured in an image, but we use symbols for that such as an image of a bird. The students in the lower grades might not know that this is about freedom as a value but it is the role of the teacher to explain it, as well as the writer at the first place, to put the image in the right context".

The biggest majority of the participants believe in the alignment between the intended curriculum values and the values embedded in images; however, they all still see that it is not a 100% alignment as they face some restrictions. For instance, the unclear directions from above, the different subjects focus, the different interpretations that one image might have and the misunderstanding of the image purpose all can hinder the achieving of a thorough alignment between the values in the images and the intended values.

- ***Q6: Do you think that there are any unintentional messages or values that can be transmitted to students through the images?***

The biggest majority of the interviewees did not deny that there could be some unintentional messages or values transmitted through images to students. When participants were asked about examples of images that might carry unintentional messages, more than 6 of them gave the example of the images that are intended for the correction of a wrong behaviour. They argued that this type of images can be understood in a wrong way and students instead of taking it as a warning they model it. Curriculum designer # 1 said: "in order to tell the student that a certain behaviour is bad, we have to show the behaviour... but this could be understood in a wrong way especially with younger children. That is why there is a big focus on the use of images and their

quality”. Another curriculum designer mentioned the same point but had a different perspective. Curriculum specialist # 3 said: “some students might see the image that demonstrates the bad behaviour and understand that it is a bad behaviour that should be avoided... but still they model this behaviour as they believe that this makes them heroes in their friend’s eyes, in the sense that they break the rules”. Curriculum specialist # 4 sees that this issue of unintentional values in images might happen but it is kind of rare as there is a vigorous audit on the images before inserting them in the textbooks. Curriculum specialist # 13 explained that now there is a big awareness about the image culture and that the department tries to avoid the unintentional messages. She gave examples about how bad behaviour demonstration is carefully dealt with in the textbooks and most of the time is avoided. Curriculum specialist # 5 said: “Sometimes the image can have multiple dimensions and can carry different meanings, thus using an image in a wrong place or outside its context might lead to wrong interpretations”.

Many of the participants referred to the role of the teacher in avoiding this type of unintentional messages through images. Such as curriculum specialist # 9 who saw that the teacher is responsible for interpreting the meaning to students especially for the younger age groups. Curriculum specialist #7 also believes that the expertise of the teacher is very important when dealing with visuals. Likewise, specialist #1 stressed on the role of the teacher in transmitting the meaning and the values embedded in the images in a correct way.

Curriculum specialist # 6 had a different perspective and is very convinced that the images in the textbooks cannot carry any unintentional messages. Her argument was that “the images are well-reviewed, and any message or value are definitely intentional... and definitely no negative messages can be transmitted to the students”. Similarly, Curriculum specialist # 10 denied that there can be any unintentional messages or values transmitted to students through images. She

emphasised on the audit and revisions of the images by saying that “the textbooks go through multiple revisions from different entities before approving them...even external organisation, universities review the textbooks... not forgetting that we also ask for the teachers and the parents’ feedback regarding the textbooks”. Curriculum designer # 6 and 7 also stressed on the thorough revision that happens to make sure that there are no unintentional messages in the images but they still believe that unintentional messages can always happen as every individual can interpret the image differently and from their own perspective.

- ***Q7: Is there a clear methodology for inserting images in textbooks?***

When asking about the existence of a clear methodology for selecting and inserting images in the textbooks there was no hesitation from all the curriculum specialists and designers to say “Yes”. However, all the participants indicated that there is no written official document/methodology that lists all the steps and the responsibilities regarding the process of selecting the images and inserting them. For the participants, inserting the images in the textbooks is a systemic process that is based on certain guidelines and criteria that they are all aware of and work in alignment with. This process is explained in the below responses for Q8.

- ***Q8: Can you please clarify briefly, what is the process for selecting the images that get inserted in the textbooks?***

All the participants agreed on the methodology for inserting images in the textbooks. Three methods or processes, for selecting and inserting images in textbooks, came out as a result of this question. But, all of the methods have something in common, which is that all the images have to be approved by the specialist then by the head of the committee. Every subject has a specialist who acts as the head of the committee and takes the final decisions regarding all the textbooks’ visual materials and content. The process of selecting images and inserting them in the textbooks

was described as a collaborative work between the specialists and the designers to come with the right images that fit the text purpose and lesson objectives. Also, both specialists and designers try to ensure that the images are culturally suitable and serve to achieve the desired outcomes of the lesson.

Curriculum Designer # 3: “We are the executive body, the writers/specialists choose the image and send it to us. If the image is licensed and with a high quality (in terms of publishing) we use it as it is, but if I see that it is not appropriate and low quality, I look for a similar image then I take the specialist approval on it. And some curriculum designers’ look for images on their own using the approved tools and resources... and sometimes the writer can send a scenario asking for the appropriate image such as saying: I want a boy standing next to a girl holding a flower... so we look for that”.

Regarding the selection of images, other information was given by the participants. Curriculum specialist # 4 explained that images are selected by the designer then approved by the specialist and added that some images are requested from the national archive, such as the images about the UAE leaders. Also, the copyright issue was mentioned by almost all the participants to explicate that there are clear guidelines for selecting images and one of the main criteria is the copyright which refers to the legal right of the owner of images. Curriculum specialist # 12 said that the specialist looks for the image from a content perspective while the designer looks at the image from an aesthetic perspective. Participants also talked about some images that are imposed on them, such as when some stories are bought with the images that they encompass. Curriculum specialist # 14 said that sometimes they buy stories that come with images. She added that in some cases, if the images are not appropriate or suitable for the UAE culture, they ask the story owners to change the images or they do not buy the story.

The result of the in-depth qualitative interviews with the Curriculum Department revealed three strategies for selecting and inserting images in the students' textbooks:

1. The specialist/writer develops a detailed scenario and send it to the designers to look for the suitable image as per the scenario. Accordingly, the designer looks for the images then gets back to the specialist/writer for the approval. Finally, the head of the committee gives the final approval.
2. The designer looks for the appropriate image on his/her own after reading the passage/text and seeks the final approval from the specialist/writer. Finally, the head of the committee gives the final approval.
3. The specialist/writer sends an image to the curriculum designer to use it as it. Lastly, the head of the committee gives the final approval.

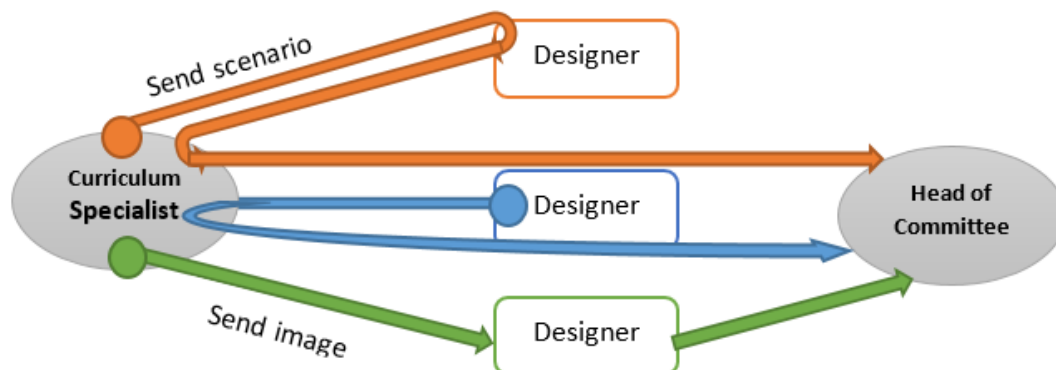


Figure 18: The three Curriculum Department strategies for choosing the textbooks' images

- ***Q9: Do you have a strategy for putting images according to the grade or age group of students?***

Participants were asked if they have a strategy for inserting images in the textbooks according to the grade or age group of students. They all answered as yes, and all elucidated that mostly in the lower grades the focus is more on simple drawings and images get more complex and realistic in higher grades.

Curriculum designer # 2: Children do not care about details, they care about simplicity...Thus, in lower grades more drawings are used than real images... the drawings are simple and do not have much details in them. The higher the grade is, the more complex the images get; also, the less images you might find. Students at higher grades already have experience and they have built their own repertoire. Which means they can analyse complex images easily as they relate them to what they know. Children in lower levels do not have this repertoire. Thus, we start by building it through using simple images and drawings that they are familiar with.

The interviewer: So! I understand that you have a documented strategy that you all are following and using as a guide to choose the right images for the right age group?

Curriculum designer # 2: No!!! It is not documented... this is a culture here. We all know that ... we also all studied about that. We studied about how to choose appropriate images in terms of culture, colours, purpose...etc.

Many other participants confirmed that there are no documented guidelines regarding the selection of images. However, they all know how to choose the right image for the right text and lesson. Curriculum designer # 6, who said that there is a document that has detailed guidelines of how the images of each grade should look like, said: “for lower grades we make sure that the images are mostly cartoons of familiar objects and simple characters... the higher the grade gets the more complicated the images become and more realistic. We also make sure that the characters are close to the age of the students”.

- ***Q10: Do you think that there is a consistency in the embedded values throughout all the grades? Which means that the same values that are embedded in the textbook images of grade one also exist in the other grades' textbooks.***

The largest majority of the interviewed participants perceive that there is a consistency in the embedded values throughout all the grades. It was argued that the only differences could be related to the complexity of how the value is represented and the topic/lesson that the value is related to. For example, curriculum specialist # 3 said that some topics might be introduced only in higher grades, such as “adolescence”; thus, the images and the values that are embedded in them are not suitable for lower grades. Curriculum specialist # 4 better expressed this strategy saying: “we consider the gradients of grades when introducing values... they are the same values, but the focus is different as per the age group”. Supporting this claim curriculum specialist # 2 said: “there is a general perspective about the values that are embedded in the textbooks... all the values are the same but we present them in a simple forward way in lower grades then the images’ shapes and content become deeper in higher grades”.

Curriculum specialist # 13 said that there is a unified structure that everyone is working in alignment with. She added that there is also a matrix of values for KG to G12 that all the employees, at the curriculum department, know about and make sure to cover in the textbooks. Curriculum specialist # 5 said that in the lower grades the values are presented in a general way but in higher grades the values are more detailed and take different and a more profound dimension. Curriculum specialist # 1 believed that higher grades might have more values as they have longer stories that are accompanied by many images. Curriculum specialist # 8 said that “the values might not be exactly the same but at least they are not contradictory”. She described that some values even are more repeated than others.

The participants answers to the 10th question indicate that they believe that there is a consistency in the embedded values throughout all the grades. The consistency of the values might not be by 100%, but at least the focus on values is taking place in the textbooks of all the grades. Also, the presentation of the values is what differs as every value is presented differently in each grade to suit the learners' age group.

- ***Q11: Do you think that there is a consistency in the embedded values throughout all the subjects? Which means that the same values that are embedded in the Arabic language textbook images also exist in other subjects' textbooks.***

“Integration among the different subjects” was a repeated answer by the largest majority the participants. Curriculum designer # 2 assumed that all the subjects attempt to convey “good manners”. He stated that there is a consistency in the embedded values throughout all the subjects because there is an integration among the subjects. He clarified that recently school subjects and lessons are integrated with each other. He gave an example that some lessons in the Arabic language textbook can be related to other lessons in the science textbook or Moral Education textbook. Curriculum specialist # 10 explained that there is an intentional integration of the values and that there is a list that identifies the values and where they exist in the different subjects.

Curriculum specialist # 8 did not see that there is a big consistency as her explanation was that every subject has a different nature and objectives. She gave an example of the Moral Education textbook as one of the textbooks that has a huge number of values more than any other textbook, due to its purpose. Curriculum specialist # 13 also had the same argument about the different nature of the subjects which influence the type of images and values. But, she added that all the subjects have values in them and that all the country's strategies and visions are reflected in the textbooks. She gave an example of the science textbooks saying that “even the science textbooks have values

in them... you will find scientific values such as the scientific integrity, the preservation of the environment, the conservation of the machines ...etc.”

Curriculum specialist # 12: “Almost all the values are similar, but the illustrations are different. For instance, let’s take again ‘freedom’ as an example. In the Arabic language textbooks, you will find the value of ‘freedom’ but it is covered from the literature perspective and poetry and so on. In the social studies textbook, the value of ‘freedom’ also exists but it is discussed in relation to laws, duties, responsibilities and rights. Hmm! In the Moral Education textbooks ‘freedom’ takes an ethical dimension. Freedom is represented in terms of ethical and moral development”.

Curriculum specialist # 14: “If the values are not exactly the same, they, at least resemble each other. All of the specialists and designers as using the same concepts and messages but sometimes these messages are superficial, sometimes they are deeper and sometimes they are repeated and so on...depending on the lesson”.

The participants, in addition to believing in the consistency of the embedded values throughout all the grades, also perceive that there is consistency of the embedded values throughout all the subjects. The interviewees see that all the subjects have the same values in them, however, these values are represented according to the subject nature and the studied topic. All the textbooks have values but at the same time they all keep their identity and embed the values accordingly.

Summary of the interviewees’ key responses

The researcher conducted the open-ended interview data analysis by using three steps. First, through familiarizing and organising the interviews’ responses, then coding those responses to finally interpreting and summarizing them. Table 26 shows the summary of the interviewees’ key responses.

Interview Questions		Results summary	Themes
1	<i>Do you think that students are interested in the textbook's images?</i>	Images are essential to learning and grabbing the students' attention.	<ul style="list-style-type: none"> - Students are visual learners - Images are necessary especially in lower grades
2	<i>Do you think that students model the behaviour or values represented in the images?</i>	Images impact students as they tend to imitate the presented behaviours either good or bad.	<ul style="list-style-type: none"> - images impact students' behaviour, perspectives and moral development
3	<i>In your perspective, what are the main reasons for using images in the students' textbooks?</i>	Textbooks' images have different and significant purposes	<ul style="list-style-type: none"> - to visualise - to send a message - to grab attention - to teach a value - to teach a skill - to illustrate a story - to clarify a meaning - to memorise - to recall information easily - to accommodate the learning styles

4	<i>What are the main values that the MoE curriculum is trying to transmit to learners?</i>	The MoE curriculum focuses on all the humanitarian values. Always national and international events and issues are integrated in the curriculum, but the UAE identity is always present.	<ul style="list-style-type: none"> - UAE identity - Global values - All good universal values - Humanistic values
5	<i>Do you think that the intended values of MoE curriculum, which are a reflection to the UAE educational vision, are reflected in the inserted images?</i>	There are big efforts to reflect all the intended values in the textbooks, which results in a high alignment between the embedded values in the images and the intended values of the curriculum.	<ul style="list-style-type: none"> - Many intended values are reflected in the images. - No written document that shows guidelines of the values that need to be incorporated in the images and the focus level in each subject.
6	<i>Do you think that there are any unintentional messages or values that can be transmitted to students through the images?</i>	There can be some unintentional values and messages transmitted to students as every individual has a different interpretation to the image. However, there are rigorous revisions to avoid any unintended messages.	<ul style="list-style-type: none"> - Rare - Mainly when a bad behaviour is represented in the images to avoid it. - There is a strong audit to avoid unintentional

			<p>images and values in the images.</p> <ul style="list-style-type: none"> - The role of the teacher is to explain the right meaning to students.
7	<i>Is there a clear methodology for inserting images in textbooks?</i>	There is a known and unified methodology for inserting images in textbooks that all the curriculum designers and specialists are adopting; however, the methodology is not written.	<ul style="list-style-type: none"> - Clear - Unified - Known - Not written/not documented
8	<i>Can you please clarify briefly what is the process for selecting the images that get inserted in the textbooks?</i>	There are three main strategies for selecting the images that get inserted in the textbooks. All the 3 strategies require the specialist/writer's approval and the final approval is granted by the head of the committee.	<ul style="list-style-type: none"> - Collaborative work between the curriculum specialist and the designer. - The curriculum specialist/writer has to approve the images - The curriculum designer looks at the image from an aesthetic and

			<p>content point of view.</p> <ul style="list-style-type: none"> - All the used images should abide to the copyrights. - The head of the committee has the final say about all the images and the content before getting published.
9	<p><i>Do you have a strategy for putting images according to the grade or age group of students?</i></p>	<p>Mostly in the lower grades the focus is more on simple drawings. The images get more complex and realistic in higher grades. Also, in lower grades the used images are mainly about objects and characters that the students are familiar with.</p>	<ul style="list-style-type: none"> - Images for lower grades are simple - More dependence on images in lower grades - Simple values and personalities - There are some general documents about the values that should be in the textbooks, however No document that gives guidelines about how the image of each grade should

			look like and what value to focus on.
10	<i>Do you think that there is a consistency in the embedded values throughout all the grades? Which means that the same values that are embedded in the textbook images of grade one also exist in the other grades' textbooks.</i>	In lower grades the values are presented in a general way but in higher grades the values are more detailed and take different and deeper dimensions.	<ul style="list-style-type: none"> - All the same values are covered in all grades - There is high consistency in the embedded values throughout all the grades. - In lower grades the values are simple, but they get more complex in higher grades as students in lower grades do not have a big repertoire on information.
11	<i>Do you think that there is a consistency in the embedded values throughout all the subjects? Which means that the same values that are embedded in the Arabic language textbook images also exist in other subjects' textbooks.</i>	There is an integration among subjects; thus, all the values are shared but presented differently and with a different perspective depending on the subject and topic.	<ul style="list-style-type: none"> - The type of the demonstrated value depends on the subject - Every subject presents the same value differently - There is an integration among

			subjects, but every subject is preserving its own identity.
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Table 26: Key responses of the curriculum specialists and designers

Table 26 presents the key responses resulted from the interviews with the 21 curriculum specialists and designers. The responses of the curriculum designers and specialists were somehow consistent and offered a variety of interesting perspectives. For instance, there was a big accord on the importance of images for students, especially, in the lower grades. Also, in addition to believing that images impact students either positively or negatively, the participants sought that images have different roles in learning, such as grasping the attention of students, transmitting values, teaching skills, illustrating stories, memorising and so on. The participants, also, maintained that there is a big alignment between the intended values of the curriculum and the embedded values in the images. Nevertheless, national citizenship was believed to be the most displayed value in addition to other universal humanitarian values. It was not denied that there can be some unintentional values or messages in the images, but the participants pointed out to the role of the teacher in explaining the right meaning to students. Finally, as they argued that they have a clear methodology for inserting images in the textbooks, the participants assured that they try to make sure that there is a consistency in the embedded values throughout all the grades and subjects.

4.2.3. Task-based Interviews

As mentioned in the methodology chapter, a semi-structured task-based interview is developed to collect data from students of grades 1 to 4. Significant interactions took place during the task-

based interviews that involved observation of students interpreting the values embedded in their textbooks' images. All the students who participated in the task-based interviews were very interactive and collaborative, which made the interviews a fun activity for both the researcher and the interviewees. To perform the task-based interviews, the researcher had to show the interviewees two images from their Arabic language textbook and two images from their Moral Education textbook, that she had previously selected for this purpose.

As the task-based interview is a combination of a task and observations, the researcher relied on a semi-structured task-based interview which represents the task along with an observational protocol to gather information and notes on specific themes. The students were given 4 images from their grade textbooks (2 from the Arabic language textbook and 2 from the Moral Education textbook) to look at and then the researcher asked them, to explain what they see and to retrieve the embedded value. The observation protocol was organised into themes that form four areas of observation: 1- students' curiosity and interest in images, 2- the level of easiness for students to retrieve the embedded values/messages in the images, 3- the ability of the students to understand and retrieve the right interpretation of the images (one value or multiple values or messages), and 4- the ability of the students to analyse the images and retrieve some hidden messages (unintentional or intentional).

Using a convenience sampling, the researcher selected 12 children who go to primary schools. The 12 students were interviewed separately through face-to-face interviews. The researcher interviewed the children depending on their preference of the place. Some were interviewed at their house and others in the researchers' house or park with the presence of their mothers. Each interview took approximately 15 to 20 minutes. Children from grade 1, especially, took a longer time to understand the interviewer's questions and to answer them. Semi-structured interviews

were very useful in this type of task as it includes flexible questions that could be used without any predetermined wording.

Semi-structured interviews were beneficial also, because the children were from different Arab nationalities (but all of them attend primary schools in the UAE and are very familiar with its culture and traditions): Syria, Saudi Arabia, UAE and Egypt. And since the researcher speaks all the Arabic dialects, it was very helpful in making the students understand the questions in their own dialect or English as per their preference. Another reason why the semi-structured questions were a great choice, is that because for some children, especially in grades 1 and 2, the researcher had to give examples so that they could understand the questions. Especially, the question about explaining the values embedded in the images. The researcher had a list of questions in hand (Appendix 7), she was also asking different questions depending on the participants' responses. Some of the interviewees were videotaped and others were audiotaped. However, for the children who were not videotaped or audiotaped, the researcher took immediate notes of the interviewees' responses in addition to the observation notes.

4.2.3.1. Demographic Information of the Task Based Interviews

To set the background and context of the participants, demographic information was collected about the children participating in the task-based interview. The collected information as shown in Table 27, is about the students' grades, gender and type of schools they go to (private or public).

#	Name of participant	Grade	Gender	Type of School
1	Child 1	Grade 2	Female	Private school
2	Child 2	Grade 1	Female	Private school
3	Child 3	Grade 3	Female	Private school
4	Child 4	Grade 2	Female	Private school
5	Child 5	Grade 2	Female	Private school
6	Child 6	Grade 1/Year 2 (British curriculum)	Male	Private school
7	Child 7	Grade 4	Male	Private school
8	Child 8	Grade 2	female	private school
9	Child 9	Grade 4	Male	Private school
10	Child 10	Grade 4	female	Private school
11	Child 11	Grade 2	Male	Government school
12	Child 12	Grade 1/Year 2 (British Curriculum)	Male	Private school

Table 27: Demographic characteristics of the task-based interview participants

Table 27 displays the demographic characteristics of the task-based interview participants. The 12 participants are filtered by grade, gender and the type of school they go to. Two students attend year 2 in a British curriculum school, which is equivalent for grade 1 in MoE and American curriculum. The demographic information of the task-based interview participants is presented in pie charts below:

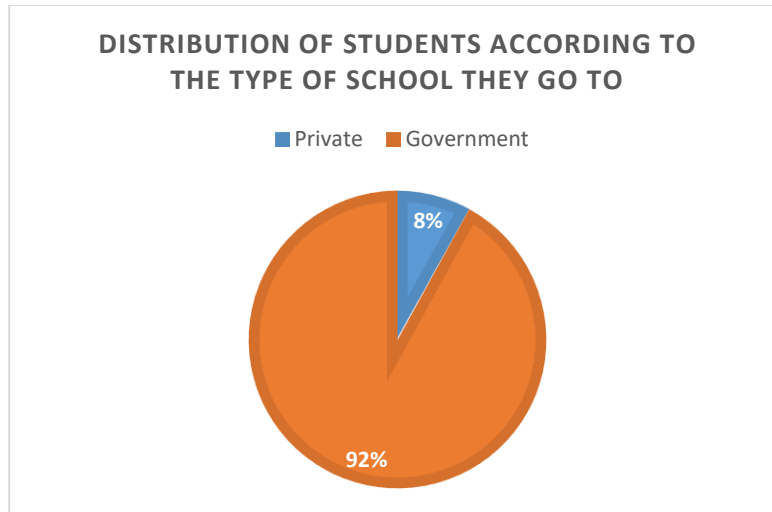


Figure 19: Distribution of students according to the type of school they go to

Figure 19 shows the distribution of students in private and public schools. The largest majority of the students participating at the task-based interviews go to private schools (92%), while only 8% of them go to government schools.

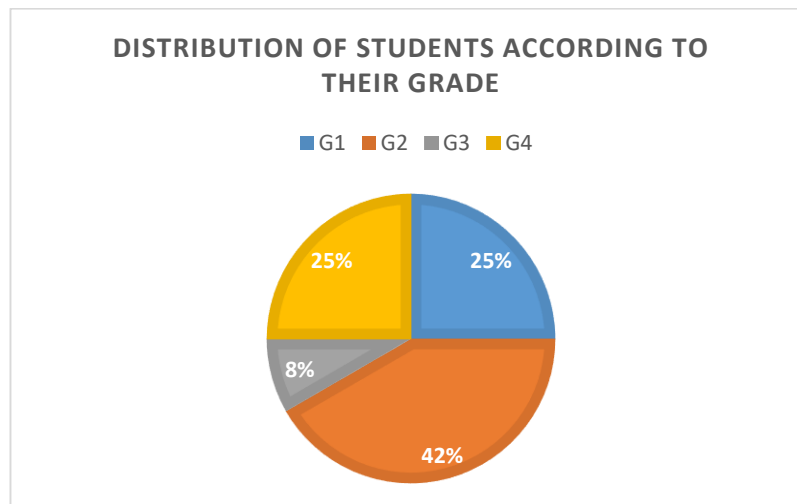


Figure 20: Distribution of students according to their grade

Figure 20 illustrates that 42% of the participants are grade 2 students, and 25% of the participants go to grade 1 and similarly 25% go to grade 2, while only 8% of the participants are in grade 3.

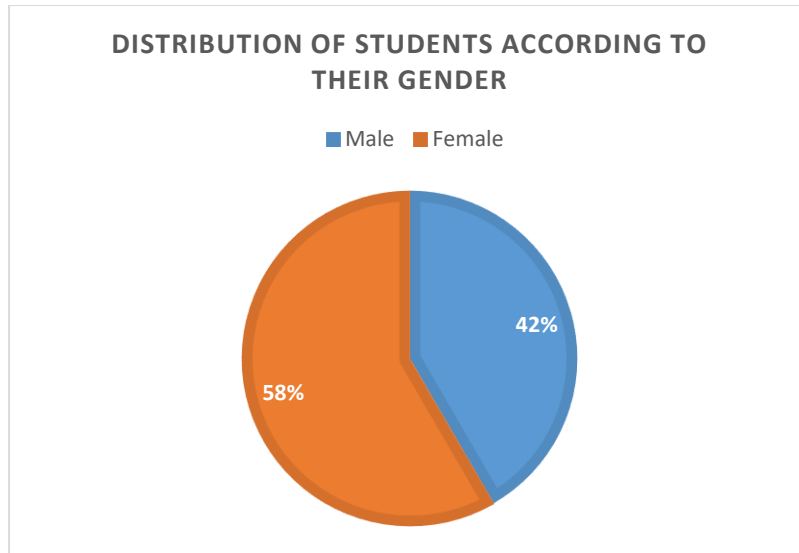


Figure 21: Distribution of students according to their gender

Figure 21 illustrates that the majority of the participating students in the population sample are females (58%) and 42% of the population sample are males.

4.2.3.2. Findings from the Task Based Interviews per Themes

This section is dedicated to the discussion of the task-based interviews findings. The findings of the interviews are discussed by the already set four observation themes: The interest and curiosity triggered by the images, the easiness of retrieving the embedded value/message in the image, the ability of the students to find the right interpretation of the image (one value or multiple values or messages) and the ability of the students to retrieve some (unintentional or intentional) hidden message.

1) Interest and curiosity triggered by the images:

All the children from all the grades (1 to 4) were interested in the presented images. The images triggered the children's curiosity. Some of them even requested to continue the exercise and

interpret more images. Child 2, who is in grade one, was curious about image 1 from the Moral Education textbook. She asked about the name of the chair the girl was using (the wheelchair) and she asked why the girl cannot stand-up. Some of the interviewed children were familiar with the presented images and argued that they have seen some of the images before. For instance, Child 5, Child 4 and Child 8 from grade 2 they all said that they know the little boy and girl in image 2 from their Moral Education textbook. They said that the boy is called Majid and the Girl is called Noor. Child 4 also asked about the boy in image 1 from the Moral Education textbook. She said “why is he sitting on the floor? And why his jacket is open?” Not only students from lower grades showed interest in the images, but also students from grade 4. Child 9 could not stop talking about the second image of the Moral Education textbook. He reported that he wants to travel to Africa to see those children in the image.

Child 9: We should go to Africa to see these schools.

The interviewer: Why is that?

Child 9: Because they are poor, and they need someone to tell them about our schools.

The interviewer: But why should we tell them about our schools?

Child 9: And they also should come here to see our school, so they make schools like ours.

2) The easiness of retrieving the embedded values/messages in the images:

The interpretation of images was an easy exercise for some students while it took longer to describe and interpret for others. But in general, no one of the interviewed students found it difficult or demonstrated his/her inability to interpret the images. No rule could be generated from the students' interpretation to the images, such as claiming that higher grades could interpret the images easier than the lower grades. All students from all grades, even students of grade 1 and grade 2 demonstrated high visual literacy and could interpret the images easily and even their interpretations were so surprising and unpredictable. Though the students' interpretations were

different from each other, and sometimes different from the image purpose in the textbook, all their interpretations make sense and are well justified.

The interviewer: What do you understand from image number 1 in the Arabic language Textbook?

Child 2: You learn to treat your brother good treatment and not to fight ... and not to do wrong stuff to people.

The interviewer: What makes you think that and come to this idea of treating your brothers nicely? What did you see in the image?

Child 2: Because this image shows the father treating the baby nicely.

The interviewer: So! Do you mean it is about raising your babies in a good way?

Child 2: Yeah, the kids will also treat the baby nice.

The above interpretation of Child 2 is totally unexpected, but her interpretation makes sense and well justified. From the image of a father carrying his baby, she retrieved a value related to parenting and modelling the good behaviour. She believed that when the father is treating the baby nicely with love and affection, the siblings will treat each other nicely and the same way they were raised and seeing their father doing.

The majority of the children interpreted all the images with confidence and without hesitation. They all did not want to spend the whole minute looking at the image. As soon as the researcher gives them to images to look at, they answer immediately after looking at image that they are ready.

Child 12: I will tell you now...

Child 11: I finish looking ... it is easy

Child 2: I am ready!!

Child 9: What you will ask me now? I am done looking at the image.

3) The ability of the students to find the right interpretation of the images (one value or multiple values or messages)

Students' interpretations were different, and though not all the students, especially in grades 1 and 2, understood the right meaning of the images or at the least the purpose of the images in the textbook, they could come with meaningful interpretations that are based on their own personal experiences. For instance, Child 8 said about image 2 from the Moral Education textbook that the mother is giving the apple to her children and the other kid was jealous. Child 12 explained the image as rewarding good behaviour. He argued that the mother rewarded one kid with an apple because he behaved nicely while the other two children were "naughty" and thus their mother did not give them the apple. Child 2 gave a more reflective interpretation of image 2 from the Moral Education textbook. She understood that it is about fairness and that the demonstrated behaviour is the wrong behaviour.

The interviewer: What do you understand from image number 2 in the Moral Education Textbook?

Child 2: A teacher giving an apple.... to the boy

The interviewer: So, what do you understand?

Child 2: To treat people nice and to give them food and not to say no.

The interviewer: what about the other two children?

Child 2: Yeah, they are sad because she is not treating them nice... she is treating only this boy nice.

The interviewer: So, is this a good thing or no?

Child 2: No... It's not fair, we should not do that.

Child 3 could understand the meaning of image 1-Moral Education textbook. She assumed that the image is about keeping things clean and saving the environment. She knew that the image is a demonstration of a good behaviour. Grade 4 students also gave good interpretations of the

images with clear justifications. Regarding image 2 from the Arabic language textbook, Child 7 said that the image shows the location of the UAE in the globe. Also, Child 7, as all the other students of grade 4, recognised Sheikh Zayed in image 1- Arabic textbook. Child 7 explained that the image is meant to show the heritage and the history of the UAE. He described that the image is a photo taken in a school and that this is how old schools in the UAE looked like. He continued describing the old days and the old traditional schools saying that classrooms before had no tables and the students had to sit on the ground. Another example for a good interpretation of the images, was given by Child 1 from grade 2. Child 1 retrieved the value of family love from image 1- Arabic language textbook.

Interviewer: Can you please tell me what did you understand from this image (image 1)?

Child 1: I see three brothers playing together and jumping in the park.

Interviewer: What else?

Child 1: The children play with their young brother.

Interviewer: What do you understand from the fact that they are playing with their young brother? What value it refers to?

Child 1: It means family... They are having fun... We have to always be with family.

Interviewer: What makes you think that? What exactly in the image made you come to this conclusion?

Child 1: Because they are playing and happy and holding hands

Students also link the images and compare them to their experience and personal life. Child 10 said about image 1 in the moral textbook for grade 4, that the old lady's hands look like her grandmothers' hands. She added: "that is why I know she is old; she has million wrinkles". Child 3 when describing image 2 for the grade 3 Moral Education textbook she said that the boy is carrying the UAE flag "like the one we use in the national day.... We also have one like it at home." Child 12 from grade 1, describing image 1 from the Arabic textbook, said: "that is baba

and that is me.... Me and my father we have the same photo holding me when I was a baby.” When Child 12 was asked why the father is holding the baby and what he can understand from the image, he answered that “the father loves his baby too much... too much”. His answer indicates that he retrieved the value of the father love to his son.

4) The ability of the students to retrieve some (unintentional or intentional) hidden messages:

One of the major findings from the task-based interviews with the students is that children pay attention to details in the images presented to them. Their answers were very surprising to the researcher. Child 2, regarding image 2 from the Arabic textbook, was very convinced that the lady at the door is a sister or a cousin but not a mother. The researcher supposed that the image is about the mother checking on her son who is sleeping which represents the mother’s love. Child 2’s justification is that the girl is so young and does not look like a mother and that she is the same age of the boy or little older. Her interpretation to the image was that “we should close our doors, so people do not spy on us while we are sleeping.” She explained that the girl was spying on the boy when he was sleeping because his room’s door was open. Also, Child 7 from grade 4 described the images in a detailed way and paid attention to details such as image 1 – Moral Education textbook, Child 7 said that it is about helping others. He could see that the old person is sitting down though it is not that clear.

Child 7: The young girl is helping the old lady.

The interviewer: How do you know that?

Child 7: Because the old hands is for someone who is sitting while the other one is standing, so definitely the young one is helping the one who is sitting.

Child 7 interpreted image 2- Moral Education textbook as an image that shows the difference between the classrooms in the UAE and other poor countries. He explained that the classroom

seems small, students do not have uniforms, there is no air conditioner and that 2 to 3 students share the same table, while in the UAE each student has his own seat. Child 3 could interpret the hidden message, in image 2-Moral Education textbook, which is about the value of tolerance and being open to other cultures. Child 3 said that the image shows people with different clothes that belong to different countries and that the image means that we should be friends with each other.

Regarding the image 1 from the grade 1 Moral Education textbook, children could pay attention that the girl on the wheelchair is being an active actor and helping the grandmother. Though they could not interpret it as the inclusion of people of determination in the social life, their answers showed that they can notice the role of the individuals in images which influences their beliefs and how they deal with others in the future. Child 12 noticed in the 1st image of the Arabic language textbook that the baby is covered by a blue blanket and assumed that the baby is a boy.

Child 12: That is baba and that is me.... Me and my father we have the same photo holding me when I was a baby.

The interviewer: How do you know that is you?

Child 12: Look the blanket is blue so it is a boy not a girl... girls have pink blankets.

Another attention to details demonstrated by the children was when Child 8 said about image 2 in the Moral Education textbook that the child is jealous from the other 2 children because their mother gave them apple. The researcher probed “how do you know that she is the mother of the two children?” Child 8 replied that “the boy is wearing Kandoora and then she is not his mom... she is not wearing Abaya...” Also, Child 1 showed good analytical skills while interpreting image 2- Moral Education textbook. Child 1 remarked that the boy is riding a red bike while the girl is riding a blue bike and putting blue helmet. She assumed that they are best friends because they have exchanged their bicycles as the red bicycle was meant for the girl and the blue is for the boy.

Table 28 summarises the key points and findings from the task-based interviews with the students.

Theme	Key points	General finding
Interest and curiosity triggered by the images.	Students are very interested in images and show enthusiasm and eagerness to interpret them.	Students have a fair visual literacy and can interpret imagery according to their own believes and personal experiences and perspectives. Students also pay attention to small details in the images which makes them more exposed to getting impacted by any unintentional messages or values in the images.
The easiness of retrieving the embedded values/messages in the image.	Fair easiness to interpret the images, which indicates that the images are appropriate for the age of the students.	
The ability of the student to find the right interpretations of the images (one value or multiple values or messages).	Some interpretations were not related exactly to the purpose of the images. However, all students' interpretations were meaningful and make sense.	
The ability of the students to retrieve some (unintentional or intentional) hidden messages.	Students could retrieve some hidden values and pay attention to some implicit details, which might be intentional or unintentional, this shows that students have visual literacy and pay attention to details.	

Table 28: Key points and findings from the task-based interview

From the task-based interviews with the students, it is revealed that the students are attracted to images and demonstrate interest in interpreting their content. It was also found that students have a fair visual literacy. Students, as indicated in table 28, could come up with different meaningful interpretations of the presented images to them. Their interpretations and justifications were based on their personal experiences and knowledge.

4.3. Phase 2 Analysis

In the second phase of the research study, a close-ended questionnaire was employed to collect data from G1 to G4 Arabic (as first language) teachers and Moral Education teachers. This phase presents and analyses the quantitative data collected from the teachers' questionnaires. The main study purpose is to investigate the messages and values that are embedded in the images of the students' textbooks. So as to investigate this subject, the researcher sought to examine the teachers' perception about the embedded values in the MoE students' textbooks. And, since teachers are the transmitters of the curriculum and also have a daily interaction with the students, their participation was considered important to provide information regarding the impact of the images on students' behaviour and attitudes.

The data collected via the pre-structured survey were entered and analysed in IBM SPSS Statistics 25 (Ibm.com, 2019). Based on previous findings of pilot study, the survey was deployed, and data collected was analysed to investigate teachers' perceptions of the embedded values in the Arabic language textbooks and the moral Arabic language textbooks. The section presents a descriptive summary of the sample profile and responses, followed by reliability analysis results. Correlation analysis findings are also reported to find significant relationships between the study variables and themes. The significance level was set at $\alpha = 0.05$.

4.3.1. Descriptive Analysis of the Survey Questionnaire

The purpose of the teachers' survey was to investigate the G1 to G4 Arabic language teachers' perceptions about the embedded values in the students' textbooks' images. In order to analyse

the quantitative questionnaire data, SPSS was employed. Excel was used to assist in the process of data transcription and transfer into SPSS. In this section, descriptive summary of teachers' gender, subject teaching, and their perceptions of the embedded values in the Arabic language textbook and the Moral Education textbooks are presented in terms of frequencies and percentages. Means and standard deviations are used to summarise teachers' perceptions in addition to frequencies and percentages. Sample profile is graphically illustrated by pie charts, and teachers' perceptions are graphically represented by bar charts.

4.3.1.1. Teachers' Surveys Demographic Statistics

The sample of surveyed teachers consisted of a total of 336 teachers. There were 301 female teachers and 35 males. In terms of the subject being taught, 200 teachers stated they teach Arabic Language, 101 teachers teach Moral Education, while 35 teachers teach both subjects.

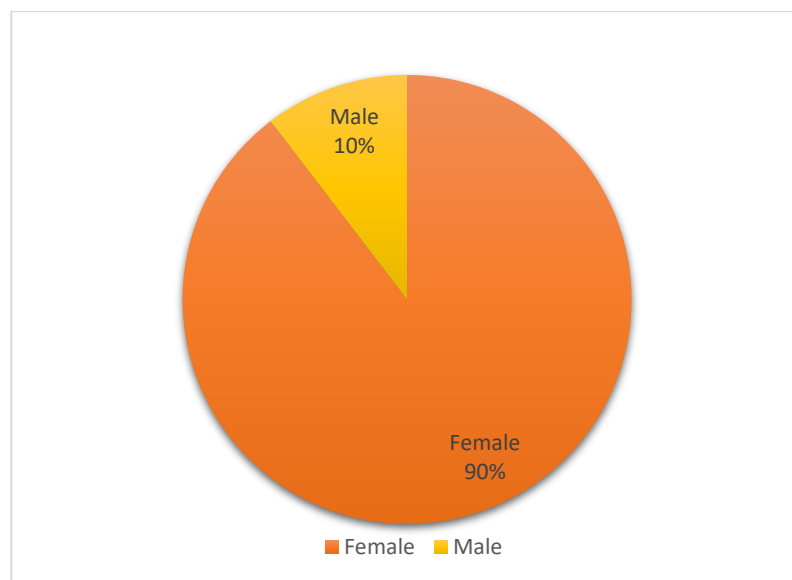


Figure 22: Percentage of teachers by gender

Figure 22 shows that the participating female teachers form 90% of the sample population, while the male teachers represent only 10% of the total sample. This disparity in the genders' participation was expected as the education field is known to have more females than males.

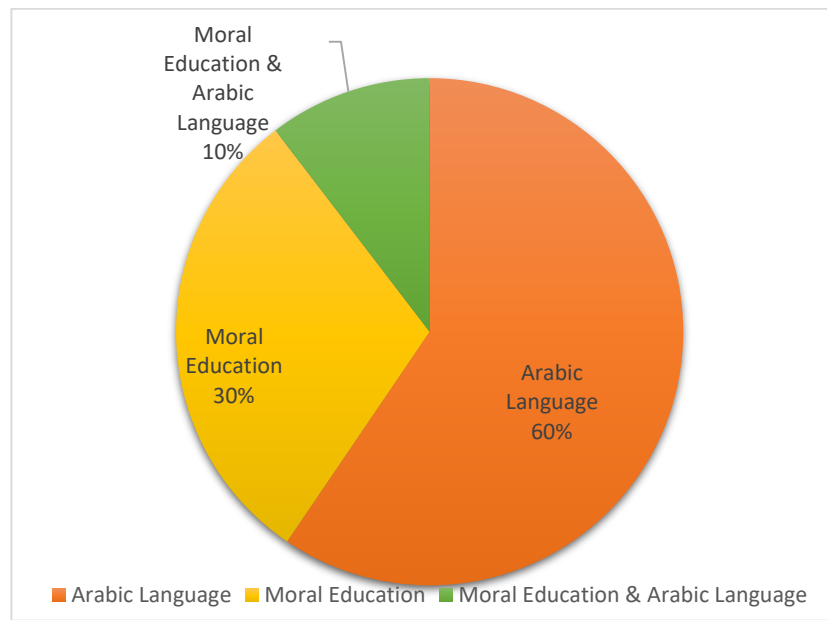


Figure 23: Percentage of teachers by subject teaching

Figure 23 demonstrates that 60% of teachers teach the Arabic language subject, 30% teach the Moral Education subject, while 10% teach both the Arabic language and Moral Education subjects for grade 1 to grade 4.

4.3.1.2. Teachers' Perceptions - Close Ended Questions

Overall, percentage of agreement was 77% including “agree” and “strongly agree” responses; that is, the majority of teachers showed high tendency to agree to the survey statements and questions. The general mean score was 3.93 with a standard deviation of 0.481, indicating high tendency to

score either 4 (for “agree”) or 5 (for “strongly agree”). “The importance of visuals in learning” theme had the highest mean score of 4.39 with standard deviation of 0.533, and the highest agreement percentage of 91%. “Consistency of the embedded values in images” theme had the lowest mean score of 3.46 with a standard deviation of 0.804, and lowest agreement percentage of 52%. Frequencies, percentages, mean scores, and standard deviations for survey questions, themes, and overall survey are reported in Table 29.

Themes & Questions	Response Scale					Statistics	
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Mean	SD
The importance of visuals in learning	7 .52%	30 2.23%	80 5.95%	538 40.03%	689 51.26%	4.39	.533
▪ Students are very interested and attracted to images more than the accompanying text.	1 .30%	10 2.98%	19 5.65%	126 37.50%	180 53.57%	4.41	.756
▪ Visual images play a very important role in learning.	2 .60%	3 .89%	4 1.19%	103 30.65%	224 66.67%	4.62	.621
▪ Students are influenced by the values represented in the images and model the behaviour they see in the images.	1 .30%	7 2.08%	37 11.01%	162 48.21%	129 38.39%	4.22	.746
▪ I often refer to images when I want students to understand what I mean.	3 .89%	10 2.98%	20 5.95%	147 43.75%	156 46.43%	4.32	.790
The purpose of images in textbooks	2 .20%	36 3.57%	105 10.42%	439 43.55%	426 42.26%	4.24	.595
▪ Images are used in the textbook to deliver certain messages and values.	1 .30%	4 1.19%	30 8.93%	151 44.94%	150 44.64%	4.32	.712

Themes & Questions	Response Scale					Statistics	
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Mean	SD
▪ Images are used in the textbook to facilitate the learning.	0 .00%	5 1.49%	11 3.27%	140 41.67%	180 53.57%	4.47	.637
▪ All the images in the textbook are fit for the text purpose and have a meaning not used only for decoration.	1 .30%	27 8.04%	64 19.05%	148 44.05%	96 28.57%	3.93	.906
The focus of the MoE curriculum/textbooks	1 .30%	33 9.82%	65 19.35%	162 48.21%	75 22.32%	3.82	.899
▪ The values and messages embedded in the textbook images focus more on transmitting values related to Emirati national identity and national citizenship over other values.	1 .30%	33 9.82%	65 19.35%	162 48.21%	75 22.32%	3.82	.899
Alignment between the MoE curriculum values and the values in the textbook	12 .91%	94 7.16%	250 19.04%	742 56.51%	215 16.37%	3.80	.516
▪ The embedded values in the images are aligned with the intended values of the MoE curriculum.	1 .30%	10 2.98%	50 14.88%	209 62.20%	66 19.64%	3.98	.701
▪ I think that the textbook is succeeding in transmitting the intended values to students through images.	1 .30%	11 3.27%	71 21.13%	192 57.14%	61 18.15%	3.90	.736
▪ All messages and values embedded in the images are intentional and there are no unintentional messages or values that can be transmitted to the student through the images.	4 1.19%	32 9.52%	71 21.13%	176 52.38%	53 15.77%	3.72	.884
▪ Sometimes the student may not understand the true meaning of the image especially in images that call for correcting certain wrong behaviour.	6 1.97%	41 13.44%	58 19.02%	165 54.10%	35 11.48%	3.60	.927

Themes & Questions	Response Scale					Statistics	
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Mean	SD
Methodology for inserting images in textbooks	8 .79%	71 7.04%	175 17.36%	554 54.96%	200 19.84%	3.86	.667
▪ There is a clear methodology behind selecting and inserting images in textbooks and images are not put randomly.	3 .89%	10 2.98%	50 14.88%	191 56.85%	82 24.40%	4.01	.771
▪ The images in the textbooks are convenient to the age group/grade of the students.	3 .89%	17 5.06%	36 10.71%	202 60.12%	78 23.21%	4.00	.790
▪ Students can interpret the values that are embedded in the images on their own without the help of the teacher.	2 .60%	44 13.10%	89 26.49%	161 47.92%	40 11.90%	3.57	.885
Consistency of the embedded values in images	6 .89%	93 13.84%	222 33.04%	286 42.56%	65 9.67%	3.46	.804
▪ There is a consistency in the embedded values throughout all the grades (all the textbooks of the different grades have the same values).	3 .89%	44 13.10%	113 33.63%	143 42.56%	33 9.82%	3.47	.874
▪ There is a consistency in the embedded values in images throughout all the subjects (all the textbooks of the different subjects have the same values).	3 .89%	49 14.58%	109 32.44%	143 42.56%	32 9.52%	3.45	.886
Overall Questionnaire Responses	36 .63%	357 6.28%	897 15.79%	2721 47.90%	1670 29.40%	3.93	.481

Table 29: Descriptive summary of teachers' perceptions (N = 336)

Survey Themes:

The majority of teachers – above 85% showed their agreement to the themes: “The importance of visuals in learning”, and “The purpose of images in textbooks”. The three themes: “The focus of

the MoE curriculum/textbooks”, “Alignment between the MoE curriculum values and the values in the textbook”, and “Methodology for inserting images in textbooks” had agreement percentages of 71%, 73%, and 75%, respectively. Almost half of the teachers’ sample (52%) showed their agreement to the theme “Consistency of the embedded values in images”, see figure 24.

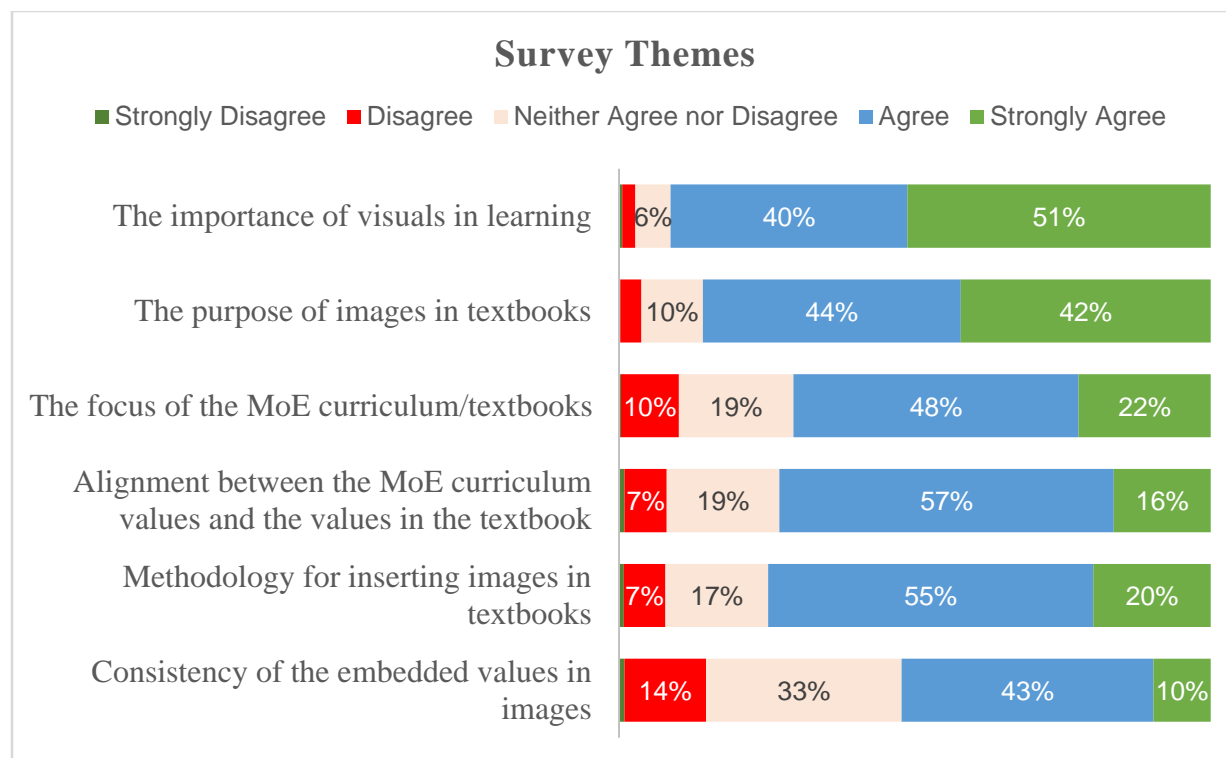


Figure 24: Teachers’ perceptions per survey themes

1. The Importance of Visuals in Learning

The four questions measuring teachers’ perceptions of “The importance of visuals in learning” had very high agreement percentages ranging between 87% and 97%, see figure 25. As reported in Table 29, mean scores ranged between 4.22 and 4.62, which are very high values, with a general mean score of 4.39.

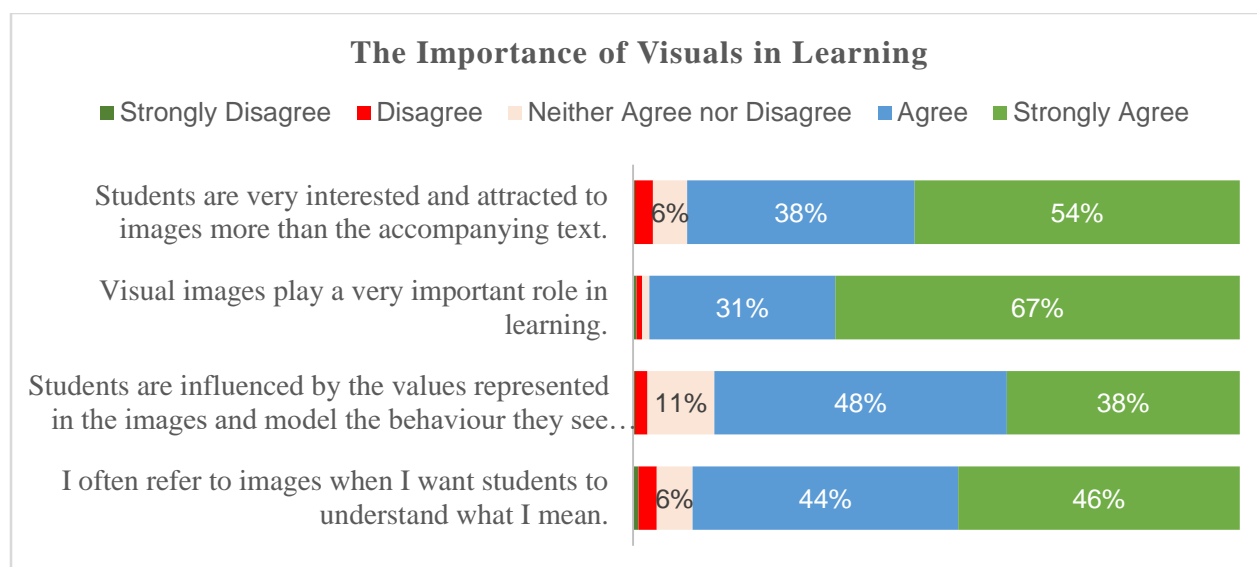


Figure 25: Teachers’ perceptions of the importance of visuals in learning

2. The Purpose of Images in Textbooks

The three questions measuring teachers’ perceptions of “the purpose of images in textbooks” had high agreement perceptions ranging between 73% and 95%. The mean scores ranged from 3.93 to 4.47, which show a high agreement of teachers.

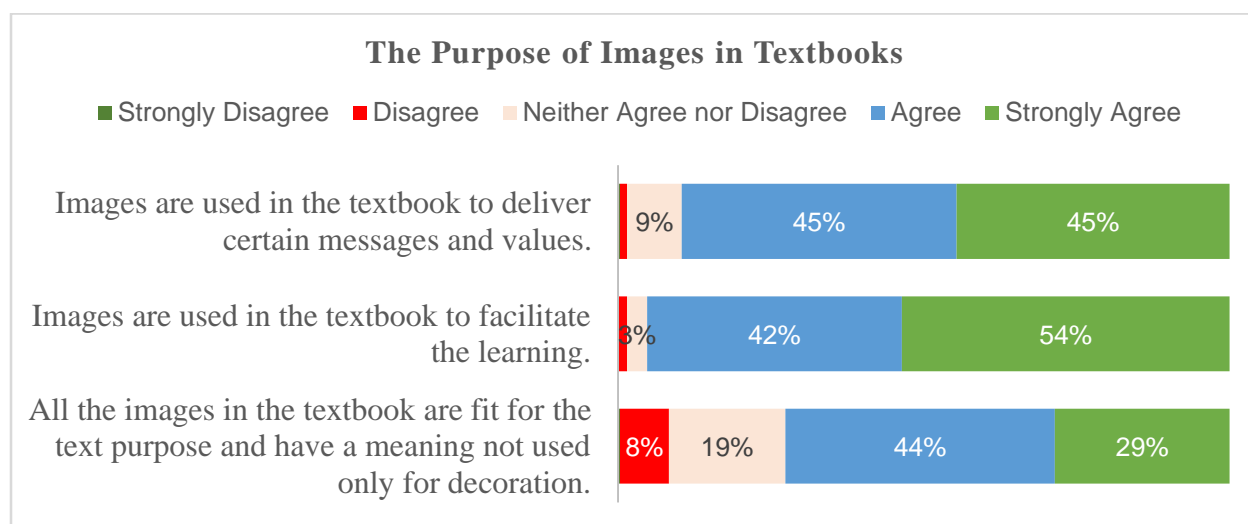


Figure 26: Teachers’ perceptions of the purpose of images in textbooks

3. The Focus of the MoE Curriculum/Textbooks

This theme was measured by one question, see Figure 27. The majority of teachers (71%) agree that the values and messages embedded in the textbook images focus more on transmitting values related to Emirati national identity and national citizenship over other values. This theme had a mean score of 3.82 and a standard deviation of 0.899.

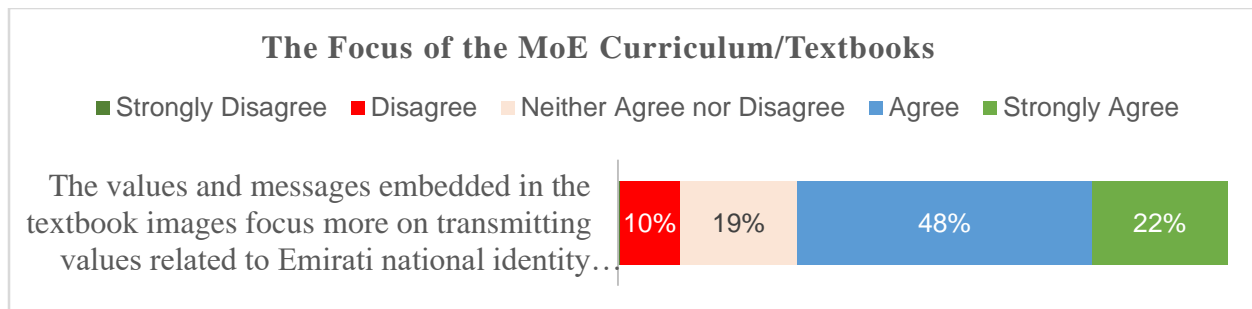


Figure 27: Teachers' perceptions of the focus of the MoE curriculum/textbooks

4. Alignment between the MoE Curriculum Values and the Values in the Textbook

Four questions were used to measure this theme, showing a general high tendency of agreement by teachers of 73% and a general mean score of 3.80. For the questions, 82% of teachers agreed that the embedded values in the images are aligned with the intended values of the MoE curriculum, with a mean score of 3.98. The second question "I think that the textbook is succeeding in transmitting the intended values to students through images" had 75% of teachers' agreement with a mean score of 3.90. The question "All messages and values embedded in the images are intentional and there are no unintentional messages or values that can be transmitted to the student through the images" had an agreement percentage of 68% and mean score of 3.72. Finally, 66% of teachers agreed that "Sometimes the student may not understand the true meaning

of the image especially in images that call for correcting certain wrong behaviour”, with a mean score of 3.60, see Figure 28.

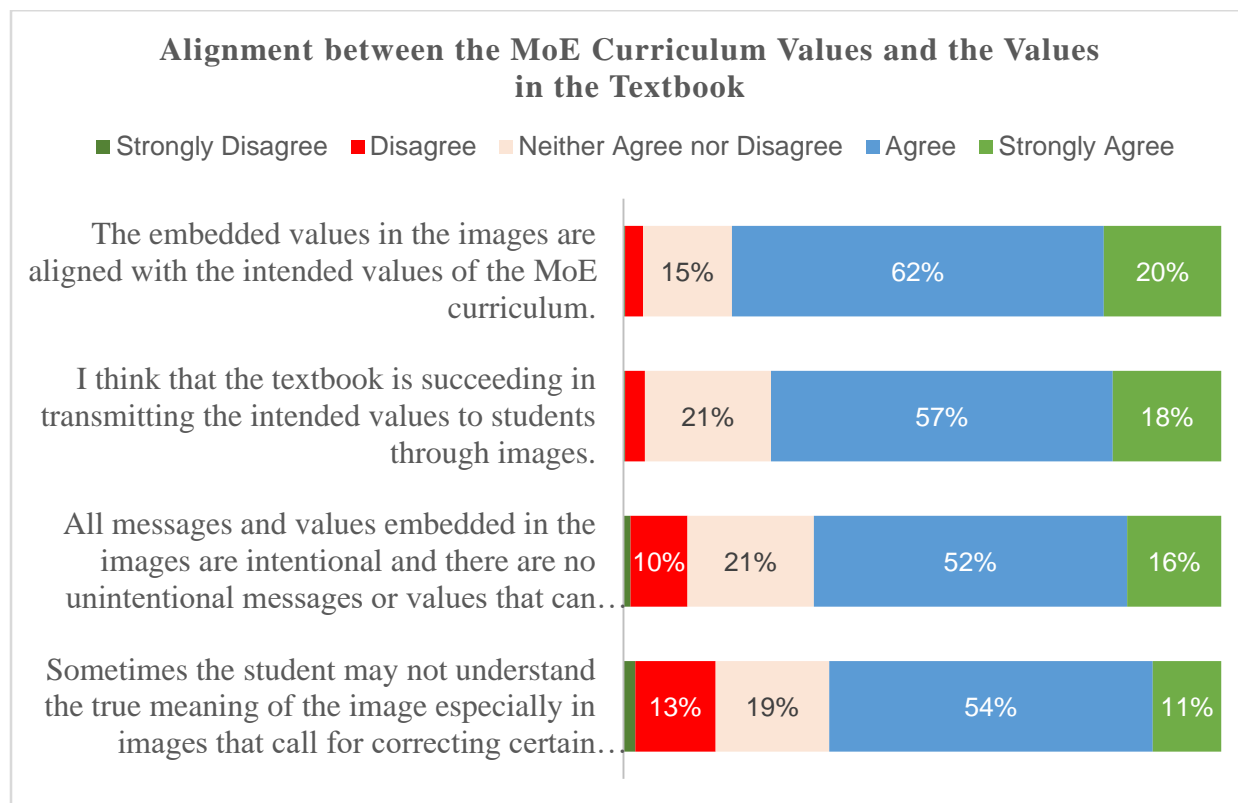


Figure 28: Teachers’ perceptions of alignment between the MoE curriculum values and the values in the textbook

5. Methodology for Inserting Images in Textbooks

Overall, 75% of teachers provided agreement to this theme questions, with a general mean score of 3.86 and a standard deviation of 0.667. Over 81% agreed for the first two questions: “There is a clear methodology behind selecting and inserting images in textbooks and images are not put randomly”, and “The images in the textbooks are convenient to the age group/grade of the students”, with mean scores of 4.01 and 4.00, respectively. Also, a large proportion of teachers

60% agreed that “Students can interpret the values that are embedded in the images on their own without the help of the teacher”, see Figure 29.

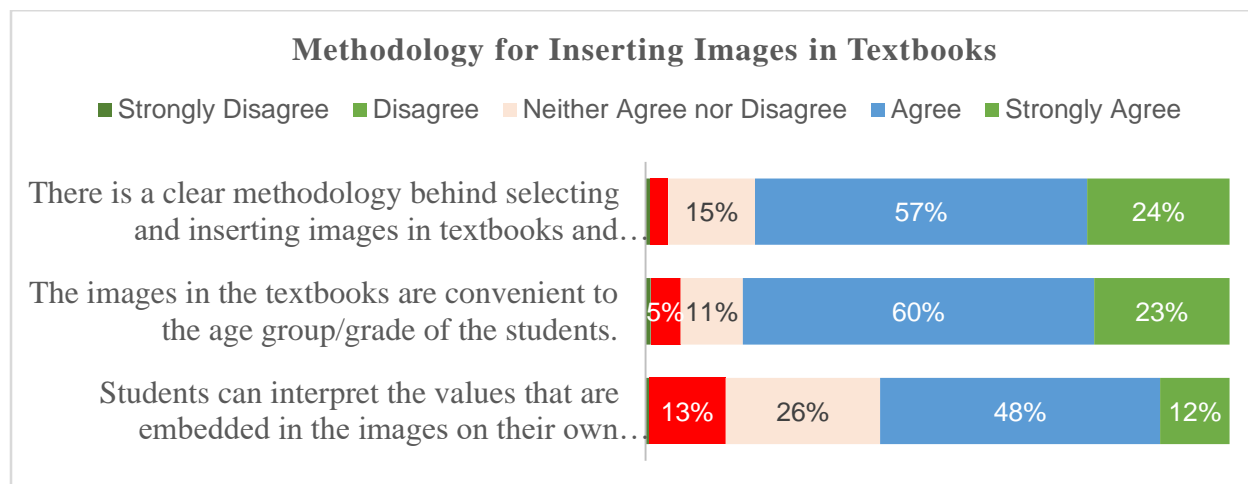


Figure 29: Teachers’ perceptions of methodology for inserting images in textbooks

6. Consistency of the Embedded Values in Images

This theme was least in terms of agreement by teachers, as 52% gave overall agreement to the two questions measuring “Consistency of the Embedded Values in Images”, with a mean score of 3.46 and a standard deviation of 0.804.

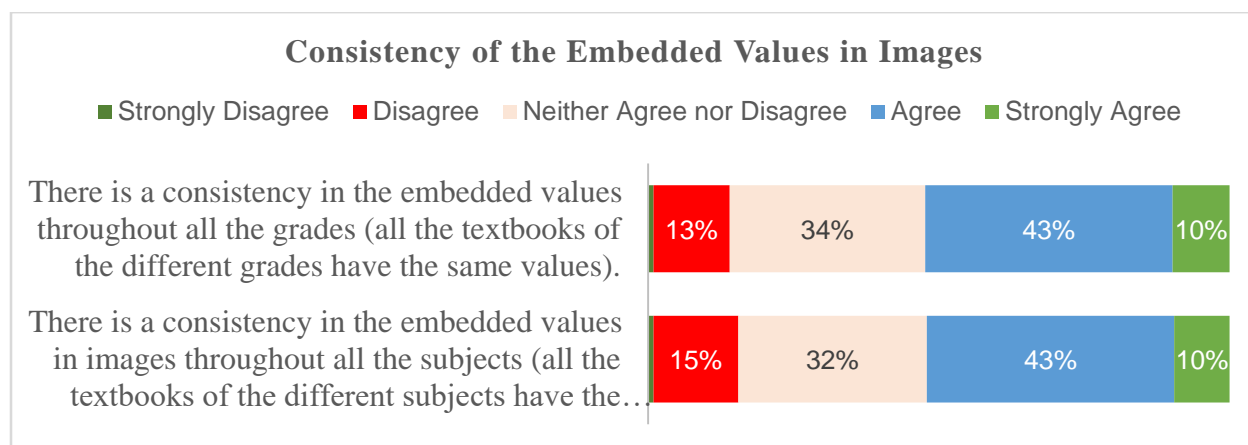


Figure 30: Teachers’ perceptions of consistency of the embedded values in images

Correlational Analysis

The researcher conducted correlation analysis to study the relationship between the themes of the study. Pearson's r correlation coefficient (Pearson, 1895) was calculated for quantifying the relationship between one theme and another. Correlation coefficients are reported in Table 30. The analysis revealed that all the current study themes were significantly positively correlated, $p < 0.001$. However, some relationships were stronger than others. For instance, the strongest relationship was between theme 4 and theme 5, $r = 0.664$ and $p < 0.001$. That is, teachers who agree with "Alignment between the MoE curriculum values and the values in the textbook" would also agree in the same degree with "Methodology for inserting images in textbooks". The weakest relationship, yet statistically significant, was between theme 1 (The importance of visuals in learning) and theme 6 (Consistency of the embedded values in images), $r = 0.249$ and $p < 0.001$.

	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Theme 1: The importance of visuals in learning	.556**	.294**	.433**	.401**	.249**
Theme 2: The purpose of images in textbooks		.321**	.572**	.602**	.338**
Theme 3: The focus of the MoE curriculum/textbooks			.425**	.333**	.413**
Theme 4: Alignment between the MoE curriculum values and the values in the textbook				.664**	.425**
Theme 5: Methodology for inserting images in textbooks					.455**

** . Correlation is significant at the 0.01 level (2-tailed).

Table 30: Pearson's r Correlation Coefficients

4.3.1.3. Open-ended Question Findings

Teachers were invited to answer 1 open-ended item at the end of the online survey. They were asked about their recommendations for benefiting more from the images in the students' textbooks. The researcher asked this open-ended question to collect information that cannot be easily captured by closed-ended questions and to understand what teachers think about the images in the textbooks. Most of the teachers that responded to the question offered at least one recommendation. Some gave clear examples about the weaknesses of the images and how they can be improved either for educational reasons or values internalisation. The data collected from the open-ended item was categorised to 6 themes. The researcher also counted the frequency of the reported recommendation by teachers as shown in the Table 31.

Categories of the open-ended question findings:

The researcher used an inductive coding approach, which is also called “grounded” (Patton, 2002). In this type of coding, the research starts from scratch and the codes and themes that arouse from the teachers' responses to the open-ended question. Table 31 exhibits the coding and categorising of the open-ended question into main themes and sub-themes.

Main Themes	Sub- themes	frequency
Teaching and learning with images	Use images to facilitate learning, learning new skills and adding interactivity	20
	Use images to promote critical thinking	7
	Use images to promote creativity and imagination	5
	Use images to encourage reflection	4
The quantity of images	Use more images for lower grades	1
	Use more images to deliver a certain information	1
	Use more images about values	5

	Use more images about good behaviour	3
	Use more images about the UAE	3
	Use more images in general	8
	Use more images with stories	1
	Reduce the number of images	7
	Reduce the number of images in stories	1
	Reduce the images that are not related to text or lesson	1
The content of the images	Images should be related to the students' environment, (UAE, Arabic and Islamic traditions – use of Arabic characters)	24
	Images should be related to the topic/lesson/goals	12
	Images should be about different geographical areas not only the UAE	2
	Images should be updated to suit the 21 st century skills	6
	The content of images should be diverse and not focus on specific values	5
	Images should be about humanitarian values and positive behaviour	15
The appropriateness of images	Images should be more suitable to the age group of the students	14
	Use realistic images and not imaginative	8
	Use cartoons more than real images	3
	Use real images more than cartoons	3
	Differentiation of images to suit students' interest	5
The quality and design of images	Images should be meaningful and not only as a decoration	3
	The (embedded meaning) goal from the image should be clear	26
	Use of different characters and personalities	2
	Avoid images that have more than 1 meaning	4
	Images should be larger	2

	smaller images	2
	Attractive images in terms of colours and design	1
	Images should be very simple	3
The teacher role	Teachers should be involved in the evaluation of the selected images in the textbooks before publishing them	3
	The teacher should explain the meaning of the image to the students	5
General recommendations and Ideas	Images should be accompanied by a text that explains it	2
	Careful use and revision of the inserted images in the textbooks	1
	Images should have dialogues, so students understand the goal from the images	1
	The textbook should have either all real images or all cartoon images	1
	Teachers should get soft copies of the images to present them in class	1
	Make an appendix of images for every unit	1
	A survey should be sent to students to explore the type of images they prefer.	1

Table 31: Open-ended question coding and categorising

The manual coding and theming used to analyse the teachers' response to the open-ended question in the survey led to generating several recommendations that teachers believed will result in more benefits from the employed images in textbooks. All the emerging recommendations by the teachers were grouped into 6 Main themes (teaching and learning with images, the quantity of images, the content of images, the appropriateness of images, the quality and design of images and teachers' role) and 35 Sub-themes. Also 7 recommendations and ideas were suggested by the participating teachers.

According to table 31 the largest majority of the participants had recommendations related to the content of the images, especially, about the linking of the content of images to the environment and background of the students which is mainly the Arabic and Islamic culture. Besides, regarding the content of the images, teachers recommended that images should be connected to the lesson and to represent the goal they are meant for. Also, teachers recommended a more focus on humanitarian values and positive behaviour. In addition, teachers also called for clear images that are easy to be understood and interpreted.

Regarding the purpose of images, teachers see that images should be used more for educational purposes and not only as a decoration. Teachers proposed that images should be used as an interactive activity, in which student interact with the images (e.g., image colouring, cut and glue) and to facilitate the learning and transmission of new skills. They also sought that images can be used for higher order thinking skills, such as to develop students' critical thinking, creativity and reflection. Concerning the appropriateness of the images to students, teachers see that the images should be more suitable for the age group of the students.

Some participants recommended to reduce the number of images; however, the number of these participants is only 9 compared to the 22 participants who recommended the use of more images. The latter recommended more images especially that present a certain value or reinforce a good behaviour. Also, many recommendations were about improving the images to be more suitable for the age group of the students. And finally, teachers pointed out that they should have a clear description about the goal of the images and their interpretation to be able to transmit it to students. Teacher also want to have a role in explaining the images to students and also teachers should be involved in the evaluation of the selected images in the textbooks before publishing them.

4.4. Integration of Findings

“Integration is really the heart of the whole mixed methods exercise because the purpose of mixing methods is to get information from multiple sources and so the issues in bringing together the information are crucial” (Fielding, 2012, p. 127). Using a combination of both qualitative and quantitative data can ensure that the limitation of one type of data can carry is balanced by the other type of data. This strategy also improves the understanding through the integration of diverse ways of knowing. Many studies have used both quantitative and qualitative data, but reviews of published studies established that though these studies collect data through different methods, they do not integrate them (Bryman, 2007). Meaningful integration of data permits the researcher to achieve the true benefits of the mixed methods design. Believing in this, the researcher for the current study has already integrated the study by design (mixed design), methods (the relation among the data collection instruments), by instruments’ findings’ and in chapter 5 by findings’ interpretations.

Table 32 displays the integration of the obtained results from the quantitative and qualitative data from the different participants: content analysis of textbooks, curriculum specialists and designers’ interviews, task-based interviews with the students and teachers’ surveys. The results are categorised based on the previously set categories for the questionnaires used to collect the data (the interview questionnaire and the survey questionnaire):

Themes	Document analysis	Interview with the curriculum department	Task- based interview with students	Teachers Survey
Theme 1: The importance of visuals in learning	There is a huge dependence on images in the textbooks.	Images are essential to learning and grabbing students’ attention. Images impact students as they tend to imitate	Images are so appealing to students and grab their attention and	Students are very interested and attracted to images.

		the presented behaviours either good or bad.	raise their curiosity.	<p>Visuals play an important role in learning.</p> <p>Students get impacted by the images in the textbooks.</p>
Theme 2: The purpose of images in textbooks	The images in the textbooks were used for different reasons. The main reason for the images in the textbook is to clarify the meaning of the accompanying text or story and also to demonstrate a behaviour and transmit values.	Textbook images have different and significant purposes (visualise, grab attention, clarify meaning, recall information, teach a skill, illustrate a story ...etc.).	n/a	<p>Images in the textbooks are used to facilitate the learning as well as to deliver messages and values.</p> <p>Almost all of the images in the investigated textbooks are used purposefully not just for decoration.</p>
Theme 3: The focus of the MoE curriculum	There is a clear focus on the Emirati and Arabic identity (national citizenship) and universal values.	The MoE curriculum focuses on all humanitarian values. Always national and international events and issues are integrated in the curriculum, but the UAE identity is always present in the textbooks.	n/a	There is a clear focus on the values related to Emirati national identity in the textbooks.
Theme 4: Alignment between the MoE curriculum values and the values in the textbook	There is a great alignment. All the four main curriculum values are covered, with a varying degree, but there are some unintentional messages that can be transmitted to students (gender biasness, and under-representation of people of determination).	Many intended values are reflected in the images, but there might be some unintentional values transmitted to students as every individual has a different interpretation to the image. Nevertheless, there are rigorous revisions to avoid any unintended messages.	Most of the interpretations were not related exactly to the purpose of the image. However, the interpretations were meaningful and make sense, this indicates that images might carry several meanings and every person can have a different interpretation.	<p>The embedded values in the images are aligned with the intended values of the MoE curriculum.</p> <p>Almost all the messages and values in the images are intended, however, there might be some unintentional messages or</p>

				values in the images.
Theme 5: Methodology for inserting images in textbooks	There is a careful selection for the images that are inserted in the textbooks.	There is a known and unified methodology for inserting images in textbooks that all the curriculum designers and specialists are adopting; however it is not written/documentated.	Average easiness to interpret the images which indicates that the images are appropriate for the age of the students.	<p>There is a clear methodology behind selecting and inserting images in textbooks and images are not put randomly.</p> <p>The images in the textbooks are convenient to the age group/grade of the students.</p> <p>Students can somehow interpret the values that are embedded in the images on their own without the help of the teacher. However, teachers should explain the right meaning to students.</p>
Theme 6: Consistency of the embedded values in images	There is somewhat (to some level) a consistency between the presented values in each grade (G1 to G4) and also between the values in the Arabic language textbooks and the values in the Moral Education textbooks.	<p>There is a consistency: in the lower grades the values are presented in a general way but in higher grades the values are more detailed and take different and deeper dimensions</p> <p>There is an integration among subjects, thus all the values are shared but presented differently and with a different perspective depending on the subject.</p>	n/a	There is, to some extent, a little consistency between the embedded values in images in the different grades and different subjects.
Other emerged themes:	n/a	Teachers are responsible about transmitting the right	Though students have high visual literacy and pay	Teachers should explain the right meaning of the

Teachers' role in avoiding unintentional messages		meaning of the image to students	much attention to details. The teacher should explain the right meaning of the image to avoid misinterpretations	messages to students
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Table 32: The triangulation of all the instruments' findings

Table 32 shows the overall results obtained from the different data sources (document analysis of textbooks, curriculum specialists and designers' interviews, task-based interviews with the students and teachers' surveys) grouped and organised by themes in one table. The findings from all the different instruments show that there is a clear alignment in the findings. There is an alignment of the findings of all the themes except theme 6, which is about the consistency of the embedded values in images. The curriculum specialists and designers believed that there is a high integration and consistency between the values embedded in images in the different grades and subjects, however the teachers did not see that the consistency is that high as this theme was the least scoring item, in the survey, in terms of agreement by teachers. Only 52% gave overall agreement to the two questions measuring "consistency of the embedded values in images". However, though only 52% agree on the consistency of the embedded values, this does not deny that there is some amount of consistency as only 14% disagreed on that.

A new emerged theme is "the role of the teacher". The latter was mentioned by the curriculum specialists and designers when talking about the potential unintentional messages in the images. The curriculum specialists and designers sought that teachers bear the responsibility of explaining the content of the images to the students. Likewise, the teachers participating in the survey indicated that teachers should explain the images to the students when answering the open-ended question about their recommendations for benefiting more from the used images in the textbooks.

Also, the results of these two question: “sometimes the student may not understand the true meaning of the image especially in images that call for correcting certain wrong behaviour” and “students can interpret the values that are embedded in the images on their own without the help of the teacher” indicate that the teacher should help the students to come to the right interpretations of the images as students may not be able to understand some images.

4.5. Summary

This chapter reported a variety of findings that answered the four research questions introduced at the commencement of the study. In this mixed methods study, data was collected in two phases. The first phase was mainly a qualitative phase which was analysed using inductive and deductive content analysis and thematic analysis. The second phase is a quantitative phase where data was analysed using descriptive statistics.

The main aim of the study was to investigate the values embedded in the images of the MoE Arabic language and Moral Education grade 1 to grade 4 textbooks’ images and to compare them to the intended values of the MoE curriculum. The content analysis revealed that there is a great alignment between the embedded values in the images and the MoE curriculum intended values. However, there are some unintentional messages that can be transmitted to students (gender biasness, and under-representation of people of determination). The interviews with the Curriculum Department clarified the used methodology by the curriculum designers and specialists to insert images in the textbooks and revealed the perceptions of the curriculum specialists and designers, as makers of curriculum, about textbooks’ images. The task- based interviews, which were conducted with G1-G4 student to explore how they interpret images, indicated that students

have a good visual literacy and that students pay attention to all the details in the images which makes them more prone to getting impacted by any unintentional messages in the images. The quantitative survey with the Arabic language and the Moral Education teachers of G1 to G4 confirmed all the findings from phase one instruments.

Finally, the integration of the qualitative and quantitative findings indicated that there is an alignment in the findings obtained from the four data collection instruments in the study. The next chapter discusses in detail the study results in the light of the literature review and the study's theoretical framework.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1. Overview of the Chapter

The findings' discussion chapter is one of the significant chapters of any research. Evans, Gruba and Zobel (2011) claimed that the discussion of the findings chapter is the chapter where the researchers critically examine the study findings based on the outlined background and make judgments and conclusions accordingly. This chapter presents a comprehensive discussion of the findings, presented in the previous chapter, in relation to the research questions, theoretical framework and the literature.

This chapter is guided by the research questions that this sequential mixed design study is trying to answer. Accordingly, this chapter is organised into four sections which recapitulate and discuss the results related to each sub-research question, which answer at the end the main research question, in the context of the existing knowledge and the study's theoretical framework.

5.2. Discussion of the Study Findings per Research Question

This section is devoted to the discussion of the findings that have emerged from the present study in relation to the research questions, study's theoretical foundation and the literature. Each sub-research question is discussed separately in terms of the results related to it.

5.2.1. Discussion of Findings of Sub-Research Question 1

❖ *RQ1: What are the embedded values in the MoE Arabic language and Moral Education textbooks images for G 1 to G4?*

To answer the first research question of the study, which is about the embedded values in the MoE Arabic language and Moral Education textbooks images for G 1 to G4, data were collected from the document analysis of the Arabic language textbooks and the Moral Education textbooks for grades 1 to 4.

5.2.1.1. The Values Embedded in the Arabic Language and the Moral Education Textbooks' Images

Moral development or morality is the ability of the individual to learn and understand the difference between right and wrong. And this moral development happens from the interaction with the environment individuals are growing in. And since moral development goes hand in hand with social development and is so important to the personality development, both society, parents and education bear the responsibility of raising ethical citizens. It is known that the primary goal of parenting is to teach students social behaviour and the difference between the unmoral and moral behaviour, but, in reality, the school also is another influential source of social and moral virtues. Students in the classroom are surrounded by many sources of values and morals such as the teacher (conducts, character, moral and social attitudes), the peers, the school's environment (political, religious and social influences) as well as the curriculum. The curriculum influence can take many forms either such as the co-curricular activities (celebrations, social service activities, and morning assembly) or the formal curriculum that is represented in the official school documents and materials such as the textbooks.

The MoE curriculum, represented in this study by the Arabic language and the Moral Education textbooks, is full of all sorts of moral values such as: family love, equality, tolerance, acceptance of others, helping others, patriotism ...etc. These values are categorised in four main categories: national citizenship, global citizenship, universal values and Islamic values. All these values are the values supported by the UAE as a nation. In his book 'The Development of Children's Moral Values' Hemming (1957, p. 77) reported that moral development is "the process by which the child acquires the values esteemed by his community, how he acquires a sense of right and wrong in terms of those value and how he learns to regulate his personal desires and compulsions... Moral development is the process by which a community seeks to transfer the egocentricity of the baby into the social behaviour of the mature adult."

The values that exist in the Arabic language and the Moral Education textbooks for G1 to G4 are meant to develop students' morally and prepare them to fit into the UAE values paradigm. The developmentalist Kohlberg (1976) believe that students attain moral maturity over time and through a range of social interactions. Kohlberg denotes that children are supposed to think about moral concepts such as human welfare, equality, justice and rights till they construct their own understandings over time. This can happen only if the conditions around them promote for these concepts. Kohlberg's theory also fits with the constructivism theory in the sense that children construct and reconstruct their knowledge through interactions with the environment (Piaget, 1965). Callahan (2004) argues, as per the constructivist theory of development, that the moral functioning which results from moral development cannot be granted to children, but it can be promoted. Students can be provided with experiences (values in textbooks in this study) that can foster such moral understandings.

5.2.2. Discussion of Findings of Sub-Research Question 2

❖ *RQ2: To what extent do the values derived from G 1 to G 4 MoE Moral Education and Arabic language textbooks' images reflect the MoE curriculum goals and values?*

To answer the second research question of the study which is about the alignment between the values in the textbooks' images and the intended values of the curriculum, data was collected mainly from the document analysis of the MoE Arabic language and Moral Education textbooks' images. The researcher then triangulated the document analysis findings with the findings of the interviews with Curriculum Department and the teachers' survey.

5.2.2.1. Alignment between Values and Images

The findings from the document analysis indicate that all the four main values of the MoE curriculum are reflected in the images. However, the four values are not represented equally in the images as there was a clear focus on the Emirati identity in the images. National citizenship was the most displayed value in the images followed by the universal values then by the global citizenship and finally the Islamic values. These findings are aligned with the literature as it is argued that the curriculum is a reflection of the values and attitudes of the dominant social class (Bernstein, 1971; Greene, 1993). Thus, the MoE curriculum is a reflection of the dominant culture at the UAE which is on national identity. There is a big focus on the Emirati identity in the textbooks. This focus is a result of the leadership vision which aims to foster strong national identity among its population.

Bernstein's code theory helped to reveal the relation between the social structure and the hidden curriculum. It was revealed from the study findings that national citizenship is the dominant value in the curriculum. This value, which focuses on the Emirati identity, is a reflection of the UAE

society values and beliefs. Bernstein (1971), in his pedagogic knowledge model, discussed the relations between the dominant power and control and how they are produced in a form of pedagogic communications (textbooks/curriculum). Code theory denotes that schools shape students' values, identity and perspectives about the world. According to Bernstein, the dominant cultural group in the society is the one that controls, categorises and produces the targeted and desired attitudes, knowledge and values that should be learnt and accepted in that particular society. This dominance of the culture is reflected in the curriculum and also in the pedagogy either explicitly or implicitly.

The pedagogic practices of the grammar rules transmitter that outline a specific culture are influenced by the cultural and social base of the society in which it takes place and, also, the grammar rules transmitter, in return, influence the society. Bernstein (2000) argues that the educational system is based on social assumptions that sometimes might be biased. In other words, these social assumptions represent the hidden curriculum that can be within this curriculum power which is controlled by a specific group. Supporting this statement, Portelli (1993) argues that the pedagogic practices in the curriculum, which leads to cultural production-reproduction, can be intended or unintended.

5.2.2.2. The Unintentional Values/Messages in the Images

Though there is an alignment between the intended values and the values in the images, some unintentional messages were found from the document analysis conducted on the investigated textbooks. The first value is about gender discrimination which is the result of the under-representation of the female character. The second implicit message is related to the under-representation of people of determination in the textbooks. It was found that there is a

representation of equality between men and women in certain activities such as sports and some traditional roles. The images did not limit traditional roles only to females, but several images showed that both men and women are doing household chores and taking care of children. However, in general there was an under-representation of women in terms of frequency as well as in terms of undertaking high professional roles.

“Omission” is a term used to refer to the visibility of male/female in textbooks. There is an implicit message that can be understood from showing males more than females in textbooks which is that males are more important (Porreca, 1984). Women in the UAE are now more active than the previous years and are holding strong leadership positions and this should be reflected in the textbooks. Conversely, females were mostly depicted, in the investigated textbooks, in stereotypical traditional roles such as motherhood and taking care of others. In terms of the profession, women were mostly portrayed holding the jobs that have always been associated with females, such as teachers and nurses.

The study findings, which are related to gender equality, are compatible with many other studies in the literature about the representation of genders in the school textbooks. For instance, in terms of the frequency of male and female representation, Aljuaythin (2018), Ahmad and Shah (2019), Tahan (2015) and Wassermann (2015) studies, all found that there is an obvious underrepresentation of females and an explicit male dominance. Also, other studies’ findings are compatible with this study’s findings in terms that women are portrayed in traditional positions in terms of profession (nurse, teacher). For example, Othman et al. (2012) who investigated gender representation in images through the investigation of Malaysian English textbooks and found that there is a large representation of males over females; in addition to the biasness in the portrayal of

characters as related to professional, social and political roles. Likewise, Islam and Asadullah, (2018) found that women were mostly occupying traditional and domestic roles.

In addition to females, people of determination were noticeably under-represented in the textbooks. More people of determination should be presented as they are part of the society. The government of Dubai is planning to make Dubai the world's friendliest place for people of determination through supporting and protecting their rights by many local legislations and also through internationally benchmarked support. The UAE empowered the people of determination through facilities and services in many different areas and fields. Even the name of "people of determination" came as recognition of the achievement of these people who have special needs or disabilities. The UAE signed the Convention on the Rights of Persons with Disabilities and Optional Protocol in 2006. This law was introduced to guarantee equal opportunities into educational institutions in special classes or regular classes where there are appropriate methods and curriculum (Government.ae, 2019b).

The Department of Special Education in the MoE supports an inclusive education for the people of determination who are entitled to enrol in any school. However, all these great initiatives and efforts might not be enough as there should be inclusion in the textbooks also. Cheng and Beigi (2011) believe in inclusive education and its role in benefiting the children of determination. But they argue that certain measures should be taken in consideration in schools to provide an easy transition to these students. The main measure to be taken by schools is related to the content of the textbooks which is considered as critical to prepare the students with no disabilities to deal and think about their classmates who have disabilities.

Cheng and Beigi (2011) conducted a study to inspect the presentation of people of determination in seven secondary and high school Iranian EFL textbooks. They found that there is an under-

representation of people of determination in the investigated textbooks. They suggested for textbooks writers to mainstream people of determination in textbooks. They described textbooks as the society's mirror and that all sorts of characters should be presented in them, so that students also understand that not everyone looks the same or have the same privileges. This will help non-disabled students to accept the students with disabilities and interact with them. Also, on the other hand, students with disabilities should see characters that look like them, so they do not feel that they are different or unaccepted. Blaska (20014) contends that all the children, in addition to cultural diversity, should be able to learn about ability diversity. He explained that several professionals do not include any literature about disability unless they have a child with disability in the classroom. Blaska said that students should always learn about different disabilities through the curriculum and classroom activities in order to develop knowledge about them and be able to interact with any person with disability.

The unintentional values and messages are dangerous for young learners because they adopt them and believe in them and their personality gets shaped according to what they learn at these ages. The literature and books assist students to relate words to images, which make them understand behaviour and social norms that help them adapt to society. Also, books help students develop social-emotional skills and perspectives that might be distant from their own (Mendoza & Reese 2001; Sipe, 2012). Especially young learner, as per the Moral development theory (Kohlberg, 1976), develop morally based on what they see and interact with at the early stages of their lives till they develop a strong sense of moral reasoning.

5.2.3. Discussion of Findings of Sub-Research Question 3

❖ *RQ3: Do students have visual literacy to be able to interpret the messages and values embedded in images?*

The third sub-research question of the present study was answered through the task-based interviews with grade 1 to grade 4 students.

5.2.3.1. Visual Literacy

The task-based interviews proved that students have visual literacy and are able to interpret imagery. They gave different image interpretations based on their experiences and previous knowledge. These findings align with both the theory of visual literacy and the constructivism theory, which is about the interpretation and understanding of visuals and symbols existing in them and constructing meaning according to those interpretations. Qiuye (2000) stipulates that experience interferes in the interpretation of visual imagery which necessitates viewing it according to particular cultural and social values and norms. This explicates the different interpretations that one image might carry to different individuals.

Visual literacy is important for young learners. The National Art Education Association (NAEA) and the National Association for the Education of Young Children (NAEYC) stresses on the importance of visual literacy skills in young learners (Lopatovska, 2016). Visual literacy skills help students thrive in today's visual world. It has many advantages such as improving their motivation, self-reliance, confidence, independence and verbal skills (Flynt & Brozo, 2010). Visual literacy is defined by Heinich et al. (1999, p. 64) as “the learnt ability to interpret visual messages accurately and to create such messages”. Visual literacy is the interpretation and

construction of meaning from visuals (Eckhoff, 2010). Branton (1999), Emery and Flood, (1998) compared the interpretation of images to “language”. They explained that images have messages that need to be decoded, so as to have a meaning. They also argue that there is a need to learn how to communicate using this language. Thus, the visual literacy was compared to language literacy, in the sense that people should be alert to visual messages and able to read the meaning in a critical way. Besides, visual literacy should be introduced in early stages of life (Lopatovska et al., 2016).

In the present study, students demonstrated visual literacy as they could give meaningful interpretations to the images. The students could even read some image details and communicate it to the researcher. This gives a reason to develop the visual literacy of students through using imagery for learning. Vermeersch and Vandenbroucke (2015) believe that understanding images is not a complete natural or extemporaneous process. Some skills of understanding images are spontaneous and can happen without the help of the teacher especially the lower order thinking skills. But, the deep understanding of images meaning needs a learning effort and the input of the teacher (Bamford, 2003; Mitchell, 2008 cited in Vermeersch & Vandenbroucke, 2015). Stokes (2002) said that teachers need to learn to teach visually as students need to learn visually. Stokes believes that visuals are important for improving learning outcomes, but only if teachers are skilful in using the imagery language and the techniques for visual teaching. He advised that teachers should be trained on visual literacy.

5.2.4. Discussion of Findings of Sub-Research Question 4

❖ *RQ4: What are the perceptions of stakeholders about the embedded values in the textbooks’ images?*

To answer the last sub-research question, about the stakeholders' perceptions about the embedded values in the textbooks' images, data was collected from the interviews with the curriculum specialists and designers and the survey with teachers of G1-G4 Arabic language and Moral Education subjects. Both the perception of the teachers and the curriculum specialists and designers are somehow aligned with each other as well as with the literature and theoretical framework.

5.2.4.1. Importance and Purpose of Images

Images in visual literacy research were criticised and described as an exercise that is used only to bring fun to the learning and that images do not contribute to improving students' competencies (Dondis, 1973). This study's findings proved the opposite and that images in textbooks are so important. All the participants believed that images are very essential for lower order skills as well as higher order skills. For instance, it was declared that images are used to facilitate learning, help students memorise and recall information, explain the accompanying text, provide authentic experiences to the students, improve students' imagination, increase students' creativity and so on. These findings are aligned with the literature which proved that images lead to effective learning (Kasmaienezhadfar et al., 2015; Philominraj et al., 2017), recalling information and recognition (Lindner, 2009), grabbing students' attention (Qutub, 2018), developing higher thinking skills (Raiyn, 2016) and improving creativity and critical thinking (Birdsell, 2017; Halwani, 2017). Correspondingly, teachers recommended that images should be used more for educational reasons and purposes. Though there are learning outcomes in the textbooks related to using images for learning, teachers still see that images should be used more to transmit values and skills. Teachers

recommended that images should be used for developing higher order thinking skills, such as improving students' creativity, imagination, reflection and critical skills.

Peeck (1993) argues that images have many positive impacts on learning: motivate learners, facilitate learning, elucidate complex text, provide mental models, and improve the retrieving of information. According to Mayer's cognitive theory of multimedia learning, images effectiveness may be more important than words in the sense that images contribute to better transfer, encoding and retention of information. Mayer (2009) sees that images have a potential in enhancing learning and that the pairing of both words and images results in more effective outcomes. The brain functions using multiple channels (auditory and visual) to learn. Mayer claims that the first used channel to interpret information is the visual channel. When a person gets in contact with visual information, the information goes into the visual channel, but other information such as non-verbal sounds and spoken words get processed by the auditory channel (Mayer, 2001). This use of two channels is what makes learning happen. The learner can select pertinent images and words to work with and remember. While the two information get processed in two different ways, the learner, finally, links them (auditory model and visual model) to the pre-existing knowledge. This integration of models in what leads to the storing of the new knowledge in the long-term memory. Mayer (2009), believing in the role of images in improving learning, elucidates that not all the images succeed in enhancing the learning. Mayer believes that images should be selected carefully and should be instructional and related to the material. He explains that images can result in negative effects if not chosen correctly and that the visual material which is not related to the material might hinder the learners' learning instead of enhancing it (Mayer, 2009). Oud (2009) also agrees that misused images affect the learning and information processing and cause useless information overload. The latter was mentioned by a good number of teachers, who claimed that

some textbooks' images are not related to the text and purpose of the lesson which sometimes confuses students.

5.2.4.2. Methodology for Inserting Images in Textbooks

From the interviews with the curriculum department, it was found that there is a unified method for inserting images in the textbooks. But, though this process is not written or documented, there are some agreed on criteria for choosing images that were mentioned by the majority of the participants: -using simple images in lower grades and they get complex as the grades increase, - using images that the children are more familiar with in lower grades, and - using less images in textbooks as the grades increase. These principles are aligned with the literature. For example, Travers and Alvarado (1970 cited in Baine, 1982) argue that lower grade students' books' images are designed to be realistic and simple and they get more complex for higher-grade levels. Vermeersch and Vandenbroucke (2015) link this use of less images in higher grades to visual literacy skills. They argue that the attention to visual literacy skills and also goals and objectives that are directly related to images decrease as the education level increases. They explicate that this decrease in attention to images and learning through images means that curriculum developers perceive that visual literacy is important in pre-schools and primary and as students are in the second grade of secondary, they should have already required the visual literacy skills.

5.2.4.3. Integration of Subjects

Almost all the curriculum specialists and designers claimed that there is an integration among the subjects of the MoE curriculum. Bernstein (1996) disputed that today schools adopted the integration of subjects and that subjects are not insulated as they were before. He explained that the boundaries between subjects are breaking down. To explain these issues of boundaries, we have to go back to the classification concept again. Classification is how the knowledge in the curriculum is organised (strong classification vs. weak classification). Classification is considered strong when boundaries are clear, and categories are cloistered from one another. The classification is considered weak, where there is an integration, or where the boundaries are weak and unclear. In terms of discourses, the relations between different subject areas (interdisciplinary relations), strong classification is when the isolation between different subjects is strong.

This study is not aiming to define the level of classification and framing in the MoE curriculum, but the findings can be connected to Bernstein's theory to better interpret and understand the participants' responses in relation to the existence of the same values in all subjects. Bernstein used his famous concept of classification to outline the relationships between school subjects. Participants said that there is an integration between subjects, but every subject has its own identity, they argued that the values and topics might be similar but the way they are addressed is different and fits the subject that the value exists in. Bernstein (1996) said that if the boundaries are broken between the subjects, they lose their identity. The responses of the participants indicate that the integration is only on the values level, but every subject maintains its own identity and addresses the value from a different perspective.

5.2.4.4. Role of the Teacher

Bernstein's concept of classification and framing is used also to explain the findings that indicate that teachers are critical to avoid the transmission of the unintentional values to students. There was a common consensus among curriculum specialists and designers that transmitting the intended values and messages embedded in the images is not only the responsibility of the curriculum developers, but also the teachers as they are the ones who have a direct interaction with students. It was argued that teachers should help students come to the right and correct interpretations of the values in the images. Also, the participating teachers in the survey, recommended that teachers should have a role in transmitting the right meaning of the images. According to Bernstein's theory of classification and framing the teacher has a big role in interpreting the values of the images to students. Classification is more about the knowledge organisation in the curriculum, while framing on the other hand is about the communication of this knowledge that is classified in the curriculum through pedagogic practices. The teacher is the one who frames the values and transmits them to students.

According to Bernstein (2000 cited in Chappell, 2014), framing refers to who controls the five key divisions within the pedagogic relationship. The five divisions are: 1- the selection of the communication, 2- the sequencing of the content, 3- the pacing and the rate of the projected acquisition, 4- the knowledge criteria , and 5- the regulative discourse (the social base control). In other words, when there is a strong framing, the teacher as the transmitter of the knowledge, has control over the five divisions. While in case of a weak framing, students, who are the acquirers, are the ones in control. Thus, though the instruction is not part of this study and only the curriculum is investigated, it is worth mentioning that framing is also essential and teachers should be in

control and assist students to reach the right meaning of the images as advised by the curriculum specialists and designers as well as the teachers.

5.3. Summary

This chapter is devoted for the emerged findings' discussion and interpretation in relation to the study's theoretical foundation and the literature. The four sub-research questions are answered and interpreted separately to finally answer the main research question. For each sub-research question, some new themes emerged. The interpretation of the first sub-research question, which is about the values embedded in the Arabic language and the Moral Education textbooks' images, was done in relation to Kohlberg's theory of moral development and the constructivism theory to explain the importance of the embedded values in the images and how they impact the moral development of students at certain stages. Sub-research question 2 interpretation produced two themes: 1- the alignment between the embedded values in the images and the intended values of the curriculum and 2- the unintentional values and messages in the images. The findings were linked to Bernstein's code theory to explain the dominance of the national citizenship value in the curriculum and to the related literature when discussing the unintentional messages and values in the curriculum.

For research question 3, which is about the students' visual literacy, the visual literacy theory was the main theory used as foundation to interpret the findings. And since research question 4 is about the teachers and the curriculum specialists and designers' perceptions, numerous themes emerged from the interpretation of the findings: 1- importance and purpose of images, 2- methodology for inserting images in textbooks, 3- integration of subjects, and 4- role of the teacher.

To discuss the importance and purpose of images in the textbooks, it was essential to bring up Mayer's cognitive theory of multimedia learning as well as the literature related to the role of images in education and values internalisation. As Bernstein is famous of his studies related to curriculum and the relationships between school subjects, his theory was used to discuss the theme of integration of subjects. The same theory was used to explain the role of teachers in interpreting the images to students. Bernstein's theory of classification and framing is about both the curriculum and instruction. Thus, the first part of his theory, which is about "classification", was used to interpret findings related to the curriculum and the second part of the theory "framing" was used to interpret the findings about the teachers' role as it is about instruction.

CHAPTER 6: CONCLUSION

6.1. Overview of the Chapter

This last concluding chapter has 9 main sections. The chapter starts by a summary of the present study and the key findings. In the key findings section, the research questions and study purpose are revisited to establish that they were achieved, and all the research questions were answered. Practical and policy recommendations and implications of the findings to educational contexts are presented; in addition to the future direction and further studies that could be pursued to better investigate the issue of hidden curriculum. Also, all the study challenges and limitations are discussed in detail. The original contribution of the study is conferred. Lastly, based on the findings and interpretations listed in the previous chapters, the researcher has drawn multiple conclusions for this study.

6.2. Summary of the Study

This study depended on a mixed-method approach to investigate the messages and values in the Arabic language and Moral Education textbooks for grades 1 to 4 and to explore if the embedded values are aligned with the values of the intended curriculum. The researcher used different instruments on different groups of participants to reach a comprehensive conclusion about the hidden curriculum that exists in the textbooks' images.

The study consisted of two phases that aim to answer different research questions and to obtain information about different aspects. The first phase helped to explore the embedded values in the investigated textbooks' images through document analysis. The interviews with the Curriculum

Department helped understand the curriculum specialists and designers' perceptions and perspectives about the values in the textbooks' images, and also, gave the researcher a complete insight about the methodology used by the Curriculum Department to choose and insert images in the textbooks. The task-based interviews with the students explored the visual literacy of students and was very convenient to find out how students interpret the images. The second phase of the study, which was a quantitative one, targeted the G1 to G4 Arabic language and Moral Education teachers through an online close-ended survey. The survey results revealed the teachers' perceptions about the embedded images in the students' textbooks and confirmed the findings of the first phase.

The current study claims that images are an aspect of hidden curriculum, as they carry meanings, values and messages that might be unintentional. The current research will contribute to raising awareness about the importance of textbooks' images, which will encourage proper planning and analysis before inserting images in textbooks.

6.3. Key Findings of the Study

Before presenting the key findings, it is worth discussing if the questions and the objectives of the study were answered and how. Substantially, the research questions were answered. Table 33 demonstrates how the research questions were achieved through this study.

Research Questions		Action
Main	Sub	
To what extent is the hidden curriculum of the visuals in the MoE textbooks aligned with the MoE intended curriculum?	1. What are the embedded values in the MoE Moral Education and Arabic language textbooks images for G 1 to G 4?	- The embedded values in images were unveiled through the document analysis of G1 to G4 MoE Moral Education and Arabic language textbooks images.
	2. To what extent the values derived from G 1 to G 4 MoE Moral Education and Arabic language textbooks' images reflect the MoE curriculum goals and values?	- The values were categorised into the four main MoE curriculum values to identify the alignment between the values in the textbooks' images and the intended curriculum values.
	3. Do students have visual literacy to be able to interpret the meaning and the values embedded in images?	Achieved through the task-based interviews with students of grades 1 to 4 (users of the curriculum).
	4. What are the perceptions of stakeholders about the embedded values in the textbooks' images?	Two stakeholders were targeted to answer this research question: <ul style="list-style-type: none"> - The curriculum specialists and designers (developers of curriculum) through semi-structured interviews. - G1-G4 Moral Education and Arabic language teachers (transmitters/interpreters of curriculum) through a close-ended online survey.

Table 33: The study outcomes

During the course of the current research, several key findings have developed:

- Images play important and different roles in the educational context, such as, grabbing students' attention, facilitating the learning, clarifying meaning, helping to memorise and recall information, teaching a skill, accommodating the learning styles and transmitting values to students. Images also impact students as they tend to imitate the presented behaviours either good or bad.

- The MoE curriculum focuses on all humanitarian values. National and international events and issues are always integrated in the curriculum, but the UAE identity is always present in the textbooks, which makes the national citizenship value the most dominant value in the studied images.
- There is a great degree of alignment between the intended values and the values embedded in images. However, there are some unintentional messages related to the under-representation of people of determination and females in the textbooks' images. Also, the depiction of females mostly in traditional roles might be considered a hidden message related to gender biasness.
- According to the task-based interviews with children, it was found that children have visual literacy. Students pay attention to small details in the images and come up with interpretations accordingly. This stresses more on the importance of avoiding any unintended content in the images as students can interpret it in a negative way which might result in negative outcomes.
- There is a unified methodology for inserting images in textbooks that all the curriculum designers and specialists are adopting, however, it is not written or documented.
- There is some level of consistency in the embedded values throughout all the grades. In the lower grades the values are presented in a general way but in higher grades the values are more detailed and take different and deeper dimensions. There is also an integration among subjects, but every subject has its own identity. Thus, all the values are shared but presented differently and with a different perspective depending on the subject.
- Teachers are also responsible about transmitting the right meaning of the images to students in order to avoid any unintentional messages.

Findings from the Teachers' Recommendations:

- Employing images that do not carry multiple meanings to avoid any contradictory interpretations.
- The purpose of the images should be clear and directly related to the text or the studied topic.
- More use of images to facilitate learning and for diverse educational purposes.
- Images should be used to develop higher order thinking skills in students, such as critical thinking and creativity.
- Images should be accompanied by a text that explains them.
- Teachers should be involved in the evaluation of the selected images in the textbooks.
- Images should be more convenient to the age group of the students.
- Images should be related to the students' environment, (UAE, Arabic and Islamic traditions – use of Arabic characters).
- Images should be about humanitarian values and should concentrate on positive behaviour.
- Use realistic images and avoid imaginative image.

6.4. Recommendations

Based on the obtained finding within the scope of the current research, several recommendations that can be useful for policymakers, curriculum developers and educators, have being developed to address issues related to hidden curriculum in textbooks' images:

- Based on the findings of the present study, females are under-represented as compared to males. In addition, there is a lack of representation of people of determination in the

investigated textbooks. Thus, images should be used to reinforce the intended values of the curriculum. For instance, as gender equality is one of the intended values of the curriculum, images should be directed to reinforce the equality of the gendered roles. Moreover, the people of determination should be presented more in the textbooks with different types of disabilities, so students learn from a very young age about the ability diversity. It is advised to reconsider ideology changes in the students' textbooks for the deconstruction of gender stereotypes as well as omission of people of determination, in order to build a society that respects differences and believes in equality.

- It was argued by many curriculum specialists and designers that the images, which might carry unintentional messages, are mostly the images that are intended for the correction of a wrong behaviour. This type of images can be confusing to students as they might be understood in a wrong way, and instead of taking them as a warning they model the presented behaviour. Thus, it is recommended when using an image with a wrong behaviour to be also accompanied by an image with the right behaviour so students can link between the two images.

6.5. Implications

Depending on the pragmatism paradigm, this sequential mixed-methods research has yielded significant findings that contribute to UAE research. Some study findings, related to the unintentional messages, are in line with the studies that concluded that there is a gender biasness in the students' textbooks in favour of males (Islam & Asadullah, 2018; Othman et al., 2012, Tahan, 2015). Also, there is an alignment in the findings related to the underrepresentation of

people of determination with the literature (Cheng & Beigi, 2011; Hodkinson et al. 2016). The study produced implications for policy and future research as well as practical implications. The main implication of this study is to raise awareness of textbooks developers about the learning materials and the importance of the images in transmitting values to consider guidelines for inserting images in textbooks.

6.5.1. Implications for Policy Makers and Curriculum Developers

Since hidden curriculum cannot be avoided, the simple solution is to control it and direct it to achieve the desired outcomes. Policy and decision makers should help schools in bringing up good ethical citizens. This study has many implications for policy makers and curriculum developers that serve to better use hidden curriculum in the textbook images. Hence, the Curriculum Department at the MoE should take into consideration the following policy recommendations:

- As the findings summary derived from the present study indicates that the images might have some unintentional messages and values transmitted to students, and to make use of hidden curriculum to achieve positive outcomes; hidden curriculum should be declared among curriculum developers as another level of curriculum, with a clear strategy of how it can be used to achieve the desired outcomes.
- In addition to the cultural adaption documents which regulates the use of images in textbooks, there should be a clear written and documented methodology/framework that identifies all the intended values and the amount of focus required on each. Also, the representation of individuals (e.g., females vs. males) should be balanced or according to the desired outcomes. Besides, as the UAE is supporting the inclusion of people of determination in the general

education classrooms, more people of determination should be presented as they are part of the society and their inclusion in students' textbooks will also benefit the actual initiatives of their inclusion in the schools.

- As discussed in the literature and as hidden curriculum mainly takes place during the implementation stage. The responsibility of the curriculum developers should not end when the curriculum is being implemented at schools (Al Qomoul & Atallah, 2017). There should be a follow up before the implementation of the curriculum in the classrooms. For instance, many teachers indicated that the meaning of some images was not even clear for the teachers themselves. Thus, clear guidelines and explanations should be provided for teachers so they can transmit the intended values to students. Another follow-up should take place after the implementation of the curriculum. The achieved curriculum should be compared to the intended curriculum and thus improvements can be planned.
- Forming a team/section responsible about all the visuals in the textbooks would be so advantageous. The team should be responsible about the revision and analysis of imagery used in textbooks. Also, since the majority of the interviewed curriculum specialists and designers reported that there is no written methodology for inserting the images in the textbooks, this team will be also responsible about initiating all the policies and methodologies related to the use of images in the textbooks in order to have clear guidelines and also regulate the process.
- Visual literacy is one of the important 21st century skills that students should have to thrive in today's world of media and visuals. Students should be able to recognise, interpret and appreciate the presented information through symbols and images, not only in the educational context, but also in their personal life. Considering offering a subject about visual literacy might be very helpful.

- To achieve all the above, professional training should be given to curriculum designers and specialists about the use of hidden curriculum in images and how it can be aligned with the intended curriculum goals.

6.5.2. Practical Implications for Pedagogy and Teachers

- Curriculum specialists and designers argued that teachers also bear the responsibility of transmitting the right meaning of the images to the students. The teachers' survey results indicated that students, sometimes, cannot come to the right meaning of the image on their own. Also, from the task-based interviews it was found that students have different interpretation of the images. All this points to the role of the teacher in transmitting the right meaning of the images to students. However, if teachers themselves cannot understand the meaning and purpose of the image, how can they transmit the right meaning to students? Teachers should develop their visual literacy in order to help the children develop theirs. Teachers should master the imagery language and techniques (Stokes, 2002). Then, they should learn how to teach the content of images to students. In other words, an image pedagogy is very essential in the classroom.
- Training should be provided for teachers and other educational personnel about the impact of hidden curriculum on students and how the negative impacts can be minimised or avoided.

6.6. Limitations

Every researcher while conducting a study can encounter challenges and limitations that might affect the study findings. The limitations can take different forms, for instance, one of the major limitations is the number of participants which is not representative of the population. Inadequate

variables' measures can also be one of the studies' limitations (Creswell, 2014). There are also some limitations that can be related to the research design itself or can rise during the data collection and data analysis processes. Acknowledgement of a study's limitations is advantageous not only for the readers but also for other researchers as they help inform the design and conduct of their studies by taking the presented potential limitations into consideration when conducting a similar research (Creswell, 2014; Puhan et al., 2012).

Before discussing the study's limitations, the challenge related to obtaining data about the studied population should be raised up. The researcher could not obtain data about the number of Moral Education teachers and Arabic language teachers for grade 1 to grade 4. In addition, there are no statistics about the number of private schools that use the MoE Arabic language and MoE Moral Education textbooks in their schools. Thus, this information had to be calculated manually with some estimations and predictions based on the available data in order to decide on the representative sample size.

The primary limitation to the generalisation of this study's results is that the studied Moral Education and Arabic textbooks do not generalise to the overall population of textbooks. This study examines only term 1 MoE Moral Education and Arabic language textbooks from G1 to G4. The researcher sought at the beginning to analyse the textbooks for the three terms, but she was told that the MoE produces the textbooks of each term at the beginning of the related term. Thus, textbooks for the three terms were not available for the researcher to use. Also, the researcher did not see that investigating the textbooks for the academic year 2018/2019 doable as the textbooks are all updated, which does not make sense to investigate the old textbooks. This analysis of only term 1 textbooks as well as only two subjects affects the findings' generalisation, as the two subjects do not represent the whole MoE curriculum.

The study benefits from the advantages of the document analysis method, which provides a large volume of data that could be used in corroborating evidence. This method is beneficial to this type of research and sensitive topics. However, in this type of content analysis, qualitative research, the research questions are pretty intensive and little ambiguous which requires an excessive researcher interpretation to the findings (U.S. General Accounting Office, 1996). The researcher is required to sufficiently describe the results to clarify how the analysis is carried. Another issue with the content analysis method is that there are no standardised guidelines of how to analyse the data which makes it sometimes challenging. Also, task-based interviews bear some limitations, which the researcher tried to avoid through using deep and structured analysis (Goldin, 2000).

The study is also limited by design. Due to the tight time; the researcher sought to conduct a cross-sectional research instead of a longitudinal research which would be more interesting to see if really students acquire the values presented in the images of their textbooks. In addition, the interpretations of images are subjective to the researcher's perspectives and experiences. However, to minimise this subjectivity, the researcher provided thick description for the images and rational for connecting them to specific values.

The study is limited by sample. The researcher did not save any efforts to obtain a high response rate in the returned questionnaires. However, only 336 teachers responded to the survey. The survey was disseminated by the MoE to all public schools in the UAE and all the private schools in Northern Emirates, while the researcher contacted private schools in Dubai and the other Emirates. To raise the number of participations, the researcher also had to approach schools to get them to participate in the study. This sample size in turn limits the generalisation of the results on the whole population.

The data collection instruments for this study (Survey questionnaire and interview guides) were initially designed in English. The researcher translated all the instruments in Arabic to be understood by other non-English speakers. The researcher found it a little challenging to translate the interview findings from Arabic to English. Especially, some extracts and quotes that are used to discuss and interpret the results, needed to be reviewed by more than one person to make sure that the meaning is correct. According to Ghanooni (2012), translation is mainly an interpretation of the foreign text. He stressed on the importance of considering both text and context when translating the text. Accordingly, the researcher did not translate all the participants' responses word by word, but some answers had to be translated according to the context.

6.7. Scope for Further Studies

As per the study findings, several issues are found to be investigated. In view of the very limited literature on hidden curriculum in the Arab world and the UAE in particular, the current study proposes a basis for further studies on hidden curriculum. The proposed areas to be investigated are as follows:

- The literature has evidenced that the qualitative approach is the most suited approach to investigate the phenomena of hidden curriculum (Margolis & Romero, 1998; Vallance, 1980). Interviews and observations were often used to get deep insights on hidden curriculum. This is because the hidden curriculum depends on the context where it exists, and educational institution have both common and unique characteristics (Lynch, 1989). Based on these facts, it is recommended to replicate this study using pure qualitative methods. And, as this study investigated the hidden curriculum in images in the MoE textbooks, it would be valuable to investigate different curricula and foreign language textbooks.

- It would be worthwhile to replicate the study using a longitudinal research that investigates how students are impacted by the values they receive through hidden curriculum.
- The Arabic language and Moral Education textbooks do not represent the whole MoE curriculum. Thus, it is recommended to consider the embedded values not only in the Arabic language and Moral Education textbooks but also in all the other subjects.
- Students learn values and beliefs not only from textbooks but also from social interactions. Thus, it is suggested to conduct a study that investigates and correlates the components of hidden curriculum (e.g., teachers' interpretation, visuals, schools' rules and policies) with the moral development of students.
- As the literature showed, hidden curriculum mostly happens during the curriculum implementation (Porter & Smithson, 2001). It is advocated to execute a study to investigate the pedagogy, which is related to how teachers interpret the curriculum to students, mainly the visual images. As this study was studying only the curriculum without including the instruction component, only the classification of values was investigated as per Bernstein's code theory. Thus, it is suggested to conduct a study that depends on Bernstein's theory as the theoretical foundation to be able to link the two concepts "Classification and framing".

6.8. Original Contribution of the Study

Several studies, both internationally (e.g., Alifat et al., 2016; Chao, 2011; Donovan 2014; Jung et al., 2018; Kurniawan, 2018; Shinabe, 2018), regionally (e.g., Alsubaie, 2015), as well as nationally (e.g., Khine & Liu, 2017; Tahan, 2015), have investigated hidden curriculum and contributed to the literature and knowledge about the impact of hidden curriculum in the

educational context as well as its impact on values internalisation and moral development of students either positively or negatively. Nonetheless, there have been very few international studies that investigated the hidden curriculum in images. In the UAE, a study was conducted by Tahan to investigate gender representation in G-1 to 12 EFL textbooks' images and texts in the UAE public schools. But no previous studies had investigated the hidden curriculum in images and compared it to the intended curriculum. Several studies have investigated the alignment among the different levels of curriculum (intended, implemented and achieved curriculum) (Kurz et al., 2009; Mereku & Mereku, 2015; Phaeton & Stears, 2017; Seitz, 2017), but did not investigate hidden curriculum as one of those levels.

The study contributes also to the theories used in the theoretical framework in the sense that the theories are used together for the first time as a theoretical foundation to answer the study's purpose which is investigating the alignment between the MoE curriculum intended values and the embedded values in the textbooks' images as an aspect of hidden curriculum. The five theories (Bernstein's code theory, visual literacy theory, Mayer's cognitive learning theory of multimedia, constructivism theory and Kohlberg theory of moral development) are used to form a process that elucidates how students get in contact with hidden curriculum through visuals to develop moral values. Also, this study used the theories to explore a complex phenomenon which is implicit and unstated. For instance, Mayer's cognitive learning theory of multimedia and the visual literacy are directly related to explicit content, but in this study, they are used in relation to hidden curriculum in the sense that visuals can have hidden curriculum. In addition, though Kohlberg's theory has been employed previously by some researchers as a theoretical background to investigate the issues related to hidden curriculum and Moral Education, this study used

Kohlberg's theory differently, as it is used to explore a different aspect of hidden curriculum which exists in visuals not in the schools' political or social structure.

To conclude, this study does not only contribute the literature in the Middle East, but also to the worldwide literature as it directly links between the intended curriculum and the hidden curriculum. The findings will contribute to the field of curriculum and more specifically hidden curriculum in the UAE. It will raise awareness about the importance of hidden curriculum and its possible effects on students. The study will contribute through offering information for policy makers and curriculum developers to use for conducting developments and improvements in the curriculum.

6.9. Concluding Note

The formal curriculum is not the only curriculum which students learn from in schools. The educational system comprises some symbols that influence the learning, values and attitudes, which might result in outcomes that might not be captured in the education national policy or even in the curriculum goals. Images in textbooks are one of the most effective channels to pass information to students; however, at the same time, images are one of the features that consist of symbols that can promote a specific vision or a set of values that have a direct impact on students. Images in textbooks should be inserted with caution and with previous planning to be aligned with the national goals and perspectives in order to avoid any unintentional messages that might contradict with those goals.

No matter how poorly the hidden curriculum is researched in the UAE and Arab world, we should keep in mind that it exists in all countries and all curricula; and raising awareness of the

phenomenon will help maximise the benefits of it or minimise the negative effects if there is any. With this consideration, the present study concludes that though, hidden curriculum was described as unintentional and unintended, since it was coined by Philip Jackson in 1968, it should be used in an intended way and in alignment with the intended curriculum to achieve the desired outcomes.

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Appendix (1)

Official Permission Letter to the MOE by the British University in Dubai



6/27/2019

To: Ministry of Education

This is to certify that Mrs Ikrame Sbai with Student ID number 20170013 is a registered full-time student in the Doctor Of Education offered by The British University in Dubai since September 2017.

Mrs Sbai is currently collecting data for her research (Investigating the messages and values in the images of the UAE Ministry of Education Arabic textbooks for G1 to G5)

She is required to gather data through conducting interviews and surveys that will help her in writing the final research. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Mrs Sbai's request.

Yours sincerely,



Dr. Amer Alaya
Head of Student Administration

Appendix (2)

Consent Form for Participation in a Research Study

Ministry of Education (MoE), UAE

June, 2019

Ministry of Education (MoE) – UAE

Dear H.E. Undersecretary of the Ministry of Education for Academic Affairs

My name is Ikrame Sbai, I am currently a doctoral student in the program of Educational Management, Leadership and Policy at the British University in Dubai (BUiD). I am conducting a research entitled “Investigating the Messages and Values in the Images of the UAE Ministry of Education Arabic Language and Moral Education Textbooks for G 1 to G4: The Interplay of Intended Curriculum, Implemented Curriculum and Hidden Curriculum”. The research focuses on the messages and values in the textbooks’ images, as part of the implemented curriculum, to see if they are aligned with the set of values of the intended curriculum which are a reflection of UAE educational vision.

The study will contribute to better understand the importance of images in transmitting ethical values to learners. I would like MoE teachers of the Arabic language subject and the moral education subject in UAE schools to participate in this study through an online survey and the Curriculum Department through face to face interviews.

The interviews target curriculum specialists/writers and designers to explore the main values that the MoE curriculum is trying to transmit to students and the process of inserting images in textbooks. The interviews will not take more than 20 minutes. It will be conducted through in-person and audio taped after asking permission.

The online survey will be developed after analysing the results of the interviews and content analysis. The surveys target teachers of the Arabic language and moral education in UAE and will take approximately 10 minutes to complete. Mainly the surveys will measure the Arabic language and moral education teachers’ perceptions about the images in textbooks.

I wish to start the interviews in July 2019 and surveys in October 2019.

The participation in the study is voluntary and the researcher will make sure to protect the participants’ identity and anonymity. All the data will be used solely for the purpose of this study.

If you have any inquiries about the study don’t hesitate to contact me on my mobile XXXXX or email: 20170013@student.buid.ac.ae . You May also contact my supervisor Dr. Solomon Arulraj David via email at: solomon.david@buid.ac.ae .

Thank you for your cooperation and support of academic research,

Ikrame Sbai

الموافقة على المشاركة في بحث خاص برسالة الدكتوراه وزارة التربية والتعليم – الإمارات

يونيو، 2019

سعادة / وكيل وزارة التربية والتعليم للشؤون الأكاديمية للتعليم العام المحترم

السلام عليكم ورحمت الله وبركاته،،

اسمي إكرام السباعي ، أنا طالبة دكتوراه في برنامج الإدارة والقيادة التربوية في الجامعة البريطانية في دبي (BUID). أقوم بعمل دراسة بحثية موسومة بعنوان "دراسة الرسائل والقيم الموجودة في صور الكتب المدرسية لمادتي اللغة العربية والتربية الأخلاقية التابعة لوزارة التربية والتعليم في دولة الإمارات العربية المتحدة من الصف 1 إلى الصف 4: تفاعل المنهج المقصود والمنهج الدراسي والمنهج الخفي". يركز البحث على الرسائل والقيم التي تحويها صور الكتب المدرسية ، كجزء من المنهج المنفذ، لمعرفة ما إذا كانت تتماشى مع مجموعة القيم المذكورة في المنهج المقصود والذي هو بدوره انعكاس للرؤية التربوية للدولة.

ستساهم الدراسة في فهم أفضل لأهمية الصور في نقل القيم الأخلاقية للمتعلمين. وعليه أود من معلمي مادة اللغة العربية والتربية الأخلاقية في المدارس الحكومية في الإمارات المشاركة في هذه الدراسة من خلال مسح. كما أُرغب في مشاركة إدارة المناهج في الوزارة من خلال مقابلات.

تستهدف المقابلات أخصائي (مصممين و مؤلفين) المناهج الدراسية لاستكشاف القيم الرئيسية التي يحاول منهاج وزارة التعليم نقلها إلى الطلاب وكذلك للتعرف على منهجية اختيار الصور المدرجة في الكتب المدرسية. لن تستغرق المقابلات أكثر من 20 دقيقة. سيتم طلب إذن المشاركين في المقابلات للقيام بالتسجيل الصوتي.

سيتم تطوير استبانة إلكترونية بعد تحليل نتيجة المقابلات وتحليل محتوى صور الكتب المدرسية. تستهدف الاستبانة معلمي اللغة العربية والتربية الأخلاقية في مدارس الدولة. ولن تستغرق الاستبانة أكثر من 10 دقائق لإكمالها. الهدف من هذا الاستبيان هو قياس تصورات معلمي مادة اللغة العربية والتربية الأخلاقية فيما يتعلق بالصور الموجودة في الكتب المدرسية.

أرغب بالبداية في المقابلات في يوليو 2019 والاستبانة في أكتوبر 2019.

نود إخطاركم بأن المشاركة في الدراسة تطوعية و سيجرّص الباحث على حماية هوية المشاركين وعدم الكشف عن هويتهم لأي شخص أو جهة . وسيتم استخدام جميع البيانات فقط لغرض هذه الدراسة.

إذا كان لديكم أي استفسارات حول الدراسة لا تترددو في الاتصال بي على هاتفي المحمول xxxxxx أو البريد الإلكتروني: 20170013@student.buid.ac.ae ، أو الاتصال بمشرف البحث Dr. Solomon Arulraj David على البريد الإلكتروني: solomon.david@buid.ac.ae.

شكرا لتعاونكم وشاكرين لكم اهتمامكم ودعمكم للبحوث التربوية

إكرام السباعي

Appendix (3)

Consent Form for Participation in a Research Study

Private Schools

November, 2019

Dear School Principal,

My name is Ikrame Sbai, I am currently a doctoral student in the program of Educational Management, Leadership and Policy at the British University in Dubai (BUiD). I am conducting a research entitled “Investigating the Messages and Values in the Images of the UAE Ministry of Education Arabic language and moral education textbooks for G 1 to G4: The Interplay of intended curriculum, implemented curriculum and Hidden Curriculum”. The research focuses on the messages and values in the textbooks’ images, as part of the implemented curriculum, to see if they are aligned with the set of values of the intended curriculum which is a reflection of UAE educational vision.

The study will contribute to better understand the importance of images in transmitting ethical values to learners. A content analysis of the Arabic language and moral education textbooks’ images of G1 to G4 as well as interviews with the Curriculum Department at MoE will be conducted in addition to a survey to all the Arabic language and moral education teachers in private schools and public schools. **In this letter I would like to take your permission to conduct an online survey with the Arabic language and moral education teachers for grade 1 to grade 4 at your school.**

The online survey will take approximately 5- 10 mins to complete. Mainly the surveys will measure the teachers’ perceptions about the images in textbooks.

I wish to start the surveys in November 2019.

The participation in the study is voluntary. The researcher will make sure to protect the participants’ identity and anonymity and all the data will be used solely for the purpose of this study.

If you have any inquiries about the study don’t hesitate to contact me on my mobile XXXXX or email: 20170013@student.buid.ac.ae . You May also contact my supervisor Dr. Solomon Arulraj David via email at: solomon.david@buid.ac.ae .

Thank you for your cooperation and concern,

Ikrame Sbai

**الموافقة على المشاركة في بحث خاص برسالة الدكتوراه
المدارس الخاصة**

نوفمبر، 2019

السيد/ة مدير المدرسة
المحترم
السلام عليكم ورحمت الله وبركاته،،

اسمي إكرام سباعي ، أنا طالبة دكتوراه في برنامج الإدارة والقيادة التربوية في الجامعة البريطانية في دبي (BUiD). أقوم بعمل دراسة بحثية موسومة بعنوان "دراسة الرسائل والقيم الموجودة في صور الكتب المدرسية لمادة اللغة العربية والتربية الأخلاقية التابعة لوزارة التربية والتعليم في دولة الإمارات العربية المتحدة من الصف 1 إلى الصف 4: تفاعل المنهج المقصود والمنهج الدراسي والمنهج الخفي". يركز البحث على الرسائل والقيم في صور الكتب المدرسية ، كجزء من المنهج المنفذ، لمعرفة ما إذا كانت تتماشى مع مجموعة القيم المنهج المقصود والذي هو بدوره انعكاس للرؤية التربوية للدولة.

ستساهم الدراسة في فهم أفضل لأهمية الصور في نقل القيم الأخلاقية للمتعلمين. سيتم إجراء تحليل محتوى لصور الكتب المدرسية للغة العربية من صف 1 إلى 4 و إجراء مقابلات مع إدارة المناهج في وزارة التربية والتعليم ومن ثم مسح معلمي اللغة العربية والتربية الأخلاقية في المدارس الحكومية والخاصة. وعليه أود من معلمي مادة اللغة العربية والتربية الأخلاقية للصفوف 1 و2 و3 و4 في مدرستكم المشاركة في هذه الدراسة من خلال مسح إلكتروني. لن يستغرق الاستبيان أكثر من 10 دقائق لإكماله. الهدف من هذا الاستبيان هو قياس تصورات معلمي مادة اللغة العربية والتربية الأخلاقية فيما يتعلق بالصور الموجودة في الكتب المدرسية.

أرغب بالبدء بتنفيذ المسح في شهر نوفمبر 2019.

نود إخطاركم بأن المشاركة في الدراسة تطوعية وسيحرص الباحث على حماية هوية المشاركين وعدم الكشف عن هويتهم لأي شخص أو جهة . وسيتم استخدام جميع البيانات فقط لغرض هذه الدراسة.

إذا كان لديكم أي استفسارات حول الدراسة لا تترددو في الاتصال بي على هاتفي المحمول xxxxxx أو البريد الإلكتروني: 20170013@student.buid.ac.ae، أو الاتصال بمشرف البحث Dr. Solomon Arulraj David على البريد الإلكتروني: solomon.david@buid.ac.ae.

شكرا لتعاونكم وشاكرين لكم اهتمامكم ودعمكم للبحوث التربوية

إكرام السباعي

Parental Consent for Children Participation in a Research Study

Research description and the child's participation

Your child is invited to participate in a research study, conducted by Mrs. Ikrame Sbair, as part of her doctoral thesis. The purpose of the study is to explore the messages and values that are embedded in the MoE Arabic language textbook images.

Your child's participation in this study will involve a task-based interview that aims to explore if the textbook images transmit the intended values and messages to students. The child will be given 4 images and will be asked to explain what the message that he/she understands from them.

The time required for your child's participation will not be more than 20 mins.

Voluntary participation and protection of confidentiality

The participation in the study is voluntary. Your child should not be forced to participate in this study and withdrawal can happen at any time during the study without reason or prejudice. The researcher will make sure to protect the participants' identity and anonymity and all the results will be used solely for the purpose of this study.

Risks and discomforts

No known risks are associated with this research study. The researcher will be very friendly to the children and will not start the observation until she makes sure that they are very comfortable and willing to participate.

Contact information

If you have any inquiries about the study don't hesitate to contact me on my mobile XXXXXX or email: 20170013@student.buid.ac.ae. You May also contact my supervisor Dr. Solomon Arulraj David via email at: solomon.david@buid.ac.ae.

Recording is optional:

- _____ My child MAY be **video** recorded.
- _____ My child MAY be **audio** recorded.
- _____ My child MAY NOT be **video/audio** recorded.

Consent

I have read this parental consent form and all my questions have been answered. I give my permission for my child to participate in this study.

Name of Child

Name of Parent(s) or Legal Guardian

Signature of Parent(s) or Legal Guardian

Date

Appendix (5)

Interview Consent Form for Curriculum Department

Research description and your participation

You are invited to participate in this research study, conducted by Mrs. Ikrame Sbair, as part of her doctoral thesis. The purpose of the study is to explore the messages and values that are embedded in the Arabic language textbook images.

Your participation in this study will involve a brief interview that aims to explore the method used for inserting images in textbooks, and to understand the curriculum goals in terms of values internalisation.

The interviews will not be more than 20 mins.

Voluntary participation and protection of confidentiality

The participation in the study is voluntary. You can withdraw at any time during the study without reason or prejudice. The researcher will make sure to protect the participants' identity and anonymity and all the results will be used solely for the purpose of this study.

Risks and discomforts

No known risks are associated with this research study.

Contact information

If you have any inquiries about the study don't hesitate to contact me on my mobile XXXXX or email: 20170013@student.buid.ac.ae. You May also contact my supervisor Dr. Solomon Arulraj David via email at: solomon.david@buid.ac.ae.

Audiotaping is optional:

_____ this interview MAY be **audiotaped**.

_____ this interview MAY NOT be **audiotaped**

Consent

I have read this consent form and have been given the opportunity to ask questions and have been answered to my satisfaction. I accept to participate in this study.

Printed Name of employee

Signature of employee

Date

Appendix (6)

Curriculum Department Interview Protocol

Purpose: to explore the method used for inserting images in textbooks, and the curriculum goals in terms of values internalisation,

Date: _____.

Start time: _____ **End time:** _____.

Interviewee job title: _____.

Interviewee #: _____.

Specialisation subject: Arabic Language textbooks ☐

Moral Education textbooks ☐

Gender: Male ☐ Female ☐

Years of experience: _____.

First, thank you for accepting to be part of my study. I am Ikrame Sbair, a doctoral student at BUiD. I am conducting this interview as part of my Doctoral Thesis study titled “Investigating the Messages and Values in the Images of the UAE Ministry of Education Moral Education and Arabic language Textbooks for G 1 to G4: The Interplay of intended curriculum, implemented curriculum and Hidden Curriculum”. The aim of this interview is to explore the method used for inserting images in textbooks, and to understand the curriculum goals in terms of values internalisation.

I would like to inform you that the interview will not take more than 20 minutes. All the responses will be recorded immediately if you allow me. Also, all your responses will be kept confidential and not shared with anyone. And your names will not be mentioned in the study.

Please do not hesitate to ask me any questions before we start.

The importance of visuals in learning:

1. Do you think that students are interested in the textbook’s images?
.....
2. Do you think that students model the behaviour or values represented in the images?
.....

The purpose of images in textbooks:

3. In your perspective, what are the main reasons for using images the students’ textbooks?
.....

The focus of the MoE curriculum:

4. What are the main values that the MoE curriculum is trying to transmit to learners?
.....

Alignment between the MoE curriculum values and the values in the textbook images:

5. Do you think that the intended values of MoE curriculum, which are a reflection to the UAE educational vision, are reflected in the inserted images?

☐Yes ☐No

If yes, how:

.....

6. Do you think that there are any unintentional messages or values that can be transmitted to students through the images?

☐Yes ☐No

If yes, Give an example:

.....

Methodology for inserting images in textbooks:

7. Is there a clear methodology for inserting images in textbooks?

☐Yes ☐No

8. Can you please clarify briefly what is the process for selecting the images that get inserted in the textbooks?

.....

9. Do you have a strategy for putting images according to the grade or age group of students?

☐Yes ☐No

Consistency of the embedded values in images:

10. Do you think that there is a consistency in the embedded values throughout all the grades? Which means that the same values that are embedded in the textbook images of grade one also exist in the other grades' textbooks.

☐Yes ☐No

11. Do you think that there is a consistency in the embedded values throughout all the subjects? Which means that the same values that are embedded in the Arabic language textbook images also exist in other subjects' textbooks.

☐Yes ☐No

أسئلة المقابلة

الهدف: استكشاف القيم الرئيسية التي يحاول منهاج وزارة التعليم نقلها إلى الطلاب وكذلك للتعرف على منهجية اختيار الصور المدرسية في الكتب المدرسية

التاريخ: _____

وقت البدء: _____ **وقت الانتهاء:** _____

المسمى الوظيفي: _____ **رقم المقابل:** _____

التخصص: كتب اللغة العربية ☐ كتب التربية الأخلاقية ☐

الجنس: ذكر ☐ أنثى ☐

سنوات الخبرة/: _____

أولاً ، شكرًا على قبولك أن تكون جزءًا من دراستي. أنا إكرام السباعي ، طالبة دكتوراه في الجامعة البريطانية بدبي. أقوم بإجراء هذه المقابلة كجزء من دراسة رسالة الدكتوراه الخاصة بي بعنوان "دراسة الرسائل والقيم الموجودة في صور الكتب المدرسية التابعة لوزارة التربية والتعليم في دولة الإمارات العربية المتحدة من الصف 1 إلى الصف 4: تفاعل المنهج المقصود والمنهج الدراسي والمنهج الخفي". الهدف من هذه المقابلة هو استكشاف القيم الرئيسية التي يحاول منهاج وزارة التعليم نقلها إلى الطلاب وكذلك للتعرف على منهجية اختيار الصور المناسبة لإدراجها في الكتب المدرسية.

أود أن أحيطك علماً أن المقابلة لن تستغرق أكثر من 20 دقيقة. سيتم تسجيل جميع الردود إذا وافقت على ذلك وسيتم التعامل مع إجاباتك بسرية تامة ولن يتم مشاركتها مع أي شخص كما انه لن يتم ذكر اسمكم في الدراسة. من فضلك لا تتردد في طرح أي أسئلة قبل أن نبدأ.

أهمية الصور/المرئيات في التعلم:

1. هل تعتقد أن الطلاب مهتمون بالصور الموجودة في الكتب المدرسية ؟

2. هل تعتقد أن الطلاب يقلدون السلوك أو القيم الممثلة في الصور ؟

الغرض من الصور في الكتب المدرسية:

3. من وجهة نظرك ، ما هي الأسباب الرئيسية لاستخدام الصور في كتب الطلاب المدرسية؟

القيم التي يركز عليها منهاج وزارة التربية:

4. في اعتقادك، ما هي القيم الرئيسية التي يحاول منهاج وزارة التربية والتعليم نقلها للطلاب؟

التوافق بين قيم المناهج الدراسية لوزارة التربية والقيم الموجودة في صور الكتاب المدرسي:

5. هل تعتقد أن القيم المقصودة لمنهج وزارة التربية والتعليم، والتي هي انعكاس للرؤية التعليمية للدولة، تنعكس في محتوى الصور الموجودة في الكتب المدرسية؟

نعم ☐ لا ☐

إذا كانت الإجابة نعم ، فكيف:

6. هل تعتقد أن هناك أي رسائل أو قيم يمكن نقلها إلى الطلاب من خلال الصور بصفة غير متعمدة ؟

نعم ☐ لا ☐

إذا كانت الإجابة نعم ، أعط مثالاً.....

منهجية لإدراج الصور في الكتب المدرسية:

7. هل هناك منهجية واضحة لاختيار الصور المناسبة ليتم إدراجها في الكتب المدرسية؟

نعم ☐ لا ☐

8. هل يمكنك التحدث بإيجاز عن المنهجية المعتمدة لاختيار الصور؟

.....

9. هل لديكم إستراتيجية لوضع الصور وفقاً لكل مستوى دراسي أو فئة عمرية للطلاب؟

نعم ☐ لا ☐

تناسق القيم المضمنة في الصور:

10. هل تعتقد أن هناك اتساق في القيم المضمنة في جميع المراحل الدراسية؟ بما معناه. هل القيم الموجودة في صور كتب الصف الأول هي نفسها الموجودة في كتب الصفوف الأخرى؟

نعم ☐ لا ☐

11. هل تعتقد أن هناك اتساق في القيم المضمنة في الصور بين جميع المواد؟ بما معناه. هل القيم الموجودة في صور كتاب اللغة العربية هي نفسها الموجودة في كتب المواد الأخرى؟

نعم ☐ لا ☐

Appendix (7)

Students Task-based Interviews Protocol

Purpose: To explore the visual literacy of G1 to G4 students to know if they are able to interpret the meaning and embedded values in the images.

Participant name: _____.

Date and time: _____.

Grade: _____.

Type of school: _____.

Duration of observation: _____.

Step 1:

1. Students are given 2 images from their Arabic language textbook and 2 images from their moral education textbook to look at for 2 minutes (for each image).

Step 2:

2. The interviewer will observe the students while they are looking at the images using the below guide:

Areas for observation	Observation
<i>Curiosity and interest in the image</i>
<i>The easiness of retrieving the embedded value/message in the images</i>
<i>Could the student find the right interpretation of the image (one value or multiple values or messages)</i>
<i>Could the student read between the lines and retrieve some hidden message (unintentional or intentional)</i>
<i>Other</i>

Step 3:

3. After students are done looking at the images, the interviewer will ask them the below questions:

Arabic language textbook

Image 1

- Can you describe image 1?

.....
.....

- Can you please tell me what did you understand from image 1?

.....
.....

- What makes you think that? What exactly in the image made you come to this conclusion?

.....
.....

Image 2

- Can you describe image 2?

.....
.....

- Can you please tell me what did you understand from image 2?

.....
.....

- What makes you think that? What exactly in the image made you come to this conclusion?

.....
.....

Moral education textbook

Image 1

- Can you describe image 1?

.....
.....

- Can you please tell me what did you understand from image 1?

.....
.....

- What makes you think that? What exactly in the image made you come to this conclusion?

.....
.....

Image 2

- Can you describe image 2?

.....
.....

- Can you please tell me what did you understand from image 2?

.....
.....

- What makes you think that? What exactly in the image made you come to this conclusion?

.....
.....

Images for the task-based interviews

Grade 1

Source: G1 Arabic Textbook, p:45



Source: G1 Arabic Textbook, p:66



Source: G1 Moral Education textbook, p:38



Source: G1 Moral Education textbook, p:2-3



Grade 2

Source: G2 Arabic language textbook , p:116



Source: G2 Arabic language textbook , p:122



Source: G2 Moral Education textbook, p:22



Source: G2 Moral Education textbook, p:18



Grade 3

Source: G3 Arabic Textbook , p:95



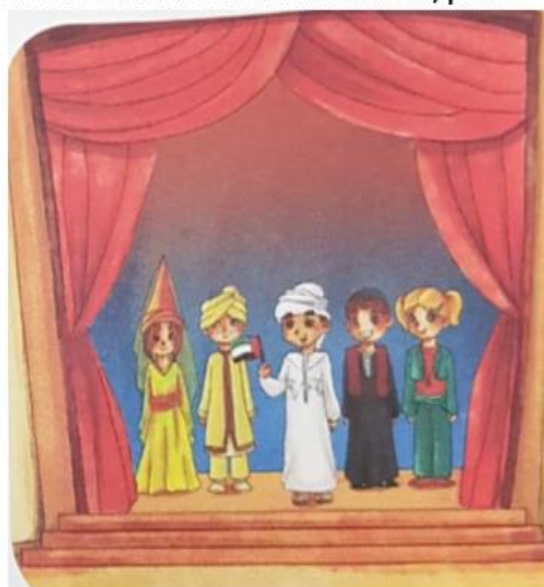
Source: G3 Arabic Textbook , p:37



Source: G3 Moral Education textbook, p:54



Source: G3 Moral Education textbook, p:38



Grade 4

Source: G4 Arabic language textbook, p:45



Source: G4 Arabic language textbook, p:47



Source: G4 Moral Education, p: 77



Source: G4 Moral Education, p:47



Appendix (8)

Survey for Moral Education and Arabic Language Teachers

(Grade 1-4)

This survey will not take more than 10 minutes of your time. Please respond to all the statements. The survey is anonymous and your feedback will be confidential.

General Information

1. Your Gender

- ☐ Female
 ☐ Male

2. Subject Teaching

- ☐ Moral education
 ☐ Arabic language
- ☐ Moral Education and Arabic language

Survey Questions

Please rate the below statements (on a scale of 5- Strongly agree; 4- Agree; 3- Neither agree nor disagree; 2- Disagree; 1- Strongly disagree)

Statements	1	2	3	4	5
<u>The importance of visuals in learning:</u>					
1. Students are very interested and attracted to images more than text.					
2. Visual images play a very important role in learning					
3. Students are influenced by the values represented in the images and model the behaviour they see in the images					
4. I often refer to images when I want students to understand what I mean					
<u>The purpose of images in textbooks:</u>					
5. Images are used in the textbook to deliver certain messages and values					

Statements	1	2	3	4	5
<p>6. Images are used in the textbook to facilitate the learning</p> <p>7. All the images in the textbook are fit for the text purpose and have a meaning not used only for decoration</p> <p><u>The focus of the MoE curriculum/textbooks:</u></p> <p>8. The values and messages embedded in the textbook images focus more on transmitting values related to Emirati national identity and national citizenship over other values</p> <p><u>Alignment between the MoE curriculum values and the values in the textbook:</u></p> <p>9. The embedded values in the images are aligned with the intended values of the MoE curriculum</p> <p>10. I think that the textbook is succeeding in transmitting the intended values to students through images</p> <p>11. All messages and values embedded in the images are intentional and there are no unintentional messages or values that can be transmitted to the student through the images</p> <p>12. Sometimes the student may not understand the true meaning of the image especially in images that call for correcting certain wrong behaviour.</p> <p><u>Methodology for inserting images in textbooks:</u></p> <p>13. There is a clear methodology behind selecting and inserting images in textbooks and images are not put randomly</p> <p>14. The images in the textbooks are convenient to the age group/grade of the students</p> <p>15. Students can interpret the values that are embedded in the images on their own without the help of the teacher</p> <p><u>Consistency of the embedded values in images:</u></p> <p>16. There is a consistency in the embedded values throughout all the grades (all the textbooks of the different grades have the same values)</p>					

Statements	1	2	3	4	5
17. There is a consistency in the embedded values in images throughout all the subjects (all the textbooks of the different subjects have the same values)					

18. What do you recommend to benefit more from the employed images in textbooks?

.....

Thank you for your cooperation

الاستبيان الخاص بمعلمي اللغة العربية ومادة التربية الاخلاقية

(الحلقة الأولى)

لن يستغرق هذا الاستبيان أكثر من 10 دقائق من وقتك. يرجى الرد على جميع الأسئلة. سيتم التعامل مع البيانات بكل سرية وبدون معرفة أسماء المشاركين.

معلومات عامة

1. جنسك

☐ أنثى ☐ ذكر

2. المادة المدرسة

☐ التربية الاخلاقية ☐ اللغة العربية ☐ اللغة العربية و التربية الأخلاقية

أسئلة الاستبيان

يرجى تقييم العبارات أدناه على مقياس من 5 إلى 1 (حيث أن 5: أوافق بشدة, 4: أوافق, 3: محايد, 2: لا أوافق, 1: لا أوافق بشدة).

5	4	3	2	1	العبارات
					<p>أهمية الصور/المرئيات في التعلم:</p> <p>1. يهتم وينجذب الطلاب إلى الصور الموجودة في الكتب المدرسية أكثر من النص المصاحب</p> <p>2. تلعب الصور دوراً مهماً في التعلم</p> <p>3. يتأثر الطلاب بالقيم المدرجة في الصور ويقلدون السلوك الممثل فيها</p> <p>4. غالباً ما أشير إلى الصور عندما أريد للطلاب أن يفهموا ما أقصده</p> <p>الغرض من الصور في الكتب المدرسية:</p> <p>5. تستخدم الصور في الكتاب المدرسي لتقديم رسائل وقيم معينة</p> <p>6. تستخدم الصور في الكتاب المدرسي لتسهيل عملية التعلم</p> <p>7. جميع الصور في الكتاب المدرسي مناسبة لغرض النص ولها معنى وليست فقط للزينة</p> <p>القيم التي يركز عليها منهج وزارة التربية والتعليم/الكتاب المدرسي:</p> <p>8. تركز صور الكتاب المدرسي بشكل أكبر على نقل القيم المتعلقة بالهوية الوطنية الإماراتية والمواطنة الوطنية أكثر من القيم الأخرى</p> <p>التوافق بين القيم المقصودة للمنهج الوزاري والقيم المدرجة في صور الكتاب المدرسي:</p> <p>9. هناك موافقة بين القيم المضمنة في الصور والقيم المقصودة لمنهج وزارة التربية والتعليم</p>

					<p>10. أعتقد أن الكتاب المدرسي ينجح في نقل القيم المقصودة للطلاب من خلال الصور</p> <p>11. جميع الرسائل والقيم المضمنة في الصور هي مقصودة ولا يوجد أي رسائل أو قيم غير متعمدة يمكن أن تصل إلى الطالب من خلال الصور</p> <p>12. في بعض الأحيان قد لا يفهم الطالب المعنى الحقيقي للصورة خصوصا في الصور التي تدعو إلى تصحيح سلوك خاطئ معين.</p> <p>منهجية إختيار وإدراج الصور في الكتب المدرسية:</p> <p>13. أعتقد أن هناك منهجية واضحة لإختيار وإدراج الصور في الكتب المدرسية ولا يتم وضع الصور بشكل عشوائي</p> <p>14. الصور الموجودة في الكتب المدرسية ملائمة للفئة العمرية والمرحلة الدراسية للطلاب</p> <p>15. يمكن للطلاب تفسير القيم المضمنة في الصور بمفردهم بدون مساعدة المعلم</p> <p>اتساق القيم المضمنة في الصور:</p> <p>16. هناك اتساق في القيم المضمنة في الصور بين جميع المواد (مثال: القيم الموجودة في صور كتاب اللغة العربية هي نفسها الموجودة في كتب المواد الأخرى)</p> <p>17. هناك اتساق في القيم المضمنة في جميع المراحل الدراسية (مثال القيم الموجودة في صور كتب الصف الأول هي نفسها الموجودة في كتب الصفوف الأخرى)</p>
--	--	--	--	--	--

1. ماهي توصياتك للاستفادة القصوى من الصور المستخدمة في الكتب المدرسية؟

.....

شكرا لتعاونكم

Appendix (9)

Researcher's Motivation to Conduct the Current Study (image)

• أُسَمِّي الصُّورَ، وَأُحَدِّدُ الْمِهْنَةَ الَّتِي يَبْدَأُ اسْمُهَا بِصَوْتِ الْحَرْفِ (ط):



Source: Grade 1 Arabic language textbook (2018/2019)

Appendix (10)

Excerpts from the Coding and Categorising of the Open-ended Survey
Question



Appendix (11)

Excerpts from the Interviews with the Curriculum Department

Excerpt 1:

أسئلة المقابلة

الهدف: استكشاف القيم الرئيسية التي يحاول منهاج وزارة التعليم نقلها إلى الطلاب وكذلك للتعرف على منهجية اختيار الصور المدرجة في الكتب المدرسية

التاريخ: 13 October وقت الانتهاء: _____

وقت البدء: _____

المسمى الوظيفي: _____

التخصص: كتب اللغة العربية ☒ أنثى ☐ ذكر

كتب التربية الأخلاقية ☐

الكنية: ٩ رقم المقابل: _____

أولاً ، شكراً على قبولك أن تكون جزءاً من دراستي. أنا إكرام السباعي ، طالبة دكتوراه في الجامعة البريطانية بدبي. أقوم بإجراء هذه المقابلة كجزء من دراسة رسالة الدكتوراه الخاصة بي بعنوان "دراسة الرسائل والقيم الموجودة في صور الكتب المدرسية التابعة لوزارة التربية والتعليم في دولة الإمارات العربية المتحدة من الصف 1 إلى الصف 4: تفاعل المنهج المقصود والمنهج الدراسي والمنهج الخفي". الهدف من هذه المقابلة هو استكشاف القيم الرئيسية التي يحاول منهاج وزارة التعليم نقلها إلى الطلاب وكذلك للتعرف على منهجية اختيار الصور المناسبة لإدراجها في الكتب المدرسية.

أود أن أحيطك علماً أن المقابلة لن تستغرق أكثر من 20 دقيقة. سيتم تسجيل جميع الردود إذا وافقت على ذلك وسيتم التعامل مع إجاباتك بسرية تامة ولن يتم مشاركتها مع أي شخص كما أنه لن يتم ذكر اسمك في الدراسة. من فضلك لا تتردد في طرح أي أسئلة قبل أن نبدأ.

أهمية الصور/المرئيات في التعلم:

1. هل تعتقد أن الطلاب مهتمون بالصور الموجودة في الكتب المدرسية ؟

2. هل تعتقد أن الطلاب يقلدون السلوك أو القيم الممثلة في الصور ؟

الغرض من الصور في الكتب المدرسية:

3. من وجهة نظرك ، ما هي الأسباب الرئيسية لاستخدام الصور في كتب الطلاب المدرسية؟

جلب الاهتمام الطلابي على خصوصيات الأغصان الخفية
القيم التي يركز عليها منهاج وزارة التربية:

4. في اعتقادك، ما هي القيم الرئيسية التي يحاول منهاج وزارة التربية والتعليم نقلها للطلاب؟

المساواة - التسامح - المحبة - الاحترام - المسؤولية - حب الوطن - حب البيئة - حب الطبيعة - حب العمل - حب التعلم - حب المعرفة - حب الفضول - حب الاستقصاء - حب الابتكار - حب التعاون - حب العمل الجماعي - حب المسؤولية الاجتماعية - حب البيئة - حب الطبيعة - حب العمل - حب التعلم - حب المعرفة - حب الفضول - حب الاستقصاء - حب الابتكار - حب التعاون - حب العمل الجماعي - حب المسؤولية الاجتماعية

Excerpt 2:

التوافق بين قيم المناهج الدراسية لوزارة التربية والقيم الموجودة في صور الكتب المدرسية:

5. هل تعتقد أن القيم المقصودة لمنهج وزارة التربية والتعليم، والتي هي انعكاس للرؤية التعليمية للدولة، تنعكس في محتوى الصور الموجودة في الكتب المدرسية؟

نعم ☒ لا ☐
إذا كانت الإجابة نعم، فكيف؟
أغلبها - فهو ياتي الصفوف الأولى لأنه يستهدفون على الصور أكثر

6. هل تعتقد أن هناك أي رسائل أو قيم يمكن نقلها إلى الطلاب من خلال الصور بصفة غير متعمدة؟
نعم ☒ لا ☐
إذا كانت الإجابة نعم، أعط مثالاً: القيم
التي قد يؤثر على الطلاب
لذلك نراجع عدة مرات مع المصممين
عمل على أن يكون أكثر من إيجابي

منهجية إخراج الصور في الكتب المدرسية:

7. هل هناك منهجية واضحة لاختيار الصور المناسبة ليتم إدراجها في الكتب المدرسية؟

نعم ☒ لا ☐
8. هل يمكنك التحدث بإيجاز عن المنهجية المعتمدة لاختيار الصور؟
بعض الأشياء... المنهجية
منها المرتبطة (scenario)

9. هل لديكم إستراتيجية لوضع الصور وفقاً لكل مستوى دراسي أو فئة عمرية للطلاب؟

نعم ☒ لا ☐
تنسيق القيم المضمنة في الصور:
هل تعتقد أن هناك تنسيق في القيم المضمنة في جميع المراحل الدراسية؟ بما معناه. هل القيم الموجودة في صور كتب الصف الأول هي نفسها الموجودة في كتب الصفوف الأخرى؟
نعم ☒ لا ☐
يتم على أكثر من المراتب جميع الدروس
لذلك المنصوص في الطلاب الصفوف

11. هل تعتقد أن هناك تنسيق في القيم المضمنة في الصور بين جميع المواد؟ بما معناه. هل القيم الموجودة في صور كتاب اللغة العربية هي نفسها الموجودة في كتب المواد الأخرى؟

نعم ☒ لا ☐
تتواصلية - ترابط

Excerpt 5:

التوافق بين قيم المناهج الدراسية لوزارة التربية والقيم الموجودة في صور الكتب المدرسية:

5. هل تعتقد أن القيم المقصودة لمنهج وزارة التربية والتعليم، والتي هي انعكاس للرؤية التعليمية للدولة، تنعكس في محتوى الصور الموجودة في الكتب المدرسية؟

نعم ☐ لا ☒
إذا كانت الإجابة نعم، فكيف:
الحساب الرسم وعدته بالقصة
الفكرية...
6. هل تعتقد أن هناك أي رسائل أو قيم يمكن نقلها إلى الطلاب من خلال الصور بصفة غير متعمدة؟
نعم ☒ لا ☐
إذا كانت الإجابة نعم، أعط مثلاً...
الفرادة مختلفة. (العودة حسب معطى)
منهجية لإدراج الصور في الكتب المدرسية:

7. هل هناك منهجية واضحة لاختيار الصور المناسبة ليتم إدراجها في الكتب المدرسية؟
نعم ☐ لا ☒
8. هل يمكنك التحدث بإيجاز عن المنهجية المعتمدة لاختيار الصور؟
هناك صيغة...
9. هل لديكم إستراتيجية لوضع الصور وفقاً لكل مستوى دراسي أو فئة عمرية للطلاب؟
نعم ☐ لا ☒

تناسق القيم المضمنة في الصور:

10. هل تعتقد أن هناك اتساق في القيم المضمنة في جميع المراحل الدراسية؟ بما معناه. هل القيم الموجودة في صور كتب الصف الأول هي نفسها الموجودة في كتب الصفوف الأخرى؟
نعم ☐ لا ☒
11. هل تعتقد أن هناك اتساق في القيم المضمنة في الصور بين جميع المواد؟ بما معناه. هل القيم الموجودة في صور كتاب اللغة العربية هي نفسها الموجودة في كتب المواد الأخرى؟
نعم ☐ لا ☒
لكن مرة لغوي - اللد يعنى فاحك وشرواف
مرة مرة الوتر رقيق مرة خليف
مرة ممدود

Appendix (12)

Excerpts from the Task-based Interviews with the Students

Excerpt 1:

Students Task-based Interviews Protocol

Purpose: to know if students have visual literacy and can interpret the images

Participant name: Maryam

Date and time: 3-october / 7:00pm

Grade: G2

Type of school: Private

Duration of observation: 16 min

Step 1:

- Students are given 2 images from their Arabic language textbook and moral education textbook to look at for 2 minutes (for each image).

Step 2:

- The interviewer will observe the students while they are looking at the images using the below guide:

Areas for observation/question		Observation
Interest and curiosity	<u>very interested</u>
The easiness of retrieving the embedded value/message in the image	<u>easy...comfortable</u> <u>Very confident</u>
Could the student find the right interpretation of the image (one value or multiple values or messages)	<u>Good interpretation and well justified</u> <u>and regarded the activities</u>
Could the student read behind the lines and retrieve some hidden	<u>yes, surprising (noticed, the color of bicycles)</u> <u>as a fun activities</u>

Excerpt 2:

Arabic language textbook

- Describe what you see in image 1?
- I see 3 bro playing together & jumping in the park.
me: What else?
- The children play with their young mother
- Can you please tell me what did you understand from image 1?
- it means family they are having fun we have to always be with family
- What makes you think that? What exactly in the image made you come to this conclusion?
- because they are playing and happy and holding hands
me: so may be they love each other?
yes they do.

Excerpt 3:

- Describe what you see in image 2?
- 2 Kids playing with bicycles
- Moral
- Can you please tell me what did you understand from image 2?
- they are friends and they are happy together
me: what else? they share their bikes with each other.
- What makes you think that? What exactly in the image made you come to this conclusion?
- I told you they exchange bicycles also look the girl is wearing the helmet of the boy... the blue one.

look the girl is riding the blue bike which is for the boy
and he is riding the red bike.

Appendix (13)

Teachers' Questionnaire Reliability Analysis

Scale: Overall

Case Processing Summary

		N	%
Cases	Valid	305	90.8
	Excluded ^a	31	9.2
	Total	336	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.865	17

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Students are very interested and attracted to images more than the accompanying text.	63.63	50.029	.459	.859
2. Visual images play a very important role in learning.	63.42	50.659	.491	.858
3. Students are influenced by the values represented in the images and model the behaviour they see in the images.	63.82	49.892	.502	.857
4. I often refer to images when I want students to understand what I mean.	63.69	51.294	.342	.864
5. Images are used in the textbook to deliver certain messages and values.	63.71	49.220	.599	.854
6. Images are used in the textbook to facilitate the learning.	63.58	49.969	.570	.855
7. All the images in the textbook are fit for the text purpose and have a meaning not used only for decoration.	64.09	48.624	.495	.858
8. The values and messages embedded in the textbook images focus more on transmitting values related to Emirati national identity and national citizenship over other values.	64.24	48.382	.482	.858
9. The embedded values in the images are aligned with the intended values of the MoE curriculum.	64.08	48.392	.652	.851
10. I think that the textbook is succeeding in transmitting the intended values to students through images.	64.14	48.556	.615	.853
11. All messages and values embedded in the images are intentional and there are no unintentional messages or values that can be transmitted to the student through the images.	64.30	48.656	.493	.858
12. Sometimes the student may not understand the true meaning of the image especially in images that call for correcting certain wrong behaviour.	64.46	54.019	.029	.881
13. There is a clear methodology behind selecting and inserting images in textbooks and images are not put randomly.	64.02	48.283	.629	.852
14. The images in the textbooks are convenient to the age group/grade of the students.	64.05	48.426	.593	.853

15. Students can interpret the values that are embedded in the images on their own without the help of the teacher.	64.50	48.389	.511	.857
16. There is a consistency in the embedded values throughout all the grades (all the textbooks of the different grades have the same values).	64.62	48.408	.509	.857
17. There is a consistency in the embedded values in images throughout all the subjects (all the textbooks of the different subjects have the same values).	64.61	48.264	.508	.857

Scale: theme 1

Case Processing Summary

		N	%
Cases	Valid	336	100.0
	Excluded ^a	0	.0
	Total	336	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.706	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Students are very interested and attracted to images more than the accompanying text.	13.16	2.643	.541	.611
2. Visual images play a very important role in learning.	12.95	2.929	.578	.603
3. Students are influenced by the values represented in the images and model the behaviour they see in the images.	13.35	2.717	.517	.627
4. I often refer to images when I want students to understand what I mean.	13.25	2.936	.364	.727

Scale: theme 2

Case Processing Summary

		N	%
Cases	Valid	336	100.0
	Excluded ^a	0	.0
	Total	336	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.684	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
5. Images are used in the textbook to deliver certain messages and values.	8.40	1.626	.581	.491
6. Images are used in the textbook to facilitate the learning.	8.25	1.806	.570	.530
7. All the images in the textbook are fit for the text purpose and have a meaning not used only for decoration.	8.80	1.487	.397	.774

Scale: theme 4

Case Processing Summary

		N	%
Cases	Valid	305	90.8
	Excluded ^a	31	9.2
	Total	336	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.460	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
9. The embedded values in the images are aligned with the intended values of the MoE curriculum.	11.28	2.445	.476	.202
10. I think that the textbook is succeeding in transmitting the intended values to students through images.	11.34	2.529	.408	.261
11. All messages and values embedded in the images are intentional and there are no unintentional messages or values that can be transmitted to the student through the images.	11.50	2.225	.404	.233
12. Sometimes the student may not understand the true meaning of the image especially in images that call for correcting certain wrong behaviour.	11.67	3.394	-.077	.725

Scale: theme 4 (3 items)

Case Processing Summary

		N	%
Cases	Valid	336	100.0
	Excluded ^a	0	.0
	Total	336	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.713	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
9. The embedded values in the images are aligned with the intended values of the MoE curriculum.	7.62	1.825	.603	.551
10. I think that the textbook is succeeding in transmitting the intended values to students through images.	7.70	1.775	.583	.565
11. All messages and values embedded in the images are intentional and there are no unintentional messages or values that can be transmitted to the student through the images.	7.88	1.674	.439	.765

Scale: theme 5

Case Processing Summary

		N	%
Cases	Valid	336	100.0
	Excluded ^a	0	.0
	Total	336	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.750	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
13. There is a clear methodology behind selecting and inserting images in textbooks and images are not put randomly.	7.57	2.019	.633	.607
14. The images in the textbooks are convenient to the age group/grade of the students.	7.58	1.963	.638	.598
15. Students can interpret the values that are embedded in the images on their own without the help of the teacher.	8.01	2.018	.477	.793

Scale: theme 6

Case Processing Summary

		N	%
Cases	Valid	336	100.0
	Excluded ^a	0	.0
	Total	336	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.800	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
16. There is a consistency in the embedded values throughout all the grades (all the textbooks of the different grades have the same values).	3.45	.786	.667	.
17. There is a consistency in the embedded values in images throughout all the subjects (all the textbooks of the different subjects have the same values).	3.47	.763	.667	.