

The Islamic University of Gaza

Deanery of Graduate Studies

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Curriculum & English Teaching Methods Department



**An Analysis of the Incorporated Values in**  
*English for Palestine 12*

by

**Somaia Ahmed Abu Ashiba**

**Supervisor**

**Dr. Walid Mohammad Amer**

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## Abstract

This descriptive analytic study aims at identifying the existed values in the content of *English for Palestine*- grade twelve textbook, as it was applied in the scholastic year 2006-2007 for grade twelve students in West Bank and Gaza Strip. The purpose for the study is to investigate the existence of the list of values in the content of the targeted textbook as they are very important for guiding and engaging learners into life to be active members in their societies.

Based upon previous studies, literature review and international models, the researcher created a model for classifying values which suits Palestinian students and it also matches international models. She came out with eight main domains. They are theoretical, economic, aesthetic, social, political, religious, cultural and patriotic.

In the content analysis, the researcher depended upon the eight domains of values. These involved surveying the textbook so as to analyze the activities that match the eight domains of the study. A panel of expert validated the eight domains of values. They examined the reliability by reanalyzing the textbook after 30 days and analyzing it by a twelve grade teachers.

The findings showed variation in the frequencies of the eight domains and in each domain as well. Cultural values domain reached the highest score of 20.8%, 48 frequencies. The next score was the theoretical values that reached a score of 20%, 46 frequencies. economic values domain was the third position with 17.8%, 41 frequencies. The fourth was represented in the social values that reached 13.9%, 32 frequencies. Aesthetic values was the fifth position with 10%, 23 frequencies. The sixth was patriotic values that reached 8.6%, 20 frequencies. The lowest score was religious and political with only 4.3%, 10 frequencies.

The researcher recognized the distribution of the domains and their items among the content of the textbook. She indicated that there should be a balance in distributing the domains and the items among the activities and units. Balance does not mean equality, but distributing them according to criteria of a balanced scale that matches the importance and need of every value. The findings showed variety of topics distributed within the content of the units of the textbook. Variety indicated positive points in the content of the textbook.

Recommendations were drawn to make balance in distributing the eight domains of values in the content of the textbook. Therefore, the researcher also recommended reviewing the existed material associated with the different models for classifying values. Workshops should be held in order to discuss strengths and weakness of the textbook to support strong points and develop weakness.

-2006

. 2007

%20  
%13.9  
%8.6  
%20,8  
%17.8  
%10  
%4.3



# Dedication

## *This thesis is dedicated:*

To the soul of my mother, who sacrificed her life to see me successful.

To my father, and brothers for their endless patience and unwavering support that they have shown to me during this long, arduous process. They have been my largest source of inspiration. They empowered my career of education and waited for my success.

To my sisters Aida, Amina, and Doaa who continue to be my support and my strength.

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# Chapter I

- 1. Introduction**
- 2. Statement of the problem**
- 3. Research questions**
- 4. Purpose of the study**
- 5. Significance of the study**
- 6. Limitations of the study**
- 7. Definitions of terms**
- 8. Abbreviations**

## Chapter I

### 1.1 Introduction:

Language is a means of communication among people with different tongues, races and colors. The most prevalent language of these is English. It plays a significant role in the daily life situations all over the world. It is an international language that is used in all aspects of life. It is the language of science, politics, economics, education, information and technology. Accordingly, it is necessary to learn English as it is essential for communication and development. Keshta (2000:1) indicated that English is a universal language: the language of communication across countries in the international world of trade, business, air transportation and technology. John Dewey (1909) also, asserted that education is a social process; education is growth; education is not preparation for life; education is life itself.

The educational system is responsible for integrating English language in the people's life through stepping from the elementary stages at schools to advanced levels at universities in an organized and systematic process. This can be achieved by well designed curriculum that correspond with the needs, thoughts, beliefs and values of a specific nation. So the values of the people should be represented in the curriculum.

English as a foreign language is of a great interest among the international curriculum designers. Accordingly, it is necessary to learn it because of its importance for communication and development. It enables students to cope with the modern life. Richards (2001:13) mentioned that whenever you teach a language, you also teach a complex system of cultural customs, values, ways of thinking, feeling and acting.

Freedom fighter Martin Luther said that the prosperity of a country depends not on the abundance of its revenues, not on the strength of its fortifications, not on the beauty of its public buildings; but it consists of the number of its cultivated citizens, in its men of education, enlightenment and character.

It is expected that English textbooks should include variety of values that engage students into society and make them active members in life. And teachers have the awesome privilege to influence the character of their students, by spreading fundamental values. Because of their positions of power, they have great responsibility for the moral development of their students. It is believed that when teachers plan their lessons and individual class sessions, they need to think not only about the knowledge and skills that they want their students to acquire, but also about the values that they want them to develop. As Jack Richard(2001:1)mentioned that teachers have always been interested in three kinds of outcomes:

1. **Skills:** What our students are able to do?
2. **Knowledge:** What they know?
3. **Values:** What kind of people they become?

Because there are behavioral and social distractions exist between young people especially adolescents due to the nature of the educational curriculum and the lack of clarity of philosophy in addition to exaggerating aspect of interest in cognitive, behavioral and neglect of the social, emotional and value. The main problem facing high school students and almost preventing them of adapting school environment is the presented in: the behavior of the teacher-based violence and brutality, beatings, and the irony from the rest of the students at the class. Also student loss of the

freedom to choose the type of education or the type of specialization.(Taha, 1994:100).

In a seminar held in the educational Qattan Centre for Educational Research and Development, addressing a group of secondary school students views on the most important educational problems faced by secondary stage, students put a blame on their teachers and management for not respecting them as adults. Students mentioned that teachers do not understand their personal and educational needs, particularly in these difficult circumstances that encounters the educational sector.(Wahba, 2001:37)

All these reasons and others are considered as difficulties that should be controlled and avoided; to secure upcoming generations better life. For that, when designing the syllabus there is a serious need to take into consideration different kinds of values such as social, economic, religious, political, traditional and cultural values .

"Youth and Future" conference held in the United States of America declared that human values are needed in order to enable youth to avoid crimes and problems of life. Moreover ,it revives the role of universities in importing and improving values along with parents and other educational institutions. "(Abdel-Ghaffar, 1994: 180)

Moslems believe that absolute values are Constant values which do not change with changing times and circumstances, these are not subject to modification. Man, by nature seeks to find format of values system to control and rule his interests and behaviors. All those great values are available in the Holly Quran and Sunnah.

Thus the education intellectuals think that those values must be embedded in the educational process, because of its significant impact on the behavior of individuals and groups. Values of the individual integrate his/her personality and

behavior and develop balance between interests and personal needs. Also such values preserve on society culture and identity and help it face the social changes.

Ferch (2005: 47) stated that most teachers still agree that the textbook has the greatest influence on daily instruction. It is not supposed that the role of the textbook disappears with recent technological and world changes. But it is essential to modify it to suit these changes and satisfy the needs of modern time. Being considered as a basic pillar of teaching and learning processes, the textbook development leads to the development and improvement of the curriculum as it is the backbone of education especially in the Arab countries including Palestine. It is a vital resource for teaching skills and values designed in a systematic way that helps the students to learn.

It is a main reference for the students to depend on to increase their knowledge, experiences and values especially Islamic. Therefore, the textbook is the most precedence that educationalists and curriculum designers should be aware of.

Ministry of Education and Higher Education (MEHE) realizes the importance of the textbook as a foundation of the curriculum and an indispensable medium of learning that meets the needs and aspirations of the Palestinian society. MEHE has implemented the first Palestinian curriculum plan by developing textbooks for both the basic and secondary stages. There is a chance for annual revision through feedback from educators and teachers. The first four editions are trial ones. The first textbook was produced for the first basic primary grade one in 2000. Grade twelve was produced in 2006 and it was taught in the scholastic year 2006 – 2007.

Accordingly, the researcher thinks that all Palestinian teachers, including English teacher, do not fulfilling our responsibilities as teachers if we do not strive for



instilling our solid Islamic values and morals in our students. So, she believes that the content of grade twelve textbook needs a deep investigation because it has just been introduced. The main investigation is to find out if it matches different kinds of values that correspond typically to the values of Islamic countries. This study will adopt a content analysis into the student's book in which it aims to find out – at least – points of weakness and strength so as to give real recommendations for improvements.

## **2.1 Statement of the problem :**

Learning, in general, should be viewed as an integration of the development of knowledge, values and skills, particularly, learning English. Incorporating the development of values, especially the Islamic values, should be viewed as a fundamental component in Palestinian English language lessons.

The values involved of the EFL textbooks in Palestine have never been explicitly discussed. There is a serious absence of studies that examine the quality and the types of values used in the teaching process. Therefore, the major purpose motivating this study is to find out, whether the available English materials provide sufficient content for students, and values which make them ready to communicate well according to their religious and cultural basics. Moreover, this study is interested in screening the values references in the content of the national instructional materials.

Thus, the research is to answer what are the incorporated values in the Palestinian English textbooks of secondary stage, and to what extent do these textbooks emphasize the development of these values .

### **3.1 Research questions**

1. What are the incorporated values in English for Palestine grade twelve in the light of Spranger classification?
2. To what extent English for Palestine Grade 12 emphasizes the development of these values?

### **4.1 Purpose of the study**

1. To pinpoint, classify and analyze the incorporated values in English for Palestine Grade 12.
2. To find out whether these textbooks emphasize the development of our values or not.

### **5.1 Significance of the study:**

This study is significant because of the following reasons:

1. It is the first study of its kind to be applied in the most recent syllabus of textbook English for Palestine – grade twelve in the scholastic year 2009-2010.
2. It is an attempt to point out the required and existed values that should be present in the content of English for Palestine – grade twelve textbook.
3. It persuades teachers to pay their attention to these values in order to teach it for their students.
4. It could help syllabus designers to take these values into their consideration when they deal with curriculum.

5. It guides the supervisors to train their teachers to teach these values to their students.
6. It motivates researchers to conduct further research in this study area.

### **6.1 Limitations of the study**

- This study will be limited to the Palestinian textbook English for Palestine grade 12.
- This study will be carried out in the scholastic year 2009-2010
- This study is concerned only with values that incorporated in English for Palestine Grade 12 student's book.

### **7.1 Definition of terms**

#### **Values:**

Ahmed (1986) defined it as "a set of laws and standards established in a group where they take it as a criteria for judging the physical and moral acts and it has the power of influence on the group so that it has the property of binding, necessity and generalization and any trends deviation becomes an exodus from the community principles, objectives and ideals."

Values evolve from circumstances with the external world and can change over time. Therefore, integrity in the application of values refers to its continuity. Values developed very early in life may be resistant to change. They may be derived from those of particular groups or systems, such as culture, religion, and political party.

**Content analysis:** Ferch (2005:10) defines content analysis as a systematic and objective research method used in the examination of texts, documents, and communication.

**Curriculum:** White (1988:4) mentioned that curriculum refers to the totality of the content to be taught and aims to be achieved within one school or educational system. Also Lauridsen (2003:5) stated that a curriculum is a document or a written plan which is presented for implementation of a school in order to develop teaching strategies for specific classroom groups.

**A textbook:** It is the book used in schools for the formal study of a subject. Matos (2000) reviewed the definition of the textbook as it is the book which used for instructional purposes, especially in school and collages.

### **English for Palestine 12:**

It is designated for the second year in the secondary stage for 16-17 years old students in the governmental schools in Palestine. The textbook consists of student's book, workbook, audio cassette and teacher's book .

**English for Palestine – grade12 textbook (Students' book):** It includes 122 pages. It is divided into 10 units; each one is divided into 10 lessons. Each lesson has its own different activities.

## 8.1 Abbreviations

**L2:** Stands for second language

**ES L:** Stands for English as a Second Language.

**EFL:** Stands for English as a Foreign Language

**ELT:** Stands for English Language Teaching.

**MEHE:** Stands for the Ministry of Education and Higher Education.

**KG:** Stands for kindergarten

**PG:** Stands for post grade

**TEFL:** Stands for Teaching English as a Foreign Language

# **Chapter II**

## **Section “A” Theoretical Framework**

## **Section “B” Literature Review**

# **Chapter II**

- **Introduction**

## **Section “A” Theoretical Framework**

- **Introduction**
- **Content analysis**
- **Textbook**
- **English for Palestine textbook**
- **Values**
- **Values classifications**

## 1.2 Introduction:

This chapter includes two sections: theoretical framework and previous studies. Based on these two sections, the researcher came out with a modified and refereed model for incorporated values in textbook especially in English textbook as EFL.

The first section is the theoretical framework with necessary topics related to values in general and values in English textbook in particular. The researcher discusses different aspects of values, and definition of values, types or classification of values, and importance of values. Then the researcher indicates the importance of incorporating values in textbook because, textbooks are considered as main supporter to growth and improvement of values. It plays a vital role in classroom language in all types of educational institutions, and school language all over the world In some contexts, teachers are free to chose their own textbooks. The vast majority of teachers, however, follow textbooks suggested, Prescribed, or assigned to them (Gorineger, 2001).Therefore, enriching these textbooks with values is very important.

In the second section, the researcher reviewed a number of previous studies. The section is divided into three parts, as the following.

- a. Values and teaching.
- b. Values in textbook.
- c. Values in English textbooks

Therefore the researcher attempted to sheds light on English for Palestine grade twelve textbook design, foreign language textbooks, content analysis, aims of Palestinian Ministry of Education and Higher Education when teaching the textbook in a classroom and finally the researcher stressed the importance of analyzing the content of the textbook.



## **Section “A”:**

### **Theoretical Framework**

#### **2.1. Introduction:**

There are several classifications to the values included in the content. These classifications differ according to the content analysis, needs analysis, situation analysis, targeted population, social factors, project factors and the ideology of the curriculum. Richards (2001:90) clarified that the goal of needs analysis is to collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decisions about the goals and content of language course. This chapter offers a quick overview of values concept and their significance to both individuals and society. Then it presents the main categories, sources and components of values, as well as the nature, characteristics and functions of values . It presents general principles of teaching values and the role of teacher and student in teaching and learning values in its different types. Finally, it presents the most important problems in teaching values.

#### **2.2 Definition of content analysis**

If one asks what ‘analysis’ means, most people today immediately think of it as breaking something down into its components; and this is how analysis tends to be officially characterized. In the Concise Oxford Dictionary, ‘analysis’ is defined as the "resolution into simpler elements ".

**Content analysis:** It is defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson, 1952; Krippendorff, 1980; and Weber, 1990). Holster(1969) offers a broad definition of content analysis as, "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14). By Holster's definition, the technique of content analysis is unrestricted to the domain of textual analysis, but it may be applied to other areas such as coding student drawings (Wheelock, Haney, & Bebell, 2000), or to coding of actions observed in videotaped studies (Stigler, Gonzales, Kawanaka, Knoll, & Serrano, 1999). For replication, however, the technique can only be applied to data that are durable in nature.

**Content analysis:** It can be a useful technique for allowing us to discover and describe the focus of individual, group, institutional, or social attention (Weber, 1990). It also allows inferences to be made a matter which can then be corroborated by using other methods of data collection. Krippendorff (1980) notes that "much content analysis research is motivated by the search for techniques to infer from symbolic data what would be either too costly, no longer possible, or too obtrusive by the use of other techniques" (p. 51).

As content analysis is a research tool used to determine the presence of certain words or concepts within the texts or set of texts, researches quantified analyze the presence of meaning and the relationship of such words and concepts and then make inference about the message within the text. The researcher thinks that Berelson's definition is the most comprehensive one. It requires not only gathering information but also compressing a text into smaller parts systematically. Finally, this definition

stresses that content analysis is necessarily site-specific in the sense that it must focus on a particular curriculum.

To conduct a content analysis of any text, the text is coded or broken down into manageable categories at a variety of levels: word, word sentence, phrase and themes. Then it is to be examined by using one of content analysis basic methods, conceptual analysis or relational analysis. This will help the researcher to reduce the data into manageable categories on information.

### **2.2.1 Types of content analysis**

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

#### **A. Conceptual Analysis**

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

## **B. Relational Analysis**

Carley, (1992:102) mentioned that Relational analysis begins with the act of identifying concepts present in a given text or set of texts. However relational analysis seeks to go beyond presence by exploring the relationship between the concepts identified. It also termed as semantic analysis. The focus of relational analysis is to look for semantic or meaningful relationship. Individual concepts in and of themselves are viewed as having no inherent meaning. Rather, meaning is a product of relationship among concepts in a text.

The researcher reached a conclusion that conceptual analysis deals with implicit or explicit concepts which is chosen for examination and the analysis involves quantifying and tallying the concepts presence within content. Whereas relational analysis involves exploring the relations among concepts within its content. So it is noticed that relational analysis depends on conceptual analysis.

### **2.2.2 Procedures of content analysis**

Content analysis requires a prescribed sequence of systematic procedures. Ferch (2005:46) determined that there are six basic steps to analyze the textbook as the following:

- (a) Identifying the sampling unit.
- (b) Identifying the recording units.
- (c) Developing the coding categories and the coding forms.
- (d) Evaluating the coding forms.

(e) Coding the data and managing the recording process.

(f) Analyzing the data.

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

**a-** Examining the learner's data and extracting information relating to the purposes for which learners attend the course and which can be translated into communicative goals.

**b-** Specifying the communicative tasks and enabling skills which learners need to be able to perform for achieving their language goals.

**c-** Contextualizing the tasks by deciding on topics, setting, interlocutors and others.

**d-** Deciding on linguistic elements needed for the learners to operationalise the pre-specified skills.

### **2.2.3 Tool of content analysis**

There are so many uses for content analysis in various fields. researchers consider the educational purposes and historical research purposes.

**A.** Making qualitative studies objective social phenomena are qualitative in nature. Analysis helps in making qualitative studies objective and scientific. In content analysis qualitative facts are classified, codified and made worthy of tabulation. Tables, graphs and charts help in making qualitative phenomena qualitative and numerical.

**B.** To discover the level of difficulty of presentation in textbook or in other

publication. This is often used in textbook analysis. researchers analyze the data for discovering the difficulty level of data presentation.

### **2.3 Textbook**

Matos (2000) reviewed the definition of the textbook in his article as "Harries and Hodges". He (1995) stated "Textbook – a book used for instructional purposes, especially in schools and collages". Also, he added: "Book used by students for particular branches of study can be characterized by another important feature: their intrinsically challenging nature". ( Matos, 2000).

Everywhere textbooks play a pivotal role in classroom language in all stages of educational institutions : public schools, colleges, and languages .In some contexts, teachers are free to choose their own textbooks. The vast majority of teachers, however, have textbooks prescribed and assigned to them (Garinger, 2001:122).

According to Riazi (2003: 52), "textbooks play a very crucial role in the field of language teaching and learning and are considered the next important factor in the second/foreign language classroom after the teacher." The textbook is a tool in the hands of the teacher, and the teacher must know not only how to use it, but also know how useful it can be.

Hutchinson and Torres (1994: 232) identify four ways in which textbooks can help in times of educational change. First, it is a “ vehicle for teacher and learner training”. Second, it provides “support and relief” from the burden of looking for materials. Third It provides “as complete picture as possible what the change will look like . Fourth it provides psychological support to teachers. However, fulfillment of these goals, especially the first and the third, depends on the approach and quality

of the textbook. The materials may not be in tune with the new kind of teaching being encouraged, following instead the methodology already commonly being practiced. Alternatively, sometimes, the materials may be so difficult to use that teachers are unable to follow them as intended, making them revert to their previous practice. In either case, rather than agents of change, books will be “agents of conservatism,” reducing the likelihood of teachers trying out new, alternative approaches and methods (Garinger, 2001).

### **2.3.1 The use of textbook**

Sheldon (1988) mentions three main reasons for using the textbook:

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

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

Richards (2002: 254, 255), Graves (2000: 174, 175), Ansary and Babaii (2002: 1, 2), and Litz (2001: 5, 6) review many advantages of textbooks as :

- It provides structure and a syllabus for a program.
- It provides a variety of learning resources such as, visuals, activities, and reading.
- It provide security for the students as they know what to expect and what is expected of them.
- It provides teachers with a basis for assessing students' learning due to tests or evaluation tools available.
- It provides consistency within a program across a given level.
- maintain quality if the textbook is well-developed.
- It provides training to teachers as they provide a teacher's manual.

In spite of being in use in thousands, textbooks may occur with some disadvantages while being in use:

- They may not reflect the learner's needs.
- They may deskill teachers and inhibit their creativity.
- They may be socially and culturally biased.
- They may not provide comprehensive aspects of language
- They are costly (Richards, 2001: 254, 255), (Graves, 2000: 174, 175), (Ansary, and Babail, 2002: 1, 2), and (Litz, 2001: 5, 6)

### **2.3.2 English for Palestine textbook**

The Palestinian Ministry of Education decided to replace the series of HELLO textbooks with English for Palestine for grades one to twelve. *English for Palestine*-grade twelve was presented in the scholastic year 2006-2007. Researchers need a way to analyze the quality of this textbook. One way to analyze the content was to find out



the availability of its values. Thus the researcher reviewed literature in the field and found out that a good textbook should have multiple contextualized and personalized practice activities representing values. These activities should include interesting and relevant topics that encourage students to construct their own meaning individually or in group activities depending on these values.

*English for Palestine-* grade twelve textbook includes pictures, photos, tickets, schedules, and other documents that include authentic language and well-written texts. The textbook should offer ample opportunities for students to practice writing and revising their work. Richard-Amato (2003 cited in Ferch 2005:44) grouped foreign language textbook selection guidelines into the following categories: purpose and motivation, appropriateness, format, authenticity, and teacher resources.

The purpose of the textbook should be reflected in its design and its aim to develop the four language skills: Reading, writing, speaking, and listening. It is common that foreign language textbooks reflect the pedagogical approaches or beliefs used in contemporary language teaching. More recent foreign language textbooks include practice exercises or activities in specific contexts, rules for using the language, and communicative goals.

### **2.3.3 General Goals of English for Palestine:**

Guidelines have been set in English Language Curriculum(1999:13) by the Palestinian Ministry of Education through the Palestinian Curriculum Development Center, and as expressed by the first Palestinian Curriculum plan. It stresses the integral role of foreign language education in developing the Palestinian students in all domains – psychomotor, social, moral, cognitive, and affective. This is by talking

and taking into account the current trends of multiculturalism and globalization, the English Curriculum National Team recommends the adoption of the following goals for teaching English as a foreign language (TEFL) in Palestine schools.

Curriculum Language Team(1999) stated the general goals as following:

- To contribute to the intellectual, personal, and vocational development of the individual.
- To enable students to use oral and written English to communicate freely and effectively in different situations and setting with native and non- native speakers by using appropriate and linguistically correct forms.
- To enable students attain a reasonable language proficiency to function within certain academic and vocational settings.
- To equip students with the requisite linguistic, basic academic, study and research skills for pursuing university education in their fields of study.
- To develop communicative skills in order to acquire, record, and use information form oral and written texts by using traditional and non-traditional sources.
- Reinforce pride in students, Palestinian, Arabic, Islamic cultural heritage, and family backgrounds.
- To foster understanding and develop sensitivity to the target language culture.
- To increase the possibility of understanding and cooperation with people who speak English .
- To develop understanding and appreciation of cultures where English is used.
- Communication skills order thinking skills such as critical, creative, analytical, relational, thinking. Thus, mentioning and dealing with political problems. Similar and relevant contexts respect for the natural environment.

## 2.4 Core Curriculum Objectives

Communicative ability is the goal of foreign language instruction. Unlike previous approaches to language instauration, proficiency- oriented instruction focuses on what the learner can do with language rather than what the learner knows about the language. In a proficiency-based curriculum. Language proficiency is therefore defined through the performance features of language function, communicative context, and level of accuracy. Language functions refer to the purposes for which language is used, such as requesting, persuading, complaining, arguing, or inquiring. Each language interaction takes place within a communicative context. Thus, one might request a meal in a restaurant, a book in the library, registering, thereby determining the level of politeness, familiarity, or formality appropriate to the communicative interaction. Language users vary in their degree of linguistic accuracy. The foreign language curriculum needs to specify the degree of accuracy with which students will be expected to produce language. In this model accuracy is not simply defined be the number of mistakes made(or not made) but by the degree to which students can accurately interpret incoming messages and encode their own intents Thus, in the receptive skills (listening and reading) accuracy refers to the degree to which the student can interpret with clarity, precision, and flexibility messages received. In the production skills (speaking and writing), on the other hand, accuracy encompasses a measure of the appropriateness to the listener, and to the precision and clarity with which the student can communicate his intent.

In the present curriculum communicative competence (CC) is the goal. CC consists of the knowledge that users of a language have internalized which a

matter enables them to understand and produce message in the language. Various models of communicative competence have been proposed; however, most of these models recognize that it entails both linguistic competence (i.e. knowledge of grammatical rules) and pragmatic competence (i.e. knowledge that constitutes appropriate linguistic behavior in a particular situation). Thus, the core objectives for teaching English in Palestine fall within these two categories with sociolinguistic, strategic, aspects.

### **2.4.1 Domains the curriculum aims to develop:**

According to English for Palestine curriculum designers in General Administration of Curriculum (1999), some main aims to deal and develop

in all English for Palestine textbooks at all levels as following:

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

#### **2.4.1.1 Communicative Competence**

##### **Linguistic Competence"**

The following comprise the components of linguistic competence:

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

### **a. Oral/ Aural Communication**

According to General administration of curricula in English Curriculum(1999:15) The general goal of teaching listening and speaking skills is to enable students to interact successfully with native and non- native users of English in a variety of social and academic settings. The level aimed at in the speaking activity is not to produce a near-native pronunciation, rather one that is comfortably intelligible to an educated speaker of English, (i.e pronunciation with a slight mother- tongue accent with accurate realization of the major phonemic contrasts).

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

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

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

#### **b. Reading Skills:**

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

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

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

- To comprehend basic facts in the text.
- To obtain information from a text and to use this information for summary, study, and perhaps other purposes
- To discover relationships, concepts, or generalizations in written texts.
- To use knowledge generated from text in relevant real-life situations.
- To access background information necessary for proper text comprehension by using the appropriate strategies and skills.
- To read critically, i.e. to form opinions and make judgments about text.

- To identify the organizational pattern of text.
- To recognize the rhetorical devices used in the text.
- To enjoy and appreciate target language literature.
- To recognize special linguistic features of texts.

### **c. Writing Skills.**

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

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

### **2.4.1.2 Cultural Awareness.**

Basic to the principles of the first Palestinian Curriculum is the need to acquaint students with knowledge and culture and enhance their understanding of the Palestinian people within the broader Arab- Islamic context. The curriculum also a present and the outlook towards the future of mankind. As such, the following

objectives from the basis of the domain of cultural awareness of the Palestinian EFL curriculum.

- To provide opportunities to develop knowledge and understanding of social and political conflicts in a variety of contexts and how to respond to them positively and creatively.
- To develop a knowledge, appreciation and understanding of interdependence, continuity, and change in the social and cultural process as it relates to individuals, families, local communities, and other wider world.
- To provide opportunities to develop an informed awareness of the similarities and differences between the cultural traditions which influence people who live in Palestine.
- To strengthen the Palestinian identity of students together with the connection with the Arab and Islamic culture and heritage
- To help students recognize that they are valuable members of the local Palestinian community as well as of the world community. Culture and ways of life, and how they are woven together.
- To build understanding of, and sensitivity towards, own and other cultural traditions.
- To develop an appreciation of shared and distinct characteristics of Palestinian and other cultures.
- To assist students in developing an integrative and holistic personality- Palestinian, Arab, Islamic, and Global.
- To foster in students a positive attitude towards English and the importance of learning. It. The student will develop understanding of the target language culture by.



- To help students Identify various food form the target language cultures including regional specialties.
- To familiarize the student familiar with values that characterize the target culture.
- To help student participate in events, and activities that promote the culture of the target language, at school and in the community.
- To help student recognize measurement systems used in the target language cultures such as inch, yard, pound, etc. (McLaughlin,1995:39).

#### **2.4.1.4 Values:**

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

## 2.5 Secondary Stage (Grades 11-12)

### General Goals

- Expose students to leaning experiences and opportunities that would enable them to comprehend, interpret, and appreciate written text of different genres and on a variety of topics.
- Refine use of reading micro skills.
- Develop ability to comprehend information in extended and interact transactional discourse.
- Develop awareness of stylistic techniques and variations in written and oral texts.
- Develop ability to critically evaluate texts, ideas, and arguments,
- Develop social interaction and communication skills.
- Develop ability to produce creative academic and functional writing.
- Develop ability to read texts of different modes.
- Develop understanding and appreciation of cultural attitudes and values, and ability to analyze cultural bases for judgment and evaluation.
- Develop high order thinking skills and cognitive and met cognitive strategies (creative critical thinking, problem-solving, logical reasoning, decision-making, summarizing, note-taking.
- Sharpen academic skills and learning habits.(English Language Curriculum,2000:36)

## Grade 12

English Language Curriculum team,(2000:40) believe that at the end of Grade 12, the students are expected to

### A. Listening

- 1- Identify main ideas.
- 2- Distinguish main ideas form supporting details.
- 3- Identify the topic of aural texts.
- 4- Identify the settings of aural texts.
- 5- Identify the participants and their roles.
- 6- Respond to referential questions based on aural texts.
- 7- Respond to inferential questions based on aural texts.
- 8- Distinguish between relevant and irrelevant ideas.
- 9- Distinguish between implicit and explicit information in aural texts.
- 10- Distinguish facts form opinions.
- 11- Extract key information for note taking and summarizing purposes.
- 12- Distinguish attitude, feelings and emotional states.
- 13- Recognize discourse markers, false starts.
- 14- Recognize cohesive devices.
- 15- Identify core vocabulary

### B. Speaking.

- 1- Articulate sounds in isolated form and in connected speech.
- 2- Articulate stress patterns within words.
- 3- Produce intonation patterns to express attitudinal meaning.

- 4- Produce basic intonation patterns.
- 5- Summarize the main points of a text.
- 6- Describe a sequence of events based on visual inputs.
- 7- Narrate a story based on personal experience
- 8- Make a rehearsed or unrehearsed oral presentation about a topic of interest.
- 9- Express personal feelings and emotions (anger, regret, sorrow, happiness, success, and failure)
- 10- Respond to direct questions, instructions, suggestions, offers, visual inputs, and other situations.
- 11- Make an oral presentation about an unfamiliar topic.
- 12- Paraphrase in own words an aural or a written text.
- 13- Respond to factual, referential and inferential questions.
- 14- Respond to complex, conditional, or hypothetical questions.
- 15- Give directions and instructions.
- 16- Speak about inferred attitudes, feelings based on an aural text or visual stimulus.
- 17- Engage in conversations effectively using suitable conversation management skills and appropriate communication strategies.

### **C. Reading.**

- 1- Answer factual, inferential, judgmental or evaluation questions.
- 2- Read familiar material with correct pronunciation and intonation.
- 3- Recognize pronoun referents.
- 4- Generate questions about reading texts.
- 5- Summarize reading texts.

- 6- Make predictions about reading texts.
- 7- Make inference about reading texts.
- 8- Develop awareness of semantic fields(word mapping).
- 9- Develop awareness of synonyms and antonyms.
- 10- Identify main ideas of reading texts.
- 11- Identify supporting details.
- 12- Distinguish main ideas form supporting details.
- 13- Recognize rhetorical markers and their functions.
- 14- Comprehend visual survival materials.
- 15- Deduce meaning of unfamiliar words form context.
- 16- Skim to obtain gist or general impression of text or graphics.
- 17- Distinguish facts form opinions.
- 18- Relate texts to personal experience, opinion, or evaluation.

#### **D. Writing.**

- 1- Use capitalization and punctuation correctly (period, comma, question mark, quotation marks, colon, apostrophe, parentheses, semi- colon, and exclamation mark).
- 2- Write a text dictated at a reasonable speed using correct punctuation.
- 3- Take notes from an aural or read text.
- 4- Make notes from an aural or read text.
- 5- Make notes about a text.
- 6- Summarize a text by expanding notes.
- 7- Write personal and formal letters (inquiry, complaint, order) using their proper formats.

- 8- Write a report on a researched topic.
- 9- Write short essay (composition) of no less than 150 words.
- 10- Write a personal reaction (evaluation) to a reading selection.

## **2.6 Themes, Topics, and Situations**

### **2.6.1 Secondary Stage (Grade- 12)**

- Cultural Heritage: national and human heritage.
- Palestine: Diaspora, culture, sociology, statehood, future, aspirations
- Sciences and technology Internet, robots, multi-media, space exploration, genetic engineering, Energy sources and conservation.
- Health and welfare: Epidemics, preventive medical care, AIDS
- Basic daily: Needs: Job mobility and stability, unemployment, safety regulations, labor unions, and worker rights.
- Family: Intra-family marriage
- Society and social problems: Drug-abuse, smoking, school dropouts, multiculturalism, family panning, migration, and chemical dependency.
- Travel: Travel documents, entering and leaving foreign countries.
- Civil Society: Branches of government, parties, elections, civil rights and duties, tolerance, peace education.
- Education.: Institutions of higher education, value of education.
- Economy: Inflation, income and markets.
- Feelings and Emotions: Dealing with feelings and emotional states, psychological needs, esthetic needs .(English Language Curriculum,2000:45)

## 2.7 Definition of value

Since the term of values included in many fields, it has various meanings according to the field which studies it. Researchers defined the term of values as follows:

- Kazem (1970) defined it as “scale, level or standard we aim at in our behavior and is seen as undesirable or desirable.”
- The "Committee for values", which was formed by the Ministry of Education of Jordan in 1980, defined value as follows: "The value is a meaning, position and a human obligation or human desire and choice of an individual to interact with himself and with the society in which he lives. (Al-Nashef, 1981).
- Zahran (1977) defined it as “regulations for the mental interactions toward persons, objects and activity aspects.”
- Khalaf Talal (1999) defined it as "the judges issued by the human guided by the set of principles accepted by the society specified with the desired and undesired behavior."
- Some social scientists defined values as: the believe that it(value) has the ability to satisfy the human need and it is a property of the thing makes it has importance to the individual or the group which exist in the human mind and not in the external thing. (Thtai 1996).
- Abd El-Fattah (2001) defined it as "the ideals that prevail in individuals and penetrate in them and inherited to the generations and defended as much as possible".
- Al-Holi(2003) defined it as "personal qualities preferred or desired by some people in a particular culture."

It is noted from the above mentioned definitions of values that there is a set of features that can help to technically identify values and these features can be summed up (Hamida and others, 2000) as follows:

- Values controlled and determined by what is desirable and preferable in a position where there are numerous alternatives.
- Values scale, level or standard in our behavior recognize what is undesirable or desirable.
- Certain goals or purposes determined by the values and means for achieving them.
- Values help the individual to judge positively or negatively on specific manifestations of experience in the light of evaluation process carried out by the individual. The expression of these features is made in light of several alternatives to that individual until the transition property, which characterizes the values, can be detected.
- Value differs from one individual to another according to the obligation of these individuals to this value in different situations.

Values in the entity of the individual refer to what he considers important in life relations with all gained experience.

- Values closely related to human behaviors in different situations so what belongs to the individual could be identified by the values through his words or acts in every situation.
- Each value indicated by a term such as honesty, membership, and justice .
- Values are controversial issues between individuals and groups as often the individual faces positions to choose between several alternatives; therefore the choice is to be based on certain values. (Aqel, 1986).



In the light of the mentioned definitions of values the researcher could develop her own definition of the term value. By all means, the subject of values is important because it helps to develop standards to solve social problems for the sake of better life of the individual and society. Actually, she benefited from these definitions in formulating the taken definition in the current study which defines "values" as follows:

"A set of beliefs and conception of mental, psychological, social and physical semi-fixed and stable in children or students matters which preferred more than other concepts and practiced with conviction in their usual life".

## **2.7.1 The importance of values:**

### **2.7.1.1 First: the importance of values for the individual**

The importance of values for the individual appears in the following key issues (Al-Jalad,2005):

- 1- Values determine the paths of the individual and his behaviors in life .  
They represent a fence that saves man from the psychological, physical and social deviation. Without this fence the human become a slave to his desires that may lead him only to annihilation.
- 2- Values provide the human being with energies of life and exclude him off negative, as active and successful people have distinct values in life.

They believe that their success is because of those values such as courage, loyalty, strength, honesty, and insistence. The values of the incompetents reflect the characteristics of powerlessness, desperation, frustration and pessimism .

- 3- Values of virtue enhance the human potential actors and enable the human to interact positively with the various life situations. He/She progresses from success to success gaining confidence and call others by his good behavior to trust him. Such a situation reflect happiness on him or her. However, when negative values control the human who gains disability and weakness, so he/she deteriorates in his condition. He loses confidence in himself so he complains and forgets that he is the cause of his own failure.
- 4- Values reform the individual psychologically and morally and guide him/ her towards goodness.
- 5- Values give the individual the opportunity to express himself/ herself and to emphasize his possibilities.

**Values have two essential functions to reform the individual as follows:**

1- Prevention function can be seen in the Islamic history in the story of the girl whose mother asked her to mix milk with water, during Omar ibn al-Khattāb era. She said to her: "I fear Allah". so Al Farooq took her as a wife for his son. So the fear of Allah is a Prevention value against the fall in sin of adultery.

2- "Curing a person involved in a sin or distress", this value comes through the inculcation of the value of repentance and remorse and establishment the principle of Almighty Allah the Most Merciful " *Say: O My slaves who have been prodigal to their own hurt! Despair not of the mercy of Allah, Who forgiveth all sins. Lo! He is the Forgiving, the Merciful.* " (Az-Zumar, verse 35)

### 2.7.1.2 Second: The importance of values for the society:

Values are important in the life of nations and peoples as the humanitarian community is governed by system. It determines the nature of the relationship of its members to each other in the various fields of life. Also, values set the community standards against other societies since these standards represent certain values which communities seek to be strengthened among their members and transferred to other communities.

Al-Jalad (2005) seeks that the importance of values for society is presented in the following key points:

#### 1. Values reserve the community survival.

Communities survived because of their values as they are the foundations and behavior redirects which built the society's progress and civilization. For example, *"Allah sets forth a Parable: a city enjoying security and quietness, abundantly supplied with sustenance from every place: Yet was it ungrateful in the favours of Allah. so Allah made it taste hunger and terror (in extremes) (closing in on it) like a garment (from every side), because of the (evil) which (its people) wrought."* (Al-Nahl, verse 112).

The miracle from this verse appears If we discussed the reason for the collapse of nations we would find that the fundamental reason of their collapse was the change in their psychological mood which created by the decline of morals.

#### 2- Values reserve the community identity and uniqueness.

Values represent a base of the society culture as it is the obvious form of this culture that reflects the patterns of the practiced human behavior. Due to the existence of

values in the aspects of life, the identity of the community is formed according to the value in the social system . So, the preservation of the society identity springs from maintaining its members' values, which is part of the culture. Shrink of these values means the indication of the weakness of the society's identity. Individuals, institutions and leaders of education should be aware of the inflows of values in terms of its nature and its compatibility with the original values.

**3-** Values are like fortresses of the community as they reserve the community from the manifestations of corrupt behaviors so that the society becomes strong with its values.(Al-Jalad, 2005).

**4-** Values teach the society members life goals which they were created for. It "provides the society members with the sense of life and the purpose that brings them together to survive because they are used as criteria for measuring the work and evaluation for the behavior" (Tahtau, 1996).

**5-** Values connect parts of the community culture to seem consistent as they give the society a rational base for its members who belonging to this culture (Abo Al-Enein, 1988)

As a result, the researcher can see the importance of the values in public life either for individuals or groups as they protect the components of the good society.

### **2.7.2 Values classifications:**

There are numerous categories of values according to different views of the scientists of philosophy, sociology and education. Therefore, it became difficult to classify the values comprehensively. Zaher can see that it is

impossible to provide a comprehensive classification of values because of the different philosophical and intellectual property for each classification of (Zaher, 1984). Nevertheless, I intend to introduce some classifications in order to conclude a specified classification to be adopted by this study and perhaps the following are the most important of these classifications:

### **2.7.2.1 Zahran classification (1977):**

Zahran pointed out that the classification of values based on several basics include:

- a. Content:** It contains six values: theoretical, economical, aesthetic, social, political, and religious value.
- b. Purpose:** It includes the values that relate to the style preferred by the individual or the way of performing a particular act.
- c. Strength:** It includes values different in power according to the degree of struggle in its purpose.
- d. Generalization:** Values are divided into public and private.
- e. Obviousness:** There are explicit and implicit values. The explicit values are expressed by speech while the implicit values are drawn from their presence, from the observation of choices, and the trends that have been repeated in the behavior of individuals in an organized way.
- f. Continuity:** Values are divided terms of continuity into two parts: transient and permanent . The transient values are temporal as it is removed easily, while the permanent values are the values that remain stable for a long time in the hearts of people and delivered from a generation to a generation such as the values associated with traditions.

### 2.7.2.2 Spranger's classification (Al-Jalad, 2005):

Spranger's classification was included in "The Patterns of People" where he thought of the possibility of classifying values into six following types:

- **Theoretical values:** It includes the deep interest of the individual to discover facts. This value reflects the pattern of the scientist or the philosopher.
- Economic values:** It looks at the individual interest in beneficial and useful way reflected in the manner of business people.
- **Aesthetic values:** It reflects the interest of individuals.
- **Social values:** It reflects people's love, compassion and respect as it characterizes the good person.
- **Political values:** It reflects the individual interest to access to power and control.
- **Religious values:** It aims at understand the universe and the origin of Man.

### 2.7.2.3 Phoenix's classification (1982):

Phoenix classified values into six following types:

- **Material values:** It helps the physical existence of man.
- **Social values:** It helps to satisfy the social needs.
- **Mental values:** It helps to realize the truth.
- **Moral values:** It is a source of sense of responsibility.
- **Aesthetic values:** It reflects the aesthetic individual interest.
- **Spiritual or religious values:** It expresses people's pertain to what is endless.

#### **2.7.2.4 Ramzey classification (1984):**

Ramzey classified values into four types as follows:

- **Material values:** It aims at permitted business such as industry and trade.
- **Human values:** It aims at saving the human and treating him in good way or upbringing or educating or guiding him.
- **Moral values:** It aims at applying the Islamic Sharia It includes honesty, generosity, and truth for sake of Allah.
- **Spiritual values:** It aims at worship approved by the Islamic Sharia.

#### **2.7.2.5 Abo Al-Enein's classification (1988):**

Abo Al-Enein classified values into the following types:

- **Spiritual values** It implies love of Allah, faith in Allah and Jihad for the sake of Him.
- **Moral values:** It includes justice, honesty, truthfulness, generosity and cooperation.
- **Mental values:** It is the knowledge and ways to acquire experience and critical thinking.
- **Empathy and emotional values:** It includes love, hatred and self-control .
- **Social values:** It includes honoring parents, social solidarity and kindness of neighbors.
- **Material values:** It is the material elements of body care and thrift.
- **Aesthetic values:** It recognizes the aesthetic consistency in things and take in care of appearance, cleanliness and tidyness.

### **2.7.2.6 Thtai's classification ( 1996)**

Thtai classified values into six types:

- Spiritual values.
- Moral values.
- Mental Values.
- Social values .
- Physical Values.
- Aesthetic values.

### **2.7.2.7 Gail M. Inlaw's classification(1956)**

- \* Traditional and cultural values.
- \* Economic values.
- \* Political values.
- \* Values in science and technology.
- \* Philosophical values.
- \* Values of the back community.

### **2.7.2.8 Parker's classification of Values(1974)**

- \* Biological values.
- \* Economic values.
- \* Affective values.
- \* Social values.
- \* Intellectual values.
- \* Aesthetic values.
- \* Moral values.
- \* Religious value.

### **2.7.2.9 Gandhi's Classification(1932)**

- \* Truth.
- \* Non-violence.
- \* Freedom.
- \* Democracy.
- \* Equality.
- \* Self-realization.



### **2.7.2.10 Allport-Vernon (1931)**

Allport-Vernon classify values into six major types as follows:

**2.7.2.10 1 Theoretical:** It reflects Interest in the discovery of truth through reasoning and systematic thinking.

**2.7.2.10 .2 Economic:** It reflects Interest in usefulness and practicality, including the accumulation of wealth.

**2.7.2.10 .3 Aesthetic:** It reflects Interest in beauty, form and artistic harmony.

**2.7.2.10 .4 Social:** It reflects Interest in people and human relationships.

**2.7.2.11 .5 Political:** It reflects Interest in gaining power and influencing other people.

**2.7.2.10 .6 Religious:** It reflects Interest in unity and understanding the cosmos as a whole.

People place different importance to the above value types. This is important to understanding peoples behavior. of people. People in different communities have different value systems, which have led organizations to improve the values-job, in order to increase employee's performance and satisfaction.

#### **2.7.2.10.1 Theoretical values:**

It reflects individual attention and tendency to discover the truth, and understand the world around him. Persons who put this value in a higher level than other values are characterized by an objective perspective in criticism, knowledge, organization. Usually They are the philosophers.

#### **2.7.2.10.2 Economic values:**

It presents the individual attention to every useful thing. People who meet this value are characterized by a practical glance in evaluating things and people. This

depends on their benefits. Persons who embrace this value are highly engaged with money and business.

#### **2.7.2.10.3 Aesthetic values:**

It recalls the individual attention and tendency to any beautiful form, image, configuration, compatibility and consistency. It is unnecessary that all people who are characterized by this value such as artists or innovators. They may be ordinary people but they have sense to beautiful things.

#### **2.7.2.10.4 Social values:**

social values are of great importance to society, They are the most significant factors affecting the cohesiveness of society. Cohesion and unity form a cornerstone in the formation of human relationships in communities. It is considered a significant factor in the process of social interaction between individuals in the same society and other societies, because social values are models favored by people.

(Ibrahi etal,1962:18) define the social values as "The product of social experience and is formed by collective selection processes which the community members agree on for organizing the relations between them." Then ( Zaher 1986:29) describes the social values as those "which include people's love and understanding it aims at other purposes in a way reflecting a type of a social person. "

And (Al-Farra and Al-Agha, 1966: 25)defined it as "a set of values for individual attention to people and sacrifice for them, social awareness, family and social values, cooperation, developing the team spirit, preserving the righteous traditions, respect, courage, and good citizenship commitment to responsibility and equality of opportunity ."

Samiha Abu-Nasr (1984:202) defines it as "all that is worthy of individual attention and care according to social, psychological, economic and other considerations. The individual rely on his judgment, choice and preference between alternatives of available conduct. These values are created as a result of the socialization process. It is true that the individual followed and still does, general social values, individual social needs and behavior."

Aweys (1987:4) defines it as "things that are of a particular value for a group of people, gathered or divided, and social values grow through the collective opinion of this group. That means that these values can not be imposed from outside, but are generated from the living conditions of the group, and be accepted and approved."

Obidat (1998:7) defines social values as "a set of principles, and attitudes the individual acquires from his social environment so these behaviors become acceptable to the community, and individuals behave according to them in their interactions with each other, and thus be legitimate in judging the actions of individuals in the society"

And Barbkh (2000:10) defines it as "The values that concern the individual, the community and through them the individual feels social awareness, self-confidence trust the community, feel comfortable and reassuring, works for the community sake, obey the community laws and maintain the habit and traditions though these values determine the group links, and is considered a distinct community. "

Accordingly, social values based upon the basis of the above-mentioned definition can be defined as: a group of principles and social standards in making the process of linking social structure by its different parts and regulating and directing the relations of individuals, so that their behavior can be harmonious and accepted by

the group, where the individual belongs to and this can be achieved through teacher practices in different educational situations.

### **- The Nature of social values:**

Man is social by nature. Individual seeks to be an active member in the community, so he works hard to adopt himself to the style values of his society, and he seeks to maintain this style, and exert efforts and time for achieving the required goal even though it could be against his trends, tendencies and desires, otherwise individual will be exposed to criticism from his society. It is untrue that man goes after the dictates of his tendencies and whims, but he/she proceeds according to the values stemming from the belief and the culture of the community. Otherwise the individual will be exposed to criticism from the community, and may be charged with rebellion and delinquency.

Therefore, most members of any society are subconsciously controlled by social values and they are required to adopt during their interaction and relationships with society members.

There is no man who wears what he likes and does not behave as it should be based on the pattern of his choice, but this is restricted to the habits of the community and its values, standards, orders and prohibitions, although, theoretically that individual is free in his choices, and decisions. The fact is that individual behavior, largely restricted to the environment in which he grew up in and the society in which he lives, (Diab, 1966: 51)

However, this does not mean that society's values are one and absolutely agreed upon by the community, but what it is intended to the common values in society, regardless of their agreement on their branches or details. This because it is

impossible that everyone agree on one conceptual framework, so that the society tolerates its individuals, but within a reasonable framework .

Social values derived from the Law of God, have goals to achieve, including:

- Teaching Muslims cooperate and love each other .
- Teaching Muslim to take individual responsibility in addition to his/her responsibility in the society.
- Inculcate human values such as harmony and cooperation with other communities.

(Baker, 1983: 20)

### **- Social values functions**

Intellectuals agrees ly on that values represent an important role in guiding the behavior of the individual and the group in various aspects of human activities whether the social or economic or political or intellectual. Thus there should be a system that stands on basis of values that respects individual and the community rights. Values should be function means that they perform a function which is right for both sides of the equation, both the individual and the community. And values operate as criteria guide for, the behavior of individuals to a certain and defined direction within the social context. It determine the manner in which the individual presents himself to others. Psychologists assured that by knowing the values of a person he can know his character and its various dimensions.

Therefore I notice that values have many functions for individual and society. These functions can be at two levels:

#### **The individual level**

The most important functions of values for the individual can be determined as follows:

- It set up individuals specific choices and determine their behavior. In other words, it determine the shape of responses, and it play an important role in the formation of individual character . Also, it determine the objectives within a right standard environment.
- It give the individual the possibility to do what is required of him/her, and it give them the ability of positive adaptation and adjustment, to achieve self satisfaction.
- It works to control one's desires and lusts in order not to control mind and feeling, because they link his behavior and actions with standards and laws. The individual behaves in the light and guide of them (Aboul Einein, 1988:35-36)
- It provides the individual with the feeling of the object to achieve it. It helps in guiding him to reach this object.
- It creates in the individual the ability of sensing wrong and right behaviors.
- Help the individual to take responsibility of his life, to be able to understand his personal entity, and reflect on life issues that concerns him, and lead him to a sense of satisfaction, (Abujado, 1998: 34)
- Values enable the individual to make the right decision based on solid background. Therefore, the individual enjoys a self-confidence to face the problems and difficulties that confront him.

### **The community level**

The most important functions of values for the community level can be determined as follows:

- Linking the parts of culture to each other to look coordinated. Also work on giving these systems intellectual settles in the minds of the people of their society.

- Working to provide members of the community with the sense of life and the goal that brings them together for survival, through value system, making individuals think about their behavior as they attempt to reach the goals, rather than look at behavior as attempts to satisfy their desires and motivations, (Zaher, 1986: 32-33)
- Values work to find the kind of balance and social stability. That approach is possible through common standards agreed upon in the society.
- Values help society to face the challenges and changes that unexpectedly falls upon it. That encounter takes place between resisting and confronting all forms of decay and corruption inward through the media and various methods of destruction. Therefore, sticking to supreme values is like impregnable dam in front of social deviations.

Western cultures and its luxury could not reach to happier life and peace of mind in the absence of religious values. Thus, there is no wonder that suicide rate is high in the west. Drug and opium case another social problem in the West. "( Al-Asmar,1997: 393)

#### **2.7.2.10.5 Political values:**

Political values mean enough amount of political wisdom to manage the country affairs with the use of suitable styles, necessary tools, and the use of the international and regional strategies and the collection of all of the administrative information to lead a successful policy for the persuasion of the people and for running their affairs successfully .

### **2.7.2.10.6 Religious values:**

Religion is what the individual thinks and believes in. In the culture of the East it is the main core of life. There are three heavenly religions: Judaism, Christianity and Islam. Islam copies whole previous religions by the treatment of all life affairs under different circumstances. Therefore, it is the only religion Allah the Almighty accredits.

Religious values mean the way and the debt treatment extent to the life matters and the extent of their application at the individual, societal, inspirational, and analytical domains to get the public utility and benefit.

## **2.8 Cultural values:**

### **2.8.1 Defining Culture:**

Culture is so broad in its scope that “there is no aspect of human life that is not touched and altered by culture.” (Hall, 1977:14) Till now linguists have had many definitions of culture; each culture focuses upon one particular aspect, ranging from all-encompassing concepts like “it is everything” to some narrowly-viewed concepts like “it is opera or ballet”.

It is believed that Sir Edward B. Tylor gave the first definition of culture. He defines culture as “That complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. (Cited in Yue 1999:112) This concept of culture is all-embracing, it includes the behavioral (custom), the creative-material (“art”), the institutional (“moral” and “law”), and the cognitive (“knowledge” and “belief”).



We can see from the above-mentioned definitions, that culture is shared, learned, transmitted, integrated with ways of life, deep beliefs, values, and social norms. Besides, culture is dynamic and subject to change.

### **2.8.2 Cultural Values**

A culture's values are its ideas about what is good, right, fair, just and others. Sociologists disagree, however, on how to conceptualize values. The conflict theory focuses on how values differ among groups within the same culture, while functionalism focuses on the shared values within culture.

Yong (2009) mentioned that Cultural values, at the lowest level, are commonly shared concepts about what is right, wrong, possible or impossible, true or false and so on. From there, understanding cultures is some what complicated. The arena of cultural values can be as small as each individual's personal set of decisions as to what is acceptable or not. The individual can firmly set in deciding that existing cultural values are just fine and that no new or different ones are desired. The individual can be flexible, from being widely traveled, for example, and capable of adhering to the cultural values of many societies in the world. The individual can be required to adjust values as life conditions change.

### **2.8.3 Culture and Society**

Culture consists of the beliefs, behaviors, habits, and other characteristics common to the members of a particular group or society. Through culture, people and groups define themselves, conform to society's shared values, and contribute to society progress or failure., Culture includes many societal aspects: language, customs, values, norms, mores, rules, tools, technologies, products, organizations,

and institutions. This latter term institution refers to clusters of rules and cultural meanings associated with specific social activities. Common institutions are: family, education, religion, work, and health care.

Sociologists define society as the people who interact in such a way as to share a common culture. The cultural bond may be ethnic or racial, based on gender, or due to shared beliefs, values, and activities. Culture and society are intricately related. A culture consists of the “objects” of a society, whereas a society consists of the people who share a common culture.

#### **2.8.4 Symbols and Language in Human Culture**

Symbols are cultural representations of reality. Every culture has its own set of symbols associated with different experiences and perceptions. Thus, as a representation, a symbol's meaning is neither instinctive nor automatic. Individuals of one culture can interpret and reinterpret the symbol correctly. Symbols occur in different forms: verbal or nonverbal, written, portrayed or oral. They can be anything that conveys a meaning, such as words on the page, drawings, pictures, and gestures. Clothing, homes, cars, and other consumer items are symbols that imply a certain level of social status.

Perhaps the most powerful of all human symbols is language—a system of verbal and written representations that are culturally specified to convey meaning about the world. Language is an important source of continuity and identity of any culture. Some people believe that language is a mirror of culture, in the sense that people can see a culture through its language. Others compare language and culture to an iceberg: the visible part is language, with a small part of culture; the greater part, lying hidden beneath the surface, is the invisible aspect of culture.

Brown (2001:165) describes the relation of language and culture as follows: “A language is a part of culture and culture is a part of language; the two are intricately interwoven so that one can not separate the two without losing the significance of either language or culture.” In simple words culture and language are inseparable.

language and culture are inseparably connected because of:

1. Language acquisition does not follow a universal sequence, but differs across cultures.
2. The process of becoming a competent member of society is realized through exchanges of language in particular social situations.
3. Each society orchestrates the ways in which children participate in particular situations, and this, in turn, affects the form, the function and the content of children's utterances.
4. Caregivers' primary concern is not with grammatical input, but with the transmission of sociocultural knowledge.
5. The native learner, in addition to language, acquires also the paralinguistic patterns and the kinesics of his or her culture. (Buttjes, 1990: 55)

Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, but it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted. Culture is the foundation of communication. (Samovar, Porter, and Jain, 1981: 24)

We should and teach our students the L2 or FL culture in our classes when our goal is communicative competence. Not only is culture part and parcel of the process, but the educational value of it within L2/FL education is great, as Byram (1988) argues.

## **2.9 Patriotic values:**

Patriotic values is a link and affiliation of the individual or group to a particular piece of land or home. Love of the land develops protection sense inside its people. (Nasser, 1993:125).

Belonging to the homeland is a part of patriotic values that it requires sacrifice, advocacy, bestowal and liberality. Loyalty and national belonging is not linked to stickiness of the individual physically to homeland, but exceed the borders of the homeland so he loves it, seeks to support and advocate it inside and abroad. (Abdel Tawab, 1993: 118)

### **2.9.1 Dimensions of patriotic values:**

The education and preparation of a citizen who carries patriotic values is an important way of construction. It plants in the hearts of young people how their pride and dignity can only be achieved by the glory and protecting their homeland. It is considered a crucial factor in educational institutions, linked with the development process in the present time and future, when children learn the value of homeland their value raise in their heart. By all means citizen is the kernel of the homeland, and homeland is the fruit of the citizen, and hence comes the importance of a citizen's education. Love and education are seen as an ongoing process to deepen the sense of duty towards the community, and to develop a sense of belonging and feeling pride of

homeland. To instill love of order and national trends, brotherhood, mutual understanding cooperation between citizens, respect for regulations and instructions, and teaching the new generation of their homeland institutions, and civil organizations, and that they did not come by chance but they are a fruit of hard work and bitter struggle, so their duty is to respect and protect them. (Mortag, 2004:42). and patriotic values contain many dimensions such as: -

### **1- Identity**

One of the patriotism pillars is the consolidate identity. It is in turn an evidence of existence. It then highlight the behavior of individuals as indicators to express identity, and loyalty.

### **2- Collectivism**

That belonging links confirm the tendency towards collectivism, This can be expressed by uniting individuals with the overall aim of their community. The community then confirms each of cooperation, solidarity, cohesion, and emotional desire in the warm feelings of unity. Collectivism enhances tendency to love, interaction and sociability . All of them contribute to the strengthening of loyalty to the country .

### **3- Loyalty**

Loyalty is the essence of commitment, support self-identity. It strengthens collectivism, and focuses on parallelism, and calls the individual to support his community. It indicates the extent of belonging to homeland. It is the strong foundation that supports the national and social identity.

### **4- Obligation**

It is the adherence to social norms and systems. In this context collectivism emphasizes harmony, agreement and consensus. Therefore, it generates an effective pressure to comply with the community standards for possible acceptance and compliance as a mechanism to achieve consensus and avoid conflict. (Lebra:1986)

## **5- Democracy**

It is the individual's sense of need for mutual understanding, cooperation with others. It is the desire to have the opportunity to criticize. This implies the skill of open minded acceptance of others criticism, and conviction that the election is a mean to choose the leaders, with commitment to the rules and laws, and cooperation with others. It implies setting goals, executive plans, division, distribution and observation of work and thus it prevents the dictatorship. Also, it welcomes the opposition, and guarantees its safety and welfare of society. While (Mohammed: 1985:44) views that the dimensions of patriotic values include:

- Love and loyalty to homeland.
- Sacrifice for homeland and defending it
- Adherence to homeland in defeat time .
- Efficient work action and meaningful change.

Teaching love of homeland reflects good citizenship and patriotism. This can be achieved by teaching values that represent a fundamental objective in the development of the national sense of belonging. (Ali: 1998:229). And the preparation of loyal citizen who is works hard to serve his nation, comes through teaching the values of belonging to this citizen. (Al-Farra and Al-Agha, 1996:9)

### **2.9.2 Patriotic values Indications:**

The values of belonging to homeland appear exclusively through a number of practices, behaviors and directions by which one can judge the existence of patriotism. In this context (Nasser: 1993) views those indications as:

- 1 - Sacrifice for the homeland, either in good or bad . It is a blood tax each sincere individual pays for his affiliation.
- 2 - Doing the required duty completely in all fields, to approve honest citizenship and a strong affiliation.
- 3 - Doing volunteer work and charity, because their usefulness benefits homeland and citizens.
- 4 – Preserving the native language, cultural heritage, and folk costume.
- 5 - Maintaining the customs and traditions that community agrees with.

### **2.9.3 The objectives of enhancing affiliation:**

The national education and the preparation of citizen on patriotism. Patriotic people represent a wealth for the nation. It is an increment to the world and a safety valve to the community. Therefore, the enhancement of the affiliation is necessity to the society, individuals and institutions. Patriotic education should focus on enhancing the national belonging .

Saada (1990) has summed up targets on the following:

- 1 - Providing students with a positive and realistic understanding of the political system in their countries.

2 - Teaching students the values, and the necessity of their participation in the political decisions that affect the course of their lives in the local community.

3 - Teaching students the rights and duties of the individuals .

4 - Identify the current public issues affecting the community where students live.

5 - Understanding of international cooperation between different communities and the international political activities.

### **2.9.4 Factors affecting the patriotic values**

The factors affecting the sense of belonging or patriotism can be identified in the following:

#### **1 - The religious factor:**

For many communities, religion is the main core of life. Loyalty to Almighty Allah leads to loyalty and belonging to homeland. The believer does not see a clash of his interest, and between his role in society. Loyalty to Allah is not incompatible with belonging to the nation because the homeland is the land where law of Allah grew and flourish. Therefore Prophet Muhammad, peace be upon him, devoted his life to establish the state of Islam in El-Medina as a socio-political entity to be a center for Islamic Call (Abdel Tawab, 1993:132)

#### **2 - The economic factor:**

The economic factor is not linked to the individual psyche to satisfy his material needs or to achieve incomings, but it linked to the situation of panic and fear



of the future and lack of security and trust feelings in the economic reality that led some to emigrate to gathering up money instead of any other action or thought.

(Mohammed, 1985:174)

Achieving and satisfying economic needs of the individuals contributes to the strengthening the national affiliation while economic hardships experienced by the society, or the excessive wealth of some classes and business people, and extreme poverty of some other classes. It drive some to prefer their own interests to the public interest, and disinterest of homeland such a situation would drive some to commit crimes against the nation such defalcation of public funds, forgery, bribery, dishonesty and more. (Abdel Tawab, 1993:130)

### **3- The political factor:**

The country under occupation does not allow many citizens evolve politically. Some groups of people conduct most of their interest in resisting colonization and its followers, and some opportunists seek to gain colonizer favor and flatter it, but be spies in favor of the colonizer. This prevailing political situation in any country affects the national affiliation and behavior of the individuals towards their homeland. (Asad, 1992:96)

One thing to say is that where there is freedom, democracy and respect for the individual dignity, there is a national affiliation of community members and vice versa. (Abdel Tawab, 1993:131)

And the political factor affecting the national sense of belonging through shaking the existing political systems, or some people rejecting them may cause migration, confrontation, arrest. (Mohammed, 1985:174)

### **4 - The social factor:**

(Abdel Tawab, 1985:169) State's commitment to supply the basic necessities of life such as health, education, shelter utilities, work opportunity and others, will increase and deepen national belonging. Also (Mohammed, 1985:169) mentioned that the lack of provision of social services and employment opportunities, and the collapse of human and social values and the lack of equal opportunities cause immigration, and weaken the sense of national belonging. While engage directly with groups of people and interact with them give self-confidence, sense of security, provide the social needs of the individual and increase the level of national belonging. (Deaux, 1993:225)

## **5 - The psychological factor:**

The feeling of love by young people for their homeland from the psychological aspect develops and flourishes, whenever they feel that the country offers them the care in various correct forms: socially, educationally, economically, and when providing the young with a decent life chances and freedom of opinion they feel relieved, and then increases and enhances his national sense of belonging. (Issawi, 1985:91)

The psychological factor plays a major role in strengthening or weakening the national sense of belonging. Migration mostly associated with the psychological motivation, and the collapse of values reflects upon the individuals, (Mahmoud, 1985:170) a Positive psychological factor is important in increasing the motivation to work for the nation, then results to increasing the intensity of the national affiliation. (Brown, 1965:424)

# **Chapter II**

## **Section B**

### **Previous Studies**

### **Literature Review**

- **Introduction**
- **Studies discuss "Values and teaching"**
- **Studies discuss " Values in textbook"**
- **Studies discuss "Values in English textbook"**
- **Conclusion**

## Chapter II

### Section “B”: Previous studies "Literature Review"

#### 2.10 Introduction:

In this study, the literature review is divided into three parts. Most of them is concerned with different types of values. They are values and teaching, values in textbook, and values in English textbooks.

The researcher reviewed a number of previous studies related to each of the three parts. The first part consisted of 13 studies discussed the importance of values and their effect on teaching process. Some of these studies presented how teaching process serves and helps to enhance and improve different types of values. The second part reviewed values in the textbook. It included 10 studies, that discussed extent availability of different types of values in the textbook. Others clarified the role of the textbook in improving values. The last part was on values in English textbooks. It discussed availability range of values in English textbook as ESL / EFL. The others clarified how different cultures affect range of values in English textbook ESL/EFL

#### 2.10.1 Studies discussing "Values and teaching"

1- **David and Murphy.(2004)** examined three important issues concerning ethics education and accounting. First, the question of whether ethics can indeed be taught is examined. Next, several innovative approaches are presented as it has been used by accounting educators to integrate ethics into the classroom. Finally, it displayed results of a survey of students concerning their perspectives of ethical issues in

accounting education, the accounting profession, and society at large. Survey results reveal that students consider lack of ethics damaging to the accounting profession and society. Results also indicate that accounting students seek ethical and moral direction.

**2- Abdulaziz (2004)** sought to identify the relationship between the perceived impact of cooperative education programs and five variables: 1) The presence of a training plan, 2)The role of the cooperative education coordinator, 3) The frequency of communication contacts between the schools and secondary industrial institutes. 4) The characteristics of students in terms of their technical skills and work ethics . 5) The characteristics of the organizational partners. The purpose of the study was to examine the effectiveness of cooperative education programs in secondary industrial institutes in Saudi Arabia as perceived by their organizational partners.

Thirty-eight organizations from Riyadh and Jeddah participated in the study. Each organization had sponsored a cooperative education program in 2003-2004 school year. The results showed the presence and development of a training plan and how it reflects the perceptions of the organizational impacts . Results showed that both student characteristics – technical skills and work ethic – were important to the organization partners.

The results also showed that the organization partners viewed communication contacts as a significant factor. Finally, there was a modest but insignificant relationship between organizational effectiveness and coordinator's role, organizational location, size, type of business, and number of years of participation in the cooperative education programs. The results suggested that the organization partners viewed cooperative education programs in Saudi Arabia as beneficial .

**3- Breidlid, A.(2005)** examined the educational discourse in Sudan administered by the Government of the Sudan. At first it analyzed the value system upon which the Sudanese education is based. Study focused on the nature of Islamism. Such a discussion is necessary because the dominant discourse is about power and Islamic theocracy which legitimize each other , and it spill over the educational discourse. Given the ethnic and religious complexity in the Sudan, the imposition of a fundamentalist Islamic discourse is fiercely contested. The second part of the article, therefore, discusses the educational discourse of the government and relates it to the oppositional discourses in the country. It pays particular attention to the homogenizing efforts of the dominant discourse to eradicate difference as a constituting factor in the Sudanese educational system. The attempts to recognize difference have not led to a fundamental negotiation of the consequences of Islamism in the official school system.

**4- Khazalee, Q.(2009)** aimed to extrapolate the values in putting educational philosophies on one side, and Islamic perception on the other side. The researcher used the integrative approach, as one of the entrances and techniques of descriptive approach. It is about the values that were incoming at the educational philosophies in a logical sequence of ideas. He used the descriptive analytic approach to extrapolate the educational values in the verses of Holly Koran and books of the Sunna by the content analyses method. Results of the study showed that there are differences between the educational philosophies due to their dependence on humanitarian sources. It should be aware of the human mind through a process of experimentation and verification about it until it to be acceptable in the end. Most likely it was agreed

with the Islamic perception, this agreement is formally only happening in nomenclature. There is a difference between sources of values, and its purposes. Islam links the values with legislation (Al-Sharo') because Islamic values improve human behaviors, and are not left to the people for their consideration. It is necessary to separate and distinguish between values in the Islamic perception and the values that are predominant in the Western societies wherefrom of its sources and purposes even if it gained our admiration.

**5- Nisivoccia (1996)** indicated a lack of knowledge that detrimental effect on thinking and problem-solving ability in the pretest data before the change in the cooperative learning model. Study was applied in Florida to change the state-mandated grade 12 course that was called "Family Life Education". A reading questionnaire indicated that students did not read an adequate amount of materials to increase their knowledge. Classroom observations showed that many did not interact in a productive manner, display satisfactory work habits and study skills, share ideas and work, network, cooperate or communicate. Possible contributing factors to ineffective instruction included the following: 1) A technical and anatomy based curriculum not structured toward the more important emotional and social issues, 2) Textbook and materials that lacked relevant, contemporary information in an exciting, interesting format, 3) Few provisions for alternate teaching methods . 4) Inadequately trained teachers.

The cooperative reading and writing project increased appreciation for reading information on family life. Students felt more comfortable in small cooperative learning groups that provided intrinsic, social, and ego-integrative motives. The small cooperative groups also positively affected all students' academic achievement,

increased information retention, and enhanced self-esteem, social acceptance, and development of social and lifetime skills.

**6- Helwig, A.(2002)** investigated children's, adolescents', and young adults' reasoning about the teaching of a variety of values in school and family contexts. The researcher used one-hundred and sixty participants in four age groups (8, 10 and 13 year-olds, and college students) evaluated acts involving the teaching of values and laws that regulate the teaching of these values. Both the positive or negative values and the context in which they were presented, school or family were systematically varied. Results showed that a variety of factors were considered in evaluating the teaching of values, including context, the valence of the value, and the type of value taught. Participants' reasoning about values education was found to be multifaceted and included distinctions between moral values that reflect justice and rights, and values that reflect other forms of personality traits and social values. The researcher suggested that conceptions of values education may be better understood within models of social reasoning that draw distinctions between types of values (e.g. moral and other values) and account for the increasing capacity to differentiate social contexts and spheres of legitimate governmental regulation with development.

**7- Al Fattah (2009)** explored and identified the nature of politeness strategies in Yemeni Arabic language focusing on the request speech as a measuring tool. Also he sheds light on the socio-cultural attitudes and values of the Yemeni community. Study provides a pragmatic analyses of the strategies of requests and politeness phenomenon in the production of request speech act by Yemeni Arabic speaker, so that the study is based on analysis of the elicited responses of 330 Yemeni Arab subjects. Data was collected by means of a written questionnaire. The questionnaire was obtained with



1320 speech acts of request, to identify the type of strategy used. The findings of the study reveal the Yemeni Arab speakers intend to use the conventional direct strategies with constant tendency to use mood derivable request strategy with politeness markers.

**8- Affouneh (2007)** explained how conflict and war affect children's moral education . He took the case of Palestine as an example, study begins by giving brief back ground to the emergency situation in Palestine and it is impact on children.

Second section reports research finding about the attitudes of Palestinian teachers, parents and young people towards the effects of the current conflict on children's personal development, and towards the possibility of moral education. While the conflict continues, the last section discusses the deeper problem of what sort of moral education is appropriate in such a context. Also, it examines specific values such as love, hate, revenge, forgiveness, peace anger and violence.

**9 - Rippberger, (2007)** attempted to reinforce cultural and national values explicitly through civics lessons and implicitly through attitudes and classroom management in the US and Mexico. Field of study was in Ciudad Juarez and El Paso schools. Research illustrates the blending and separation of cultural values in a large metropolitan border area. It looks at overt civic rituals in schools, such as flag solute, and at more tacit normative training associated with classroom organization and management strategies. The researcher links teaching practices to cultural concepts of time, personal interaction and nationality. Development human relation ships, time sociability, individualism, and nationalism and hege mony opens up some commonly held assumptions of US and Mexican cultures for a more critical view.

**10- Hartsell, B (2006)** discusses why and how the moral development and affective needs of gifted students at the secondary schools could be closer to environmental studies. He suggests some additional strategies that help gifted students to motivate their interest in ecological issues despite the scheduling constraints imposed by the regular curriculum. The study recommended changing the way of thinking as quickly as possible. Also we need to clarify our values and adapt new priorities in the process. Researchers should clarify our responsibilities, so that people can see their part of the whole task as well as the necessity to share by doing their part.

**11- Begley, p. (2007)** aimed to explore the nature of moral literacy as it applies to leadership development and the processes of promoting moral literacy by teaching in colleges and universities. In this study, authenticity and moral agency in education settings are proposed as a means of promoting and achieving moral literacy among teachers and students. As finding instructional principles for the integration of values and ethics into post secondary teaching are outlined. Several successful techniques are illustrated so, the study implications were the use contrasted with their application as a process. These applications are included in the form of teaching activities such as "value audit", problem interpretation protocols and the use of case studies. It advises to incorporate moral literacy frameworks in university level teaching combined with practical strategies.

**12- Higgins, A (1995)** aimed to identify the values that teachers want to reclassify to their students in secondary schools in both Russia and the US as well as identification to the practices used by teachers in inculcating moral values to their students.

The researcher used comparative descriptive approach. Results showed that there is a difference between Russians and US teachers. Russian's focused on the value of

patriotism and loyalty in the teaching process, while US teachers focus on instilling values of self and personal independence

Also US teachers consider themselves as models teachers should be imitated by their students.

**13- Ennis, K. (1994)** aimed at examining a proposed plan and courses for eleven sport teachers to identify goals that focus on social values and to identify to what extent teachers accommodate the background of students. Also study addresses the relationship between academic content and students, motivation. The researcher used the Comparative Approach. The results reached to the necessity of focusing on social responsibility in the teaching process with cooperation and work with others. Moreover, teachers confirm that there is a dissonance between the need of academic goals and the need of teaching skills as it is related to social responsibility.

### **2.10.2 Studies discuss " Values in textbook:"**

**16- Orkin and Wendie (1996)** Pointed out that there was a widespread problem with schools able to turn out young people equipped with skills needed to properly function in society. Study described a program for increasing skills necessary for learning and living, such as cooperation, perseverance, problem solving, and friendship.

Targeted population was elementary school students in a growing, middle class community. The study reported a weakness in student's interpersonal and social skills. Data revealed a lack of knowledge and skills related to working together, achieving personality, problem solving, and making friends. Review of curricula content and

instructional strategies revealed an over emphasis on skilled subjects, leaving little or no time for life skills to be taught in the classroom.

Three categories of intervention were indicated as the follows: 1) An integrated unit to teach students basic life skill vocabulary, 2) The development of a program to implement the use of life skills in the classroom and 3) A plan to connect the life skills throughout the entire school. Post-intervention data indicated an increase in awareness of the life skills vocabulary, an improvement in using and understanding life skills, and the development of a foundation for future growth.

**17- Al-Saydeh, M (2009)** This study investigates the professional work values that should be included in the textbooks of national and civil education for the higher basic stage (Grades: 8, 9, and 10) in Jordan. A list of 57 values was developed, and moderated by curriculum specialists. It was also represented to specialists to estimate the frequencies with which values should be included in textbooks. The list consisted of six domains: managerial, technical, cognitive, personal, interpersonal, and group-system values. Textbooks content analysis was undertaken to find the frequencies of inclusion of these values ,in textbooks, adopting the concept as the subject of analysis. Results revealed that work-related values were most included in the textbook of the tenth grade, followed by the eighth grade , and then the ninth grade . Managerial values were the highest in inclusion, followed by interpersonal, technical, personal, cognitive, and group-system values. Also there were 11 values not included in those textbooks. They were: discipline, accuracy of objectives and results, cost detection, like of wisdom, altruism, modesty, trust giving, holistic vision, achievement of satisfaction, reinforcement of analytical ability, goodness of situation expression. There was no consistency between frequencies of inclusion of work values in

textbooks and curriculum specialists' Therefore, it was recommended to include these values in the textbooks.

**18- Schuitema and Dam(2008)** included presented the result of a literature review of studies on teaching strategies for moral education in secondary schools (1995-2003). The majority of the studies focus on the "what?" and "why?"( i.e. the objectives, of curriculum-oriented moral education). Attention was given to the instructional formats for enhancing the social and moral development of students. Most studies on teaching strategies for moral education recommend a problem-based approach to instruction whereby students work in small groups. This approach gives room for dialogue and interaction between students, a matter which is considered to be crucial for their moral and social development. Other studies discuss more specific teaching methods, such as drama and service learning. They conclude that the theoretical discourses on moral education are not reflected on the practice of curriculum-oriented moral education and its affects the students' learning outcomes. They recommend that future research on curriculum-oriented moral education includes the subject areas encompassing moral issues and the social differences between students.

**19- Meinarni, S(2006)** intended on representation Japanese values in conversations found in the textbooks. This topic is purposively selected based on the idea that values and beliefs tend to be borderless and globalized, exposing one's identity becomes unavoidably important. To some extent, the influence of vast advanced information technology in this global era, changes Japanese's thinking and way of life.

Study realizes the importance of revitalizing and preserving these values and the beliefs in a more systematic way, especially through classroom context. However, there is a gap between expectations and occurrences in the class. Many students

believe that learning English as a foreign language is more interesting than learning Japanese (Kristanto, 2006). These students further state that what they have learned from the Japanese language class does not provide a significant benefit because this class does not offer what they could apply in their daily conversations . This is due to "among other things" lack of Japanese values in the materials they learn in the class. This situation encourages me to study how actually the three Japanese values are represented in the conversations used in the textbooks as the models of teaching speaking skill. The data, from the textbooks of the fourth year primary school level, were selected by considering the variety of the topics and conversant.

**20- Vitiz(1985)** listed the representation of religious and traditional values in today's public school curricula . Seven studies intended to examine how religion, religious values, and family and family values are presented in the typical textbooks used in public schools. Studies 1 through 5 tackle representation of religion and some social and political issues in social studies texts for grades 1-6. Study 6 tackles the same topics as portrayed in high school American history books. Study 7 investigates religion and certain traditional values as portrayed in the books used to teach reading, in grades 3 and 6. Analyses were based on 60 commonly used social studies texts produced by the following publishers: Allyn and Bacon (1983); D.C. Heath (1982); Holt, Rinehart, and Winston (1983); Laidlaw Brothers (1983); Macmillan (1982-83); McGraw-Hill (1983); Riverside (1982); Scott Foresman (1983); Silver Burdett (1984) and Steck-Vaughn (1983). Books were read and scored by the principal investigator. All results were verified by independent evaluators. The general findings of the studies were that public school textbooks introduce a biased representation both of religion and of many traditional values.

**21- Mahran, G.(1987)** Social studies textbooks currently used in Iran have been rewritten since 1979 to achieve the socialization of children into current Islamic political thought. An analysis of the content social studies textbooks concludes that explicitly political textbooks are used to teach state approved values and appropriate political behavior. Meantime, it was alter preparing children to become citizens in a country with a narrowly defined framework of government ideology. This paper, analyzes content, is limited to determine what sort of ideal person the new Islamic textbooks wishes to create; it is not intended to measure the effectiveness of the textbooks in attitude formation.

**22- Hamato, N.(2009)** aimed to identify the values of belonging and loyalty included in the curriculum of national insignia for the lower basic stage and the extent of students attainment of them from the viewpoint of teachers in the scholastic school year 2008/2009. Also to identify the most important values acquired by pupils at this stage. Also, it identifies the level of these values in the national insignia subject for this stage. The study problem was identified in the following question: To what extent is the availability of the value concepts among the pupils lower basic stage in the government schools of Gaza. The researcher used the descriptive analytical approach. Study sample was the school books of national insignia of the curriculum.

The study came out with the following results:

- 1) There are nine dimensions of the values which should be incurred in the national insignia curriculum for the lower basic stage.
- 2) The total number of the national insignia values that are incurred in the curriculum is 1048; divided between classes from1-4.

In light of the outcomes of the study, the researcher designed a list of belonging and loyalty dimensions included in the national insignia curriculum for the lower basic stages .In addition he analyzed the content according to a list of nine value dimensions and seven value concepts he has proposed.

**23- Hamouda, M.(2009)** Sought to identify the Islamic educational values implied in the stories of the Palestinian curriculum for preparatory school in the light of the Islamic educational concept. Also, it aims at working out a proposal vision to make use of those values that would achieve the educational goals. The research worker has used the analytic descriptive methodology working on the content analysis procedure by analyzing those stories on the Palestinian curriculum for Prep school and extracting the educational values from it. The findings in this study are as the following:

1- Stories on reading textbook for prep school are rich in fiducially educational values in which the researcher has extracted eleven of them. Some of those values are: believing in predestination, certainty of Allah , trust in Allah, glorification of Allah, and gratefulness to Allah, praising Allah, inevitability of death, supplication, and asceticism in this world, justice and company of the good.

2- stories on reading textbook for prep school are rich in ethical educational values in which the researcher has derived six of them. Such values are like: keeping promise, modesty, preference, mercy, pardon and forgiveness, and giving advice.

3- stories on reading textbook for prep school include mental educational values in which the researcher has derived seven of them. Such values are like: filling up the



mind, meditation, pondering, thinking, insight and wit, verification and preservation of time.

4- stories on reading textbooks for prep school imply a group of aesthetic educational values in which the researcher has extracted five of them. Those are: the beauty of God's creation, dressing up and making sure of beatification, euphemism, nice imagination, and rhetorical figuration.

5- Researcher has gained access to a curative educational formula to make use of the educational values drawn out of the stories in the reading textbook for prep school on the academic teaching field. The formula includes teaching process elements, how to take in the values on it, and the importance of school teaching. It also includes some different, ethical, social, mental, aesthetic and physical angles. The study recommended that educators should teach the Islamic educational values for the youth in the various educational and social institutions starting with the family stepping by school, college, and university ending with mosque. It is also essential to work on implanting the Islamic values and strengthen them on Muslims. They should correct the wrong ideological concepts for teachers undertaking educating Muslim generations. It is necessary to enlighten them with the right Islamic educational values, for some of them carry wrong notions or even ignore other concepts.

**24- Guthrie(1983)** responded on the challenge of textbook censors that content is critical to the process of value formation .This takes place by presenting other determinants: the theme of the text, the values of the reader as related to that theme, and the teaching strategies implemented.

The results showed that most of them concentrate on moral values and its influence of teaching and learning process. Meantime, moral values differ from society to another according to their religion, and culture. At the same time, some studies measured the range of using values according to the vast advanced information technology. Most studies emphasize incorporating values in the curriculum because it is very important in learning and teaching process.

**25- Samara's (2000)** Study sought to extract the Islamic educational values form Ali Bin Abi Taleb's poems, which verified by Rehab Akkwi. It also aims to identify the nature of the relation between education and literature. The research used descriptive analytical method. He used the content analysis, purposely in analyzing the verses and identifying educational values regarding the quality rather than the quantity

Study reached the following findings:

- 1- There is a close relation between literature and education. There are educational importance, objectives and functions in literature.
- 2- Literature, with its various arts, helps to implant and develop the Islamic educational values in the young people, as it is a favorite matter to children; its attractive and imaginative.
- 3- His poetry fraught with many Islamic educational values reflects his great attention.

Also, the researcher find many kinds of values as spiritual, ethical, social, mental, physical and aesthetic. After he analyzed the content he found 20 spiritual values, 15 ethical values, 16 social values, 6 mental values, 7 materialistic values and 5 esthetical the researcher recommended that:

- 1- A special attention should be given to the Islamic educational values, and attempt to implement them in a textbook.
- 2- Arab and Muslim poets and writers should abide by the Islamic educational concepts and Islamic values in their literary products.

### **2.10.3 Studies discuss "Values in English textbook:**

**27- Thanasoulas, D. (2001)** concerned with consolidating the idea that teaching of culture should become an integral part of foreign language instruction. Also he concerned himself with clarifying the reasons and methods of teaching culture. Furthermore he set a plan to incorporate culture into the classroom considering some techniques and methods currently used.

Findings of the study is that effective communication is more than a matter of language proficiency. Also, apart from enhancing and enriching communicative competence, cultural competence can also lead to empathy and respect toward different cultures as well as promote objectivity and cultural perspicacity.

Culture teaching should aim to foster 'empathy with the cultural norms of the target language community' and 'an increased awareness of one's own 'cultural logic' in relation to others.

The researcher recommended that culture teaching should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes, and beliefs, and how these manifest themselves or are couched in linguistic categories and forms. More specifically, teaching cultures should make learners aware of speech acts, connotations that is, appropriate or inappropriate behavior, as well as provide them with the opportunity to act out as a member of the target culture.

**28- Lee, K.(2009)** examined 11 Korean EFL high-school conversation textbooks to investigate aspects of culture learning/teaching were included and the way it is taught . Content analysis is based upon the models conceptualized by Paige et al (1999, 2003) and Lee (2004, 2005). All of which prove that culture Learning, teaching and acquisition are necessities for contemporary L2, FL, ELT. culture acquisition. The findings showed that all of the culture-general aspect of culture learning and the small “c” target-culture learning. The majority of the textbooks showed a strong preference for Big “C” target-culture learning such as a set of memorisable facts and statistics in arts, history and customs.

The researcher suggested some guidelines that need to be addressed for cultural content or information in contemporary ELT even in EFL, ESL or instructional materials such as:

1. Cultural content or information should embrace both the culture-general and culture-specific aspect of culture learning.
2. Cultural content or information should address specific learners and situations (for example, EFL or ESL or EIL classrooms) so that they are suitable for learners in a particular classroom.
3. Materials containing cultural content need to provide information, instructions or suggestions about how the cultural content/information have to be used and appropriately handled (For example, classroom instructions, and address the role of teacher and students) thus teachers/learners can easily understand. Illustrations/suggestions need to be appropriate to the learners’ native culture;
4. Teachers using a book need specialized training to use it. Enough information in the form of a teacher’s guide should be provided;

5. Cultural content/information should address what learners are supposed to do. They can use it actively in interaction or be guided by it so as to develop a better understanding of a target culture;

**29- Al-Mazloun, M(2007)** aimed at evaluating the content of English for Palestine, 10 textbook, by identify the current standards of foreign language learning then to find out the extent to which the content of the textbook meets these standards. The main reason for carrying out this study is the need to find out if this newly implemented textbook, 2004-2005, matches requirements of the new and current trends of standards within the allowed time period for developments and innovations agreed upon by the Ministry of Education and Macmillan Press as the first four publications are trial ones.

Because the national standards for Foreign Language learning were the best to be considered as a base for implementing the study, the researcher designed an analysis card that sought to collect relevant data to process the study. Data involved conducting a survey for the textbook so as to analyze the activities that matches the standards set by the study. Findings show a variance in the frequencies of the standards. Communications standards scored the most and comparisons standards came in the second rank to mark points of strength. While communities, cultures and connections standards score weak frequencies in the mentioned order, there is a variance in the frequencies of each standard in each unit of the textbook. Researcher points out that there should be more balance in the distribution of these standards among the units of the textbook since there are some relatively neglected standards. The findings also show good employment for topics in the textbook. Various topics are introduced throughout the twelve units. These topics are recycled in the same unit

that may reinforce students motivation and learning. The study recommends establishing a follow-up research committee whose duty is to apply formative and summative evaluation researches to achieve more innovations and developments. Researcher encourage teachers to attend workshops held by the Ministry of Education on new trends in area of curriculum and teaching, and to employ more effective methods such as group work, teamwork, and cooperative learning methods.

**30-El-Hindi, S. (2001)** aimed to know to what extent the teacher work's for developing some social values among the 12 class students. It reveals statistical differences among the student's answer concerning the role of the teacher in developing some social values related to sex, location, students, specialization, and teachers, specialization.

The researcher used the analytical descriptive approach to obtain the data that answered the questions of the study. Sample of the study included 720 male and female students . The result of the study confirms that there are no differences between male and female students in developing some social values. Also there are no differences between the students responses to the role of the teacher in developing some social values related to the students location. But it confirms that there are differences between the students responses on the role of the teacher in developing some social values of the teachers and specialization variable. At the same time, there are differences between teachers of Arabic, English, and physical education . There are differences between teachers Islamic education and teachers of physical education and English language .

Suggestion given form the study:

- 1- Researcher recommends teachers to increase their teaching of the social values that came are expressed in a weak degree.
- 2- It is necessary to train teachers of English language and physical education and supply them with culture and Islamic thinking in the Colleges of Education and encourage them for self- education.
- 3- Reconstruct physical education and English language curriculums to includes social and cultural meanings in the curriculum.

**31- Aliakbri, M (2005)** investigated the way culture is addressed in ELT in Iran, in general, and the place of culture in ELT at the high school level, in particular .Thus, issue examined with reference to the relevant theoretical background and the content analysis of prescribed English textbooks.

Integral relationship between language and culture, lead the researcher to debate the role and impact of English language teaching for that Two extreme evaluations of ELT appear in the agenda . On the one hand English, school subject, is seen as representing and introducing western culture to the Iranian students . On the other hand, there are voices represent the Islamic ideology.

Researcher followed descriptive analytic of four English textbooks that have been developed for the four levels of high school in Iran .Analysis was based on modified version of Ramirez and Halls (1990) model. The finding of the study made it clear that the current textbooks are shallow and superficial with respect of their treatment of culture there because task of teaching culture specifies in the deeper sense values, norms, beliefs, or cultural general skill such as intercultural communication changes should be made if the Iranians want to prepare the students to communicate in

multicultural word of English and if they start to use the nationally developed textbook for the optimum benefit.

**32- Yun. Z. (2008)** explored the theoretical rationales for English proverbs and saying a valuable for inspiring teachers and textbook in Chinese EFL teaching. It analyzed the potential uses of English proverbs and saying. It concluded that many English proverbs and saying may serve to be impetus and affective mediators in the pre-actional and actional stages of learning. It may help to promote teacher motivational dynamics. As finding English proverbs and quotations in Chinese EFL, teaching teachers and text compilers need to be careful in selecting maternal

Also many proverbs use old, low-frequency and sometimes add syntactical language forms. As a recommendation the language factors of difficulty and suitability should be fully considered, and culture background knowledge might be covered.

**33- Hino. N (2007)** examined the cultural components of English textbooks in Japan during the past 120 years. Findings showed that the cultural contents of English text clearly reflect socio-political environment of times. When Anglo-American culture was blindly admired in span, English textbook introduced exclusively British and American values. When the Japanese culture was blindly admired the contents of English texts reflected traditional sapiens values. Based on these findings, the role of nationalism in the teaching of English for cross-cultural communication.

**34- Kong, Z(2009)** aimed to investigate main approaches to culture introduction in foreign language textbooks by a systematic analysis of Learning English. He was concerned with the inseparability of culture and language in foreign language teaching, , believing that culture introduction is an effective way to promote students'



cultural awareness and language proficiency. Foreign language textbooks are major channels for culture introduction.

Therefore, this study attempts to analyze one set of English textbooks for Chinese high school students. Hence it reveals approaches to culture introduction in English textbooks. The results contended that language and culture are closely associated and that channeling Western culture into English language curriculum is both important and necessary. Only if cultures were integrated in language teaching, the whole teaching process would be complete. The direct and indirect introduction of culture in English textbooks could certainly make cultural learning and teaching manageable for both teachers and students, it is therefore, a preferable way of introducing culture in English textbooks.

## **Conclusion:**

Values need to be addressed in the content of English textbooks in Palestinian curriculum. Many classifications for values were reviewed in the study. Those classifications varied because their geographical location, differ in places, cultural and religious aspects. The researcher came out with a referred and modified classification of values to suit the content of English for Palestine 12 textbook.

The researcher benefited from previous studies, theoretical framework, different classifications of values and experience of a panel of experts. These experts working in the field of education and classified values needed for English for Palestine-12 textbook into eight main domains of values as the following: Theoretical economic, aesthetic, social, political, religious, cultural and patriotic values. Those Domains of values are found as important categories in previous studies, literature review and in many models of values classified by as Allport and Vernon (1931), Gail (1956) and Spranger(1999).

It is noticed that many studies concentrate to achieve moral education in teaching and learning process. Thus, some researcher as Breidlid (2005), Shorish (1988), Mahran (1987) Vitz (1955) and Samara (2002) highlight religious aspects to achieve values. At the same time moral values differ from society to another because of their different religion and culture. Some studies determine the kind of ideal person that the new Islamic textbooks wish to create. Others, analyse the value for education system as based by focusing on the nature of Islamism. Meinarni (2006) measured the range of using values according to the vast advanced information technology which affect the value system.

Most studies emphasize incorporating values in the curriculum because it is very important in leaning and teaching process.

In the current study, the researcher came out with model to analyze values implied in English for Palestine 12 textbook. In the same time, she added two items in the model of analyses: cultural and patriotic. This is because of their importance as values and because of their existence in the content of English for Palestine 12 textbook.

The researcher came out with a result that it is a must to include a variety of values in Palestinian English textbooks. Accordingly, students should realize these values in their real life situations in order to be good members in their society and serve their country.

Also, the researcher assert implementing those values in the content of English for Palestine 12 due to their need in the daily life situations. Values provide learners with needed skills for being effective members in their societies. They deal with these values every day for managing the daily life situations. Communicating with active people, and enhancing the quality of lives in order to enhance students participation and share in good, accepted and systematic way in life. These values help learners in social, academic, professional situations.

Since these values are theoretical, economic, aesthetic, social, political, religious, cultural and patriotic. They enable learners to be good and active members in their societies. Also they enable learners to communicate in life, live peacefully in a society, love and tolerate each other. Finally the researcher believes that values are the elements that support in forming and building societies .

# **Chapter III**

## **Methodology**

- 1. Introduction**
- 2. Research Design**
- 3. Instrumentations**
- 4. Validity**
- 5. Reliability**
- 6. Procedures of the study**
- 7. Difficulties faced the researcher**
- 8. Summary**

## Chapter III

### Methodology

#### 3.1 Introduction

The purpose of the present descriptive analytic study is to identify the existing and required life values in the content of *English for Palestine* grade twelve textbook in the scholastic year 2009-2010. The objective of the study is to investigate the existence of a list of necessary values for engaging learners into life to be active members in their society.

This chapter describes how the research is conducted, the instrumentation used, the data collected, recorded and analyzed and how validity and reliability of the data are assured. It has four major sections : research design, instrumentation, data collection, and data analysis.

#### 3.2 Research Design

I used descriptive analytical method to carry out this study. The researcher conducted this method due to its relevance and suitability for investigating values latent in *English for Palestine* grade twelve textbook. This helps in collecting and describing data on the correspondence of the content of *English for Palestine* grade twelve textbook. It serves the process of analyzing the data in accordance with trustworthy classification for values by Spranger and others.

### **3.3 Instrumentations**

The researcher believes that the most suitable tool for achieving the purposes of the study is conducting a content analysis for describing and analyzing data for investigating the existence of values in the content of English for Palestine grade twelve textbook. It explained the a modified content analysis instrument developed by the researcher and from global and formal classification for values (see appendix III). She modified this model benefiting from previous studies, literature review, theoretical framework and diversity models for classifying values implied in the content.

#### **3.3.1 Aims of Analysis**

The aim of this analysis is to identify the values latent in the content of *English for Palestine* grade twelve textbook (Student book) and to measure its frequencies.

#### **3.3.2 Analysis Sample**

The researcher analyzed the unity of words, signs and pictures in each activity in the ten units of the content of *English for Palestine* grade twelve textbook. She collected data by analyzing the content of the textbook and listing the frequencies for each activity from September, 2009 to December, 2009 (See appendix IV). January and February 2010- represent time of the analysis process with consulting teachers and supervisors of English.

### 3.3.3 Constructing the Content Analysis

The content analysis model for classifying life values is based on the idea of utilizing Spranger's classification of values as a means of assessment for finding out the existence of these values in the content of *English for Palestine* grade twelve textbook.

Ferch T. (2005: 51) stated that content analysis requires systematically following a prescribed sequence of steps or procedures. There are six basic steps the content analyst follows. They are: a) Identifying the sampling unit, b) Identifying the recording units, c) Developing the coding categories and the coding forms, d) Evaluating the coding forms, e) Coding the data and managing the recording process, and f) Analyzing the data.

### 3.3.4 The Preliminary List of Values:

According to the previous classifications and based on Spranger's classification. The writer drew list of values.

The six domains of values are as follows:

1. Theoretical values.
2. Economic values.
3. Aesthetic values.
4. Social values.
5. Political values.
6. Religious values.

The researcher added two other fields in the classification of the values: they are cultural and patriotic values. Cultural and patriotic aspects differ from place to another. Thus added them those two values to examine the range of availability in *English for Palestine* grade twelve as a foreign language .

Therefore, the final list of values used in analyzing *English for Palestine* grade twelve is as follows:

1. Theoretical values.
2. Economic values.
3. Aesthetic values.
4. Social values.
5. Political values.
6. Religious values.
7. Cultural values.
8. patriotic values.

Because this study is an attempt to identify the existing values latent in *English for Palestine* grade twelve textbook, the researcher determined that modifying values classification by benefiting from the literature review, previous studies, different types of classifications for values and by asking a panel of experts working in the field of education.



### **3.4 Validity**

Bynom (2001:1) defines validity as the truth of the test in relation to what it is supposed to evaluate. It is concerned with the relevance and usefulness of what is to be measured. Content analysis, according to Spranger's classification was evaluated by a panel of specialists (supervisor and twelve grade teachers) from different schools (see appendix I).

### **3.5 Reliability of the Content Analysis:**

Fraenkel and Wallen (1996:10) defined reliability as the degree to which scores obtained with an instrument are consistent measures of whatever the instrument is measuring.

Dalkey (1969 cited in Caldwell 2005: 48) stated that :

"Reliability can be considered to play almost the same role as re-productibility in experimental investigations. It is desirable for a study that another analyst using the same approach and different experts, arrive at similar results. One would expect in that area of opinion, group responses would be more reliable than individual opinions, in the simple sense that two groups (of equally competent experts) would be more likely to evidence similar answers to a set of related questions than would two individuals. This "similarity" can be measured by the correlation between the answers of the two groups over a set of questions."

### 3.5.1 Reliability through time

The researcher repeated the analysis process of the ten units of *English for Palestine* grade twelve textbook after thirty days to investigate the reliability of the content analysis. She used Holesti correlation to determine the reliability as the following:

$$\text{Holesti equation is: } R = \frac{2(C1 * C2)}{C1 + C2}$$

**Table (1)**

#### **Coefficient Correlation Among Results / Reliability through time**

	<b>Domains</b>	<b>Results</b>
<b>1-</b>	Theoretical values.	0.91
<b>2-</b>	Economic values..	0.73
<b>3-</b>	Aesthetic values.	0.59
<b>4-</b>	Social values.	0.76
<b>5-</b>	Political values	0.51
<b>6-</b>	Religious values	0.51
<b>7-</b>	Culture values.	0.99
<b>8-</b>	Patriotic values	0.90
	Total	0.737

The results mentioned in this table show a strong correlation that enables the researcher to process the data collected

### 3.5.2 Reliability through people

To examine the reliability of the analysis process, the researcher asked cooperation of a twelve grade teachers of English to re-analyze the content of four random sample units from the textbook. It is agreed on choosing unit one, four, seven, and ten. At first, the researcher applied the content analysis according to Spranger's classification on unit one as a model with the teacher. That was by analyzing the whole activities in the unit. Then, the teacher did the same process separately. The aim is to find out the correlation between the two results of the surveys for reliability.

**Pearson correlation** was calculated for each of the eight domains and then the researcher calculated the mean of the data. The correlation between the main researcher and the twelve grade teacher appears in table (2).

**Table (2)**

#### **Coefficient Correlation Among Results / Reliability through persons**

	<b>Domains</b>	<b>Results</b>
<b>1-</b>	Theoretical values	0.88
<b>2-</b>	Economic values	0.50
<b>3-</b>	Aesthetic values	0.53
<b>4-</b>	Social values	0.82
<b>5-</b>	Political values	0.43
<b>6-</b>	Religious values	0.51
<b>7-</b>	Culture values	0.89
<b>8-</b>	Patriotic values	0.89
	<b>Total</b>	0.681

The results mentioned in this table show a strong correlation between results and the twelve grade teacher's results. It enables the researcher to process the data collected

### **3.6. Procedures of the study:**

This study adopted the following procedures:

- Previous studies that may benefit the progress of the study.
- Theoretical framework including relevant literature review.
- Models of classifications of values as it helps to benefit the research classification to the values.
- Analyzing the collected data.
- Giving interpretations.
- Giving suggestions and recommendations.

### **3.7 Difficulties faced the researcher :**

1. Values especially in English as EFL is a new topic. Little number of specialists helped me regarding the research item.
2. There was a shortage of references related to the topic in the local libraries.
3. The researcher encountered a great difficulty when searching about methodologists to content analysis.

### **3.8 Summary**

Chapter three described how the research was conducted, the instrumentations that were used, how the data were collected, and analyzed, and it examined the validity and reliability of the data were assured.

In its sections, the chapter tackled the: research design, , instrumentation, the preliminary list of values, the final list of values, validity, reliability of the analysis content according to Spranger's classification, reliability through time, reliability through persons, and finally the procedure of the study

# Chapter IV

## Findings

1. Introduction
2. Answer of question one
3. Comment on answer of question one
4. Answer of question two
5. The analysis results
6. Sample activities from the student's textbook:
7. Conclusion

## Chapter IV

### Findings

#### 4.1 Introduction

The current study aims at identifying the values that have been implied in the content of *English for Palestine* – grade twelve textbook. Another purpose is to investigate the amount of the existence of these values in the content of the textbook according to Springer's classification. These values are: theoretical, social, economic, aesthetic, political and religious. The researcher added two values: cultural and patriotic values because of their importance for the Palestinian society. Culture differs from society to another so that it leads to difference in curriculum and teaching process. Also patriotic values are very important to the Palestinian society especially it is a society suffering from occupation

To achieve the two purposes, the study attempts to answer the questions of the study by using content analysis which depends on Spranger's classification.

This chapter introduces the findings and results of the study as they analyze the content and they discuss the results in the light of the questions of the study. The researcher used different statistic forms such as means of frequencies and percentages to show the final collected data results. Tables and bar charts are also drawn to clarify and present these data.

## 4.2 Answer of question one

The study investigates the incorporated values in the content of English for Palestine grade 12 textbook through the first research question, "*What are the incorporated values in English for Palestine grade twelve in the light of Spranger's classification?* "

Based on the previous studies, theoretical framework and the different refereed models of values classification, the researcher came out with a modified and refereed model. It includes eight domains for values as the following:

### 1. Theoretical values:

It means the care for knowledge, discovery of the truth, seeking the recognition of laws and truths. Presented in the style of scientists and philosophers.

### 2. Economic values:

It includes the care of economic and financial benefit. It seeks for money and wealth to increase them by the production and money investment. This kind of activity presents by businessmen and economy.

### 3. Aesthetic values:

It expresses the care of the beauty, form and harmony. Also it sublimates the aesthetic value in person with artistic cares.



#### **4. social values:**

(AL-Waqad,1977:53) defines social values as "standard laws that guide the behavior of the individual towards positive social behavior, means toward standards and laws and values of the society. It determines the individual activity levels in environment place of residence, and determines the benefit of the cultural and civilized stimuli surrounding him. Since they guide the individual behavior to the positive social behavior, and it appears in the positive social behavior and the outcome scenes of the individual actions toward others. This behavior brings in benefit to the owner and his community, without harming the community. "

#### **5. Political values:**

It is an individual concern in possessing power and control over things.

#### **6. Religious values:**

It is a set of beliefs explaining the existence of, and giving meaning to the universe, usually involving devotional and ritual observances. Often, containing a moral code governing the conduct of human affairs. It indicates understanding the universe and the origin of man.( <http://en.wikipedia.org/wiki/Religion>)

#### **7.Cultural values:**

Robertson (Cited in Deng, 1989) says that "Culture consists of all the shared products of human society." Samovar et al (2000:36) define culture as "the deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and

group striving”. This is a descriptive definition that tries to cover many aspect about culture. It has even included the aspect of nonverbal communication.

### **8.Patriotic values:**

Patriotic values: It is the honor and proud of homeland and it is a tiresome work for the public interest, and the real association to religion and homeland. Citizen feels himself belong to his country. This situation appears in the citizen adoption of its values and habits, appreciation of its institutions, obedience to its laws , observance of its wealth and integration into its events and problems, and willingness to promote it. (Ali, 1998:232)

#### **4.2.1 Comment on answer of question one :**

The researcher reviewed different previous studies, related literature, books, periodicals, and different refereed models in order to set these domains of values. The domains received great interest by the curriculum designers, methodologists and those who work in the field of education. That is simply because they form formula which builds up a learner who is able to cope with the progress and justice in the world in all of its sides. Palestinians need to be good citizens in order to serve the nation and benefit Palestine.

The researcher benefited from the previous studies to answer the first question of the study. She has selected Spranger's classifications of values because it suits the Palestinian case. She believes that Spranger's classification is comprehensive to all values of the Arab and Moslems society. By all these domains the researcher can see

that these values cover all aspects of life to improve and build a faithful and dependent individual.

Al-Jalad (2005) and EL-Mezanee (2001) use Spranger's classification in their researches. It includes six main domains: theoretical, economic, aesthetic, social, political, and religious. Zahran (1977) pointed out that the classification of values is based on several basics including six values content as follows: theoretical, economic, aesthetic, social political and religious .

Phoenix (1982) and Ramzey (1984) shared the same domains in values classifications as follows: material, social and spiritual (religious). At the same time, Phoenix added other two values named mental and aesthetic .

Abu Al-Enein (1988) classified values into seven domains but Thtai (1996) classified them into six domains they shared in the following values: spiritual, moral, mental, social, physical and aesthetic .

The researcher noticed that they shared in many domain of values classifications between intellectuals and scientists, based upon Spranger and Allport classification. Also the use of AL-Jalad (2005), EL-Mezanee (2001) and Zaharan (1977) to Spranger and Allport domain in values classification is considered to be refereed tool for this classification in the present study.

### 4.3 Answer of Question Two

The researcher used the content analysis card to analyze the content of English for Palestine- grade twelve textbook with support of other experts and teachers of English for Palestine grade 12, the second research question *"To what extent English for Palestine grade 12 emphasize the development of these values?"*

Before answering the study's second question, it is essential to give a brief background about this new curriculum of English for Palestine- grade twelve textbook. It has been prescribed as a trial edition for grade twelve in the scholastic year 2006-2007 to be used in English language teaching. The Palestinian Ministry of Education in co-operation with Macmillan publisher designed the series of English for Palestine from grade one up to grade twelve to be taught in Palestine.

The student's textbook contains teaching materials for the classroom use. The Palestinian Ministry of Education and Higher Education (2005:3) pays a great attention to school textbooks since they are one of the most important components of the curriculum and an indispensable medium of learning and teaching.

English for Palestine- grade twelve textbook (student's book) consists of ten units. It contains ten themes distributed into ten units. Each unit contains one theme as the following: Unit one form the theme "Black gold", unit two form the theme "*People, people everywhere*", Unit three form the theme "*don't throw it away*", unit four form the theme "*Engineering a better future*", unit five form the theme "*Money matters*" unit six form the theme "*Getting your life organized*", unit seven form the theme "*Dealing with stress*", unit eight form the theme "*Your future world of work*", unit

nine form the theme "*Palestinian around the world*", and unit ten form the theme "*Why do people behave like that?*".

Each unit contains ten lessons that are specified for certain activities and skills throughout the textbook. The students are exposed to reading comprehension, language and grammar. They also pick out functional language and useful phrases to practice in pairs. They practice role-play through creating similar real life situations to give students the opportunity to practice using spoken English. They are exposed to the four language skills: listening, speaking, reading and writing throughout variety of exercises (see appendix V).

After describing content analysis, the researcher found out that all values are available in English for Palestine textbook in different places . There are as the following :

**Aesthetic value:** It appeared in several units in twelfth grade English textbook. For example, the second, sixth and ninth units. This value added luster, beauty and vitality to the book. There were images that enriched the book with natural and artistry facts that convince the student with curriculum and deliver the required ideas realistically, and creatively .

**Economic value:** It appeared in the first, second, third, fourth, fifth and eighth units. Through abundance of this value in the curriculum, the book conveys an economic idea. Its content is how the proper administration of economic aspects such as money, could enlarge the scientific knowledge of the students in more than one field.

**Theoretical value:** It appeared in the first, fourth, sixth and seventh units such as displaying tables and maps. The author has succeeded in documenting the intellectual content of the curriculum through theoretical things in tables and maps that discuss various aspects of life, and thus convince the student with the required idea.

**Social value:** It appeared in units two, six, seven and eight. The author discussed several aspects of social life as in page 62 when he displayed social relations in the university life. Also in unit seven lesson one, where there is cooperation in solving problems, discussing early marriage. There, the students dependent on themselves to determine their future.

**Political value:** It attempted to expose the necessity of the political values for the students. They are children and will be in another life phase with a world full of challenges. Thus, student's national characteristic should be strong. Those values should enhance their love to home country. Life of the leader Yasser Arafat which is mentioned in unit 9 is considered to be a real example to encourage and improve political value to the students.

**Cultural value:** It appeared in second, sixth and ninth units. These units display some of the cultural differences between countries as in page 97. Also it displays some products related to the Palestinian cultural heritage as in unit ten page 101. By the presentation of some topics that are necessary in the cultural and national dimensions, as in the lesson entitled Abu Ammar on pages 92-93. Also working on promoting the citizens' internal and external knowledge of culture through the presentation of the immigration problem and its impact on

all aspects of life, there are wide issues found in the book enriched the cultural value and enlarged the student's thinking of the heritage .

#### 4.4 Results of Analysis

##### 1. Total of eight domain of values

Item	Values	Frequency	Percentage
1	Cultural values	48	20.8%
2	Theoretical values	46	20%
3	Economic values	41	17.8%
4	Social values	32	13.9%
5	Aesthetic values	23	10%
6	Patriotic values	20	8.6%
7	Religious values	10	4.3%
8	Political values	10	4.3%
<b>Total</b>		<b>230</b>	<b>100.0%</b>

**Figure 1**

**2. Total of the eight domains**

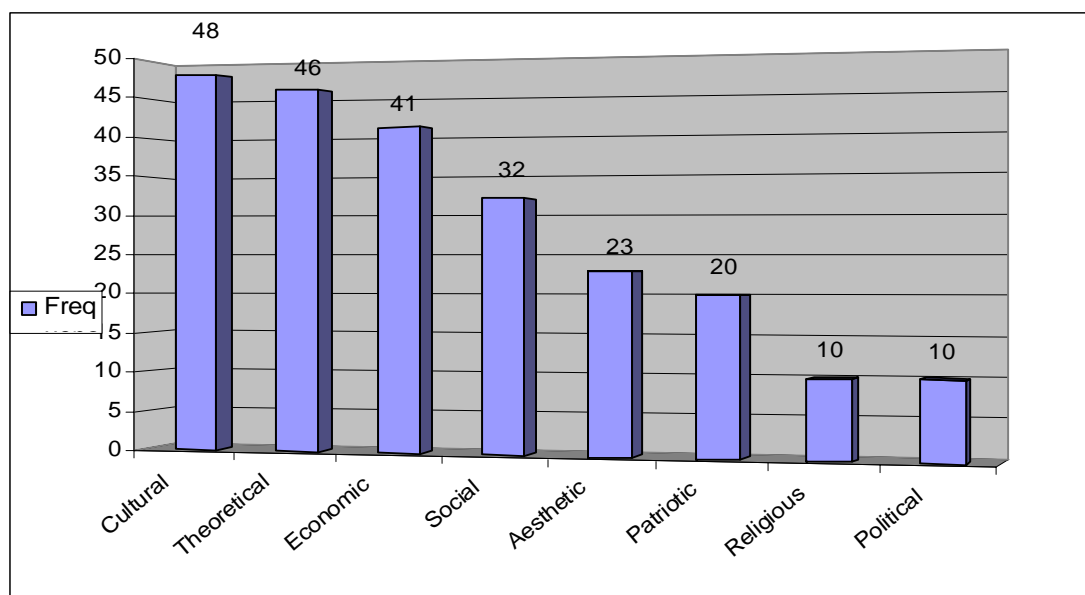


Figure1: It shows the percentage of frequencies for each value in English grade twelve textbook out of the total percentage of frequencies. It shows that cultural values domain at its highest score of 20.8%, 48 frequencies. Next score is theoretical values domain. It reached a score of 20%, 46 frequencies. Economic values domain is in the third position with 17.8%, 41 frequencies. The fourth is social values domain with 13.9%, 32 frequencies. Aesthetic values domain is the fifth with 10%, 23 frequencies. The sixth values domain is that of patriotism with 8.6%, 20 frequencies. The lowest and same score are religious and political values with 4.3%, 10 frequencies.



The researcher noticed that distribution of the eight values in the content of the textbook have different range of frequencies among the domains. Results of analysis indicate that there should be a balance of distributing the domains and the items among the activities and units.

#### **4.5 Sample activities from the student's textbook:**

The researcher chose unit two randomly as a model out of the ten units of the textbook in order to clarify the correspondence and existence of values in different activities. She aimed at exemplifying the process that was conducted through the analysis.

##### **- Unit 2: lessons 1 and 2**

Pages 16 and 17 cover lesson 1 and 2. It is considered as block concentrate on reading skill. Page 16 cover exercises and activities of reading skill and page 17 covers the reading text. In the content analysis the researcher tackled every exercise, line or paragraph in the reading text or any other text for any skill, also with any picture or photo carrying one of the eight value.

##### **- Lesson 1 page 16 exercise 2**

Exercise description: Students must look carefully at the photo then answer the two questions. In the content analysis this photo is considered to be of esthetical value. It is about workers having lunch during constructing over huge building. The picture in page 17 refers to many values as cultural and theoretical. Theoretical because the reading text offers real information about six buildings, as they are considered as the highest buildings in the world.

Page 19 also refers to theoretical value because the writer presents many different maps and wants the students to determine the suitable map. The theoretical value in page 20 appears in a map and charts for the world's biggest cities in different periods of times. At the same time, page 21 exercise 1 and 2 present theoretical value because it offers recent history of Dubai and its location. The real photo on the same page gives aesthetic value for a beautiful place.

In pages 22 and 23, the second reading lesson displays many values as: theoretical, esthetic, cultural, religious and social. Theoretical value because the writer mentioned chart and table of different annual population growth for the world from 1750-2100.

Aesthetic values appear in page 23. There are two photos, one of the present life and the other is of the past. On the same page lines 38-43 reflect cultural value. It adapts modern technological life style by using the internet and technological aspect may lead to organize or even control birth. Line 44-50 reflect religious value by calling for equality between females and males in education. Lines 75-81 involve social and political values since there is a call to choose cooperation instead of conflict, and peace instead of war.

Exercise 6 in page 23 mention all types of values may represent the eight domain or more than that. First the picture on display referees to religious and cultural values because it enhances the veil for women .Also the question in the box is considered to be an open one, its answer is intolerable.

Page 25 exercises 4 and 5 present theoretical values because it mentioned a population change in many countries as China, India, and Japan in figures and charts.

## 4.6 Summary:

Chapter four introduced the implementation of the content analysis on *English for Palestine* – grade twelve textbook. The procedures discussed in this chapter were: how the content analysis was conducted and applied in analyzing the textbook through answering the questions of the study?

Findings of the study that can be drawn from the results show that there is variation in presenting the eight domains in the textbook. There is a dominance of the cultural values domain as it reached 20.8% when compared with theoretical values that reached 20%, economic values that reached 17.8%, social values that reached 13.9%, aesthetic values that reached 10%, patriotic values that reached 8.6%, religious and political values got the lowest average 4.3%.

Results that emerged from the analysis process confirmed the importance of the study regarding the analysis of the textbook as it is a trial edition. The researcher noticed that there is a variety of topics introduced in the textbook that are distributed among the eight domains of values.

The chapter includes sample activities from the student's textbook. The researcher has chosen unit two as a model to clarify the correspondence of the activities and the eight domains of values.

Final chapter will focus on consolidating the major findings of the study, drawing conclusions and making recommendations based on these finding

# **Chapter V**

## **Conclusion**

### **and**

## **Recommendations**

- 1. Introduction**
- 2. Discussion of findings**
- 3. Research questions findings**
- 4. Recommendations**
- 5. Recommendations for further research**
- 6. Summary**

## Chapter V

### Conclusion and Recommendations

#### 5.1 Introduction

This chapter discusses the findings of the study in the light of the results of content analysis. It discusses the instrument utilized in the research. The results of this study discussed briefly in this chapter. A summary of the conclusion for the research questions designed to guide the study and their impact as they relate to the results. The chapter ends with recommendations and suggestions .

The overarching strategy of this research is to gain the range of availability of values in the content of English textbooks as FL in the light of the new trends in the world. It identifies ways to improve the quality of English for Palestine textbooks, and to possibly improve the learning process for the Palestinian students.

#### 5.2 Discussion of Findings

The conclusion that can be drawn from figure(1:111) shows that cultural values domain reaches the highest score 20.8%, 48 frequencies, theoretical values reach 20%, 40 frequencies, economic values is in the third position with 17.8%, 41 frequencies. The fourth is social values that reach 13.9%, 32 frequencies. The fifth is aesthetic values reach 10%, 23 frequencies. Then the sixth value is patriotic it reaches 8.6%, 20 frequencies. The lowest score is for political and religious values with only 4.3%, 10 frequencies.

Findings of the study show that there is a variance in presenting the eight domains of values in the textbook.

The researcher would like to concentrate that the necessity of the present study is due to the importance of its topic; values. General concern of this study with those values represented by the eight main domains: theoretical, economic, aesthetic, social, political, religious, cultural and patriotic are a greatly important. It appeared in the results of the analysis of English for Palestine- grade twelve textbook.

Cultural values reaches the highest score in the results of analyzing English for Palestine – grade twelve textbook. It got 20.8% out of the total percentage of the results of the analysis. It indicates the importance of cultural values in the content of the textbook. This score is seen as high when compared with the other scores.

In cultural value there is a home culture and target culture. After analyzing English for Palestine grade twelve, it is noticed that not only target culture materials, but also home culture and international target culture materials, as presenting Palestinian, Egyptian and American cultural aspects in English textbook grade twelve. They include everyday life, leisure, family relationships, social customs, debatable issues of contemporary society heritage materials and cultural places.

Theoretical values reached the second score of 20% out of the total average in the content analysis. To some extent, the results indicate that the textbook prepares the students into receiving different kinds of knowledge. Presenting these items in the content proves the importance of the study in preparing good conscious and educated students. This item encourages students to acquire some characteristics, which enable them to improve, serve and do right to their society.

The researcher believes in bringing up a responsible generation to obtain his society's traditions, thoughts and beliefs. Developing and implementing personal and interpersonal life skills would lead to personal growth and social competence. Thus it leads to contributing to the optimal social functioning of behavior in the classroom, school, family and community.

The third score is economic values which reached 17.8% out of the total average out of the eight domains. This domain concentrates on training learners on good management in financial matters and activities. The existence of this value in the textbook let students think actively and improve economic sense as to know duties and rights in the present time and in the future.

The Palestinian society is a special case as it is characterized by the philosophy of resistance and Islamic principles. The researcher motivates learners to understand correctly and acquire all values in their daily activity in the society. 13.9% is the score of social values domain. Presenting this value in the content proves the importance of the study in preparing good students for the society. This item concentrates on training learners how to deal cooperatively with others, demonstrate responsibility for personal actions and contributions to group activities. Since social values are greatly important for the society, they create cohesion and unity in the society. This approach forms strong relationships between individuals in the society and other societies.

The fifth score is aesthetic values which reached 10% out of the total. This domain concentrates on aesthetic matters. The researcher believes that this value is very important to the students because it enhances and improves their aesthetic sense. Without this value, life becomes meaningless. Enhancing the existence for aesthetic

values is very important since students must learn how to love life and every thing around them.

Patriotic values score 8.6% out of the total average of the eight domains. This value develops the sense of national loyalty and strengthens the relationship of student's to their home country. It also reinforces the concept of nationality in the students mentality. It leads to build a soldier who fits for the future, able to protect the homeland and defend it in time of danger. The researcher found that English for Palestine Grade twelve contained some patriotic values in some places of presentation where some images are provided, as the Arabic man head dress (coufeia) and a photo of the leader Abu Ammar. After content analysis of English for Palestine textbook the researcher noticed some weakness in the presentation of this value, through it is a very important one for building citizens who carry out the responsibility and national identity.

Both political and religious values reached 4.3% out of the total average. It was the lowest score achieved by any domain. The political domain concentrates on creating awareness to political issues especially the Palestinian issues including the Palestinian refugees, Palestinians in Diaspora, as in unit nine page 86, and immigration and occupation in page 92. Teaching political value helps to improve views of students, as well as it helps them make decision, think deeply, and correctly.

The second lowest score in English for Palestine grade twelve is the religious value (4.3%) out of the total average. For Moslems, religious values are considered to be basic for all values in life or it is considered to be the main guide for human behavior because religious values for us are derived from the holly Koran and Sona'a .



There is no human hand in its existence. So, the religious value is considered as the most important one to build the Moslem personality even through teaching any SL or FL.

Most of the topics in English for Palestine textbook grade twelve expose different aspects of everyday life which would be of interest to teenagers. Thus, from time to time, students can be aware of similarities and dissimilarities between their lifestyle and that of the target language people. This will consciously or subconsciously, raise their awareness of the existence of potential contradictions and conflicts between different values in two different societies, and it helps portraying a picture of life of the target community.

Further, the presentation of numerous authentic photo charts and pictures, especially of good-quality visuals is one of the remarkable features throughout English for Palestine grade twelve textbook. Pictures are always visual, vivid, impressive and easy to understand. They can leave a deep impression on students and can thus promote and even reinforce their learning process. Moreover, the authentic pictures illustrated in the textbooks are truthful reflections of some aspects of Western and Chinese culture. They are good for informing, stimulating and enriching students' experience.

### **5.3 Research Questions findings**

A summary of the conclusion for the research questions are designed to guide the study and the impact of values as they relate to the results. It is important to remember that the research conducted was on the implementation of values in the

learners' real life situations. This may be different from other studies that concentrated on analyzing textbooks for finding weakness and strength in areas of values.

## 5.4 Recommendations

The researcher gives her recommendations in the light of the results of analyzing the content of *English for Palestine*- grade twelve textbook are as follows:

1. The researcher recommends creating a balance in distributing the eight domains of values: theoretical, economic, aesthetic, social, political, religious, cultural and patriotic. Balance does not mean equality, but it means distributing them according to their importance.
2. English for Palestine – grade twelve textbook should be modified to cope with the global progress .
3. The Ministry of Education and Designers of English for Palestine should review the existing values associated with the Islamic and Arabic values. The results of this study indicate that cultural values gain higher than the other domains.
4. As in Al-Mazloun(2007) the researcher recommended that workshops should be held to discuss areas of strengths and weakness of the textbook to support strong points and to avoid weak points.
5. A commission of researches and workshops concerned with an evaluation of the content of the book should be made to update and develop it in line with international models, taking into account the Palestinian reality.

6. Values search in EFL/ESL are new dimensions and trends. Designers of English for Palestine should take into consideration those values when modifying textbooks.

7. As Lee(2009), the researcher recommended that materials containing values content need to provide information and instructions about how the values content have to be used and appropriately handled (For example, classroom instructions, greeting and respecting) thus teachers/learners can easily understand.

### **5.5 Recommendations for further research**

1. The researcher recommends that this study should be conducted again by applying its modified model for classifying values or other models into English for Palestine – grade twelve textbooks.
2. This type of research might also be conducted and applied on the series of English for Palestine textbooks.
3. The research could focus on the connection between textbooks and values in order to bring up good citizens who benefit their countries.
4. The theoretical framework for this research is based on many models for classifying values; the researcher recommends coping with the progress of the mentioned models and applying them in the Palestinian textbooks.
5. Research could be conducted that would introduce the importance and effects of the mentioned values on students achievement and progress in real life situations should be conducted.

## 5.6 Summary

This chapter includes a discussion of the results and the findings of the study. It includes a brief discussion of the findings of research questions. The main discussion touched upon the variety occurred in the distribution of the eight domains in English for Palestine – grade twelve textbook. It also discussed reasons of some values scored high while others scored low. The eight domains reached the following results: cultural 20.8%, theoretical 20%, economic 17.8%, social 13.9%, aesthetic 10%, patriotic 8.6%, religious 4.3% and political 4.3%.

This chapter also discussed the importance of applying values into the Palestinian syllabus. Recommendations for future research were given at the end of this chapter to be taken into consideration when attempting to make any modifications to English for Palestine-grade twelve textbook .

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## Appendix I

### A List of Experts

- |                    |                              |
|--------------------|------------------------------|
| 1- Ahmad EL-Habash | Supervisor of English- MEHE  |
| 2- Amal Jebreel    | English teacher-twelve grade |
| 3- Aida Abu Ashiba | English teacher-twelve grade |
| 4- Moneer saleh    | English teacher-twelve grade |

## Appendix II

### Content analysis values of *English for Palestine- Grade twelve Textbook*

#### Preliminary list

	<b>Values</b>
1-	Theoretical values.
2-	Economic values..
3-	Aesthetic values.
4-	Social values.
5-	Political values
6-	Religious values

## Appendix III

### Content analysis values of *English for Palestine- Grade twelve Textbook*

#### Final list

	Values
1-	Theoretical values.
2-	Economic values..
3-	Aesthetic values.
4-	Social values.
5-	Political values
6-	Religious values
7-	Culture values.
8-	patriotic values

## Appendix IV

### Frequencies of values in English twelve textbook

Item	Value	Frequency
1-	Theoretical values.	46
2-	Economic values.	41
3-	Aesthetic values.	23
4-	Social values.	32
5-	Political values.	10
6-	Religious values.	10
7-	Culture values.	48
8-	patriotic values.	20
<b>Total</b>		<b>230</b>

## Appendix v

# Contents

Unit	Page	Reading	Vocabulary development	Listening and speaking 1 Listening 2 Pronunciation 3 Speaking
<b>FIRST SEMESTER</b>				
<b>1 Black gold</b>	6	Oil and oil workers	Word families; word pairs	1 Note details 2 Letters <i>p</i> and <i>b</i> 3 Make and deal with inquiries
<b>2 People, people everywhere</b>	16	Cities in the sky	Adjectives; phrasal verbs with <i>bring</i>	1 Note details 2 Teens and tens 3 Present information from graphics
<b>3 Don't throw it away!</b>	26	Reduce, reuse, repair, recycle	Synonyms; word families	1 Write captions 2 <i>this/thing</i> 3 Consider alternative actions
<b>4 Engineering a better future</b>	36	The Aswan High Dam	Measurements; directions	1 Note priorities 2 Large numbers 3 Propose, agree, disagree
<b>5 Money matters</b>	46	You and your bank	Word field: banking	1 Note bank activities 2 Sounds <i>sh</i> and <i>ch</i> 3 Request, check, correct
<b>SECOND SEMESTER</b>				
<b>6 Getting your life organised</b>	56	How organised are you?	Expressions with <i>do/make/have</i> ; phrasal verbs with <i>get</i>	1 Note diary dates 2 Consonant clusters 3 Request, offer, refuse
<b>7 Dealing with stress</b>	66	Just ask Jasmin	Word field: feelings; comparison: spelling rules	1 Note advice 2 <i>note/not/nought</i> 3 Suggest, advise, warn
<b>8 Your future world of work</b>	76	A job application	Word pairs; word families	1 Phone notes 2 Sound friendly and helpful 3 Phone language; make arrangements
<b>9 Palestinians around the world</b>	86	San Francisco – a world city	Compound adjectives; opposites; positive description	1 Note travel and personal details 2 Aviation code 3 Give and check information
<b>10 Why do people behave like that?</b>	96	Some Do's and Don'ts in America	British and American English; word families	1 Note Palestinian personal qualities 2 Tag questions 3 Introduce a fact or opinion

Language	Integrated skills	Reading	Writing and vocabulary 1 Summary 2 Vocabulary 3 Writing
Request/give information, present and past	Choose vehicles and write report	Using oil better	1 Match points 2 Opposites 3 Report on and recommend vehicles
<i>be and have</i> ; mixed tenses	Collect information on Dubai and write report	Getting past the population peak	1 Match points 2 Connectors 3 Analyse graphs
Modal verbs, present and past	Sell unwanted goods online	Environmental sense makes economic sense	1 Make notes and write summary 2 Fractions and percentages 3 Letter to editor
Conditionals	Note tourism attractions; design resort	Big projects – big benefits but big problems	1 Make notes 2 Collocations 3 Write essay: The Aswan Dam
Verb + infinitive/ <i>-ing</i> ; mixed passives	Choose and write about student bank offers	Builders of the Modern Arab World – Shoman, Abdul Hameed	1 Write guided summary 2 Definitions; word families 3 Write life story
Reflexive pronouns; indirect forms	Note messages and schedule first day at college	Some Do's and Don'ts for first-year students	1 Write topic sentences and summary 2 Verb + expressions 3 Write on organising oneself
Verb + infinitive/ <i>-ing</i> ; suggest, advise, warn	US Palestine Center; feelings about leaving home	Stress: What is it?	1 Make notes and write summary 2 Confusables; opposites 3 Story about oneself
Prepositions; offers	How to succeed at job interviews	Your future world of work	1 Make notes and write summary 2 Connectors; opposites 3 Write about future
<i>be and have</i> ; prepositions; relative clauses	A day in Golden Gate Park	Palestinian bridges to the world	1 Make notes and write summary 2 Synonyms, word families 3 Describe a place
Articles; comparison	Cultural tourism in Palestine; some Do's and don'ts in Palestine	Communicating across cultures	1 Make notes and write summary 2 Word families; word field: culture 3 Write essay: study in America



