



Analysis of Educational Values in English for Palestine Ninth Grade Textbook

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Abstract

The present study aimed at analyzing the educational values existing in ninth grade English textbook. The instruments of the study were two: (1) content analysis to analyze the educational values existing in ninth grade English textbook and (2) a questionnaire designed to find out teachers' perspective on educational values existing in English for Palestine Ninth Grade Textbook. The questionnaire was distributed to a convenient sample of governmental ninth grade English language teachers which included (20) male and (17) female teachers. Results revealed that there are 14 main educational values in textbook. These educational values are: cooperation, environment preserving, home loving, respecting ancient heritage, greeting, defending homeland, respecting spiritual rituals, admiration of religious places, welcoming guests, generosity, visiting relatives, patience, honesty, and admiration of national foundations. The value of cooperation is the most frequent value in the content while honesty and admiration of national foundations are the least promoted within the textbook.

Key Terms: Educational Values, Curriculum Analysis, Content Analysis, Teachers' Perspectives.

المخلص:

هدفت الدراسة الحالية إلى تحليل القيم التربوية المتضمنة في كتاب اللغة الانجليزية للصف التاسع في فلسطين، استخدم الباحث اداتين رئيسيتين هما: (1) الكلمة لتحليل المحتوى والاستدلال علي القيم التربوية المتضمنة في كتاب اللغة الانجليزية للصف التاسع و(2) استبانة للتعرف على وجهة نظر معلمي اللغة الإنجليزية في الصف التاسع حول القيم التربوية المتضمنة في هذا الكتاب، اشتملت عينة الدراسة علي 37 معلم لغة انجليزية (20 معلم و17 معلمة) والذين يمثلوا 8.7% من مجتمع الدراسة، وقام الباحث بقراءة تحليلية لجميع وحدات الكتاب، حيث كشفت النتائج أن هناك 14 قيمة تربوية رئيسية في هذا الكتاب وهي: التعاون والحفاظ على البيئة وحب الوطن واحترام التراث القديم والقاء التحية والدفاع عن الوطن واحترام الطقوس الدينية وتقدير الأماكن الدينية والترحيب بالضيوف والكرم وزيارة الأقارب والصبر والصدق وتقدير المؤسسات الوطنية، وكانت قيمة التعاون هي القيمة الأكثر تكرارا في المحتوى، بينما الصدق وتقدير المؤسسات الوطنية كانتا القيم الأقل تكرارا في كتاب اللغة الانجليزية للصف التاسع في فلسطين.

Introduction

True education prepares individuals to live creatively, responsibly, and peaceably in a society to become agents of change for a better society. Educationalists have allotted English Foreign Language (EFL) textbooks a great importance as they are designed to enhance various students' language skills. In addition, textbooks aim at fostering educational values, which differ according to society's knowledge and attitudes. So, the authors of textbooks are expected to design curricula, which make students more aware of their society's desired values, and to equip them with techniques and methods of applying these values to everyday life.

Abu AL-Humus et al.(1998) illustrated that the Palestinian curricula is directed by the general philosophy of the Palestinian Arab society which is derived from the Palestinian heritages, religion, values, traditions, customs and the 1988 Declaration Statement of the Palestinian State Independence, p. 7.

Affective domain has gradually made its exit from educational objectives and cognitive domain has been given a high focus in educational objectives (Singh & Nath, 2007, p.1). This model of education contributes to the lopsided development of students as it puts exclusive focus on cognitive to the total neglect of the affective domain and presents an alienation between head and heart. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition and facts detached from contexts. The individualistic idea of excellence is promoted at the cost of emotional and relational skills. Hardly do young learners understand why they are in school, why they are studying different subjects and how their schooling will be helpful to them. Their understanding is limited to learning about the subjects. They hardly know how they should live their lives; commit themselves to the welfare of the country, care about the environment and other social and moral issues. They are not clear as to what sort of persons they hope to become when they complete their school education (Gulati, & Pant 2012.). In contrast, Richards (2001) suggested that teaching a language is a complex system which also includes teaching cultural customs, values, ways of thinking, and feeling of people, p.13. This illustrates that affective education to schooling experience need to be considered.

The foregoing illustrates the need of the analysis of English for Palestine Curricula. Porter (2004) defined curricula analysis as the systematic process of isolating and analyzing targeted features of a curriculum. Curricula analysis most commonly involves describing and isolating a particular set of content in a curriculum and then analyzing the performance expectations, or cognitive demand, that describe what students are to know and do with the content. Performance expectations are generally defined as the level at which a student is expected to know and employ the content because of the instructional activities and assessments conducted in the curriculum. Every effective educational association should have a curriculum review process for the analysis of their curriculum. This process consists of four steps: initiating curriculum analysis, developing a new curriculum, steps for initiating the new curriculum, and follow-up procedures once the new curriculum is in place (Chiappetta, 2010, p.1).

Many previous studies analyzed school textbooks from various angles. Mosleh (2015) identified the existing values in the content of English for Palestine eight grade textbook. Khazalee (2009) proposed a list of scientific values to be integrated into the science textbooks of first basic stage in Jordan. In addition, Hamoda (2009) elicited the incorporated Islamic values in the stories found in the Palestinian curriculum. In addition, Al Astal (2008) investigated the incorporated educational values in the verses of call in the Holy Quran.

To the best knowledge of the researcher, none of the previous studies has investigated values existing in ninth graders' English textbook. The current study solves this problem and answers the following main question:

What are the educational values existing in ninth grade English language textbook?

In the light of the above main question, the researcher tackles the following two sub-questions.

- 1- What are the educational values existing in ninth grade English language textbook from the researcher's perspective?
- 2- What are the educational values existing in ninth grade English language textbook from English ninth grade teachers' perspectives?

Literature Review

Values and Education

Values are important desirables held in high esteem by a particular society. They reflect one's personal attitudes and judgments, decision and choices, behavior and relationship, and dreams and vision. They influence people's thoughts, feelings and actions. Values are guiding principles of life. They give directions and firmness to life and bring joy, satisfaction and peace to life (Venkataiah, & Sandhya, 2004, p.1). Singh (2007) added that value is considered as a distinctive conception of an individual or a group for desirables which influences the selection from available modes and leads to a specific action, p.2.

The development of educational system includes the development of affective learning whose main aim is value education. Johnson (1963) call it 'Affective Education', Krathwohle et al (1964) name it 'Affective Objectives', Alschuler (1969) used the term of 'Psychological Education', Blanchard (1977) give it the name of 'Hidden Curriculum' and Meyers (1976) used the term 'Value-Education'.

Education has the greatest value. All those activities that are good, useful and valuable from educational point of view are considered as educational values. Education has its aims to modify the nature of learners and not merely to supply a certain amount of knowledge (Iyer, 2017). According to Hale (2016), educational values are divided into three levels: (1) the classroom level, which engages students in a variety of activities designed to make them more aware of certain values and how they apply to everyday life in and out of school. The activities range from discussions based on moral dilemmas to philosophical activities such as Socratic circles, to the analysis of media and communication to reveal underlying value messages, (2) at the school level, values are taught directly and indirectly as a result of school history, background or religious affiliation. This will obviously influence the shape of the curriculum and the pedagogy at the classroom level, and (3) at the community level, values are explored because of interaction with the wider community or other schools

Through value education, societies develop the social, moral, aesthetic and spiritual sides of a person as these are often undermined in formal education that tries to teach students to preserve good behavior inherited from their culture. Bhat, (1996) Reddy & Ready (1992) indicated that value education is relevant to all students' level; elementary, intermediate, secondary, college and university.

At school level, values are taught directly and indirectly. These values obviously influence the shape of the curriculum and the pedagogical techniques at classroom level. Analyzing educational values of textbooks is necessary for curriculum design and materials development. Every human action is the reflection of an individual value and every human institution is the outgrowth of a social value (Singh & Nath, 2007, p.2).

Affective domain is not allotted a high importance as cognitive domain do in educational objectives. Educationalists who pioneered the educational philosophy in the turn of the present century were, on the other hand, deeply involved with a humanistic ideology and included, among major curricular objectives, the nurturance of this equally important aspect of pupil's development (Singh & Nath, p.1).

Content Analysis

Content analysis is a technique for making inferences by systematically and objectively identifying specified characteristics of messages (Holsti, 1969). Moreover, Krippendorff (1980) defined content analysis as a research technique for making replicable and valid inferences from data to their context. The two foregoing definitions of content analysis illustrate that the process of content analysis requires two important aspects: (1) knowledge of the content intended to be analyzed and (2) a systematic objective technique of analysis.

Types of Content Analysis

According to Busch et al (1994: 2014), there are two general categories of content analysis: (1) conceptual analysis and (2) relational analysis. Conceptual analysis includes establishing the existence and frequency of concepts most often represented by words or phrases in a text. For instance, say you have reading texts and you want to analyze the educational values existing in these reading texts.

With conceptual analysis you can determine how many times words such as **help, give ahand, lend...etc...** are repeated to determine the frequency of **cooperation value**. In contrast, relational analysis goes one-step further by examining the relationships among concepts in a text. Returning to seeking **cooperation value** in the reading texts using relational analysis, you could identify what other words or phrases next to **cooperation** appear and then determine what different meanings emerge as a result of these groupings.

The curriculum in use is related to how teachers interpret and put the official curriculum into operation. Throughout this implementation process, they need take many frame factors --physical, cultural, temporal, economic, organizational, political-legal, and personal characteristics-- into consideration. These factors might either hinder or facilitate the implementation of the curriculum (Posner, 2004).

Method & Procedures

Instrumentation

The instruments required for fulfilling the purpose of the study were two: (1) the word (as a unit of analysis) to analyze the values existing in ninth grade English textbook (Appendix (1) presents tables of this analysis), and (2) a questionnaire designed to find out the ninth grade English language teachers' perspectives on educational values existing in the content.

The Validity of the Questionnaire

Validity of the questionnaire was insured by being presented in its first version to a panel of experts who reviewed it. Modifications were implemented according to the experts' advice. Moreover, the internal consistency of the questionnaire was computed and the result of this technique proved the validity of the questionnaire. Appendix (2) presents the final version of the questionnaire.

The Population and Sample of the Study

The following table presents the number of the whole governmental ninth grade English language teachers during the second semester of the school year 2016-2017 distributed according to their work place.

Number of the Governmental Ninth Graders English language Teachers

N.	The Governorate	Male	Female	Total
1	Rafah	19	25	44
2	East of Khan Younis	15	23	38
3	West of Khan Younis	17	27	44
4	The Middle	34	42	76
5	East of Gaza	22	27	49
6	West of Gaza	46	51	97
7	North of Gaza	37	40	77
		190	235	425

The participants of the study were 37 governmental ninth grade English language teachers. They were considered as a convenient sample and they represent 8.7% of the population of the study. Those 37 teachers included 20 male and 17 female teachers.

Implementation

Implementing this study falls into the following steps.

- The researcher used 'the word' as a unit of analysis. He read the whole units, 14 units, of ninth grade English Textbook thoroughly, seeking the words, which lead to value enhancement. The frequency of any value was computed according to the frequency of words, which lead to that value.
- The questionnaire was distributed to 80 governmental ninth grade English language teachers. Thirty-seven questionnaires, which represent 8.7% of the

population of the study, were returned and valid to be used. Twenty male teachers and seventeen female teachers filled the 37 questionnaires.

- Results, conclusion and recommendation were listed.

Presentation of Results

Results of the first question: the first question is what are the educational values existing in ninth grade English language textbook from the researcher's perspective ?.

Results of the researcher's analysis of ninth grade English textbook are stated in the following table.

Educational Values of Ninth Graders' English Textbook

N.	General Value	Value Types	Frequency
1	Moral Value	Cooperation	39
		Environment Preserving	15
		Home Loving	11
	Social Value	Respecting Ancient Heritage	8
		Greeting	8
	Religious Value	Defending Homeland	7
		Respecting Spiritual Rituals	7
		Admiration of Religious Places	4
	Social Value	Welcoming Guests	5
		Generosity	5
		Visiting Relative	4

			Patience	4
			Honesty	2
			Admiration of National Foundations	1

The above table reveals that there are 14 main educational values in the ninth grade English textbook. These educational values are: cooperation, environment preserving, home loving, respecting ancient heritage, greeting, defending homeland, respecting spiritual rituals, admiration of religious places, welcoming guests, generosity, visiting relative, patience, honesty, and admiration of national foundations. The value of cooperation is the most frequent value in the contents while honesty and admiration of national foundations are the least educational values promoted in English textbook.

Results of the second question

The second question is: what are the educational values existing in ninth grade English language textbook from teachers' perspectives?

To answer this question, the researcher computed means, standard deviations and weighted means of the points, which were given to the items of the questionnaire by the participants of the study. The following table presents results of these statistical treatments.

	Items of the Questionnaire	Means	Std. Deviation	Weighted Mean
1.	The value of cooperation is the most frequent value in the contents of the ninth graders' textbook.	4.1081	1.04838	82.16
2.	The value of environment preserving is among the moral values that the activities of ninth graders' textbook are trying to enhance.	3.8649	1.13437	77.30
3.	The activities of ninth graders' textbook try to enhance the value of home loving.	3.8919	1.26455	77.84
4.	Respecting ancient heritage is among the values that the activities of the ninth graders' textbook are promoting.	3.818	0.61634	76.22
5.	In the ninth graders' textbook, there are activities, which promote the value of greeting.	4.1081	1.04838	82.16
6.	Defending homeland is the most religious value which is widely enhanced with-in the ninth-graders' textbook activities.	3.8108	1.02301	76.22
7.	The ninth graders' textbook promotes religious values, which aim at enhancing the rituals of the Islamic religion.	3.7297	0.65186	74.59
8.	Religious places admiration is the least religious value, which is enhanced with-in the ninth graders' textbook activities.	4.000	0.84984	80
9.	Welcoming guests and generosity are social values, which allotted equal educational activities in ninth graders' textbook.	2.2432	1.38254	44.86
10	Visiting relatives and patience are social values, which allotted equal educational activities in ninth graders' textbook.	2.8919	1.28633	57.84
11	Honesty and admiration of national foundations are the least educational values that are promoted with-in the ninth graders' textbook activities.	4.2973	1.05053	85.95

From the above table, it is clear that the mean of each item is higher than 3 except items number 9 & 10. Item's one mean is 4.1081 with a 1.04838 standard deviation and 82.16-weighted mean. This means that 82.16% of the participants of

the study agreed that the value of cooperation is the most frequent value in the contents of the ninth graders' textbook. Similarly, 77.30% of the participants of the study agreed that the value of environment preserving is among the moral values that the activities of ninth graders' textbook is trying to enhance (item 2). Also, 77.84% of the participants agreed that the activities of ninth graders' textbook try to enhance the value of home loving (item 3), and 76.22% of the participants of the study agreed that respecting ancient heritage is among the values that the activities of the ninth graders' text-book is promoting (item 4). In addition, 82.16% of the participants of the study agreed that in the ninth graders' textbook, there are activities which promote the value of greeting (item 5), and 76.22% of the participants of the study agreed that defending homeland is the most religious value which is widely enhanced within the ninth-graders' text-book activities (item 6). Moreover, 74.59% of the participants of the study agreed that the ninth graders' textbook promotes religious values which aim at enhancing the rituals of the Islamic religion (item 7), and 80% of the participants of the study agreed that religious places admiration is the least religious value which is enhanced within the ninth graders' textbook activities (item 8). Furthermore, 85.95% of the participants of the study agreed that honesty and admiration of national foundations are the least educational values that are promoted with-in the ninth graders' text-book activities (item 11). In contrast, just 44.86% of the participants of the study agreed that welcoming guests and generosity are social values which allotted equal educational activities in ninth graders' text-book (item 9), and 57.84% of the participants of the study agreed that visiting relatives and patience are social values which allotted equal educational activities in ninth graders' text-book (item 10).

Conclusion

In the present study, the researcher attempted to analyze the educational values existing in Palestinian ninth graders' English textbook. The researcher analyzed these values from two perspectives: (1) the researcher's perspective and (2) ninth grader English language teachers' perspective.

Results revealed that there are 14 main educational values existing in ninth grader English textbook. These educational values are: cooperation, environment preserving, home loving, respecting ancient heritage, greeting, defending

homeland , respecting spiritual rituals, admiration of religious places, welcoming guests, generosity, visiting relative, patience, honesty, and admiration of national foundations. The value of cooperation is the most frequent value in the contents of the ninth graders' English textbook while honesty and admiration of national foundations are the least educational values that are promoted within the ninth grader English textbook. These educational values are very important as they are derived from the Palestinian heritages, religion, traditions and customs, and they play vital roles in nurturing Palestinian generation (Abu AL-Humus et al. , 1998). In addition, the importance of these educational values emerges from the findings of Mosleh (2015) who indicated that religious values are considered the most important values in the individuals' life and social, cultural, economic, national and political values should be among the values that Palestinian English language textbooks aim to enhance.

The researcher and ninth grader English language teachers mostly agree on the educational values existing in ninth grader English textbook except for welcoming guests and generosity which were indicated by the researcher that they are being allotted equal educational activities but just 44.86% of the participants of the study agree on this item. In addition, differences between the researcher and ninth grade English language teachers occur in another area where the researcher states that visiting relatives and patience are social values, which allotted equal educational activities in ninth graders' textbook while just 57% of the participants of the study agree on this idea. This may be due to the fact which states that responding correctly to such items requires deep analysis of ninth grader English textbook that English teachers of this grade still lack. In addition, the few frequencies of these values may not make such values obvious to the teachers.

Recommendations

In the light of the results of the present study and its limitation, the researcher recommends the following:

- 1- Palestinian English foreign language teachers should be made aware of the educational values existing in the books they teach.

- 2- In-service training program should focus on enhancing EFL teachers' competencies of direct and indirect techniques of value-acquisition among students.
- 3- Palestinian EFL teachers should be trained on methods of analyzing textbook accurately.
- 4- Palestinian textbook designers should allot educational values more weight as our Palestinian and Islamic culture includes rich educational values.
- 5- Curricula designers should give important values such as honesty and admiration of national foundation more weight as students of such grade, ninth graders, are in bad need of these values.
- 6- Curricula designers should link reading text with related pictures to help make values clear and vivid to students and teachers.

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Appendix (1)

Value Analysis of 9th Grade English Text Book

Value		U	P.	Frequency
Social value (visiting relatives)	- We're staying with our cousin's family for four weeks.	1	4	4
	- Visit my cousin there.	1	12	
	- Hadeel and Aunt Nada were talking in the kitchen.	8	4	
	- Aunt Mona is going to visit her brother and family for the holidays.	14	80	
Greeting	- Hi. It's great to see you again!	1	4	8
	- It's great to see you again!.	1	10	
	- Hello, Hadeel. Hello, Nidal.	1	4	
	- Welcome home to Palestine.	1	4	
	-Hello, everyone.	7	80	
	-Hi, I'm Hadeel.	9	16	
	-Hello, Hadeel! It's lovely to see you.	13	64	
	-Hello. My name is Hadeel.	13	75	
Religious Admiration of religious places.	- One of the world's great religious centres.	1	7	4
	- The site of a very important church.	1	7	
	- The site of a very important mosque.	1	7	
	- Several famous religious sites, including Al-Asqa Mosque and the beautiful Dome of the Rock.	1	8	
Respecting spiritual rituals	- I'm looking for a local mosque.	1	7	7
	- Love of God.	1	25	
	- All Muslims believe that there is just one God.	4	43	
	- The prophet Mohamed (pbuh) brought the world the message of Islam.	4	43	
	- Salah Al-Din has a strong belief in God and the prophet Mohamed (pbuh)	4	44	
	- As Caliph, Abu Bakr continued to tell the message of Islam to the world.	7	76	
	A gift from above, We should say thank you	10	37	
Respecting ancient heritage	- There's the site of an ancient palace near here.	1	7	8
	- We're going to go to the ancient site.	1	7	
	- The oldest city in the world.	1	7	
	- Tour the old city.	1	9	
	- At first, our ancient ancestors used to live in caves, not houses.	2	20	
	- Like our ancestors, we still need a safe, comfortable place to live.	2	20	
	- Our ancestors cut this stone.	6	71	
	- The ancient past of Palestine is also very important.	6	74	

Admiration of national foundations	- We visit a traditional soap factory and eat at one of Nablus's many excellent restaurants.	1	8	1
Welcoming Guests	- Stay with my friend there.	1	12	5
	- They met us at the airport.	1	14	
	- They have all been very warm and friendly to us.	1	14	
	-Their aunt made a big 'Welcome to Palestine' meal for them.	1	6	
	- we haven't prepared the guest bedroom yet.	2	16	
Cooperation	-I'm (helping my mum with the housework).	1	6	39
	- Waleed is going to clean the windows and wash the car today.	2	24	
	- That, as many hands build a house, So many hearts make a school.	2	25	
	- Help! Help! My friend has collapsed.	3	29	
	- We should be friends, not enemies.	4	41	
	- Can you help me?	4	41	
	- Please remind me to stop and buy some tea on our way home.	4	41	
	-When I'm at home, I sometimes help a bit.	8	4	
	-Let's make lunch for our neighbours, the Masri family. MrsMasri is sick.	8	4	
	-The friends and neighbours are helping, and today it's my turn.	8	4	
	- If someone is in trouble here, we always feel it's our duty to help.	8	4	
	-What do you have to do to help at home?	8	5	
	- I will teach you some simple dishes if you like.	8	6	
	-Could you look after your home and family?	8	8	
	-Have you ever looked after younger brothers and sisters – or other children?	8	9	
	- Helping hands: making friends	9	16	
	- Hadeel offered to take the food to Masri family.	9	16	
	-They send help to victims of natural disasters.	9	19	
	-Hassan's organization helps save the lives of victims of natural disasters.	9	20	
	-Tom, Rosa and Hassan all do voluntary work for their local community.	9	20	
	-We can do voluntary work. We do projects which help the local community	9	20	
	-I volunteer at the local library.	9	20	
- I belong to an international organization which sends help to people who are in danger.	9	20		
- We do projects which help the local community.	9	21		
-The flood victims badly need food, clean water and other kinds of help.	9	22		
- I get a really good feeling when I can help someone to do something.	9	22		

	We now have a great team of volunteers with lots of energy	11	44	
	It would be nice if they came to help clean up the place.	11	44	
	Try to be positive instead and help look after the children.	12	56	
	Sameera is looking after her family at the moment because her parents are ill.	12	60	
	The family's friends and neighbours are helping.	12	60	
	Can I ask a favour?	13	64	
	She needs my help.	13	64	
	Could Dr Jabir help find more patients for you to meet?	13	72	
	The volunteer gardeners will continue to do all the hard work.	14	76	
	A very active group of volunteers have created the garden which we see today.	14	76	
	All of us must try to keep the place tidy and beautiful.	14	76	
	Volunteers are helping to build a camp for the victims of this man-made disaster.	14	79	
	Could Ali lend me his new CD?	14	80	
Patriotism Home loving	- I love getting home and relax with my family.	2	19	11
	- Even if life takes us far away, we always remember that special place.	2	20	
	- East or west, home is best.	2	20	
	- What does a traditional Palestinian house look like?	2	21	
	- Yaser Arafat the Palestinian first president lived from 1929-2004..	4	46	
	-He found several good websites about Yaser Arafat.	4	48	
	- They're an important sign of our national identity.	6	64	
	- They point towards our future as a free and independent country.	6	64	
	- What else is special about Palestinian marble?	6	67	
	- Some of the world's oldest cities were built in Palestine.	6	68	
	- Palestinian stone is often preferred by architects round the world.	6	68	
Patience	-Take things slowly, and remember the old saying: 'Better safe than sorry'.	3	32	4
	- You didn't wait long enough to get well again.	3	32	
	- You did not wait long enough for that.	3	35	
	He wasn't as quick to kill as other men were in those days.	11	48	
Honesty	- We need a leader who will be honest and fair to everyone.	4	43	2
	-Abu Bakr was a very good and honest person.	7	76	
	- Salah Al-Din behave fairly and generously with Richard.	4	43	
	- Salah Al-Din send his personal doctor to King Richard.	4	48	

Generosity	- Abu Bakr was also brave as he was generous and he gave most of his money away.	7	76	5
	-It's good to give to people who have very little.	9	20	
	He was also often generous to his enemies,	11	48	
Defending Homeland	- The Crusaders wanted to take Jerusalem from Muslims.	4	43	Most of these sentences were repeated again in u.11 p.48
	- The Crusaders took Jerusalem from the Muslims.	4	43	
	-Salah Al-Din was a great leader in bringing the Muslim World together.	4	43	
	-He defeated the crusaders in a battle and he freed the city.	4	43	
	- The Muslims defeated the crusaders and the crusaders went home.	4	43	
	- He defeated them at the Battle of Hittin.	4	44	
	- Salah Al-Din brought together large parts of the Muslim world	4	47	7
Environment Preserving	It's because too many fish are being caught, Mum. And that means fish populations everywhere have been falling for years.	10	28	15
	Why have fish populations been falling?	10	29	
	Pollution is causing a lot of damage to life in the oceans.	10	31	
	we are losing many different species.	10	31	
	Fishing boats with huge nets catch and kill everything.	10	32	
	We risk a terrible manmade disaster – the death of the oceans.	10	32	
	Perhaps the only way to save the oceans is the one that our ancestors discovered long ago: farming.	10	32	
	Two big causes of damage to sea life are pollution and huge nets.	10	33	
	Sad changes are often caused by pollution.	10	34	
	Almost several species of whale were lost.	10	34	
	Now, great damage is being done to other ocean species, too.	10	34	
	So join in the call To strive to preserve them For the future of all.	10	37	
	Fish populations are being destroyed.	10	38	
	Look at all the rubbish and broken glass. It isn't very nice, is it?	11	40	
	people shouldn't make a mess like that, should they? It's terrible!	11	44	

Appendix (2)

**University of Palestine
Faculty of Education
Department of English**



Value Analysis Questionnaire

Dear Ninth Grader English Language Teachers,

The researcher is conducting a study entitled "**Analysis of Educational Values in English for Palestine Ninth Grade Textbook**".

The main goal of this study is to reveal the educational values that ninth grader English text-book aims to promote. Your responses will help the researcher to suggest useful tips to Palestinian text-book designers, English foreign language teachers and educationalists, which help carry out the activities of ninth grade English text-book effectively and design new curriculum which reflects the Palestinian needs and desires.

Your cooperation is highly appreciated

The Researcher

Dr. Mohamed A. Shaat

Note: Use the scale below to answer the questionnaire items. Please, tick (✓) only one option for each item in the questionnaire using the scale below.

5= (SA) Strongly Agree

4= (A) Agree

3= (N) Neutral

2= (D) Disagree

1= (SD) Strongly Disagree.

No.	Items	5 S A	4 A	3 N	2 D	1 S D
Value Analysis of 9th Graders' Text Book						
1	The value of cooperation is the most frequent value in the contents of the ninth graders' text-book .					
2	The value of environment preserving is among the moral values that the activities of ninth graders' text-book are trying to enhance.					
3	The activities of ninth graders' text-book try to enhance the value of home loving.					
4	Respecting ancient heritage is among the values that the activities of the ninth graders' text-book are promoting.					
5	In the ninth graders' text-book, there are activities which promote the value of greeting.					
6	Defending homeland is the most religious value which is widely enhanced with-in the ninth-graders' text-book activities.					
7	The ninth graders' text-book promotes religious values which aim at enhancing the rituals of the Islamic religion.					
8	Religious places admiration is the least religious value which is enhanced with-in the ninth graders' text-book activities.					
9	Welcoming guests and generosity are social values which allotted equal educational activities in ninth graders' text-book.					
10	Visiting relatives and patience are social values which allotted equal educational activities in ninth graders' text-book .					
11	Honesty and admiration of national foundations are the least educational values that are promoted with-in the ninth graders' text-book activities.					