

## Content Analysis of English for Palestine Textbooks of the Grades (1-10) in Terms of Political Values

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## **Content Analysis of English for Palestine Textbooks of the Grades (1-10) in Terms of Political Values<sup>1</sup>**

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### **Abstract**

The present study aimed at content analysis of political values existing in English for Palestine textbooks of the grades (1-10). The sample of the study consisted of the English textbooks in grades 1, 3, 7 and 10, and each falls into two parts: A and B. To achieve the aim of the study, the researchers adopted the analytical descriptive approach. The researchers used a checklist adapted from Al-Jallad (2010). The analytical unit was a word, or a sentence in all encompassed reading, writing, listening and speaking exercises of the sample. The researchers calculated frequencies and percentages of the political values to answer the question of the study and to present the results. Findings revealed a focus on the values: community relations, belonging to homeland, and equality. On the other hand, there was negligence in the inclusion of consultation, national events, and public representation values.

**Keywords:** Content Analysis, Political Values, English for Palestine-Grades (1-10).

<sup>1</sup> This manuscript is an extension of the first author's doctoral dissertation per the regulations in force at Yarmouk University, Irbid, Jordan.

## تحليل القيم السياسية في سلسلة كتب اللغة الانجليزية الفلسطينية للصفوف (10-1)

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## ملخص الدراسة

هدفت الدراسة الي تحليل القيم السياسية في سلسلة كتب اللغة الانجليزية الفلسطينية بجزئها أ وب، للصف الأول حتى الصف العاشر، بحيث شملت عينة الدراسة كلا من الصف الأول، والثالث، والسابع، والعاشر. ولتحقيق هدف الدراسة؛ تم اتباع المنهج الوصفي التحليلي، واستخدام أداة الجلاذ (2010). فقد قام الباحثان بقراءة تحليلية لنصوص القراءة، والكتابة، والاستماع، والتحدث في هذه الكتب، مستخدمين في ذلك كافة التمارين. وقد تم اعتماد الكلمة، أو الجملة، كوحدة للتحليل. وللإجابة على سؤال الدراسة، وعرض النتائج، فقد قام الباحثان بحساب الترددات، والنسب المئوية للقيم السياسية المتضمنة في التمارين. حيث كشفت النتائج عن التركيز على القيم السياسية التالية: العلاقات مع مجتمعات أخرى، والانتماء للوطن، والمساواة. أما القيم السياسية التالية: الشورى، والمشاركة في المناسبات الوطنية، والتمثيل الشعبي، فقد كانت مغيبة بشكل كامل.

## Introduction

Teaching English as a lingua franca is not limited to teaching how to speak and understand a foreign language, but also entails teaching a broad system of a culture. Richards (2001) argued that whenever teaching a language, we also teach a complex system of cultural customs, feelings and acting, ways of thinking and values. Values are the foundation of human existence and without them, societies cannot be sustained, and their development is linked with the whole enterprise of education. Education plays a crucial role in preparing learners to deal with the challenges of the twenty-first century to produce citizens of knowledge and make our lives meaningful through beliefs and values (Drake, 2003).

Values are conspicuous in different realms of humans' existence. The concept of values is not new and covers a broad multidisciplinary terrain. In education, Dewey (1939) is considered a major educational reformer in the 20th century, who postulated the theory of evaluation. In his theory, he differentiated between

values and evaluation, and he defined values to mean primarily: price, esteem, to appraise and estimate. His definition entailed the act of cherishing and passing judgments upon the nature of a thing and its value as compared with something else. Shaver (1972) defined values as criteria by which we judge ideas, actions, and situations to be good, worthwhile, desirable; or, on the other hand, bad, worthless, despicable, or somewhere in between on the continua suggested by such polar concepts.

Rath, Harmin & Simon (1976) formulated the Values Clarification theory in which they identified seven criteria for something to be defined as a value, to be: (1) cherished and prized, (2) chosen from alternatives, (3) chosen freely, (4) chosen afterthought and critical thinking, (5) publically affirmed, (6) acted on repeatedly, and (7) consistent with the other values. Berkowitz (1995) defined values as beliefs concerning the rightness and wrongness of matters, which are intrinsic, and may be harmful, universal, and unalterable in their prescriptive. Al-Jallad (2010) stated that values entail various benefits for both societies and individuals which are fundamental aspects of individuals' identity and awareness. Ashour (2006) defined values as a set of concerns and ideas formed by the individual through the vision he believes in. He pointed out that political values could maintain citizens' freedom and their relationship with the ruler, offer them the right to be publically represented, to vote and to form professional syndicates. Further, political values could maintain their loyalty, unity, solidarity and homeland defense.

Political values are related to practices which enhance equality, citizenship, and a feeling of belonging (Quintelier, 2008). Al-Bazam (2010) stated that political values can make the individual cherish and defend his language, country, and nationality. Political values seek to prepare a righteous citizen who preserves the interests of his community and his country, and fights for its symbols. Individuals who believe in political values are characterized by tending to obtain power, control things or people, and being leaders in different areas of life.

Additionally, political values can prepare students to play an active part in public life, share the responsibility for determining the destiny of their own community,

establish a culture of human rights, and prepare them to accept and live in a multicultural society (Audrey & Starkey, 2006). Audigier (2006) stated that values entail the construction of a free and autonomous person who is aware of his political rights and duties. Asif, et al. (2020) suggested that to meet some of the students' social needs, there is a necessity to teach them values that apply to concepts as patriotism, serving the people and the society at large.

Thus, it is crucial to pay more attention to textbooks which offer learners various learning experiences. Planning for curricula entails a well understanding of learners' values which could help them in internalizing learning experiences into behavior and skills that are elements of their personalities (Fry, Ketteridge & Marshall, 2009). Halstead & Taylor (1996) stated that a textbook has an impact on communicating values. To examine whether or not EFL textbooks have the potential inclusion of political values, they should be subjected to evaluation using different methods such as content analysis.

Content analysis (CA) is a broad field. It can be traced back to the late of the 1600s which was used as a response to the needs of media in the analysis of various texts. The beginning of the 20th century witnessed the migration of CA from mass communication to numerous disciplines i.e., sociology, anthropology, politics and social sciences (Krippendorff, 2004). Berelson (1952) is considered the godfather of CA. He defined CA as “a research technique for the objective, systematic and quantitative description of the manifest content of communication” (as cited in Krippendorff, 2004, P.21). Holsti (1969, P.3) defined it as “a method which is used for conducting scientific research based on documented information”. Later, content analysis recognized not only the quantitative data but also the qualitative one.

In 2000, the Palestinian Ministry of Education and Higher Education (MEHE) designed the first Palestinian EFL series titled English for Palestine for grades 1-12 taught at public schools. Reserving the Palestinian society’s values was one of the main aims in this series. This series seeks to reinforce in students the concepts of love, peace, equality, freedom, human rights, democracy, tolerance and respect for oneself and others, as well as to maintain positive attitudes toward

good and virtue. 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, and social responsibility (General Administration of Curricula, 2015).

It is worth noting that, to the best of the researchers' knowledge, few studies were found to content analyze political values in English for Palestine textbooks. The following are some related studies in EFL textbooks in Palestine and abroad.

Khusinyah and Khomsiyah (2019) studied the potential inclusion of culture and religion values in Iranian English textbook for junior high school at grades 7, 8, and 9. To this end, they used the qualitative approach through content analysis. The analytical unit of analysis was a theme related to culture and religious values. The tool of the study was a checklist developed by Byram (1993) which consists of four main dimensions: belief and behavior, socialization and life cycle, stereotypes and national identity, and social political values. Results revealed that political value scored 5.8%.

Gunantar (2017) studied the cultural content of three Indonesian EFL textbooks for junior high school. The researcher analyzed the textbook to examine whether the content focuses on local, Indonesian, or western culture. To achieve this purpose, he used a checklist developed by Bryam (1993). The analytical unit was a theme related to culture. Findings revealed political value scored 0.0%, 7.7%, and 0.0% in the three textbooks.

Ashdeifat (2016) examined values incorporated in Jordanian English textbooks of the eighth and ninth basic grades. Sample of the study included the two textbooks except for the exercises, activities and glossaries. She developed her own tool to analyze values in the content of the books. The tool consisted of 43 value categories which were divided into six main values: religion and ethics, national values, health, economy and politics, science and environment. The analytical unit was a main idea related to the aforementioned values in the tool. Results of the eighth grade textbook showed that political values gained the third position, and the second position in the ninth grade.

Dweik and Al-Sayyed (2015) investigated the cultural content of the Jordanian EFL textbook of Action Pack 12 including the students' book, the workbook, and the teachers' book. To achieve the purpose of their study, the researchers developed a checklist which covers 12 dimensions: history and politics, religion and religion rituals, food and drinks, first names, education, ecology, economy, leisure time, music and arts, dress, literature and science, social behavior (etiquette), and male and female relationship. They classified the cultural aspects into three categories namely: Arabic culture, British culture, and international cultures. The analytical unit was a theme related to the three cultures. The findings revealed that politics scored 34.92%.

Mosleh (2014) analyzed values in the two parts of English for Palestine textbook of the eighth grade. He used a checklist as the tool of analysis. The analytical unit was a word, a sentence, a paragraph, an idea, or an image. The checklist consisted of eight domains of values: culture, society, economy, environment, religion, nation, patriotism and politics. His results yielded to the least frequent inclusion of political values with a percentage of 0.96%.

Al-Fifi (2012) analyzed Islamic values in English language textbook of two parts taught at the twelfth grades in Saudi Arabia. The examined values were: national, religious, social, cultural, environmental and economic presented either in explicit or implicit mode. Unit of analysis was a theme related to the values located in reading and conversation texts only. The findings of the first part revealed that national values scored between (3.7%). In the second part, national values scored (18.2%).

Al-Jamal (2012) examined, among other things, the inclusion of Islamic values in secondary Jordanian EFL textbooks: Action Pack Series books from grades 11 to 12. She used a checklist adapted from Al-Jallad (2010) to incorporate the following: political, faith, worship, moral, social, aesthetic, and economic values. She analyzed all dialogues, reading passages, and exercises using a word, or a sentence as the analytical unit. Findings revealed that political values were neglected.

Abu Ashiba (2010) investigated values in the content of English for Palestine textbook of its two parts at grade 12. The researcher used a checklist encompassed eight main domains of values: political, theoretical, economic, aesthetic, social, religious, cultural and patriotic. The analytical unit was a word, a sign, or a picture in the exercises of the ten units. Findings of the study revealed that the political values scored the lowest frequency of 4.3%.

Ashnaikat (2004) studied, among other things, the inclusion of values in Jordanian EFL textbooks in the grades 10. He content analyzed the textbooks using a sentence, or a paragraph as the unit of analysis. The number of values was (65) distributed over six main areas namely: social and national, religious, political and economic, cultural and aesthetic, health, and scientific values. Findings revealed that the highest rank of values was patriotism, preserving national culture and respecting leaders of the country.

To recapitulate, the above reviews examined the inclusion of political values in EFL textbooks. The analytical units were: a word, a sentence, a paragraph, a theme, an image and an idea. All previous studies examined political values in grades 7-12. Three studies yielded to high and noticeable inclusion of political values (Ashnaikat, 2004; Ashdeifat, 2016; Dweik & Al-Sayyed, 2015). The rest of the studies showed a low inclusion of political values (Khusinyah & Khomsiyah, 2019; Gunantar, 2017; Mosleh, 2014; Al-Fifi, 2012; Al-Jamal, 2012; Abu Ashiba, 2010). Only, two studies (Mosleh, 2014; Abu Ashiba, 2010) analyzed political values in English for Palestine textbooks and they yielded to the negligence in their inclusion. All studies were conducted from 2004-2019; however, in the span of 15 years of research, the researchers found few studies analyzing political values in English for Palestine textbooks namely at primary stage.

Lagging behind similar studies, this study is an extension of this line of research which is hoped to provide Palestinian decision makers with objective information about the inclusion of political values in EFL textbooks.

### **Statement of the problem**

Throughout the researchers' personal experience in teaching EFL at a tertiary level, and their constant interactions with school teachers, they have noticed that teaching political values is not often approached. Moreover, due to cultural diversity, societies focus on engaging and nurturing their citizens' political values i.e., loyalty, belonging to homeland and patriotism to become active citizens in their societies. Nonetheless, Abu-Hamed (2016) stated that the political awareness of young Palestinians is low, and they are reluctant to participate in politics. Thus, and due to the importance of fostering learners' political values, it is crucial to examine whether Palestinian English for Palestine textbooks include these values or not.

### **Purpose of the Study**

This study aims at examining the extent of the inclusion of political values (viz., consultation, individual freedom, belonging to homeland, national events, public representation, community's relations and equality) in the pupil's books of English for Palestine in grades 1, 3, 7 and 10.

### **Question of the Study**

The present study tries to answer the following question: To what extent, if any, do English for Palestine students' textbooks in grades 1, 3, 7 and 10 taught at public schools include political values?

### **Significance of the Study**

Several studies have shed light on the prominence of content analysis of political values in textbooks in EFL. This study acknowledges previous contributions, and it is hoped to:

1. Add to the quantitative empirical body of literature in content analysis of political values.
2. Provide Palestinian decision-makers with objective information in terms of the political values in English for Palestine textbooks, and thus, narrow the gap in the dearth of research in their inclusion in EFL textbooks.
3. Benefit EFL teachers to focus on political values instruction.

4. Encourage other Palestinian researchers to study political values in Palestinian EFL textbooks.

### **Definition of terms**

**Content analysis:** is defined as “a research technique for making replicable and valid inferences from data to their context” Krippendorff (2004, P.19). In this study, it refers to the analysis of political values inclusion, and the tabulating of their frequency of occurrence in the written content in the textbooks under study.

**Values:** are defined as principles, ideals, or life stances which act as general guides to the evaluation of beliefs which are closely connected to personal identity (Halstead & Taylor, 1996). In this study, the following values are used:

- **Political values:** are overarching normative principles and belief assumptions about government, citizenship, and society (McCann, 1997). In this study, they refer to the values of: consultation, individual freedom, belonging to homeland, national events, public representation, community's relation and equality.

### **Method and Procedures**

#### **Population of the Study**

The population of the study consists of English for Palestine series of grades (1-12) taught at public Palestinian schools. This series follows the communicative approach to teaching by presenting contextualized language, motivating topics, integrated skills, and so forth.

#### **Sample of the Study**

The sample of the study consists of English for Palestine textbooks in grades 1, 3, 7 and 10, and each falls in two parts: A and B. The total number of the textbooks under study is 8.

#### **Instrument of the Study**

To investigate the extent to which the English textbooks under analysis in grades 1, 3, 7 and 10 include political values, the researchers used a suggested checklist of political values adapted from Al-Jallad (2010). First, the researchers reviewed the literature on political values to identify the elements that Al-Jallad considered important dimensions by which teachers and researchers may evaluate and choose in teaching texts. Secondly, the researchers applied textbook screening

model to decide which values are included in the sample under study. Thirdly, the researchers consulted specialists in EFL and in other fields and benefited from their feedback. Then, they modified the checklist to include the following seven value categories: equality, consultation, individual freedom, belonging to homeland, community's relation with others, national events, and public representation. The researchers located the values, converted them into quantitative data to be analyzed.

### **Instrument Validity**

A copy of the tool was given to five reviewers from the Faculty of Education. The instrument was modified according to their comments and suggestions.

### **Unit of Analysis**

The researchers used a word, or a sentence as the analytical unit of analysis to examine all encompassed reading, writing, listening and speaking exercises in each unit except for revision units, and test section in the sample under study.

### **Analysis Reliability**

To check the intra-rater reliability of the analysis, the researchers located the exercises that incorporate the political values using the tool and unit of the study. Then, they counted the frequency and calculated the percentage of each value of the 8 textbooks. After three weeks, they repeated the same procedure. The intra-rater reliability coefficient (agreement percentage) between the two analyses was checked using (Holsti's, 1969, P.18) equation:

$$= \frac{2AM}{A1 + M1}$$

Coefficient agreement was 0.93, and therefore, the research tool was found to be reliable. To check the inter-rater reliability, the researchers trained two analysts to analyze the study sample using the tool and the unit of the study. First, the researchers explained the definition of each value category, and then selected a sample and analyzed it with the analysts using the study tool to make sure that they understood the task. Secondly, the two analysts separately located all the exercises of the study sample that incorporate the political values using the study tool, and counted the frequency of each value in the 8 textbooks. Then, the researchers calculated the inter-rater reliability coefficients between the

researchers and the first analyst, the researchers and the second analyst, and between the first and the second analyst using Holist's equation. The inter-rater reliability was: 0.96, 0.94 and 0.90 respectively.

### Findings and Discussion

To answer the research question: To what extent, if any, do English for Palestine student's textbooks in grades 1, 3, 7 and 10 taught at public schools include political values (viz., consultation, individual freedom, belonging to homeland, national events, public representation, community's relations and equality)?. To start with, frequencies and percentages of the political values in each unit of the two parts of the four textbooks along the categories of the analysis were tallied as shown in Table 1 below.

**Table 1.** Total frequencies and percentages of political values in part A & B of the textbooks in grades 1, 3, 7, and 10.

Values	Grade 1		Grade 3		Grade 7		Grade 10		Total	Percentage
	Part		Psrt		Part		Part			
	A	B	A	B	A	B	A	B		
Equality	21	39	13	29	1	4	2	1	110	25%
Consultation	0	0	0	0	0	0	0	0	0	0.0%
Individual Freedom	5	17	2	10	0	0	0	0	34	8%
Belonging to homeland	15	9	13	10	17	18	15	27	124	29%
Community's relations	0	9	0	10	50	15	40	42	166	38%
National events	0	0	0	0	0	0	0	0	0	0.0%
Public representation	0	0	0	0	0	0	0	0	0	0.0%
Total	41	74	28	59	68	37	57	70	434	100%
	115		87		105		127			

Table 1 shows the total distribution of the political values in parts A and B in the four English textbooks is 434. The total average of political values is 115, 87, 105 and 127 in grades 1, 3, 7 and 10 respectively.

**Table 2.** Frequency and Percentage of Political Values in the Units of Part A & B Textbooks of Grade 1.

Unit Value	Part A								Part B								Total	Total	%		
	U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	Total	U 10	U 11	U 12	U 13	U 14	U 15	U 16				U 17	
Equality	7	6	1	0	3	0	2	2	21	2	6	5	9	7	5	0	5	39	60	52%	
Consultation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Individual Freedom	0	5	0	0	0	0	0	0	5	1	5	4	0	2	3	0	2	17	22	19%	
Belonging to homeland	9	0	0	0	5	0	0	1	15	0	0	0	0	0	0	9	0	9	24	21%	
Community's relations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0	9	9	9	8%	
National events	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Public representation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total									41									74	115	100	

Table 2 shows that equality value is the most recurrent value with a frequency of 60 and a percentage of 52%. Moreover, it shows that individual freedom and belonging to homeland values scored the second recurrent value with a frequency of 22 and 24 respectively, and a percentage of 19% and 21% respectively. On the other hand, it shows that community's relations scored a low frequency of 9 and a percentage of 8%. Additionally, national events, consultation and public representation values scored the least recurrent with a frequency of 0 and a percentage of 0.0%. Additionally, the total distribution of the political values in part A is 41 and in part B is 74.

**Table 3.** Frequency and Percentage of Political Values in the Units of Part A & B Textbooks of Grade 3.

Unit Value	Part A								Part B								Total	Total	%	
	U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	Total	U 0	U 1	U 2	U 3	U 4	U 5	U 6				U 17
Equality	7	4	1	0	1	0	0	0	13	5	0	3	6	5	8	0	2	29	42	48.2%
Consulta tion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Individu al Freedom	0	2	0	0	0	0	0	0	2	3	0	4	0	0	1	0	2	10	12	14%
Belongin g to homelan d	9	0	0	0	4	0	0	0	13	0	0	0	0	0	1	0	0	10	23	26.4
Communi ty's relations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	10	10	11.4
National events	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Public represen tation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Total									28									59	87	100%

Table 3 shows that equality value is the most recurrent with a frequency of 42 and a percentage of 48.2%. Further, it shows that belonging to homeland values scored the second recurrent value with a frequency of 23 and a percentage of 26.4%. Individual freedom and community's relations scored almost similar with a frequency of 12 and 10 respectively, and a percentage of 14% and 11.4% respectively. Consultation, national events, and public representation values scored the least recurrent with a frequency of 0 and a percentage of 0.0%. Additionally, the total distribution of the political values in part A is 28 and in part B is 59.

**Table 4.** Frequency and Percentage of Political Values in the Units of Part A & B Textbooks of Grade 7.

Unit Value	Part A								Part B								Total	Total	%	
	U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	Total	U 1 0	U 1 1	U 1 2	U 1 3	U 1 4	U 1 5	U 16				U 17
Equality	1	0	0	0	0	0	0	0	1	2	1	0	0	1	0	0	0	4	5	4.7%
Consulta tion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Individu al Freedom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Belongin g to homelan d	4	4	0	0	0	6	0	3	17	0	1	7	2	2	4	1	1	18	35	33.3%
Communi ty's relations	7	1 7	4	0	3	1 7	0	2	50	2	2	0	9	0	0	2	0	15	65	62%
National events	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Public represen tation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
<b>Total</b>									68									37	105	100%

Table 4 shows that community's relations value is the most recurrent with a frequency of 65 and a percentage of 62%. It also shows that belonging to homeland values scored the second recurrent value with a frequency of 35 and a percentage of 33.3%. Equality value scored a low frequency of 5 and a percentage of 4.7%. Consultation, individual freedom, national events, and public representation values scored the least recurrent with a frequency of 0 and a percentage of 0.0%. Additionally, the total distribution of the political values in part A is 68 and in part B is 37.

**Table 5.** Frequency and Percentage of Political Values in the Units of Part A & B Textbooks of Grade 10.

Unit Value	Part A						Part B						Total	Total	%	
	U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	U 9	U 10	U 11	U 12				
Equality	0	0	1	1	0	0	2	0	1	0	0	0	0	1	3	2.4%
Consultation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Individual Freedom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Belonging to homeland	6	0	0	1	3	5	15	1	1	0	7	1	0	27	42	33.1 %
Community's relations	5	4	4	4	8	1	40	6	2	7	6	17	4	42	82	64.5 %
National events	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Public representatio n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
<b>Total</b>							<b>57</b>							<b>70</b>	<b>127</b>	<b>100%</b>

Table 5 shows that community's relations value is the most recurrent with a frequency of 82 and a percentage of 64.5%. Further, it shows that belonging to homeland values scored the second recurrent value with a frequency of 42 and a percentage of 33.1%. Equality value scored a low frequency of 3 and a percentage of 2.4%. Consultation, individual freedom, national events, and public representation values scored the least recurrent with a frequency of 0 and a percentage of 0.0%. Additionally, the total distribution of the political values in part A is 57 and in part B is 70.

## Discussion

Results showed that the 1<sup>st</sup>, 3<sup>rd</sup>, 7<sup>th</sup> and 10<sup>th</sup> graders English textbooks cater differently for the values of equality and individual freedom. These values scored higher in the 1<sup>st</sup> and 3<sup>rd</sup> graders' textbooks. Thus, it could be concluded that there

is no balance in the distribution of this value in the four textbooks, and there is no systematic order maintained. This higher score could be ascribed to the need of emphasizing such values at an early stage of the learners' personality development (United Nations Human Rights, 2012). Additionally, this could ensure that young learners are guided by appropriate ideologies throughout life (Amollo & Lilian, 2017).

Moreover, results revealed that all grades' textbooks neglected the inclusion of consultation, national events and public representation values, and this comes in line with the findings of (Al-Jamal, 2012; Khusinyah & Khomsiyah, 2019; Gunantar, 2017). This negligence could be attributed to various reasons: lack of awareness of the textbooks' designers of the importance of incorporating political values, Palestinian government's marginalization of young Palestinians' futuristic roles in participating in politics i.e., consultation and voting. Hence, it is expected to have a lack of interest in political values inclusion in EFL textbooks and thus, in teaching them namely at a school level.

Additionally, Palestinians' political freedom is confined due to the occupation, and this could hinder the textbooks' designers from including political values explicitly in order to avoid any deletion of the parts of their inclusion. Further, the researchers reckon that due to the limited manifestation of these values, the occupation's hindrances, and the current political division in the west bank and Gaza, learners might become absent of their political rights and duties, namely in public representation, participating in national events and in other political practices. Therefore, the researchers find it crucial to incorporate political values in EFL textbooks (Audigier, 2006).

Results also revealed that belonging to homeland value is maintained in all textbooks, and this comes in consistent with (General Administration of Curricula, 2016; Ashnaikat, 2004). The researchers conclude that there is a balance in the distribution of this value which could be attributed to the textbooks' producers reflecting their own political values, and since the designing team is Palestinian; therefore, it is expected that there would be an adequate

focus on national political values to emphasize the idea of belonging and defending homeland to protect their national identity (Alptekin, 1993).

Additionally, results showed a focus on the value of community's relations with others in the 7th and 10th graders' textbooks. This could be ascribed to the proper age of learners' reasoning to be introduced to different cultures and global issues, besides the learners' actual engagement in globalization through using social media, and thus, the focus on intercultural values is expected to be high.

In conclusion, this study emphasizes the importance of including political values in EFL textbooks for various benefits i.e., activating students' role as Palestinian citizens in the advancement, the positive change, and the promotion of their ownership and accountability in their society.

### **Implications and Recommendations**

Without doubt, living under occupation can impose significant challenges on the Palestinian ministry of education in producing EFL textbooks. Nonetheless, this study has certain implications for the ministry of education in setting a clear vision and more comprehensive guidelines in regards of the global notion of political values in character education. Alongside, evaluating EFL textbooks can provide important feedback on these values inclusion.

The researchers recommend that textbooks' designers need to be more aware of the political values which should be congruent with the vision of the ministry of education, and the interdependence between learners' current political situation and language. Further, they need to follow a systematic order, and maintain a balance in their inclusion in all EFL textbooks.

It is also recommended to equip parents and civil society to play a role in identifying political values in EFL textbooks. Thus, the ministry of education and schools need to establish channels through which they can provide feedback about these values. Further, teachers need to raise their learners' awareness of these values to nurture their citizenship, political rights and duties, and this can be accomplished through training programs in values instruction

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