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**Investigating the Ethical Values in Algerian Middle School  
Textbooks (The case study: 1Ms Textbook:  
My Book of English)**

A Dissertation Submitted  
In Partial Fulfillment for the Requirements of Master Degree in Linguistics

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## *Dedication*

*To my father's pure soul, may God have mercy on him... To my mother, may God extend her life...*

*This work is also dedicated to:*

*My sisters and brothers, nephews and nieces*

*To Farouk Daif and Fatima Bosri who assisted me*

*D. Harizi*

## *Dedication*

*To my father's pure soul, may God have mercy on him... To my mother, may God extend her life...*

*This work is also dedicated to:*

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## Table of Contents

Acknowledgements.....	II
Dedication .....	III
Table of Contents.....	IV
List of tables .....	V
List of graphs and figures .....	VI
Abstract .....	VII
General Introduction .....	01

### Part I: The Theoretical Part

#### Chapter I: Theoretical Framework

1. Statement of the Problem .....	03
2. Research Questions .....	03
3. Hypothesis .....	04
4. Motives .....	04
5. Study objectives.....	04
6. Significance .....	04
7. Literature review .....	04
8. Critics .....	10
9. Operational definitions of the study concepts .....	10

#### Chapter II: Conceptual Framework

Overview .....	11
1.Ethics .....	11
1.1 Definitions of Ethics .....	11
1.2. Nature of Ethics .....	12
1.3. Types of Ethics .....	13
1.4. Sources of Ethics .....	13
1.5. Importance of Ethics .....	14
2.Values .....	14
2.1. Definition of Values .....	14
2.2. Nature of Values .....	15
2.3. Types of Values .....	16
2.4. Sources of Values .....	17

2.5. Importance of Values.....	18
3. Ethical Values .....	18
3.1. Definition of Ethical Values.....	18
3.2. Characteristics of Ethical Values.....	19
3.3. Importance of Ethical Values .....	19
4. Middle School Education .....	19
4.1. Definition of Middle School .....	20
4.2. Dimensions of Middle School .....	20
4.3. Middle school in Algeria .....	22
5. Textbook .....	22
5.1. Definition of the Textbook .....	22
5.2. Content of the Textbook .....	23
5.3. Objectives of the Textbook.....	24
5.4. Dimensions.....	24
Conclusion .....	25

**Part II: Methodology Procedures**

**Chapter III: Methodology and Data Collection**

Overview .....	26
1. Research Method / Content Analysis .....	26
1.1. Content analysis.....	26
1.2. Descriptive Analytical Method .....	26
2. Limitations .....	27
2.1. Geographical limitation/ Territory .....	27
2.2. Human limitation .....	28
3. Tools .....	28
3.1. Checklist.....	28
3.2. Questionnaire .....	32
4. Sampling .....	34
4.1. Textbook .....	34
4.1.1. Analyzing the Textbook.....	35
4.2. Questionnaire .....	46
4.2.1 Data Analysis .....	46
5. Statistical Measures .....	47
5.1. Percentage.....	48

5.2.Pearson’s Coefficient .....	48
5.2.1. Statement Consistency (Reliability) .....	48
5 .3.Testing Validity .....	48
5.4. Frequency Technique .....	48
6. Obstacles.....	48
6.1. Human Obstacles .....	48
6.2. Bibliographical Obstacles.....	49
Conclusion .....	49

#### **Chapter IV: Displaying and Interpreting the Data**

Overview .....	50
1. Displaying and Interpreting the Collected Data .....	50
2. Displaying and Interpreting the General Hypothesis Data.....	56
3. Displaying and Interpreting the First Hypothesis Data.....	57
4. Displaying and Interpreting the Second Hypothesis Data.....	58
5. General Interpretation and Data Discussion in the light of theories.....	63
Conclusion .....	63
Conclusion .....	64
Suggestions.....	65
References .....	66
Appendices .....	68

### List of tables

<b>Number</b>	<b>Table</b>	<b>Title</b>	<b>Page</b>
01	Table N° 01	Field of Study	27
02	Table N° 02	Population of the Study	28
03	Table N°03	Ethics extraction	29
04	Table N° 04	Ethical Values really represented in the textbook	31
05	Table N°05	Questionnaire	32
06	Table N°06	Spotting the textbook	34
07	Table N°07	Analysis of the represented ethical values in the textbook	35
08	Table N° 08	Teachers' oriented questionnaire	46
09	Table N° 09	The distribution of values, their frequencies and rank.	58
10	Table N°10	The distribution of values in English language textbook of year 1 (social values)	59
11	Table N° 11	Percentage and rank of each feature in the domain of cognitive values	60
12	Table N° 12	The distribution of values, their frequencies and rank in the domain of religious values	60
13	Table N°13	The distribution of values, their frequencies and rank in the domain of national / political values"	61
14	Table N°14	The distribution of values, their frequencies and rank in the domain of health /environmental main of economical and aesthetic values"	62
15	Table N° 15	The distribution of values, their frequencies and rank in the domain of economical and aesthetic values	62

### List of graphs and figures

<b>Number</b>	<b>Graph</b>	<b>Title</b>	<b>Page</b>
01	Graph N°1	Religious values as perceived by teachers	50
02	Graph N° 2	Political and national values as perceived by teachers	51
03	Graph N° 3	Cognitive values as perceived by teachers	52
04	Graph N° 4	Health and environmental values as perceived by teachers	53
05	Graph N°5	Social values as perceived by teachers	54
06	Graph N° 6	Aesthetic values as perceived by teachers	55
07	Graph N° 7	Economical values as perceived by teachers	55

### Appendices

<b>Number</b>	<b>Annex</b>	<b>Title</b>	<b>Page</b>
01	<b>Annex 01</b>	Ethics extraction	68
02	<b>Annex 02</b>	Questionnaire	68
03	<b>Annex 03</b>	Analysis of the represented ethical values in the textbook	70

04. Ethical Values really represented in the 1Ms textbook.....	72
05. Set of Questionnaire Samples .....	7



**Abstract**

The present study aimed at investigating the ethical values in the first grade textbook of English in middle school. The researchers used two tools to conduct the study; the first one is a checklist to list out and analyze the ethical values that are factually represented in the 1Ms textbook (**My Book of English**), to be followed by a teacher-oriented questionnaire designed to find out the teachers' perspective on ethical values represented in the textbook. This research adopted a mixed method: the analytical descriptive approach and the content analysis method which was conducted on a sample textbook (Ms1); and a sample group of teachers from middle school. Results revealed that there are seven main domains of values in the textbook. They reached the total of 428 frequencies distributed over the seven dimensions. These ethical values cover thirty six aspects. The value of memorization is the most frequent value in the content while honesty and solidarity are the least promoted within the textbook.

**Key words:** Ethics, Values, Ethical Values, Content Analysis, textbook.



## *General Introduction*

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Our society is going through rapid and profound changes due to globalization processes. Several concepts of ethics and values changed. And that change will have an impact on the ethical values of the society and individuals as well; particularly the children and adolescents. These categories are the first ones who are influenced by those changes since they are at the beginning of their emotional and psychological development. This decline in ethics is due to various reasons as social media, the new technology and of the environment with all its components; the family, parents and school. Since the children spend most of their time at school. Thus we were motivated by the question what is the role of the school in implementing ethical values on children through its staff and materials as curriculums and textbooks.

Ethics is the foundation of our human relationship to ourselves and the world around us. The purpose and role of ethics has always been the preservation of the human being as a good person, human dignity, and the conditions for leading a good life. Here comes the role of family and school in children's behaviors to differentiate between what is right and what is wrong. Obviously, school has a significant role in forming good citizens; but the rising question is how?

Although the spirit of character building has been surely inserted in the Algerian educational curriculum, through the emphasis on the core values either in lesson plans, teachers' guides, or textbooks, these efforts seem to be not enough.

In most cases, educational policies have an impact on the production of curriculum materials, such as textbooks. Textbooks shape interaction between students and teachers. Textbooks have a significant impact on students' attitudes and shape their character on how to deal in life. From a critical perspective, textbooks are viewed as message systems for transmitting dominant values and beliefs of society. It is not simply a curriculum document but a social and cultural artifact which features particular beliefs, culturally appropriate values, socially accepted norms, and ideologies either overtly or covertly portrayed in such curriculum artifacts, and they function to impose such things on learners. It means textbooks have a very important socializing function. Thus, instructional textbooks always bring a baggage of values that both teachers and learners may be (un)aware of **“(Gebregeorgis2016)**. These values can be visually and verbally represented or discursively constructed in textbooks. For this reason, one would like to contribute to a better understanding of in what ways values are discursively represented in these textbook so that teachers and students gain heightened awareness that any text or picture in textbooks contain particular values.

Since the textbook is one of the curriculum documents, our research is about what level are ethical values represented in the Algerian middle school textbook of English (1Ms textbook: My book of English)? To what extent are these values implemented and what types of values are represented in the 1MS textbook?

To answer these questions, we started from the hypothesis that the textbook includes various types of values.

To conduct our study, we used the descriptive method and content analysis approach. Data was collected through a content analysis survey of the textbook, and then entered in a frequency table. A questionnaire, directed to teachers who have five years and more experience, was applied as well.

Content analysis is a method and data collection technique used to summarize and analyze the English textbook entitled “My book of English”. This technique was useful for our study since it is widely used by many researchers who have dealt with the same issue (Ethical Values in textbooks).

This research includes two parts each part includes two chapters. Part one, the theoretical framework, includes two chapters. Chapter one is about literature review and the problem statement and chapter two is conceptual framework. Part two, Methodology and Data Collection, includes also two chapters. Chapter one is methodology and data collection and chapter two is about results. It means interpretation, discussion and analysis.

Our investigation went through stages as data collection then the discussion and analysis of the data collected.

After the data collection, the analysis and the interpretation we concluded that the English textbooks of the Algerian middle school include various types of ethical values distributed in seven dimensions with different frequencies. Some of these values are highly perceived by the teachers while others are not.

***Part I:***

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***The Theoretical Part***

*Chapter I*

---

*Theoretical framework*

## 1. Statement of the Problem

Algeria as many countries is typified by moral value crisis among its citizens. It is signaled by the considered bad characters prevalent nowadays in the country manifested in various wrongdoings such as corruption, intolerance cheating and violence. This moral crisis is due to several reasons as globalization, media and society. Since the school is one of the components of the society, one should ask what its role in building good citizens is.

The textbook is a means of achieving educational aims and moral formation. As teachers, it has been observed that the textbooks (**The case of the 1Ms textbook: My book of English**) include ethical values. The study aims at investigating the ethical values, identify their dimensions and recognize their features. Textbooks always bring a baggage of values that both teachers and learners may be aware or unaware of. Thus, the study aims at raising teachers' awareness about the presence of ethical values in English middle school textbooks, the importance of these values in guiding learners' behaviors and the necessity of being addressed within the school environment. The issue of ethical values in textbooks has been studied previously by few researchers as the Algerian researcher Abdelghani Ghadir in his Dissertation for Master Degree: Ethical values in Islamic Education textbook (5<sup>th</sup> Primary school, 2014), the Palestinian ,Aymen Mahmoud Elchkar in his book : The educational values contained in the Palestinian mathematics books for (1-4) grades, 2016), and Mohammad Chowdhury in his article in the Malaysian Online Journal: Emphasizing Morals, Values, Ethics, And Character Education In Science Education And Science Teaching,2016). The main question of our study is: To what level are ethical values represented in the Algerian middle school textbook of English? From this main question derive two sub-questions: What types of values are represented in the 1MS textbook? To what extent are ethical values represented over the textbook?

## 2. Research Questions

**2.1. Main question:** To what level are ethical values represented in the Algerian middle school textbook of English (1Ms textbook: My book of English)?

### 2.2. Sub questions:

**a-** What types of values are represented in the 1MS textbook?

**b-** What are the most dominating ethical values represented over the textbook?

### 3. Hypotheses

**3.1. Main hypothesis:** The 1 Ms Textbook contains ethical values.

**3.2. Sub-hypothesis:**

- a- There exist various types of ethics in the textbook.
- b- Ethical values are represented in depth in the 1Ms textbook.

### 4. Motives

**4.1. Subjective Motives:** The researchers were motivated by the curiosity about the moral values included in the textbook, desire to face challenges and solve unresolved problems, longing for intellectual pleasure when doing this research, desire to serve the society and to obtain a research degree and its corresponding benefits. As there is another motivation is to get Master Degree.

**4.2. Objective Motives:** Investigating the status of moral values in textbooks in order to raise teachers' awareness about their existence and importance.

### 5. Study objective

The study bore particular and specific objectives:

- a- To investigate the ethical values in textbook
- b- To identify their dimensions and to recognize their features.
- c- To classify them according to their importance and occurrence.

### 6. Significance

The study aims at raising teachers' awareness about the presence of ethical values in English middle school textbooks, the importance of these values in guiding learners' behaviors and the necessity of being addressed within the school environment by teachers and administrators. It is going to help English curriculum planners increasing interest in values.

### 7. Literature review

The issue of ethical values in textbooks has been studied in depth. Here are some recent studies:

**7.1. Aynur Pala and Celal Bayar (2011),** the aim of their study is to provide guidelines for the elements need for effective and comprehensive character education and to emphasize the need of character education to help students develop good character, which includes knowing, caring about and acting upon core ethical values such as respect, responsibility, honesty, fairness and compassion. They argued that since children spend about 900 hours a year in school, it is essential that schools resume a proactive role in assisting families and



communities by developing caring, respectful environments where students learn core, ethical values.

**7.2. According to Lindgren Carl Edwin (2011)**, today's muddle of lesson plans, meetings, new curricula, specialization and restrictions leaves teachers and administrators little time for teaching honesty, ethics, values or integrity. In fact, many educators believe that these topics are better covered by religious teachings. He concluded that motivating the student toward moral learning is therefore the educator's primary responsibility. In encouraging this type of consciousness, the educator should transmit the information which the pupil has learned to specific situations that have moral meaning. It is also the educator's duty to supply opportunities, allowing the pupil to implement new ethical concepts to realistic problems.

**7.3. Soumia El Ajrami (2012)** the study aimed to determine the values contained in the books of Islamic Education, Social education (Civics Education and National Education) and The Human Rights of the Fourth Grade Primary in Palestine. It also aimed to find out the suitability of the values contained in the books of Islamic Education and Social and Human Rights for students in fourth grade in Palestine. The researcher used the descriptive method of analysis and content analysis. The samples of the study were books of Islamic Education and Social Education, which includes books (The National Education and Civics Education). The researcher reached the number of results was the most important:

1. Found by analyzing the books of Islamic education that "religious values" were ranked first, followed by "moral values", then "social values", followed by "aesthetic values", followed by "political values and national", in the last place "scientific values".
2. Showing through the analysis of national education books that "the political values and national" were ranked first, followed by "social values", then "religious values", followed by "scientific values", then «aesthetic values», and followed in the last rank "moral values".
3. Identified through the analysis of books of Civics Education that "social values" were ranked first, followed by "moral values", then "religious values", followed by "scientific values", then "aesthetic values", followed by "political values and national" which occupied ranked the last.
4. Revealed through the analysis of written human rights that "the values of freedom" was ranked first, followed by "the values of dignity," followed by "values of life and standard of living adequate for a person, followed by" the values of tolerance, "followed by" the

values of justice, "followed by" values of equality , "followed by" property values ", followed by the value of" citizenship and participation in professional and political life "was ranked last.

**7.4. Snežana Marinkovica and Milomir Erica (2013)** conducted a study about values and their implementation throughout a textbook. Their study aimed at exploring the power of a textbook in achieving socializational and educational aims. They found that values can develop through a textbook, to some extent, through its subject matters, induced forms of learning, strategy; techniques of intellectual work and through the structure of the totality of the text. In a textbook, value can be an instrument for the socialization of children.

**7.5. Abdelghani Ghadir (2014)** conducted a study entitled” Ethical values in Islamic Education textbook (5<sup>th</sup> Primary school). This study aimed at revealing and determining the moral values included in the Islamic Education textbook of the 5th primary class. To answer the research questions, the researcher used the descriptive method and content analysis approach. Data was collected through a content analysis survey of the textbook, and then entered in a frequency table. After analyzing the data, he found that although other values got low frequencies like 'honoring parents' and 'fidelity', they are not less important than the rest of values. He claimed that the rate of distributing moral values is not well-balanced in the textbook. When too much emphasis is placed on certain values, this raises their frequencies to the detriment of other values despite their significance and the great effect they have on the pupil's life and behaviour. This is considered as a sign of deficiency in designing books, which should be re-examined.

**7.6. Mohammad Chowdhury (2016)** published an article in “The Malaysian Online Journal of Educational Science”. This article presented the rationale and arguments for the presence of morals, values, ethics and character education in science curriculum and science teaching. The author examined how rapid science and technological advancements and globalization are contributing to the complexities of social life and underpinning the importance of morals, values and ethics. In order to help conceptualize and articulate a solid theoretical framework for the development of school programs, syntheses and analyses are presented to the philosophical and pedagogical questions related to morals, ethics and character education. For universal acceptability, a comparative study between the philosophical and theoretical basis of modern Western moral education and the universal Islamic moral values and education is outlined that may be helpful for future educators and researchers. Various obstacles in teaching morals/ethics and implementing

character education in the sciences are discussed. He declared that a range of teaching, learning and pedagogical techniques are proposed that may foster morals, values and ethics in students' minds and develop various skills and attributes necessary for success in the science.

**7.7. Dr. Abir Mohamed Elchadhifat (2016)** conducted a study aimed at exploring the values included in English textbooks of the eighth and ninth basic grades in Jordan. She adopted content analysis approach to analyze the content of English textbooks of the eighth and ninth basic grades by using a special categorization as a tool to analyze the content of the book. The results of the study showed that the scientific values and religious and moral values in English textbook of the eighth basic grade occupied the first position, the economic and political values gained the third position, the environmental values occupied the fourth position, the health values gained the fifth position and the national values occupied the sixth position. The study also showed the scientific values in English textbook of the ninth basic grade occupied the first position, the economic and political values gained the second position, the religious and moral values gained the third position, the environmental values occupied the fourth position, the national values occupied the fifth position and the health values gained the sixth position. The results of the study showed the values in English textbooks of the eighth and ninth basic grades were not well-organized.

**7.8. Mesbah Rachid Eljarah (2016)** conducted study attempted to detect the values contained in the books of basic Islamic Education for the first primary Stage in Jordan. The outcomes were as follows: the number of values contained in that books is (54) with a total number of frequencies reached to (1094). The domain values has ranked on the top among all values amounted to a total of frequencies which reached (484). Then followed by the worships values domain in second place as the total frequency was (264). Next were the basic transactions and secondary transactions values domains as their frequencies reached (252) and (94) respectively. The most common value embedded in that books was the value 'concerning belief in God with a frequency reaching (130). The value of performance of the five prayers followed with a frequency reaching (110). But there were many values did not take much importance in terms of percentages and frequencies which took a total frequencies in the three books of basic Islamic Education less than (10). The research recommended that there is a need to

achieve balance in the distribution of importance on values contained in that books through an objective analysis mechanisms such as tables and matrices.

**7.9. Aymen Mahmoud Elchkar (2016)** His study aimed to identify the educational values contained in the Palestinian mathematics books for (1-4) grades, to arrange them, and to make a statement of distribution to their main fields. The researcher used the descriptive analytical method. The study tool was applied. It is a content analysis card consisting of eight fields, including (51) educational values on the sample of the study; eight books.

The results of the study whereas follows: The existence of (5485) repetitions of the educational values distributed among the grades according to the following order: Fourth grade (29.10%), second grade (26.05%), first grade (23.08%), and the third grade (21.77%). The educational values fields are distributed on the four grades in the following order: Aesthetic field (30.48% ), mental field(23.15%),recreation field(10.98%),national field(10.39%),practical field (8.61%), moral field (6.62%), health and environmental field(5.01%) and social field(4.76%).

**7.10. Mandiriwhile (2016)**, the data are text in the reading materials in the textbooks. The data were collected through in-depth interviewing and document review. The model being used to analyze data is a flow model analysis through the components of data reduction, data presentation, and conclusion. The result of the analyzed data showed that there are 14 moral values in the words represented in the reading materials in the textual English textbook for grades X, XI, and XII. The fourteen words are religiosity, honesty, tolerance, discipline, hardworking, democratic, motivation to learn and love to read, patriotism, nationalism, friendliness and communicativeness, environmental awareness, social awareness, and responsibility. From these data there are several texts that contain not only one moral values word, but even two, three and even more. The author is quite successful in infusing Moral values into reading materials. Meanwhile, he series of Contextual English grade X, XI, and XII textbooks are quite capable of making students have a positive response and want to do and practice the values contained in these moral values. This can be seen from the teachers' perspectives, they teach them daily, through activities in class and outside the classroom under the guidance of these teachers.

**7.11. Ahmad Nadhif (2017)** did a research aimed at examining the construction of the discourse of religious and moral values within the official English textbook for Indonesian high school students and to expose the underlying ideology. The textbook analyzed is the official English textbook for junior high school grade VII, (Bahasa Inggris: When English

Rings the Bell). This study made use of Fairclough's three dimensional models, namely textual, processing, and socio-cultural analysis. In the level of textual analysis, the researcher addressed the issues of transitivity and modality. In the processing stage, the focus was on the issue of assumption. Meanwhile, the ideology investigation was done in the last level. The findings show that the discourse of the religious and moral values is classified into four main categories: values toward one's self (e.g. being discipline regarding the time), values toward others (e.g. loving them and being attentive to their occupation and physical appearance), values toward animals (i.e. loving and being attentive to them), and values toward things around (i.e. being attentive to them). The Critical Discourse Analysis (CDA) investigation revealed that the discourse of religious and moral values within this book represented some dominating ideologies, such as the western-secular way of greeting people, the out school activities of the mid-high social class, the rich's-style house furniture, and the notion that beauty is identical with white skin and straight hair, the capitalism-driven economics system, as well as the idea of woman emancipation by the feminist movement.

**7.12. Mitch Aglasi and Janets Casta (2017)**, Their study aimed at investigating the values promoted in language textbooks for high school students. Both qualitative and quantitative analyses were employed to elicit the different values contained in the textbooks. Words, phrases, and statements that denote or signify values were abstracted and coded from the materials. Interestingly, six significant themes on values emerged from the study, namely: personal, social, environmental, educational, spiritual, and moral values. These values were compared to the prescribed values curriculum to reveal relationships; and analysis on the aspect of content, presentation, and function was explored. Results of the observations and analysis were presented and implications to English instructional material development were noted.

**7.13. Bee and Piang Tam (2018)** this paper aimed to identify the dominant moral values of a good citizen that are conveyed by Malaysian moral education textbooks. The findings demonstrate that 'responsibility' is the dominant value for shaping a good citizen in Malaysia. The value of responsibility in the textbooks embraces not only the meanings of self-obligation and accountability, but responsibility is also defined as an individual's sense of self-discipline in their behavior that enables them to avoid conflict and strive for harmonious social order. The other important values are "Respect", "Helpful", "Hard-working" and "Caring". This study provides an example of how a multi-ethnic nation

state like Malaysia promotes these moral values through its educational curriculum, for political legitimacy and forging national unity.

### **8. Critics**

Our study meets with the most of the studies' objective which is the investigation of ethical values in textbooks. Whereas, it meets with the studies of Abdelghani Ghadir, Dr. Abir Mohammed Elchadhifat, Aymen Mahmoud Elchaker , Mesbah Rachid Eljarah and Mitch Aglasi and Janet Casta in both methods and objectives. It meets as well with studies of Mitch Aglasi and Janets Casta, Ahmad Nadhif and Dr. Abir Mohamed Elchadhifat in sampling which is the textbook of English. However our study differs from the ones of Ahmed Nadhif, Mohamed Chowdhury and Mandiriwhile in terms of methods employed. Also it differs with the studies of Bee and Piang Tam, Mandiriwhile, Aymen Mahmoud Elchkar, Mesbah Rachid Eljarah and Abdelghani Ghadir in kinds of analysed textbooks which were not English textbooks.

### **9. Operational definitions of the study concepts:**

#### **Ethics**

Ethics are the good behaviors and positive attitudes that an individual should have to coexist and perform well. They are the individual's tendency to be characterized by some good moral qualities such as: honesty and trustworthiness.

#### **Values**

Values are a set of principles and beliefs held by society and acquired by individuals. Values are life's guiding principle.

#### **Textbook**

Textbook is the formal written material published and printed by the Ministry of Education. It teaches a certain subject in the public schools.

***Chapter II:*** \_\_\_\_\_

***Conceptual Framework***

## Overview

In the past when society was influenced by religion, such opposition in teaching morals and character education was not encountered. Families, societies and religious institutions had the authority to teach character and morals (Berkowitz, 1999), and religion was the only potential source of morality, values and ethics. However, the majority of societies prefer the schools to actively participate to build character of the youth. Because in democratic societies the school's role is to develop moral citizens, and focus on moral and character development, teaching of civics and development of citizenship skills and dispositions (Althof & Berkowitz, 2006).

In the Islamic educational point of view, moral and character education is more important than any secular education. And in Islamic character education, teachers are always considered as students' role models, and students show their utmost respect to teachers as to their fathers. According to Islam, teaching morality is itself a moral duty (Halstead, 2007) as is character education which is a form of moral education.

The most influential Islamic scholar Al-Ghazali (1058–1111 CE) mainly focused on the education of character and virtues. Al-Ghazali's view of moral education was based on the mutual activity of educator and learner, and moral education becomes effective when students take their lessons to heart and put them into practice in their own lives. Teachers are considered as both moral exemplars and moral guides to their students. Al-Ghazali defined morality as a stable state of the soul which drives a person to attain good habits and perform good works that benefit both the person and society (Alavi, 2007).

### 1. Ethics

Ethics has an important place in all areas of life; education is also a fundamental process of human life. Therefore, in education ethics has a vital and effective role. In order to form a good citizen, ethics should be integrated in educational system. As students being the part of the society and tomorrow's nation's builders, ethics should be inculcated among the students through educational framework. The teachers should orient all students to analyse and understand what is "good" and what is "bad" or what is "wrong" and what is "right" or what to do and what not to do with reference to day-to-day commitments.

#### 1. 1. Definition of Ethics

Ethics is a system of moral principles. Ethics is concerned with what is good for individuals and society and is also described as moral philosophy. The term is derived from the Greek



word ethos which can mean custom, habit, character or disposition. Ethics is defined as a code of morals practiced by a person or group of people. An example of ethics is the code of conduct set by a business, the standards that govern the conduct of a person, especially a member of a profession.

The field of ethics, along with aesthetics, concerns matters of value, and thus comprises the branch of philosophy called axiology. Ethics seeks to resolve questions of human morality by defining concepts such as good and evil, right and wrong, virtue and vice, justice and crime. Ethics is a requirement for human life. It is our means of deciding a course of action; without it, our actions would be random and aimless. To the degree which a rational ethical standard is taken, we are able to correctly organize our goals and actions to accomplish our most important values. **(Singer, 2011).**

**Aristotle** :It is important to characterize, although briefly, the system Aristotle developed and that influenced moral thought throughout history until today. The Aristotelian perspective of ethics can be summarized as the itinerary that Man has to take from his current state to the achievement of the Supreme Good and Final End. This is a path that Man gradually conquers by accomplishing a hierarchy of minor goods and intermediate ends, through actions that progressively shape his character or way of being, leading him along a process of perfection and of personal flourishing that will only end with his death. **(Singer, 2011)**

**Kant** moves from the Aristotelian model of a metaphysically grounded ethics of good to a rationally determined moral of duty.

The fundamental goal of Kant's reflection on morality was to ground moral law exclusively on reason, that is, to exclude all other determinations for action beyond the exercise of pure reason. By doing so, he expected to formulate a moral law that would be totally objective and that, being purely rational and being reasonably universal, would also be universal. This moral law, rational, objective, and universal, would necessarily be presented by man to all men and therefore would establish an autonomous morality. **(Singer, 2011).**

### **1. 2. Nature of Ethics**

The term ethics is derived from the Greek word "ethikos" which itself is derived from the Greek word "ethos", meaning custom or character. In philosophy, ethical behavior is what is "good." The field of ethics or moral philosophy involves developing, defending, and recommending concepts of right and wrong behavior.

The specific meaning of the ancient “ethos” would only be recovered in the twentieth century, by the philosopher and scholar of Greek pre-classic thought Martin Heidegger in his Letter on Humanism, in 1947. Heidegger unveils that “ethics,” in its original and therefore true meaning, refers to human interiority, to the depths of each one, where human acts are born. Aristotle, and the other authors that followed him throughout history, forgot this original significance of ethics and used this concept to designate human action oriented by a view of the good. On the wake of Heidegger, many philosophers, as the distinguished Paul Ricoeur, tended to consider that ethics refers to the foundational level of human action, answering to the question “why do people act the way they do?” Moral refers to the normative level of human action, answering to the question “how should people act?” (Bertens, 2000, p. 143-147).

### 1.3. Types of Ethics

The field of ethics (or moral philosophy) involves systematizing, defending, and recommending concepts of right and wrong behavior. Philosophers today usually divide ethical theories into three general subject areas: metaethics, normative ethics, and applied ethics.

**a- Descriptive Ethics** is a form of empirical research into the attitudes of individuals or groups of people, descriptive ethics aim to uncover people's beliefs about such things as values, which actions are right and wrong, and which characteristics of moral agents are virtuous.

**b- Normative Ethics**, that branch of moral philosophy, or ethics, concerned with criteria of what is morally right and wrong. It includes the formulation of moral rules that have direct implications for what human actions, institutions, and ways of life should be like.

**c- Metaethics** is the study of moral thought and moral language. The metaethicist is interested in whether there can be knowledge of moral truths, or only moral feelings and attitudes, and asks how we understand moral discourse as compared with other forms of speech and writing.

**d-Applied Ethics** is a branch of ethics devoted to the treatment of moral problems, practices, and policies in personal life, professions, technology, and government. (Paul Edwards, 1967).

### 1. 4. Sources of Ethics

There are many sources of ethics. It varies from one culture to another. In this study, the researchers focused on the sources of ethics related to Arab and Islamic culture. , Abdel Lateef pointed out that the three main sources of value are as follows:

**a- The Monotheistic Religions:** Monotheists believe that the source of ethics comes from God because he is the creator of all living things in the universe. All religions guarantee good ethics, especially Islam, which guarantees the values in the Quran and Sunnah.

**b- The Humanistic Heritage:** Abdel Lateef confirmed that since communication between countries is easy, ethics are shared.

**c- The Educational Subjects:** The subject of education is the third source of ethics. Schools, courses and teachers are the sources of student ethical values. (Abdel Lateef, 2014, p. 15).

### 1. 5. Importance of Ethics

Ethics are a fundamental aspect of any society. They are also one of the foundations of education. They care about interpersonal relationships, because interpersonal relationships are the motivation that guides people's behaviors and personality formation. At this point, Khalifa (1992, pp.199-200) pointed out that teaching ethical values is very important, especially in the career direction, because ethical values help to choose the right people for each career, such as clergy, politicians, socialists and doctors. Khalifa added that ethical values are very important to schools and families. He clarified that when we understand the ethical values of each child early; we can guide their ambitions, develop their potentials, and take them to the next level. Abu Hatab as cited in El Shawan (1997, p.165) pointed out that some ethical values should be included in the education process:

**a-** Education as a means of self-recognition. **b.** Appreciate specialization. **c.** Adhere to the democratic way of running schools. **d.** Planning of work objectives. **e.** Appreciating the value of time. **f.** Appreciating work as a value. **g.** Applying sincerity in performance. **h.** Seeking for knowledge. **i.** Accepting criticism. **j.** Believing in group work. (Khalifa 1992, pp.199 - 200).

## 2. Values

The term "Value" is used in our contemporary culture, not only in economics and philosophy but also in other social sciences and humanities. Human values have been employed in so distinctively different ways. It is often said that a person value or an object has a value. So, what does the term value mean?.

### 2.1. Definition of Values

Although several surveys of moral and social values have been carried out; there is still much disagreement about the term “values”.

Etymologically, the term value comes from the Latin word “Valēre” which means “to be worth”; whereas, the concise Oxford Dictionary defines the term value as the “worth”, desirability or utility of things.

Values have been variously defined as things which are considered 'good' in them-selves (such as beauty, truth, love, honesty and loyalty) and as personal or social preferences. Raths, Harmin and Simon (1966,p.28) describe values as 'beliefs, attitudes or feelings that an individual is proud of, is willing to publicly affirm, has [sic] been chosen thoughtfully from alternatives without persuasion, and is not acted on repeatedly'. Fraenkel (1977, p.11) considers values as being-both emotional commitments and ideas about worth. Beck (1990, p.2) defines values as “those things (objects, activities, experiences, etc.) which on balance promote human wellbeing”. However, the term value is used to refer to principles, fundamental convictions, ideals, standards or life stances which act as general guides to behaviour or as points of reference in decision-making or the evaluation of beliefs or action and which are closely connected to personal integrity and personal identity.

This definition is open to criticism on the grounds that it fails to differentiate quite distinct things like -virtues, convictions and commitments and that it treats values as a kind of possession, something which people have. It is true that to talk of the value of something as in the phrase value-added has always been to talk of its worth, and that when we value something we are making a high estimate of its worth. However, the term value (in the plural) now seems to be used to refer to the criteria by which we make such value judgments, to the principles on which the value judgments are based. Thus Shaver and Strong say that “Values are our standards and principles for judging worth. They are the criteria by which we judge 'things' (people, objects, ideas, actions and situations) to be good, worthwhile, desirable; or, on the other hand, bad, worthless, despicable” (1976, 15).  
**(Halstead. J. M, 1996, p.13)**

From the above definitions, the majority of the of the authors agreed that values are the collective conceptions, lasting beliefs or ideals shared by members of a culture about what is good or bad and desirable or undesirable , proper, and improper in a culture.

### 2.2. Nature of Values

According to Shaver, “Values are standards and principles of judging worth. they are a criteria by which we judge things , people, objects, actions , ideas, and situations to be good, worthwhile, desirable or on the other hand worthless, desirable , undesirable or somewhere in between these two extremes”. This definition consists of three elements:

Values are concepts, not feelings. Values exist in the mind independently of self-awareness or public affirmation. Values are dimensional rather than absolute categories.

Values may be specific such as honoring one’s parents or they may be general such as love the neighbors as yourself. Values refer to stable life goals that people have, reflecting on what is most important to them. These are established throughout one’s life as a result of accumulating life experiences and tend to be relatively stable. They are generic experiences in social action made up of both individual and social responses and attitudes. Halstead and Taylor (2000, p.169) described values as “... the fundamental convictions which act as general guidelines to behaviour, the standards by which particular actions are to be good or desirable. They become a part of our personalities. They serve as a personal compass. However; values can go beyond specific situations or persons. (Jeanette de Klerk & Julialet Rens, 2003, p.355)

It is not easy to clarify the fundamental values of a given society because of their sheer breadth. Values can differ from culture to culture and even from person to person. The values of a culture may change, but most remain stable during one person’s lifetime. Socially shared values are a fundamental part of our lives. **(yourarticlelibrary)**.

### 2.3. Types of Values

The values that are important to people tend to affect the type of decisions they make, how they perceive their environment and their cultural behaviors. There are several methods to use to categorize the values.

**a- Universal Values:** These are values that there is nearly unanimous agreement as to the importance of them. These would include sanctity of human life, peace, and human dignity.

**b-Terminal Values:** are most desirable to humans. They refer to desirable end-states of existence, the goals a person would like to achieve during his or her lifetime as Bertens (2000, 139) stated ,”Value is something of interest for us, something that we look for, something that pleases, something that loved, and in short value is something good. Value have good connotation”. They include happiness, self-respect, inner harmony, a world of peace free of war and conflicts, a world of beauty, equality, freedom, independence, free

choice, pleasure, social recognition, a mature understanding of life (wisdom) , leading a prosperous life and professional excellence.

**c- Instrumental Values:** instrumental values deal with views on acceptable modes of conductor means of achieving the terminal values. They include being honest, sincere, ethical, ambitious, hardworking, open minded, efficient, independent, polite, well-mannered, responsible and self-controlled. These values are more focused on personality traits and character. These are values that can be used to get something else. In other words the value is an instrument which allows you to get some other things.

**d- Prerequisite Values:** These are values that are necessary before you can get to some bigger goal. It is similar to the prerequisite course that you must take in order to get to the more advanced course. Some good examples of this type of value include safety (which is needed before people can even think about having anything else), Justice (which is needed before we can move onto equality), or the common good (which must be honored if we can ever get to a state of peace).

**e- Paramount Values:** Think of this type of value like you think of Paramount Studios with the large mountain. It is the value which is above all other things. Some examples of this might include freedom (which many people have given up their lives for and see as essential to a decent life) or sanctity of life (which if we do not value or have renders everything else worthless).

**f- Operative Values:** This type of values is the ways that we make judgments on how to live the rest of our lives. We use these values as the overarching and guiding principles which tell us what is always right and wrong. These are things such as integrity, honesty, and loyalty.

There are other values that, learners should be familiar with, can be put into the previous categories such as theoretical values, economic values, aesthetic values (Arts), social values, religious values, political values, national values, individual values, familial values, environmental values, values of globalization. (*fr.scribd.com*)

#### 2. 4. Sources of Values

Most of our core values are learned early in life from family, friends, neighborhood, school and other sources within the society. Family is considered as a great source of value. A child learns his first values from his/her family and relatives. He/ She might learn values from society or different groups of society or community as well. In addition, teachers and school play a very important role in introducing values to learners. There are

other sources of values such as media (print media and electronic media) that plays the role of increasing values in the mind of people, religion, books, history. They derived from cultural and social mores. So, personal values can be influenced by culture, tradition and a combination of external and internal factors. Often primary values are strong and secondary values are suitable for changes. ([iedunote.com](http://iedunote.com)).

### **2.5. Importance of Values**

Values are the basis of our judgments about what is desirable, beautiful, proper, correct, important, worthwhile and good as well as what is undesirable, incorrect, improper, and bad. Durkheim emphasized the importance of values in controlling disruptive individual passions. He also stressed that values enable individuals to feel that they are part of something bigger than themselves. Mukherjee writes” By their nature, all human relations and behaviors are embedded in values”. Values help understand what ought to be and what ought not to be. They contain interpretations of right and wrong. They influence the behavior and attitudes. They are guideposts of our lives. They are integral part of every culture. They decide what we think as for right, wrong, good or unjust. Values can provide standards of competence and morality. They have a great role to play in the conduct of social life. They help in creating norms to guide day-to-day behavior. Values include a cognitive dimension, “meaning consciously accepted (chosen) aims”, “the idea about desirable”, that is why they are “values of comprehension (conviction) about personal or socially desirable general ways of behavior, about activities and relatively lasting states in nature, society and an individual” (Kuzmanovic, 1995, p.19). That is why it is important for children to learn the social mores, conventions, manners, traditions, rituals, processes and laws and regulations. ([iedunote.com](http://iedunote.com)).

## **3. Ethical Values**

### **3. 1. Definition of Ethical Values**

Values are general moral obligations while ethics are conditions or behaviors we expect. “An ethical principle is a statement concerning the conduct or state of being that is required for the fulfillment of a value; it explicitly links a value with a general mode of action”. (Cooper, 1998, p.12). In contemporary English, the word “Moral” and “Ethical” are often used almost as synonyms.

In “Kamus Berar Bahasa Indonesia”, it is said moral is deciding good or bad considered behavior. Morality according to Bentham is art to maximize happiness; it can be seen by achieving the existence of happy and joyful life of all people. (Hazlitt, 2003, p. 109). “A

morality is sacrifice from little goodness to big goodness.”(Hazlitt, 2003, p. 111). According to Stemberg (1994, p.938),” morality refers to concern with what is good or right in people's relationships each other”. A key to understanding morality is to be specific about definition of good (or bad) and right (or wrong). (*academia.edu*).

### **3. 2.Characteristics of Ethical Values**

Obviously, all ethical values and standards are culture-bound, but there are core values and standards that are universal. Ethical value is sometimes used synonymously with goodness. However, goodness has many other meanings and may be regarded as more ambiguous. Ethical value denotes something's degree of importance, with the aim of determining what action or life is best to do, or at least attempt to describe the value of different actions.

Ethical values are related with human personality, they make people wrong or not, because they have responsibility. They are related with pure heart (aesthetic value). To make a moral value to be real, it can be appealed from pure heart. Ethical values are related to obligation these values obligate us, without requirement. For example, honesty orders us to return thing that we borrowed, like or not, because moral value contains an imperative category.

Let mention some ethical values: Bravery, enthusiasm, kindhearted, honesty, love and affection, loyalty, peace-loving, perseverance, sacrificing for others, self-confidence.....)

(*academia.edu*).

### **3.3. Importance of Ethical Values**

Many high school students graduate, having disrespect for order, authority, justice or values. These students learn many of these characteristics through peer pressure and ethical laziness on the part of instructors. These scientists, future leaders, parents and politicians are, in many ways, devoid of ethical consciousness. Learners' life is full of challenges. If moral values are neglected in schools, students will not perceive, comprehend and distinguish between what is right and wrong, and that will result problems in society. Thus, there are some ethical values like honesty, respect, education and hardworking, adjustment, compassion, justice, forgiveness, and religious tolerance; are important for everyone to lead a great life. (Lindgren Carl Edwin, Blount La Wanna Lease, 2011, p. 66-67)

## **4. Middle School Education**

As children are spending less time with their parents than in previous generations, emphasis should be upon the impact of schools and their obligations of providing moral education. What do we mean by school and what does middle school education mean?



#### **4.1. Definition of Middle School**

“School' means any public institution established for the purposes of offering instructions to pupils in programs for preschool children with disabilities, kindergarten programs or any combination of grades one through twelve”. (Kyle Zinth, 2005). Middle school is called so because it is in the middle of a student's school years. Middle schools are for students in grades six through eight. Middle schools are more student-oriented; Teachers often work together in middle schools to meet state curriculum requirements. They have combined planning sessions to develop unified, all-encompassing lessons. The goal of middle schools is to give sixth-, seventh- and eighth-graders opportunities to work in a collaborative environment that's more socially and academically challenging than elementary school. (Susan Edwards, Andrew T. Kemp C. Steven Page, 2014, p.13).

#### **4. 2. Dimensions of Middle School**

The purpose of basic education is to equip students with the essential learning tools of reading, writing and arithmetic, to acquire skills which make them capable of lifelong learning, to strengthen their skills, identity in harmony with the social, spiritual and ethical values and traditions , to be imbued with the values of citizenship and the demands of life in society, to learn to observe; analyze; reason and solve problems, understand the living and inert world, as well as the technological processes of manufacture and production, develop their sensitivity and sharpen their aesthetic sense; their curiosity; their imagination; creativity and critical thinking, to learn about new information and communication technologies and their elementary applications, to promote the harmonious development of their body and to develop their physical and manual capacities, to encourage initiative; a taste of effort; perseverance and endurance, to have an openness to foreign civilizations and cultures and to accept differences and to coexist peacefully with other peoples and to pursue further studies or training.

To Dewey, the school is not only a place where dry knowledge is imparted, but also is an essential social and psychological institution.

##### **a. Socially**

As a social institution, the school tries to develop a social consciousness in the child. The school is to be the representative of the society outside it. According to Dewey,” the school is to be a reflection of the larger society outside its walls, in which life can be learnt by living. But it is to be purified, simplified and better balanced society.” School helps

perpetuate society by socializing the young into particular societal values and beliefs. It develops the skills needed to live in the society. The main purpose of school is cultivation in the pupils of social attitudes, interests, ideals and habits through its activities which have been organized as a community. A school is created by the society and the society is shaped and moulded by the school. Thus, education is both a cause and product of society. It originates in the society and it must fulfill the needs and aspirations of the society. There is thus an intimate relationship between education and society.

Modern education has two-fold functions. It must help in individual development as well as social progress. An individual can only develop in the right direction in social environment. Education helps to solve the multifarious social problems.

John Dewey emphasized the importance of the socialization of the individual for education. He considered that through the participation of the individual in social process the complete development of education takes place. The educational process is nothing but a social process. The school is a social institution, which purifies the society, progress it and makes the individual conversant with the society. (Gregorios Karafillis, 2012).

### **b. Psychologically**

For Jean Piaget, what is interesting to study in sociology of education? The notion of structure is important. For him, mental structure is mainly the result of two dimensions: cognitive and affective. The adaptation of the individual is achieved through two movements:

- a. Assimilation (incorporation) and accommodation (adjustment of structures). We can distinguish 4 major stages in this development:
- b. The shift from absolute respect (parents-child) to mutual respect (parents-child / child-parents).
- c. The shift from personalized obedience to a feeling of rule (notion of contract, social norm, mutual agreement ... etc).
- d. The shift from total heteronomy to reciprocal autonomy (comradeship).
- e. The passage from energy to will (differentiation of duty and pleasure).
- f. "Education is not education if don't have purpose to increase goodness of learner in the right meaning". (Sutari, 1976, p.37).

### **c. Cognitively**

According to Crow and Crow, good education aspiration is to encourage the learner to think effectively, clear and objectively in all situations. Learner will create aspiration in

real action freely and without force. And have a responsibility in the action or behavior. (Sutari, 1976, p.52)

### 4.3. Middle school in Algeria

Middle school means any school other than a secondary school giving an approved course of study in a minimum of two consecutive grades above 4<sup>th</sup> but below 10<sup>th</sup>. Middle school in Algeria lasts four years from the student age of 11 to age of 14, but one might go to middle school earlier or later. . At the end of middle school education and after a final exam leading to a diploma called a "middle school certificate. The four years of the middle school are important foundation years for the intellectual, emotional, physical and social development of the child. These years will help him/ her to gradually acquire at all levels of school education and to continue learning even after leaving school.

In rewriting the curriculum for teaching - learning English in Algeria, The Orientation Law on National Education No. 08-04 23 (January 2008) having set three missions to the school: education ,socialization and qualification, and these missions should meet the following objectives: to help our society to live in harmony with modernity by providing the learner with linguistic tools essential for efficient communication, to promote national and universal values, to develop critical thinking, tolerance and openness to the world, to contribute to the shaping of a good citizen , aware of the changes and challenges of today and tomorrow. In addition, like other disciplines, teaching-learning English integrates core values such as the assertion of the learner's national identity in its three dimensions: National conscience, Citizenship and Openness to the world. (**Curriculum of English for Middle School Education**).

## 5. Textbook

Textbooks are undoubtedly the most popular teaching materials used in foreign language classes. Therefore, it is highly significant that textbooks include the essential elements of language and culture and that they correspond to learners' needs, cultural background and level of linguistic proficiency. Accordingly, it is vitally important to help teachers choose the most appropriate ones for their classes.

### 5.1. Definition

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (OALD, 2000, p. 1238). In accordance with the given definition, textbooks aim at providing learners with necessary knowledge, language skills and information and preparing them for interaction with people from foreign countries and of different cultural backgrounds.

Textbooks usually combine contemporary and traditional approaches to language teaching. They incorporate concepts such as ‘learner development’, a ‘task-based methodology’, and ‘cross-curricular themes’ while providing a grammar framework and a thorough practice of vocabulary, grammatical structures and functions (Hutchinson & Gault, 2009, p. 4). They have been primary teaching instruments for most students since the 19th century. Hutchinson and Torres (1994, p. 315) state that “the textbook is an almost universal element of (English language) teaching. Textbooks are valuable resources for both students and teachers. According to Ndura (2004), textbooks have significant impact on students’ attitudes and shape their character on how to deal in life. Gray (2000) defines textbooks as “ambassadorial cultural artifacts” (Gray quoted in Litz, 2005, p. 7) and says that students can improve their language skills by using them as a useful means in order to stimulate discussions and cultural arguments. **(Bojanic Biljana. R, Topalov Jagoda. P, 2016, p 138).**

### 5. 2. Content

According to Harmer (2007), English textbooks include a syllabus for grammar, appropriate vocabulary, exercises, pronunciation focus and writing exercises. Therefore, teachers mainly use textbooks to utilize high-quality materials with detailed syllabus. From the perspective of the learner; the textbook provides a grammatical and functional framework that assumes the common needs of learners and enables them to learn topics in advance (Hedge, 2008) or modify past topics to track their progress. On the downside, the use of textbooks may mean too limited to one material and its method (Harmer, 2007). A textbook can offer implicit and explicit values. It can offer the models of behavior (a text or a picture). Cortazzi and Jin (1999) refer to a textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured programme and it guides students and teachers to follow the steps taken in previous lessons. A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, and written by experts and authorized by important publishers or ministries of education.

In Cunnings worth’s view (1995, p. 7), the roles of textbooks are identified as: an effective resource for self-directed learning and self-study; a valuable resource for presentation material (written and spoken); a source of ideas and activities for learner practice and

communicative interaction; a reference source for students; a syllabus; a support for less experienced teachers to gain confidence and demonstrate new methodologies.

In addition to that, he claims that “no course book will be totally suited to a particular teaching situation. (Bojanic Biljana. R; Topalov Jagoda .P , 2016, p 139).

### 5.3. Objective

Textbooks are very important in the education process and an indispensable positive role. On the contrary, as they say, it is "the cornerstone of the learning process" (UNRWA 1982, p. 72), and its importance lies in the following characteristics: **1-** Explain the outline of the subject and its teaching methods. **2-** Introduce basic information, ideas and concepts in a specific course. **3-** Students acquire ideal social characteristics **4-** To enable teachers to understand and familiarize themselves with the methods of educational reform when changing the curriculum, and to develop and improve their teaching methods. **5-** It contains methods, forms and illustrations that help clarify what students read. Therefore, compared with other methods, it is the easiest to use and the least burdensome method: such as movies, TV shows, modern educational equipment. **6-**The textbook develops in learners the values, skills, ethics, and various aspects of reform in an orderly and organized form. Carter (1983). Compared with the time required to plan courses and prepare new materials, well-prepared textbooks also greatly shorten the time required for teachers to prepare courses. In addition, many textbooks usually help teachers through the teacher's program guidelines and the implementation of new ideas. (Harmer, 2007).

### 5.4 . Dimensions

Textbooks pave the way to sustainable development” (UNESDOC, 2016).Textbooks are tied to curriculum and are both reflective of the culture and politics of the country.

According to Sleeter & Grant (1991),” textbooks are a representation of the society and the world we live in. Crawford (2004) asserts that textbooks are complex instruments that represent the economic, cultural and political battles. Izquierdo and Gouvea (2008) also agree with this approach that the school textbooks are cultural objects that represent the uniqueness of the cultural identity. From one side textbooks have “a very important socializing function. They are the messages of one society to its members” (Plut et al., 1990)

Some factors and dimensions overlap and are imposed on textbooks, including:

**1- Economic dimension:** its total cost is controlled by multiple factors, including paper type and weight, single page size, print type, calculate pictures, graphics and fonts, colors and number of copies.

**2- Visual dimension:** When the learner receives the scientific material in the book visually, its elements are: the distance between the student's eyes and his hand holding the book, the ratio of letters used, color and its uniformity, spacing between rows and columns.

**3- Educational and psychological dimensions:** This dimension involves educators' views on textbooks: In their opinion, this book is not a test tube. On the contrary, it has always been the student's companion, which is different from other means. Its elements are its scientific materials its methods (all-part) its goals.

**4-Technology and technical dimensions:** Most countries encourage the continued writing of useful textbooks, help their writers publish books, and are interested in supervising published books, so only those that meet the national beliefs and educational goals are allowed. Unfortunately, however, the writing of textbooks in our Arab society as a whole is still limited to a certain category, namely academic and educational categories. Researchers believe that in the sense of a comprehensive project approach, a new mechanism is followed when preparing courses, which means that the process of writing textbooks is undertaken by a cooperative team of professional and technical experts in the field from various stages. It is that they have enough time to perform this process, and all abilities are available to them. In other words, the authorship must be collective, including experts in the following fields: scientific materials, teaching methods, teaching aids, language and art direction and design. **(Kanner and Taylor, 1973).**

## Conclusion

Incorporating values into school curricula, including English textbooks, is one of the basic requirements for cultivating student morality. Today's chaos in curriculum plans, new courses, specialization, and restrictions leaves teachers and administrators with little time to teach honesty, ethics, values, or integrity. Motivating students for moral learning is the main responsibility of educators. In the process of encouraging this awareness, educators should transfer the information students have learned to specific situations with moral significance. It is also the duty of educators to provide opportunities to enable students to apply new ethical concepts to real-world problems

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***Part II:***

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***Methodology Procedures***

***Chapter III:***

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***Methodology and data Collection***



## Overview

In most cases, educational policies have an impact on the production of curriculum materials, such as textbooks. Textbooks are viewed as message systems for transmitting dominant values and beliefs of society. It is not simply a curriculum document but a social and cultural artifact. Thus, "instructional textbooks always bring a baggage of values that both teachers and learners may be (un)aware of" (Gebregeorgis 2016). These values can be visually and verbally represented in textbooks. Our study is about investigation the ethical values in the Algerian Middle School text book (The case study: 1MS textbook: My Book of English). This investigation went through stages as data collection then the analysis of the data collected.

### 1. Research Method / Content Analysis

The researchers used in their investigation content analysis and descriptive analytical methods.

#### 1. 1. Content analysis

The analysis of textbooks belongs to a class of research technique called content analysis. This technique is useful for this study as it "can reveal messages in a text that are difficult to see with casual observation" (Neumann, 1997). Content analysis is a method and data collection technique used to summarize and analyze the English textbook entitled "My book of English". This technique was useful for our study since it is widely used by many researchers who have dealt with the same issue (**Ethical Values in textbooks**)

The researchers coded textual data by categorizing keywords and identifying the relationships among these words. The list of coding systems used to annotate ethical values in the textbook is shown in the tables.

Once the data had been coded and categorized, the researchers could count the frequency of each code or word in the text, and the number of words in each category. Once the codes and categories had been decided, the frequencies of each value in the textbook were also calculated by the researchers. Thus, the researchers could continue the research analysis to describe and identify all the moral values included in the textbook.

#### 1.2. Descriptive Analytical Method:

Descriptive method is one of the most important and common scientific research methods in scientific research. The main reason for using this method is that it has great flexibility and great comprehensiveness. By describing the analysis method, researchers can study reality very accurately, because the researchers determine the cause of the phenomenon

and help to find solutions. Researchers use descriptive analytical methods to analyze the phenomenon under study. After studying this phenomenon, compare it with other phenomena and then analyze it.

The researchers used both methods:

- a. To describe Data
- b. To Analyze Data.
- c. To Categorize, Organize, Classify and decide.

## 2. Limitations:

The study was limited to analyzing the content of the book English language for year one grade pupils approved for the 2021 academic year, and are not within the scope of the study, exercises, dictionaries, questions and a list of terms. The results of this study are determined in the light of the study tools which are designed and used. Also, the results of this study cannot be generalized to English language books for other grades.

### 2. 1. Geographical limitation/ Territory

The study covers some Middle Schools samples in the area of Tiaret.

**Table N° 01: Field of Study**

Area	Number of Schools	Percentage
Tiaret	01	11.11%
Mahdia	03	33.33%
Oued Lili	02	22.22%
Sidi Ali Mellal	01	11.11%
Tidda	01	11.11%
Djilali Ben Ammar	01	11.11%

The researchers selected a sample group of schools (**09 schools**) from different districts of Tiaret. **33.33%** of the selected schools were from Mahdia, **22.22%** were from Oued Lili, **11.11%** were from Sidi Ali Mellal, and another **11.11%** were from Tidda. Besides one school (**11.11%**) from Tiaret was selected for the questionnaire and one school (**11.11%**) from Djilali Benammar.

## 2. 2. Human limitation

The researchers oriented a questionnaire to a sample group of middle school teachers (**20 teachers**) shown in characteristics in the table that follows:

**Table N° 02:** Population of the Study

School	Number of Teachers	Percentage
Aicha Oum Al Mouminoun	02	10%
Bouguettouta Ahmed	02	10%
Bezzaz Ahmed	03	15%
Becheikh A.E.K	03	15%
Bezzarouk Brothers	01	05%
Djamel Eddine Al Afghani	03	15%
Mihoub Abd Elbaki	02	10%
Belkilali Lazreg	03	15%
Kaid Ahmed	01	05%

The researchers could question **15%** of teachers from Bezzaz Ahmed, **15%** from Becheikh A.E.K, **15%** from Djamel Eddine Al Afghani, **15%** from Belkilali Lazreg, **10%** from Aicha Oum Al Mouminoun, **10%** from Bouguettouta Ahmed, **10%** from Mihoub Abd Elbaki and **05%** from Kaid Ahmed middle school.

## 3. Tools

The researchers employed two tools which are the checklist of ethical values and their dimensions and features and a questionnaire.

### 3.1. Checklist:

Hales, Terblanche, Fowler, and Wibbald (2008) defined a check list as a “list of action items, tasks, or behaviors arranged in a consistent manner, which allows the evaluator to record the presence or absence of the individual listed item”. It is a form designed by researchers to fill in the content of each source-if listed-so that its relationship with that content source ends after this. The analysis table contains the following parts: Main data: related to the analysis file, such as the name of the document, the type of the document, the year of research and

application, etc. The analysis table is similar to the information registration card designed by the researcher, which is used to record the information of each previous study separately. It was the case in this study; the researchers have adopted the strategy of “Checklist” based on the previous studies (See Annex 01 p 68). They could decide the following concepts to be investigated and extract that from the textbook.

#### a- The Extracted Ethics from the textbook

**Table N°03:** Ethics extraction

<b>Dimension</b>	<b>Feature</b>	<b>Frequency</b>	<b>Summation</b>
<b>Cognitive values</b>	– Creativity	06	103
	– Problem solving	22	
	– Observation	14	
	– Perception	07	
	– Memorisation	54	
<b>Religious values</b>	– Being polite	06	35
	– Cleanliness	19	
	– Valuing jobs.	04	
	– Honesty	01	
	– Solidarity	01	
	– Valuing family	03	
	– Respect the elders	01	
<b>Social values</b>	– Hospitality	03	214
	– Friendship	36	
	– Perseverance and hard work	16	
	– Cheerfulness	19	
	– Kindness	10	
	– Helpfulness	09	
	– Respect	25	
	– Punctuality	30	
	– Order	38	
	– Responsibility	04	
	– Being proud of belonging to the	06	

	family	07	
	– Respect teachers and friends	11	
	– Collaboration and teamwork		
<b>Economical values</b>	- Preserving school properties	04	04
<b>National/ Political values</b>	– Being proud of belonging to a country	12	35
	– Being proud of national history , traditions and historic places	08	
	– Awareness about rights and duties	04	
	– Democracy	02	
	– Being proud of national identity and national heroes	09	
– Health / Environmental values	– Caring about nature – Caring about animals	07 02	09
<b>Aesthetic values</b>	– Joy	18	28
	– Hobbies	08	
	– Feasts	02	
<b>Summation</b>	<b>36</b>	<b>428</b>	<b>428</b>

(Designed by the researchers.)

As it is shown in the table above (table03), **seven** dimensions have been extracted with **thirty six** features and **428** frequencies. Cognitive values with **five** features and **103** frequencies [Creativity (06), problem solving (22), observation (14), perception (07) and memorization (54)]. Religious values with **seven** sub-dimensions, **35** frequencies [Being polite (06), cleanliness (19), valuing jobs (04), honesty (01), solidarity (01), valuing family (03) and respect the elders (01)]. Social values which are ranked the first with **thirteen** features and **214** frequencies: [Hospitality (03), friendship(36), perseverance and hard work(16), cheerfulness (19), kindness(10), helpfulness(09), respect(25), punctuality(30), order(38),responsibility(04), being proud of belonging to the family(06), respect teachers and friends (07) and collaboration and teamwork(11)].Economical values with **one** feature

which is ‘preserving school properties’ and 4 frequencies. National and political values with five sub- dimensions and 35 frequencies [Being proud of belonging to a country (12), being proud of national history, traditions and historic places (08), awareness about rights and duties (04), democracy (02) and being proud of national identity and national heroes (09)]. Health and environmental values with two feature and nine frequencies [Caring about nature (07) and caring about animals (02)]. Aesthetic values with three features and 28 frequencies [Joy (18), hobbies (08) and feasts (02)].

The study showed the social values occupied the first position with (214) frequencies, then the cognitive values in English textbook of the first basic grade occupied the second position with (103) frequencies, the national and political and religious values occupied the third position with (35) frequencies for each dimension , the environmental values occupied the fourth position with (28) frequencies, the health values gained the fifth position with (09) frequencies and the economical values gained the last position with (04) frequencies .

#### **b- Ethical Values Really Represented in the Textbook**

As it is mentioned before (Table 03 p 29) that the textbook includes ethical values classified in seven domains each with different sub-dimensions and different frequencies. The table below shows frequencies, the percentage and the rank of each domain.

**Table 04:** Ethical Values really represented in the textbook

<b>Dimension</b>	<b>Really represented in the textbook</b>	<b>Percentage</b>	<b>Rank</b>
Religious	35	(08, 18%)	3
Social	214	( 50% )	1
Cognitive	103	( 24,07%	2
National/ political	35	(08, 18%)	3
Health / Environmental	09	(02,10% )	5
Aesthetic	28	(06, 54%)	4
Economical	04	(0,93% )	6

As it is noticeable in (Table 04), the values contained in English textbook varied to seven dimensions, religious, social, cognitive, political and national, health and environmental, aesthetic and economical values. Social values ranked the first (50%) with 214 frequencies of the total of 428 values. In the second rank come the cognitive with values 103 frequencies and (24.07%), then political, national and religious values ranked third with (08, 18%) and 35 frequencies for each domain. Ranked fourth aesthetic values with 28 frequencies (06, 54%). In the fifth position ranked the values of health and environment with nine frequencies and (02.10%). Finally, ranked sixth economic values with four frequencies and (0.93%).

### 3.2. Questionnaire:

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from respondents. It was the case in this study the researchers have designed a questionnaire based on the literature review (See Annex 02 p68 ). They could collect the following data from the sample group of teachers.

**Table N°05:** Questionnaire

Dimension	N°	Prompt	Yes	No
			Teachers	Teachers
Religious	01	Pupils greet their teachers and mates	20	00
	02	Pupils listen to their teachers and do not interrupt.	13	07
	03	Pupils are kind and helpful.	14	06
	04	Pupils show respect to their teachers and mates	18	02
	05	Pupils are honest (do not tell lies).	06	14
National and political	06	Pupils stand with respect to the national anthem	17	03
	07	Pupils know about their national history	06	14
	08	Pupils are proud of martyrs	17	03
	09	Pupils know about democracy and vote for their representatives.	07	13
	10	Pupils know their rights and duties.	04	16
Cognitive	11	Pupils memorize new vocabulary easily.	04	16
	12	Pupils interpret pictures correctly.	19	01

	13	Pupils engage easily in problem solving situations under the teacher guidance.	14	06
	14	Pupils understand the assignment well enough to finish it.	03	17
	15	Pupils apply grammar rules correctly.	05	15
Social	16	Pupils like working in groups.	18	02
	17	Pupils are responsible.	03	17
	18	Pupils behave kindly to one another	15	05
	19	Pupils respect each other.	16	04
	20	Pupils like their friends.	19	01
	21	Pupils always come to school on time.	15	05
	22	Pupils follow directions from teachers and other school personnel.	19	01
	23	Pupils dress appropriately for school.	14	06
	24	Pupils come to school ready to learn.	07	13
	25	Pupils do well and achieve their homework.	03	17
Health / Environmental	26	Pupils keep themselves clean.	18	02
	27	Pupils know the importance of sport.	17	03
	28	Pupils preserve nature.	13	07
	29	Pupils keep their classroom neat.	06	14
	30	Pupils know about pollution and its effects	16	04
Aesthetic	31	Pupils enjoy doing tasks through drawings	18	02
	32	Pupils enjoy singing in English.	20	00
	33	Pupils like playing games.	20	00
	34	Pupils like talking about their hobbies.	19	01
Economical	35	Pupils look after public properties (turn off the light, shut windows...) Do not waste or damage things	08	12
	36	pupils try their best and do not waste anyone' s time	07	13

The previous table shows the perception of ethical values by the questioned middle school teachers. It is noticeable that there are some values are highly perceived by teachers, for instance the values of greeting teachers and mates, showing love for friends, cleanliness,



joy and showing respect to national anthem. On the other hand, the teachers' perception of some values is low such as learners' awareness about their rights and duties, neatness, hard work, perseverance, memorization, democracy and honesty.

#### 4. Sampling:

The study exerted a checklist of ethical values in addition to questionnaire to investigate the integration of moral values in 1MS middle School textbook (**My Book of English**) and to describe the attitudes, opinions, behaviors and characteristics of the population. Thus this study was conducted across some middle schools in Tiaret from which a sample of twenty (**20**) teachers who have five years and more experience from nine (**09**) schools were randomly selected to participate through questionnaire.

##### 4.1. Textbook

A textbook is defined as a book that teaches a particular subject and that is used especially in schools and colleges (Oald, 2000, p, 1238). It is an official document that serves as knowledge agent for both teachers and learners. It is one of the curriculum materials. Textbooks have "a very important socializing function. They are the messages of one society to its members" (Plut et al., 1990).

**Table N°06:** Spotting the textbook

N°	Parts	Title	N° pages	
01		My Charter of Good Conduct	01	p 10
02	Pre- sequence	Now, we have English	21	p 11 – 31
03	Sequence one	Me and My Friends	15	p33 – 47
04	Sequence two	Me and My Family	22	p48 – 69
05	Sequence three	Me and My Daily Activities	28	p71– 98
06	Sequence four	Me and My School	26	p99 – 124
07	Sequence five	Me, My Country and the World	24	p126–149

The textbook includes **160** pages and it is divided into pre-sequence and other five sequences, each sequence is entitled. Data was collected only from **140** pages plus the first cover page. Therefore, there are some pages were excluded as the first ten pages, dictionaries and the last ten pages as it is shown in **table N°06**.

#### 4. 1.1. Analyzing the textbook

The researchers analyzed the textbook (See Annex 03 P 70), they could collect data from the sample.


**Table N°07:** Analysis of the represented ethical values in the textbook


N°	Features	Sample	Sequence	Page	Nature	Frequency
01	Creativity	<ul style="list-style-type: none"> <li>- Pupils can design their own school cards.</li> <li>- Pupils can produce a written message (a blog, an e-mail, a touristic leaflet, etc)</li> </ul>	1,2,3,4,5	42,43, 60, 88, 90,143	paragraph	06
02	Problem solving	Your e-pal Margaret is now a good friend. She sends you a picture of her family tree. Draw your family tree, add information (age, job,..) and send it as an attached document (picture)	pre-seq, 1,2,3,4,5	14, 15 , 16, 19, 25, 37, 42, 43,50, 51, 52, 59, 60, 66, 74, 75, 88, 118, 134, 143	paragraph/ picture	22
03	Observation	<ul style="list-style-type: none"> <li>- I read, observe and put the family name under the appropriate number</li> <li>- I look, listen and repeat.</li> </ul>	2, 3,4,5	52,54, 66, 72, 73, 74, 76, 77, 100, 107, 114, 128, 129, 130	pictures/text	14

04	Perception	- I think and write.	pre-seq, 4	21, 108, 123	picture, parag	07
05	Memorization	- Pupils can memorise new vocabulary through listening and repetition.  - I listen and repeat.	pre-seq, 1,2,3, 4,5	13, 20, 21, 24, 27, 28 29, 34, 35, 36, 37, 49, 50, 51, 52, 53, 54,55, 72, 73, 75, 100, 108,110, 111, 127,128, 129, 130,133, 135,	pictures/ paragr	54
06	Being polite	- I speak politely to my teacher and my classmates -I greet my teacher and my friends	4	101,102,103, 120	pictures/para	06
07	Cleanliness	-I keep my school clean -I do not write on the walls and tables -Is Razane picking flowers? No, she is helping Younes to clean the school garden.	pre-seq, 2,3, 4	10, 54, 71, 72, 74,80, 85, 101, 102, 103, 104,105, 118, 120,	pictures/ paragraph	19
08	Valuing jobs	-listen and repeat -My brother is an electrician - The nurse works in a hospital. - My father is a carpenter	2	49, 50,51, 57,	pictures/text	04

09	Honesty	- My ideal school is a school where honesty ,....are values	4	116	text	01
10	Solidarity	////////	4	116	picture	01
11	Valuing family	At weekends I visit my grandmother -I water her trees and feed her pets - My parents both of you are my light	2, 3	67, 80, 85	paragraph	03
12	Respect the elders	Omar is the first to greet his grandmother	2	53	picture	01
13	Hospitality	- Welcome to my home, Peter. - Welcome to Algeria.	2, 5	49, 143	text/picture	03

14	Friendship	<p>- Hello, what is your name?</p> <p>- Hi, my name is Akram.</p> <p>- My name is Lina. Nice to meet you.</p> <p>-Hi, I am Razane. I am 11.</p>	cover page, pre- seq, 1, 2, 3, 4, 5	11,13, 14, 25, 33, 34, 35, 36, 41, 42, 45,46, 49, 57, 63,7 5, 80, 84, 85, 101, 102,103, 104, 105, 108, 111, 127,128,129, 132,		36
15	Perseverance and hard work	<p>- I participate in the school activities.</p> <p>- I do my homework.</p>	pre-seq, 3, 4	10, 14, 72, 74, 75, 80, 101,102, 103, 120,	pictures/text	16
16	Cheerfulness	<p>- Sit and listen to the story of the play</p> <p>- Pay and say I am learning when I play</p> <p>- Hello my name is miss Meriem.</p>	pre-seq, 1, 2, 4	cover page, 11, 13, 14, 33, 34, 35 ,36, 37, 46, 53, 54,55, 100,	pictures/text	19
17	Kindness	<p>-With my friends I am kind.</p>	pre-seq, 1, 2,4	13,24,33,35, 36,49, 53, 123	text/pictures	10

18	Helpfulness	<p>-Is Razane picking up flowers?</p> <p>-No, she is not. she is helping Younes to clean the school garden.</p>	3, 4,	80,102,105,108,118, 123	text/pictures	09
19	Respect	<p>- I respect the opinions of my classmates.</p> <p>- I respect the opinions of my friends from all over the world.</p> <p>- My ideal school is a school where honesty, responsibility and respect are values.</p>	pre-seq, 1, 4	cover page, 20,21, 22, 23, 33,34, 41, 46, 100, 101,102,103, 116, 118, 120,	pictures/text	25
20	Punctuality	<p>- I get up at 6:30 a.m. I wash my face, have breakfast and get dressed.</p> <p>At 07:30 a.m, I go to school.</p> <p>- I arrive at school on time.</p>	3,4	10,71,72,74,75,80, 85, 101,102,103, 118,	pictures/text	30
21	Order	<p>- Raise your hand.</p> <p>- Stand up.</p> <p>- Be quiet.</p> <p>- I do not shout in my classroom.</p> <p>- I do no chew gum in the class.</p> <p>- I keep my school clean</p>	pre-seq, 4	10,13,20,21,22,23, 101, 102,103,118	pictures/text 	38

22	Responsibility	<ul style="list-style-type: none"> <li>- I am responsible and respectful.</li> <li>a school where honesty, responsibility and respect are values.</li> </ul>	3,4	80,99,100, 116,	pictures/text	04
23	Being proud of belonging to the family	<ul style="list-style-type: none"> <li>- Omar: Let me show you the photo of my family.</li> <li>- Omar: She is my sister.</li> <li>- This is my grandfather. He is 80.</li> </ul>	2	48,49, 51, 57, 59,66,	pictures/text	06
24	Respect teachers and friends	<ul style="list-style-type: none"> <li>- I respect my teachers and my mates.</li> </ul>	pre-seq	10,13,	<p>pictures/text</p> 	07
25	Collaboration and teamwork	<ul style="list-style-type: none"> <li>- Houda and Yasser are cleaning the window.</li> <li>- Amel and her group members are discussing their rights and duties.</li> <li>- Omar and Amel are writing their project on the computer.</li> </ul>	pre-seq, 3, 4	14, 84, 104,105,	pictures/text	11

26	Preserving school properties	<ul style="list-style-type: none"> <li>- I arrive early to clean the whiteboard and arrange the chairs and the tables of my classroom.</li> <li>- I take care of my school materials.</li> </ul>	3,4	80,100,	text/pictures	04
27	belonging to a country	<ul style="list-style-type: none"> <li>- I am from Algeria and I live in Batna.</li> <li>- Hi, I am Susan. I am 13. I am from Great Britain.</li> <li>- My mother is from Scotland.</li> <li>- My name is Adaku. I am from Nigeria.</li> </ul>	1, 2, 3, 5	cover page, 33, 41, 60, 63,84, 127, 128, 133, 139,	text /pictures	12
28	Being proud of national history and traditions	<ul style="list-style-type: none"> <li>- Welcome to Algeria, the land of history and beauty.</li> <li>- My national dish is Couscous.</li> <li>- Roman ruins in Djemila, Timgad, Amazigh Jeddar Tombs, Al Qal'a of Beni Hamad.</li> </ul>	pre-seq, 5	15,127,128, 130, 132, 139, 143	pictures/text	08
29	Awareness about rights and duties	<ul style="list-style-type: none"> <li>- A good and free education.</li> <li>- I stand for the national anthem.</li> <li>- Equal opportunities in class.</li> <li>- I obey and follow the school rules.</li> <li>- A safe environment.</li> </ul>	4	99, 100, 116	pictures/text	04



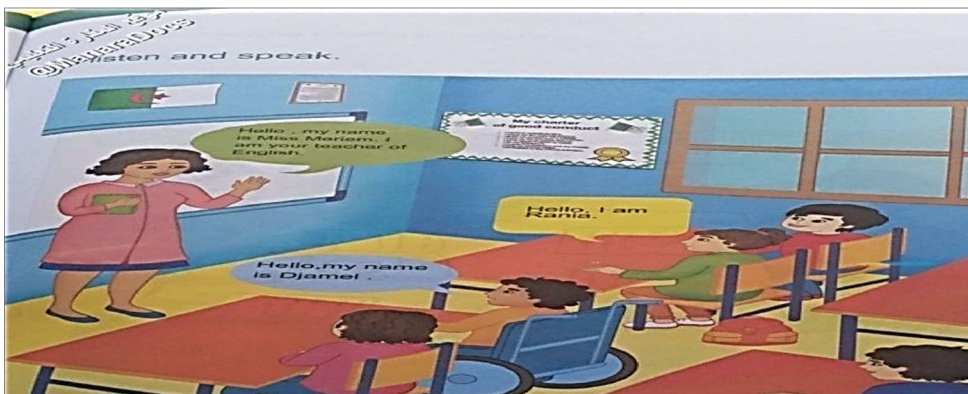
30	Democracy	<ul style="list-style-type: none"> <li>- My school is a space where I elect my representatives.</li> </ul>	4	118	picture+text	02
31	Being proud of national identity and national heroes	<ul style="list-style-type: none"> <li>- Ryad Mahrez</li> <li>- Djamila Bouhired.</li> <li>- My duty is to love it, keep it clean, and decorate it with pictures of my beautiful country and its national heroes</li> </ul>	pre-seq, 4	10,16, 111, 116	pictures/text	09
32	Caring about nature.	<ul style="list-style-type: none"> <li>- I water her trees.</li> <li>- Akram is watering the flowers.</li> <li>- My ideal school is a garden where I plant trees and flowers.</li> </ul>	3, 4	80, 104, 116	pictures/text	07
33	Caring about animals	<ul style="list-style-type: none"> <li>- I feed her pets.</li> <li>- I like cats.</li> </ul>	3	80,84	Text	02
34	Joy	<ul style="list-style-type: none"> <li>- I order the letters to get the name of the job.</li> <li>- I jump and say the number.</li> <li>- I play games with my friends.</li> </ul>	pre-seq, 1, 2,3,	10,20,21,25, 37, 45, 65, 71, 80,85,	text/pictures	18

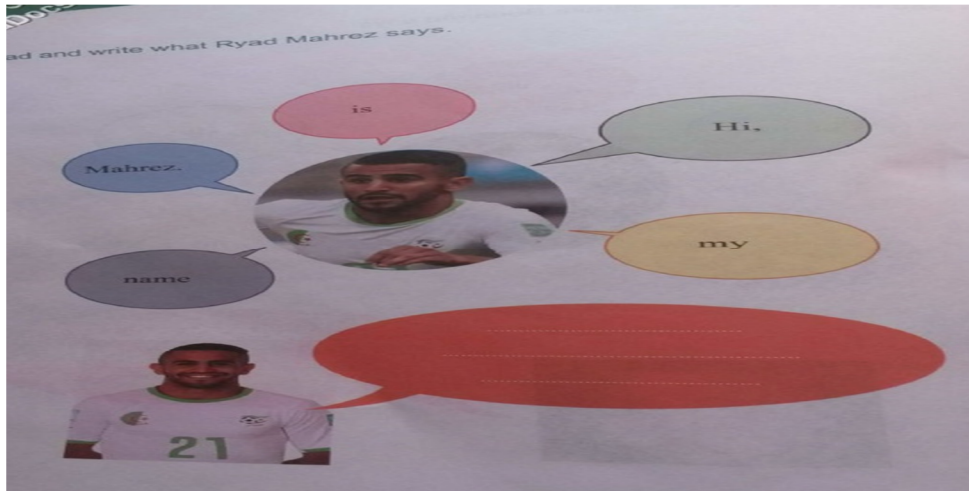
35	Hobbies	<ul style="list-style-type: none"> <li>- I like playing football</li> <li>- I like basketball and listening to music.</li> <li>- Her favourite hobby is drawing.</li> <li>- On Saturday morning, I attend ballet classes.</li> <li>- My ideal school is a free open space where reading is a pleasure</li> </ul>	2, 3, 4	57,59,60,75,81, 85,116,	Texts	08
36	Feasts	<ul style="list-style-type: none"> <li>- One of my national celebration days is the 5<sup>th</sup> of July.</li> <li>- Eid El Fitr is one of my religious celebration days.</li> </ul>	5	130	Text	02

As it is shown in the (table 07 P35 ) above the researchers could extract 36 ethical values. The revealed values were either implicit (pictures), explicit (text /paragraph) or both. One feature or more could be extracted from the same picture or paragraph.

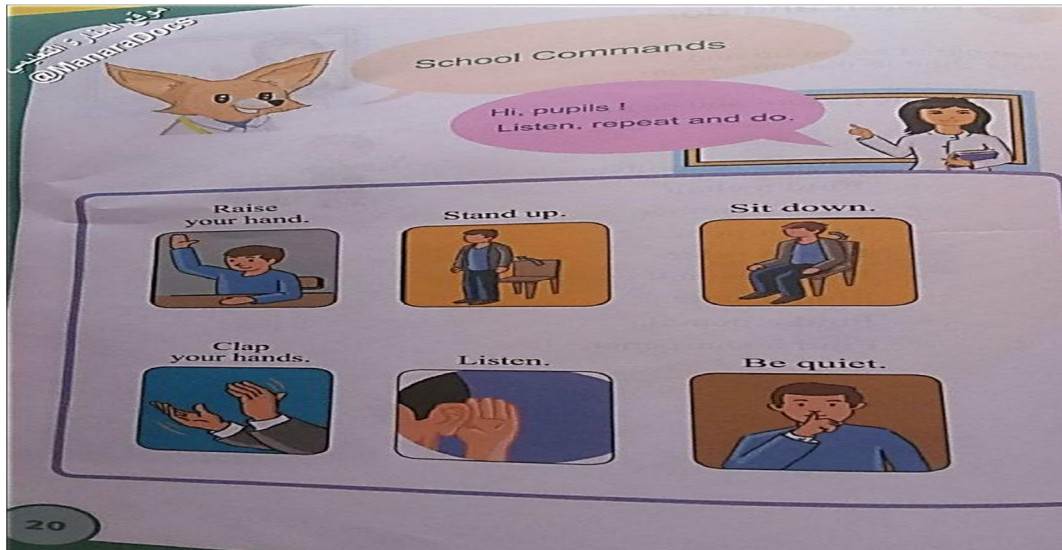
The following pictures show some ethical values that were extracted from the sample (Textbook).

▀ The image below is extracted from the sample (My Book of English p 13). It reveals both implicit and explicit values according to the researchers, for instance, take care about disabled people, good conduct in class, respect to teachers, etc.

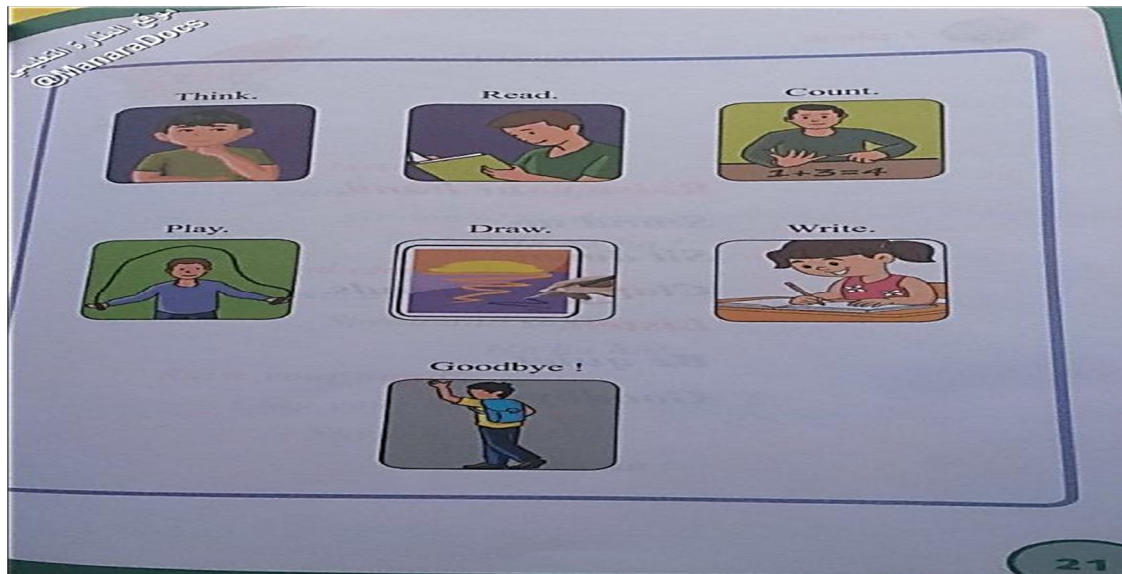




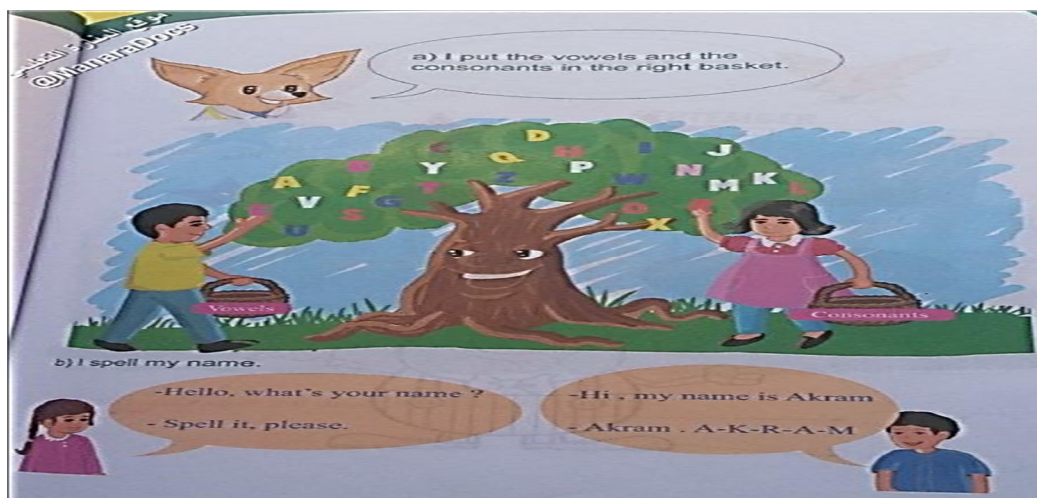
- The image (p16) shows a well-known football player (Mahrez), the value that can be extracted from it is :proud of national achievement in football (sport).
- The picture below(p20) includes explicit cognitive values concerning memorization of new vocabulary, in addition to an implicit social values which is order or good conduct in the classroom,(be quiet ,raise your hand ,sit down, stand up etc).



The picture (p21) below contains explicit cognitive values of thinking, reading, counting, writing and another kind of values, aesthetic value of drawing.



The values that can be derived from the image (p25) below are friendship and caring about nature.



Belonging to family and caring about elders is the value that can be extracted from the picture below (p53).

## 4.2. Questionnaire

The questionnaire was oriented to middle school teachers who have five years and more to check their perception of the existence of ethical values in textbook.

**Table N° 08:** Teachers' oriented questionnaire

Teachers	Male	Female
20	03	17
100%	15%	85%

The questionnaire was oriented to twenty (20) middle school teachers. 15% of the questioned teachers were males, while 85% of the teachers were females.

### 4.2.1. Data Analysis:

As it is shown in the previous table (table 05 P32), the questioned teachers could recognize that there are ethical values represented in the textbook to some extent. In the religious domain, all the teachers (20) recognize that learners greet their teachers and mates, while seven of them fail to recognize the value of politeness, six of the questioned teachers did not recognize the value of helpfulness, and two did not recognize the existence of the value of showing respect toward teachers and mates. Whereas only six teachers perceived the representation of honesty while the rest of them (14) did not recognize its existence.

In the social dimension, most of the teachers (**19**) recognized the representation of the values of friendship and respect towards teachers and (**18**) the value of cooperation, **15** of them recognized the existence of kindness and punctuality; moreover, **16** recognized the values of respect to each other. **14** of the questioned teachers are aware about the pupils' neatness while six of them are not. **07** could recognize the value of perseverance, **03** the value of hard work while the majority (**17**) failed to recognize the existence of value of responsibility.

In the cognitive domain, only **19** teachers could perceive that learners are able to interpret pictures correctly and **14** recognized pupils' ability to engage easily in problem solving situation and, while **15** failed to recognize that pupils apply grammar rules correctly, **17** of them did not perceive the pupils' creativity and **16** did not recognize the value of memorization.

In the national and political dimension, **17** teachers could recognize pupils respect towards national anthem, **13** did not perceive the values of democracy and **14** of them did not recognize pupils' knowledge about their history. **17** recognized that learners are proud about their national heroes and martyrs while **16** of the teachers did not recognize pupils' awareness about their rights and duties.

In the health and environmental domain, **18** of the respondents recognized pupils' cleanliness, **17** the importance of sports, **16** pupils' awareness about pollution and its effects, **13** preservation of nature and **14** of them see that learners do not keep their classroom neat.

In the aesthetic domain, most of the teachers recognized pupils' joy through drawing, singing and playing. But in the economical dimension, **08** teachers could recognize the pupils' preservation of the public properties while the others did not recognize that. **13** teachers could not recognize that pupils do their best and do not waste anyone's time.

### **5. Statistical Measures:**

Quantitative Research Objective is a research strategy that focuses on quantifying the collection and analysis of data. It is formed from a deductive approach where emphasis is placed on the testing of theory, shaped by empiricist and positivist philosophies (*Bryman, Alan (2012)*). The objective of quantitative research is to develop and employ mathematical models, theories, and hypotheses pertaining to phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships (*Given,*

*Lisa M. (2008)*. A quantitative research is aiming at generating knowledge and creates understanding about the social world. ... Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. ( Brydon-Miller, M. (2014))

The researcher extracted some Statistical Measures.

### **5.1. Percentage:**

The researchers exerted percentages in **(Table 01 P 27)** and **(Table 02P 28)** to identify the percentage of schools and teachers selected for the questionnaire, in **(Table 04 31)** to show the ethical values that are really represented in the textbook, in **(Table P 32)** to identify the percentage of the questioned teachers who recognized or do not recognize the existence of ethical values in the textbook and used as well in **(Table 08 P46)** to identify the males and females among the questioned teachers.

### **5. 2. Pearson’s Coefficient:**

To measure the reliability and validity of the questionnaire statements

#### **5. 2.1. Statements consistency (Reliability)**

Using SPSS system to measure the correlation between the statements of the researchers’ designed questionnaire which was  $R= 71.16$ . That means that there is a strong positive statistically significant correlation between the statements of the designed questionnaire serving the objectives of the present study.

### **5.3. Testing Validity**

The researchers have exerted the strategy of test and re-test. They got the same results to some extent.

### **5. 4. Frequency technique:**

The researchers used the frequency technique in **(Table 03 P 29)** to show the frequencies of each feature in every extracted domain.

## **6. Obstacles of the study**

The researchers encountered some obstacles while doing their research. Some of them were human and others were bibliographical.

### **6.1. Human Obstacles:**

When conducting this study the researchers were faced by some difficulties such as the lack of cooperation from some teachers with the researchers, and the lack of knowledge and

culture that respects this kind of scientific and academic work despite the great importance of preparing scientific research, Lack of experience in writing the research.

### **6. 2. Bibliographical Obstacles:**

One of the obstacles that the researchers encountered is the unavailability of the bibliographical sources about the issue (Ethical values in Algerian middle school textbook of English). That means there are previous studies about the issue, but they are either international or about other subject (Islamic Education, Civics, or Arabic)

The lack of availability of primary and secondary sources and references on the problem which the subject of the researcher's scientific research depends, which leads to taking a long time and effort in order to search for other sources to form theoretical framework and database on the problem. There are no simplified research books that can help students understand research methods/good steps for writing research. Lack of a good understanding of methodology, unable to find modern, professional and relevant reference materials.

### **Conclusion**

Values are the fundamental aspect of any society. They are also one of the foundations of education. They care about interpersonal relationships because they are the motives that guide people's behavior and personality. However, without education, it is difficult to embed values in students' behavior. At the same time, without values, culture and society that should be cultivated, education will be fruitless. That is why that all courses must include values. These subjects should incorporate values in their textbooks to cultivate good citizens who have good ideas about their history, culture, and religion. The curriculum throughout textbooks must teach students the values of doing good, understanding society, conduct well, respect others, caring about elders, nature and animals, beautifying culture and admiring language..



***Chapter IV:***

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***Displaying and Interpreting***

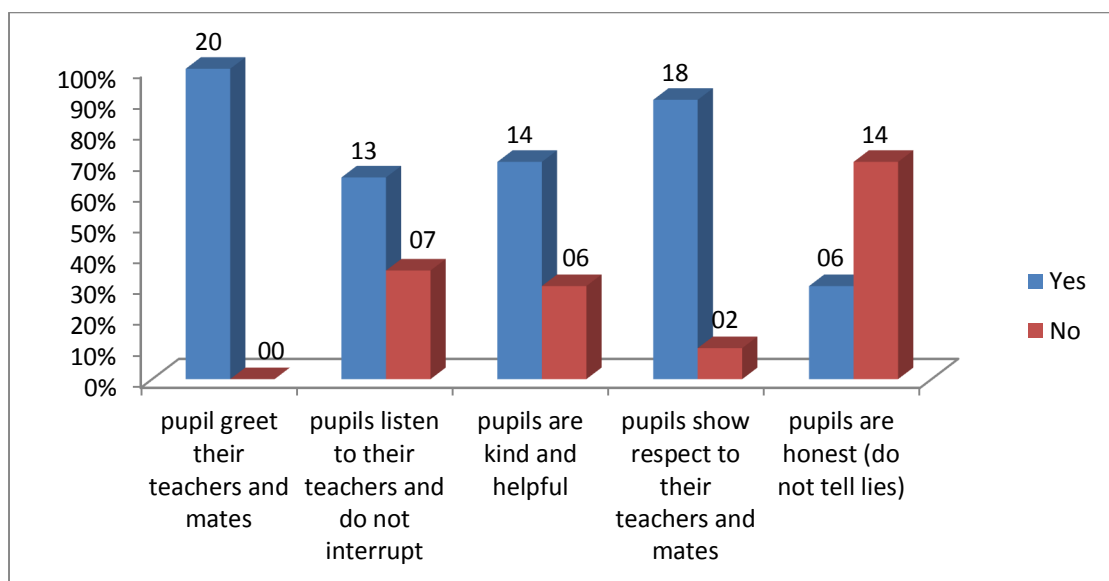
***the Data Collected***

## Overview

One of school's most important duties should be the teaching of ethical values, the discipline dealing with what is good and bad and with moral duty and obligation. Whether studying, Mathematics, English or physics, ethical teachings can, in one way or another, be incorporated into the lesson plan. Today's muddle of lesson plans, meetings, new curricula, leaves teachers and administrators little time for teaching honesty, ethics, values or integrity. In fact, many educators believe that these topics are better covered by religious teachings. However, unlike religion which is based on faith and beliefs, ethics is more a system of principles of conduct for man as a social being and deals with the realm of actualities. Other educators believe that values must be instilled by parents. However, during the most developmental period of a child's life, the role of the teacher is paramount. Although students are told not to cheat on exams, most other value comments are ignored. Even comments regarding cheating are shrouded in fear, embarrassment and getting caught, and not on character development and lofty principles.

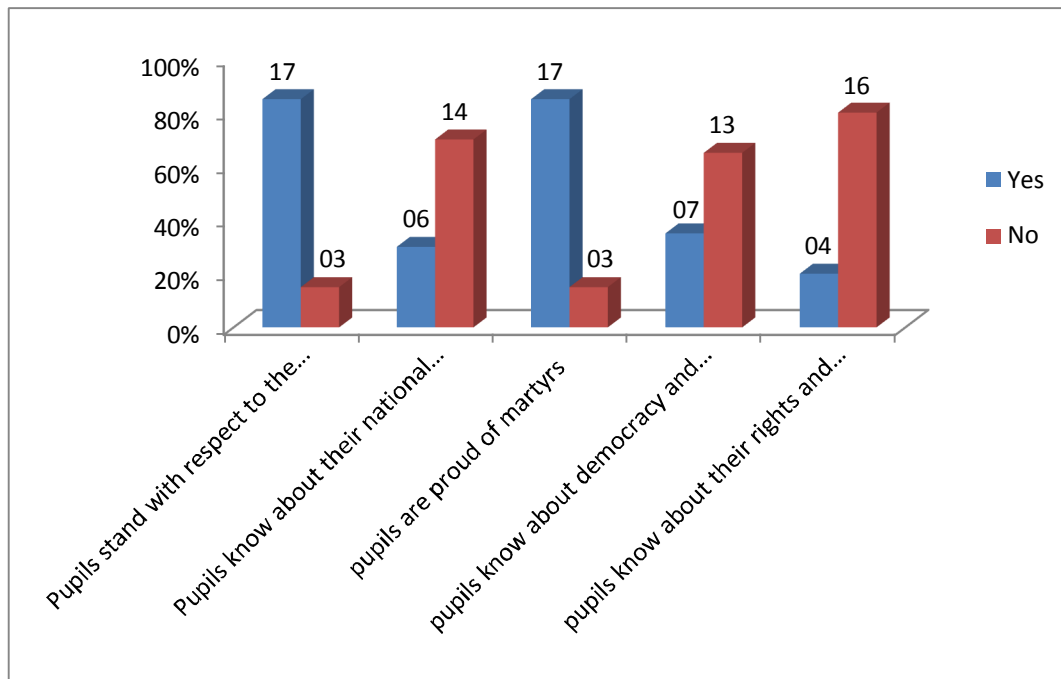
### 1. Displaying and Interpreting the Collected Data

Twenty teachers from the area of Tiaret devoted their time to answer our questionnaire which was about detecting the teachers perspective on ethical values in Algerian middle school textbook ( the 1MS Textbook). The graphs below show the features of the ethical values as perceived by the middle school teachers who have five years and more experience.



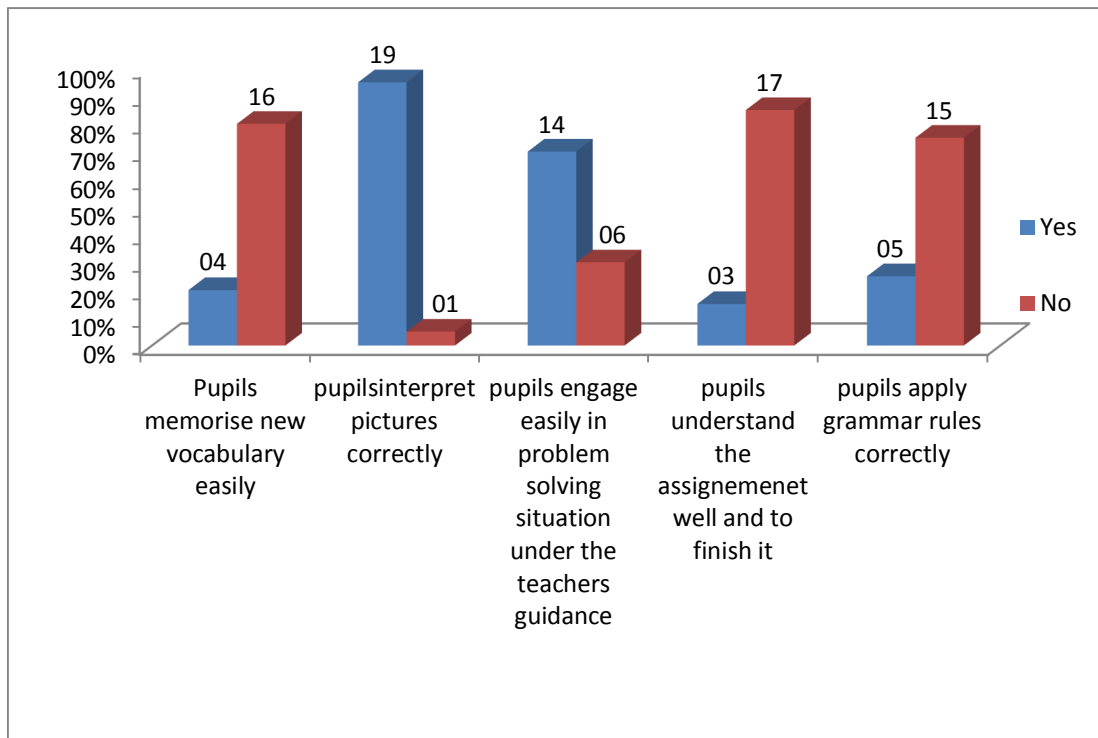
**Graph N°1: Religious values as perceived by teachers**

This graph shows that **100%** of the participants (**20**) of the study agreed that the value of greeting is the most frequent in the content of the textbook. **65%** of the respondents (**13**) found that pupils are polite and listen to teachers, **70%** of the respondents (**14**) found that pupils are kind and helpful, **90%** of the participants (**18**) found that pupils respect their teachers and mates whilst **70%** of the respondents (**14**) found that pupils are not honest. These results agreed with the results of the study that revealed that the value of respect is the most value enhanced in the textbook and perceived by teachers whilst honesty is the least value enhanced in the content and perceived by teachers.



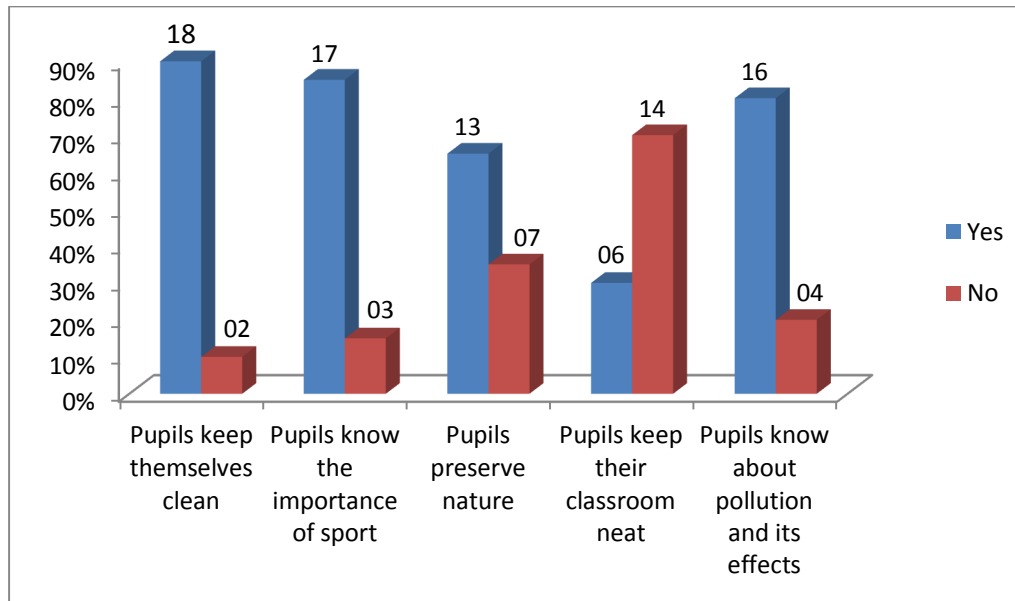
**Graph N° 2: Political and national values as perceived by teachers**

As portrayed in the graph, **85%** the participants of the study agreed that the value of being proud of belonging to the country is the most enhanced in the textbook and perceived by teachers (**17**), **14** of the respondents (**70%**) found that pupils do not know about their national history, this means that teachers perception of the value of patriotism is low. **85%** of them (**17**) found that pupils are proud of martyrs which enhanced the value of belonging to the country and being proud of the national identity, **80%** of the total of the respondents (**16**) found that pupils do not know about their rights and duties, this proves that teachers do not perceive this value in the content. And **65%** (**13**) of the teachers did not perceive the value of democracy.



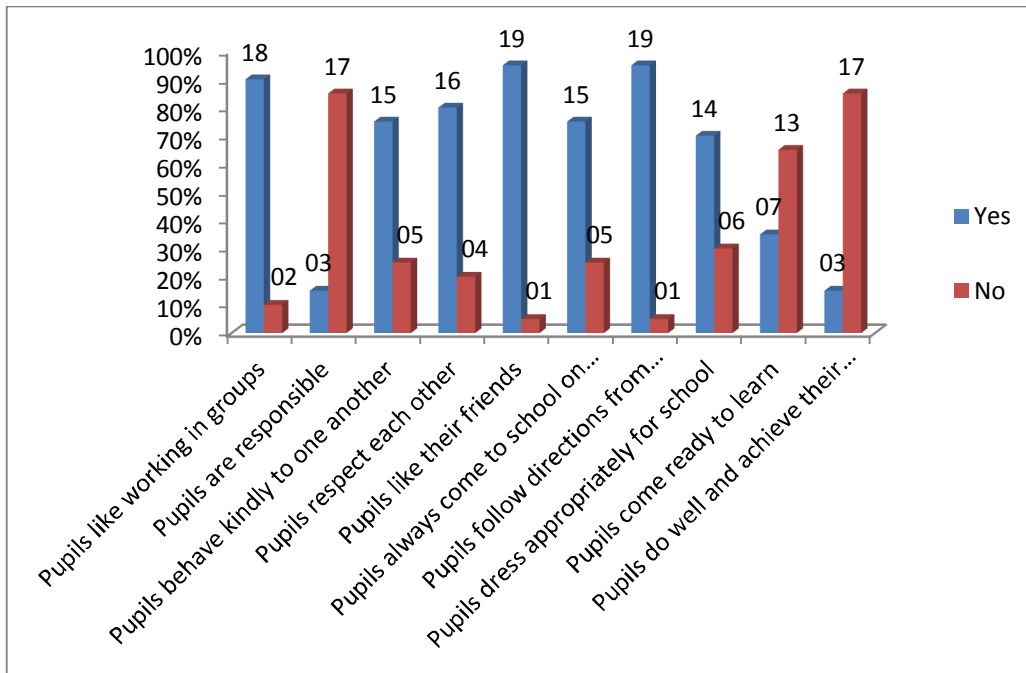
**Graph N° 3: Cognitive values as perceived by teachers**

80% of the participants (16) found that pupils do not memorize new vocabulary easily while 95% of them (19) found that pupils could interpret pictures correctly, and 70% (14) found that pupils can engage easily in problem solving situation, as it is shown in the graph 85% of the participants (17) agreed that pupils do not understand the assignment well and 75% of them agreed that pupils do not apply the grammar rules correctly, this result proves that the teachers perception of the following cognitive values :creativity , perception ;observation presented in the textbook is somehow low.



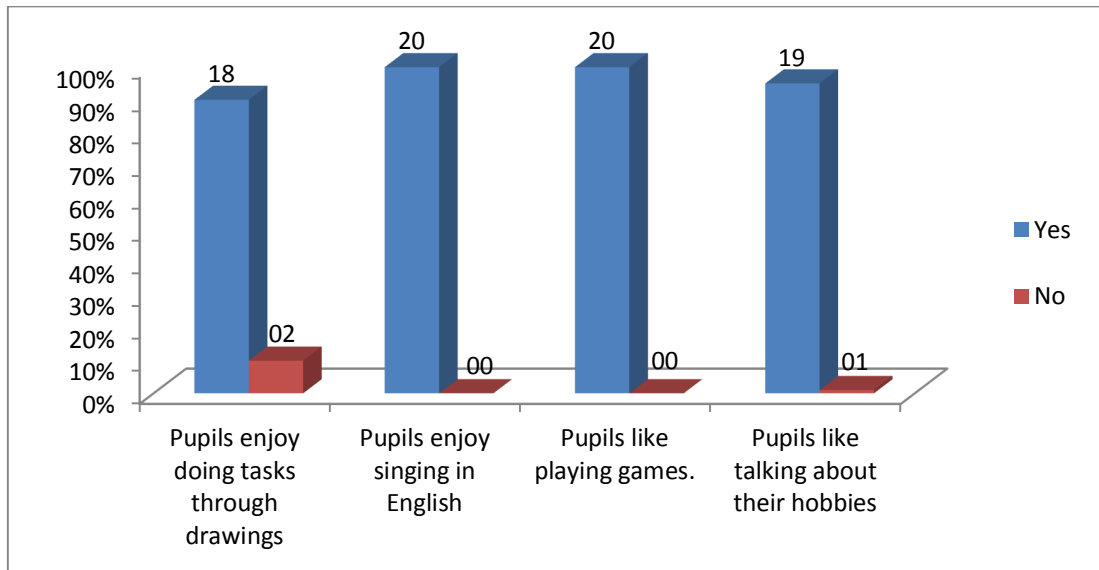
**Graph N° 4: Health and environmental values as perceived by teachers**

The results indicate that most of the pupils keep themselves clean, practise sport, preserve nature and know the effects of pollution. While 70 % found that pupils do not keep their classrooms neat. This reveals the good perception of teachers to the health and environment values enhanced in the textbook. Teachers understand these values and teach them to pupils.



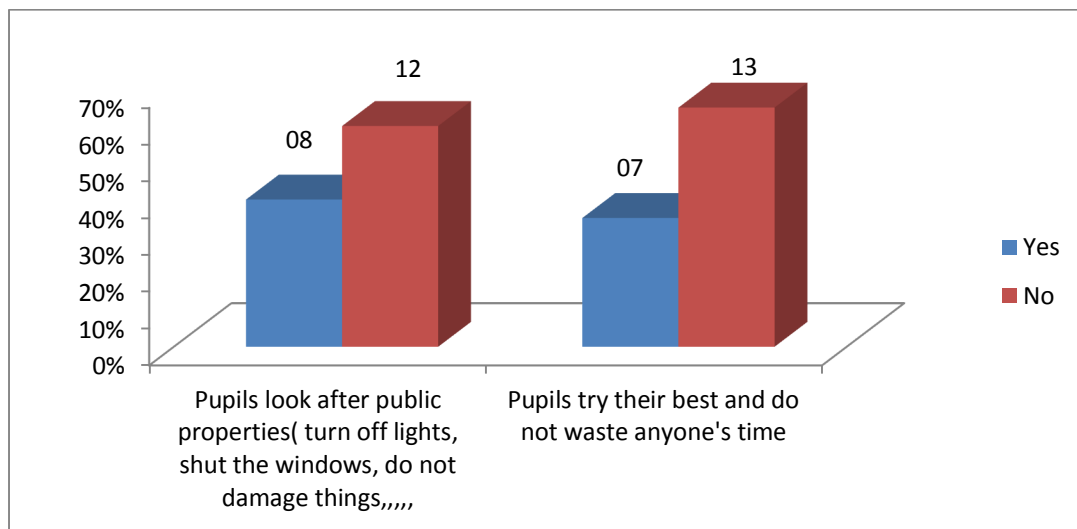
**Graph N°5: Social values as perceived by teachers**

The graph shows that the most of teachers (**95 %**) found that pupils are obedient and like their friends. **90 %** of them recognized the value of collaboration. while **80 %** of them (**16**) agreed that pupils are respectful towards each other. and, **75%** of the respondents (**15**) found pupils punctual and kind, whilst **85%** agreed that pupils are not responsible. **85%** of the participants (**17**) found that pupils do not achieve their work. **70 %** of them recognized pupils' cleanliness and **65%** found that pupils are not perseverant. These responses reflect a sense of moral awareness among teachers, and suggest that they were able to identify appropriate qualities associated with ethical values such as responsibility punctuality, kindness, respect, perseverance and collaboration.



**Graph N° 6: Aesthetic values as perceived by teachers**

The results from the graph indicate that the most of participants found that pupils like drawing , singing ,playing and talking about their hobbies in English ,this reflects that teachers are aware of the importance of aesthetic values as they enhance the sense of love boosts pupils to be happy and enjoy life and everything around them.



**Graph N° 7: Economical values as perceived by teachers**

60 % of the respondents found that pupils do not preserve public properties while 40% did not agree. 35% of them found that pupils do their best whereas 65% agreed that pupils do not manage to organize their time, thus waste their time and the time of others. The ratio

ratio shows that teachers do not perceive the economical values enhanced within the textbook.

Overall, the questionnaire intended to explore teachers' perceptions toward ethical values included in the English textbook. The findings of this study indicated that the perceptions of teachers about the matter could be seen as follows. Teachers show high awareness about the religious, aesthetic, social, environmental included in the content whereas low awareness about economical, cognitive and national values.

## 2. Displaying and Interpreting the General Hypothesis Data

The main research hypothesis goes for: "the 1Mstextbook contain ethical values". According to the tools of our study, they revealed that ethical values are strongly represented in the textbook. First, Results are presented following to the two major questions identified for this study: 1-what types of values are represented in the 1Mstextbook?

The values contained in English textbook varied to seven dimensions, religious, social, cognitive, political and national, health and environmental, aesthetic and economical values. The values included relate most to social values (**50%**) of the total of **428** values. Social values emphasized the establishment of order, obedience and respect towards teachers, Ranked second are cognitive values (**24.07%**) which emphasized memorization, problem solving, observation, perception and creativity. Political, national and religious values ranked third (**08,18%**) for each with emphasis on: cleanliness, politeness, valuing jobs, honesty, respect of elders, belonging to country, proud of national identity and history, awareness of rights and duties. Ranked fourth joy, hobbies and celebrating feasts. Ranked fifth are values of health and environment (**02.10%**) that highlight the role of pupils in saving the environment and caring about nature and animals. Finally, ranked sixth economic values (**0.93%**) highlighting the Importance of preserving school properties. The results of Mitch Aglasi and Janets Casta, Snezana Marinkovica (2013), Abdelghani Ghadir (2014), Abir Elchadifat (2016), Mesbah Rachid Eljarah (2016) Bee and Piang Tam (2018) agreed with our research results., as it is noted that the style of presenting the values is unorganized and random, in the light of that some values have high frequencies, compared to values with no representation entirely, or of low presentation. Whereas our research results contrast with Soumia Ahmed Abu Ashiba (2010).



This study is in conformity to Aymen Mahmoud Elchkar (2016) as it had seven (07) domains, while the other studies were more or less than seven (07) and did not have the same number of the items.

### 3. Displaying and Interpreting the First Hypothesis Data

The first sub-hypothesis of our study goes for: "there exist various types of ethics in the textbook".

After the analysis of the sample textbook, the following findings are presenting the existing ethical values in the textbook.

As the table **03 P 29** shows, it is noted that the social values available in the textbook of the first grade are of **214** frequencies. The gross total of the **428** values distributed on seven domains as shown in tables previously, adopted units for analysis are five units. Thus, results indicated that the degree of the book representation of the social value has **50%** including friendship respect, responsibility, cheerfulness, cooperation, positive attitudes, teamwork, punctuality, order. Accordingly, the degree of representation of the social values has a good standing. This result corroborates the findings of Aynur and Bayar (2011) and Lindgren (2011) who focused on the necessity of ethical values in curriculums.

As Table **03 P 29** illustrates, the count of cognitive values represented in the textbook is of five values with 103 frequencies, these value are memorization, problem solving observation, perception, creativity, the focus is on memorization this means that the textbook enhances knowledge. the findings show that the religious and national values are equal in terms of presentation in the textbook, that is to say religious values including honesty, helpfulness, hard work, neatness, caring, also the national values including citizenship, democracy, pride in national history and heroes are placed third .this result seems to be consistent with Milor and Snezana (2013) in terms of role of values in socializing children.

As shown in the previous table **04 P 31**, the aesthetic values ranks in the fourth position with 28 frequencies (**06.54%**) including joy, celebrating feasts, hobbies; while the health and environment values ranked in the fifth position with 9 frequencies (**02.10%**) including preserving nature, cleanliness, sport, However, the values of economic awareness are barely represented with 4 frequencies (**0.93%**) including preserving public properties and time management. Saving money is not represented entirely. Similarly, the findings show that the values of rights, duties, and democracy have no share in the representation despite their importance. That may be referred to as the absence of a set presentation plan for the

values. This result is consistent with those of Abir Mohamed Alchadhifat (2016). This is considered as a sign of deficiency of the distribution of the ethical values over their domains.

#### 4. Displaying and Interpreting the Second Hypothesis Data

The second sub-hypothesis of our study goes for: "ethical values are represented in depth in the 1Ms textbook.

In order to discuss the second hypothesis, the researchers made a table of frequencies and percentages for each value and its sub-values

The findings from the document analysis indicate that all the seven main values are reflected in the textbook as shown in the **table 03 P 29**. However, the values are not represented equally as proved in the table below.

**Table N° 09:**"The distribution of values, their frequencies and rank"

Dimension	frequency	Percentage	Rank
Religious	35	08.18%	3
social	214	50%	1
Cognitive	103	24.07%	2
National/political	35	08.18%	3
health/environmental	09	02.10%	5
Aesthetic	28	06.54%	4
Economical	04	0.93%	6

As it is noticeable in the table, social values reached the first rank. It is the largest domain of values. It had (13) sub-values, then the cognitive values with five features in the second rank. Religious values with seven sub-dimensions national and political values with six sub-dimensions come in the third rank. Aesthetic values with three features in the fourth position, the environmental and health values occupied the fifth position with two features, economical values occupied the last position with one sub-dimension as stated in the study of Abdelghani Ghadir (2014) and Soumia Abou Ashiba(2020) that the distribution of moral values is unorganized and random.

**Table N°10:" The distribution of values in English language textbook of year 1 (social values)**

Dimension	feature	frequency	Percentage	Rank in its domain
<b>Social value</b>	<b>Order</b>	38	17.76 %	1
	<b>Friendship</b>	36	16.82 %	2
	<b>Responsibility</b>	04	01.87%	12
	<b>Hard work</b>	16	07.48 %	06
	<b>Cheerfulness</b>	19	08.88 %	05
	<b>Kindness</b>	10	04.67 %	08
	<b>Helpfulness</b>	09	04.21 %	09
	<b>Respect</b>	32	14.95 %	03
	<b>Punctuality</b>	30	14.02 %	04
	<b>Hospitality</b>	03	01.40 %	13
	<b>Belonging to family</b>	06	02.80 %	11
	<b>Collaboration and teamwork</b>	11	05.14 %	07
	<b>Respect teachers and friends</b>	07	03.27%	10
	<b>Total(214)</b>		<b>100%</b>	

As the table shows, it is noted that the social values available in the English language textbook of the first grade are of **214** frequencies. This domain ranked the first with **(50%)** revealed through the analysis of data that the sub-value of order was ranked first, followed by friendship, then the sub value of respect, followed by the value of punctuality, cheerfulness, followed by value of hard work, the value of collaboration and teamwork, followed by the value of kindness, then come the values of helpfulness, respect teachers and friends, belonging to family, responsibility and hospitality " was ranked last.

Table N° 11": Percentage and rank of each feature in the domain of cognitive values"

Dimension	feature	frequency	Percentage	Rank in its domain
cognitive values	Memorisation	54	52.43 %	1
	Problem-solving	22	21.36 %	2
	Observation	14	13.59 %	3
	Perception	07	06.80%	4
	Creativity	06	05.82%	5
		<b>Total(103)</b>		<b>100%</b>

The results showed through table **04 P 31** the recurrence of each feature in its domain, percentage and rank, memorization ranked first with frequency of (54), **52.4%** this means the importance of memorization of new vocabulary for pupils ,then problem –solving reached the second rank with 22frequencies and **21.3%** in its domain ,observation occupied the third rank with14 frequencies and **13.6%**,perception reached rank four with 7frequencies and **06.8%** ,the last rank was for creativity with 6 frequencies and **05.82%**.eventhough these feature are crucial they have gained little attention . This result indicates that the textbook prepares pupils to learn the four skills of the English language.

Table N° 12:"The distribution of values, their frequencies and rank in domain of religious values"

Dimension	feature	frequency	Percentage	Rank in its domain
Religious values	<b>Cleanliness</b>	19	54.28 %	1
	<b>Being polite</b>	6	17.14 %	2
	<b>Valuing job</b>	4	11.43 %	3
	<b>Honesty</b>	1	02.86 %	5
	<b>Solidarity</b>	1	02.86 %	5
	<b>Valuing family</b>	3	08.57 %	4
	<b>Respect the elders</b>	1	02.86 %	5
		<b>Total (35)</b>		<b>100%</b>

As illustrated in the table, there were (7) values mentioned cleanliness, and being polite were the most frequented values in the textbook. Cleanliness got (**54.28 %**) as it indicates

the importance self-care for pupils, this result did not agree with Abir Mohamed Alchadhifat Alchadhifat (2016), Mesbah Rachid (2016) and Aynur Pala (2011). Then followed by being polite (17.14 %), and then come the value of valuing job in the third rank (11.43 %), followed by the value of valuing family with (08.57 %), and finally come the values of honesty, solidarity and respect the elders in the last position with (02.86 %) for each value.

**Table N°13:** "The distribution of values, their frequencies and rank in domain of national / political values"

Dimension	feature	frequency	Percentage	Rank in its domain
national / political values	Patriotism	12	34.29 %	01
	Being proud of national history , traditions and historic places	8	22.85%	03
	Awareness about rights and duties	2	05.71 %	05
	Democracy	4	11.43%	04
	Proud of national identity and national heroes	9	25.72 %	02
	<b>Total (35)</b>			<b>100 %</b>

National and Political values domain score **35 (08.18%)** out of the total of the seven domains. Patriotism comes in the first position with (34.29 %). Patriotism develops the sense of national loyalty and strengthens the relationship of the pupils to their country. This result is consistent with those of Abir Mohamed Alchadhifat (2016). Then followed by the value of being proud of national identity and national heroes (25.72 %), and being proud of national history , traditions and historic places come in the third rank (22.85 %). Democracy ranked the fourth with (11.43%), and awareness about rights and duties come in the last position with (05.71 %) for each.

**Table N°14:** "The distribution of values, their frequencies and rank in domain of health /environmental values"

Dimension	features	feature	Percentage	Rank in its domain
health/ environmental values	Caring about nature	7	77.78 %	01
	Caring about animals	2	22.22 %	02
		<b>Total (09)</b>	<b>100 %</b>	

As stated in the above table, there were **(02)** health and environmental values included in the textbook. Caring about nature and animals with frequencies of **09**. Caring about nature was mentioned **07**times in the content whilst caring about animals was mentioned only twice

**Table N° 15:** "The distribution of values, their frequencies and rank in domain of economical and aesthetic values"

Dimension	feature	frequency	Percentage	Rank in its domain
Economical values	Preserving school properties	40	100 %	01
Aesthetic values	Joy	18	64.29 %	01
	Hobbies	8	28.57 %	02
	Feasts	2	07.14 %	03
	<b>Total (28)</b>	<b>%100</b>		

As indicated by the table above, in aesthetic values. The moral value of joy, make up the highest frequency by **64.29 %**, talking about hobbies come in the second position by **(28.57 %)** and commemorating feasts got the last position by **02** frequencies and **(07.14 %)**. Whilst preserving school properties got **04** frequencies with **(100 %)**.

### 5. General Interpretation and Data Discussion in the light of theories

After data collection, seven (07) categories or dimensions of values have been extracted with thirty six (36) features and 428 frequencies. Each dimension with different frequencies and different features. Cognitive values with five features and 103 frequencies, religious values with seven sub-dimensions, 35 frequencies, Social values which are ranked the first with thirteen features and 214 frequencies, Economical values with one feature and 4 frequencies, National and political values with six sub-dimensions and 35 frequencies, Health and environmental values with two feature and nine frequencies, and Aesthetic values with three features and 28 frequencies.

The analysis revealed that the social values ranked the first of values included in the 1Ms textbook with (50%), the second are cognitive values with (24, 07%), political/national values and religious ranked third (08, 18%) for each, aesthetic values ranked the fourth with (06, 54%), health and environmental values ranked the fifth with (02, 10%), then economical values which ranked the last with (0, 93%)

### Conclusion

After having displayed, discussed, and interpreted the data, we can now say that the English textbooks of the Algerian middle school include various types of ethical values distributed in set of dimensions with different frequencies. However, they are not represented equally. Some of these values are highly perceived by the teachers while others are not.



## ***Conclusion***

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The aim of the study is to examine the representation of moral values in the English textbook used in middle schools. Findings showed that order, friendship, helping others, being polite, and caring are mostly predominantly depicted in the textbooks. It was found that the textbook writers put great emphasis on three values: order, friendship, behaving politely, and caring. They may wish to instill these values into young learners or students, because these values are the basis for interacting with others in real life. Because in social interaction, people need each other. Such values may be a social sign of humanity or civilization and culture. Textbook authors must avoid paying attention to the dominant values that society may hold, but textbook authors may integrate more important moral values, and children should instill these values. Obviously, language textbooks teach not only language skills, but also values, such as moral or character values. It is undeniable that children are taught moral values in English classrooms contexts cannot be avoided because this moral issue is part of a social phenomenon across the globe.

In the light of the previous results, we see that the percentage of values in the content of English language book for the first year lacks balance, and the reason may be attributed to the lack of planning and organization for the distribution of values included in the content of the book.

The researchers explain the repetition of the value of order (obedience /good manners) as one of the most important values in the domain of social values as it prepare pupils to be good citizens in the future, friendship also got an important place in the content since this value is crucial to be inculcated in pupils in this stage, on the other hand it enhances the pupils speaking skills. For the cognitive domain, which t refers to the individual's creativity and the tendency of innovation, discovery, verification, problem solving, comparison, classification, thinking and insights, proofs and explanations are all in the second place because of their importance in the student's academic, daily life; and because of their usefulness and reflection on his behavior, success and progress

This result seems to be consistent with that of Aynur Pala and Celal Bayar (2011), Bee-Piang Tam (2018), Mesbah Rashid El Jarah(2016) as they noted the Importance of school in instilling moral values in pupils. This result agrees also with the study of Snezana Marinkovica and Milomir Erica (2013) who explored the power of the textbook in the socialization of children, regarding the aesthetic values, which means the individuals' tendency to enjoy the new experience, fun, play, hobbies, participation in excursions, and participation in celebrations occurred in the third place.

The field of national values, which means the individuals' tendency to appreciate national symbols, and cherish sacred things, patriotism, love of the country and sacrifice for its freedom and independence, respect for national heritage, and pride in country ranked third, despite the importance of national values, and this confirms the necessity of including them in English courses to instill these values in the hearts of students, especially when they are in a very important stage.

### Suggestions

In the light of the results, the researchers offer the following:

- ✓ English foreign language teachers should be aware of the ethical values existing in the books.
- ✓ Students in the first stage should be taught values that will ever last with them in the coming stages.
- ✓ Urging English language about values in order to mention and teach them to students while teaching lessons.
- ✓ Taking into account the balance in the distribution of values in the books of English.
- ✓ Conducting more scientific studies to reveal the values contained in English language books and other subjects for the different school stages.
- ✓ Paying attention to less frequent areas such as the field of national values, aesthetic economic and religious within textbooks.
- ✓ Focusing on incorporating a large amount of values in the school textbooks.



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# *Appendices*

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**1. Annex 01: Ethics extraction**

Dimension	Feature	Frequency	Summation
<b>Summation</b>			

**2. Annex 02: Questionnaire**

Dear Teacher;

You are kindly begged, as a teacher of middle stage pupils, to fill up the questionnaire statements below aiming at studying the various ethics represented in the middle stage textbook; Year 1 Ms Sample.

Thanks for collaborating.

<b>Gender:</b>	<input type="checkbox"/> <b>Male</b>	<input type="checkbox"/> <b>Female</b>
<b>Experience:</b>	5 <input type="checkbox"/> <b>Years</b>	<input type="checkbox"/> <b>10 Years</b>
	<b>More</b>	<input type="checkbox"/> <b>15</b>
<b>School Name:</b>	.....	<b>Location:</b>
	.....	

**Questionnaire**

Dimension	N°	Prompt	Yes	No
<b>Religious</b>	<b>01</b>	Pupils greet their teachers and mates		
	<b>02</b>	Pupils listen to their teachers and do not interrupt.		
	<b>03</b>	Pupils are kind and helpful.		
	<b>04</b>	Pupils show respect to their teachers and mates		
	<b>05</b>	Pupils are honest (do not tell lies).		
<b>National and political</b>	<b>06</b>	Pupils stand with respect to the national anthem		
	<b>07</b>	Pupils know about their national history		
	<b>08</b>	Pupils are proud of martyrs		
	<b>09</b>	Pupils know about democracy and vote for their representatives.		
	<b>10</b>	Pupils know their rights and duties.		

<b>Cognitive</b>	<b>11</b>	Pupils memorise new vocabulary easily.		
	<b>12</b>	Pupils interpret pictures correctly.		
	<b>13</b>	Pupils engage easily in problem solving situations under the teacher guidance.		
	<b>14</b>	Pupils understand the assignment well enough to finish it.		
	<b>15</b>	Pupils apply grammar rules correctly.		
<b>Social</b>	<b>16</b>	Pupils like working in groups.		
	<b>17</b>	Pupils are responsible.		
	<b>18</b>	Pupils behave kindly to one another		
	<b>19</b>	Pupils respect each other.		
	<b>20</b>	Pupils like their friends.		
	<b>21</b>	Pupils always come to school in time.		
	<b>22</b>	Pupils follow directions from teachers and other school personnel.		
	<b>23</b>	Pupils dress appropriately for school.		
	<b>24</b>	Pupils come to school ready to learn.		
	<b>25</b>	Pupils do well and achieve their homework.		
<b>Health / Environmental</b>	<b>26</b>	Pupils keep themselves clean.		
	<b>27</b>	Pupils know the importance of sport.		
	<b>28</b>	Pupils preserve nature.		
	<b>29</b>	Pupils keep their classroom neat.		
	<b>30</b>	Pupils know about pollution and its effects		
<b>Aesthetic</b>	<b>31</b>	Pupils enjoy doing tasks through drawings		
	<b>32</b>	Pupils enjoy singing in English.		
	<b>33</b>	Pupils like playing games.		
	<b>34</b>	Pupils like talking about their hobbies.		
<b>Economical</b>	<b>35</b>	Pupils look after public properties (turn off the light, shut windows...) Do not waste or damage things		
	<b>36</b>	pupils try their best and do not waste anyone's time		



3. Annex 03: Analysis of the represented ethical values in the textbook

Nº	Feature	Sample	Sequence	Page	Nature	Frequency
01						
02						
03						
04						
05						
06						
07						
08						
09						
10						
11						
12						
13						
14						
15						
16						

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36						

04. Ethical Values really represented in the 1Ms textbook

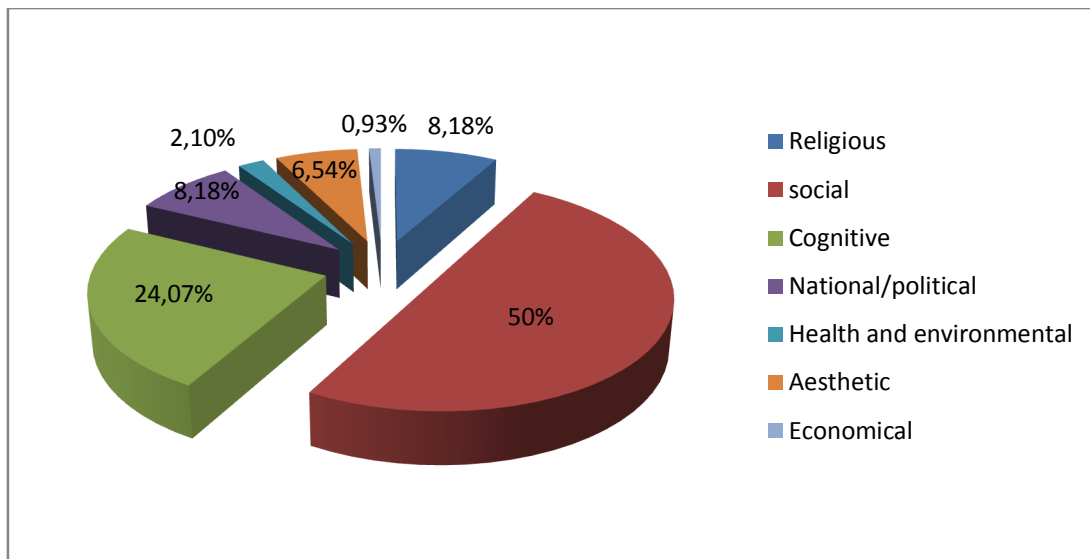


Figure N°01: Ethical Values really represented in the 1Ms textbook

05. Set of Questionnaire Samples

Dear Teacher;

You are kindly begged, as a teacher of middle stage pupils, to fill up the questionnaire statements below aiming at studying the various ethics represented in the middle stage textbook; Year 1 Ms Sample.

Thanks for collaborating.

Gender: Male  Female

Experience: 5 Years  10 Years  15 Years  More

School Name: *Becheikh Abdelkader Middle School* Location: *Sidi Ali Mellal*

Questionnaire

Dimension	N°	Prompt	Yes	No
Religious	01	Pupils greet their teachers and mates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	02	Pupils listen to their teachers and do not interrupt.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	03	Pupils are kind and helpful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	04	Pupils show respect to their teachers and mates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	05	Pupils are honest (do not tell lies).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
National and political	06	Pupils stand with respect to the national anthem	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	07	Pupils know about their national history	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	08	Pupils are proud of martyrs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	09	Pupils know about democracy and vote for their representatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	10	Pupils know their rights and duties.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cognitive	11	Pupils memorise new vocabulary easily.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	12	Pupils interpret pictures correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	13	Pupils engage easily in problemsolving situations under the teacher guidance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	14	Pupils understand the assignment well enough to finish it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	15	Pupils apply grammar rules correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social	16	Pupils like working in groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	17	Pupils are responsible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	18	Pupils behave kindly to one another	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	19	Pupils respect each other.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	20	Pupils like their friends.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	21	Pupils always come to school in time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	22	Pupils follow directions from teachers and other school personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	23	Pupils dress appropriately for school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	24	Pupils come to school ready to learn.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	25	Pupils do well and achieve their homework.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dimension	Nº	Prompt	Yes	No
Health / Environmental	26	Pupils keep themselves clean.	✓	
	27	Pupils know the importance of sport.	✓	
	28	Pupils preserve nature.	✓	
	29	Pupils keep their classroom neat.		✓
	30	Pupils know about pollution and its effects	✓	
Aesthetic	31	Pupils enjoy doing tasks through drawings	✓	
	32	Pupils enjoy singing in English.	✓	
	33	Pupils like playing games.	✓	
	34	Pupils like talking about their hobbies.	✓	
Economical	35	Pupils look after public properties (turn off the light, shut windows...)Do not waste or damage things	✓	
	36	pupils try their best and do not waste anyone s time	✓	

You are kindly begged, as a teacher of middle stage pupils, to fill up the questionnaire statements below aiming at studying the various ethics represented in the middle stage textbook; Year 1 Ms Sample.

Thanks for collaborating

Gender: Male  Female   
 Experience: 5 Years  10 Years  15 Years  More   
 School Name: *Aisha. Dum. El. muslimin* Location: *Mahdia*

Questionnaire

Dimensions	N°	Prompt	Yes	No
Religious	01	Pupils greet their teachers and mates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	02	Pupils listen to their teachers and do not interrupt.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	03	Pupils are kind and helpful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	04	Pupils show respect to their teachers and mates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	05	Pupils are honest (do not tell lies).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
National and political	06	Pupils stand with respect to the national anthem	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	07	Pupils know about their national history	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	08	Pupils are proud of martyrs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	09	Pupils know about democracy and vote for their representatives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	10	Pupils know their rights and duties.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cognitive	11	Pupils memorise new vocabulary easily.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	12	Pupils interpret pictures correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	13	Pupils engage easily in problem solving situations under the teacher guidance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	14	Pupils understand the assignment well enough to finish it.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	15	Pupils apply grammar rules correctly.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social	16	Pupils like working in groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	17	Pupils are responsible.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	18	Pupils behave kindly to one another	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	19	Pupils respect each other.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	20	Pupils like their friends.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	21	Pupils always come to school on time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	22	Pupils follow directions from teachers and other school personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	23	Pupils dress appropriately for school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	24	Pupils come to school ready to learn.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	25	Pupils do well and achieve their homework.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Health / Environmental</b>	26	Pupils keep themselves clean.	✓	
	27	Pupils know the importance of sport.	✓	
	28	Pupils preserve nature.	✓	
	29	Pupils keep their classroom neat.		✓
	30	Pupils know about pollution and its effects		✓
<b>Aesthetic</b>	31	Pupils enjoy doing tasks through drawings	✓	
	32	Pupils enjoy singing in English.	✓	
	33	Pupils like playing games.	✓	
	34	Pupils like talking about their hobbies.		✓
<b>Economical</b>	35	Pupils look after public properties (turn off the light, shut windows...)Do not waste or damage things		✓
	36	pupils try their best and do not waste anyone s time		✓

## Appendices

Dear Teacher;

You are kindly begged, as a teacher of middle stage pupils, to fill up the questionnaire statements below aiming at studying the various ethics represented in the middle stage textbook; Year 1 Ms Sample.

Thanks for collaborating.

Gender:	Male	<input type="checkbox"/>	Female	<input checked="" type="checkbox"/>
Experience:	5 Years	<input type="checkbox"/>	10 Years	<input type="checkbox"/>
	15 Years	<input type="checkbox"/>	More	<input checked="" type="checkbox"/>
School Name:	M. Hany Abdelhaki Middle School		Location:	Qued. Ibi Eiaret.

### Questionnaire

Dimension	N°	Prompt	Yes	No
Religious	01	Pupils greet their teachers and mates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	02	Pupils listen to their teachers and do not interrupt.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	03	Pupils are kind and helpful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	04	Pupils show respect to their teachers and mates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	05	Pupils are honest (do not tell lies).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
National and political	06	Pupils stand with respect to the national anthem	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	07	Pupils know about their national history	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	08	Pupils are proud of martyrs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	09	Pupils know about democracy and vote for their representatives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	10	Pupils know their rights and duties.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cognitive	11	Pupils memorise new vocabulary easily.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	12	Pupils interpret pictures correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	13	Pupils engage easily in problem solving situations under the teacher guidance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	14	Pupils understand the assignment well enough to finish it.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	15	Pupils apply grammar rules correctly.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social	16	Pupils like working in groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	17	Pupils are responsible.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	18	Pupils behave kindly to one another	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	19	Pupils respect each other.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	20	Pupils like their friends.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	21	Pupils always come to school in time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	22	Pupils follow directions from teachers and other school personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	23	Pupils dress appropriately for school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	24	Pupils come to school ready to learn.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	25	Pupils do well and achieve their homework.	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Dimension	N°	Prompt	Yes	No
Health / Environmental	26	Pupils keep themselves clean.	✓	
	27	Pupils know the importance of sport.	✓	
	28	Pupils preserve nature.	✓	
	29	Pupils keep their classroom neat.	✓	
	30	Pupils know about pollution and its effects	✓	
Aesthetic	31	Pupils enjoy doing tasks through drawings	✓	
	32	Pupils enjoy singing in English.	✓	
	33	Pupils like playing games.	✓	
	34	Pupils like talking about their hobbies.	✓	
Economical	35	Pupils look after public properties (turn off the light, shut windows...)Do not waste or damage things		✓
	36	pupils try their best and do not waste anyone's time		✓

Dear Teacher;

You are kindly begged, as a teacher of middle stage pupils, to fill up the questionnaire statements below aiming at studying the various ethics represented in the middle stage textbook; Year 1 Ms Sample.

Thanks for collaborating.

Gender: Male  Female   
 Experience: 5 Years  10 Years  15 Years  More   
 School Name: Djamel Eddine Afghani Location: Oued...Lili Tiaret

Questionnaire

Dimension	N°	Prompt	Yes	No
Religious	01	Pupils greet their teachers and mates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	02	Pupils listen to their teachers and do not interrupt.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	03	Pupils are kind and helpful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	04	Pupils show respect to their teachers and mates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	05	Pupils are honest (do not tell lies).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
National and political	06	Pupils stand with respect to the national anthem	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	07	Pupils know about their national history	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	08	Pupils are proud of martyrs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	09	Pupils know about democracy and vote for their representatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	10	Pupils know their rights and duties.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cognitive	11	Pupils memorise new vocabulary easily.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	12	Pupils interpret pictures correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	13	Pupils engage easily in problemsolving situations under the teacher guidance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	14	Pupils understand the assignment well enough to finish it.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	15	Pupils apply grammar rules correctly.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social	16	Pupils like working in groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	17	Pupils are responsible.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	18	Pupils behave kindly to one another	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	19	Pupils respect each other.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	20	Pupils like their friends.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	21	Pupils always come to school in time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	22	Pupils follow directions from teachers and other school personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	23	Pupils dress appropriately for school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	24	Pupils come to school ready to learn.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	25	Pupils do well and achieve their homework.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dimension	N°	Prompt	Yes	No
Health / Environmental	26	Pupils keep themselves clean.	X	
	27	Pupils know the importance of sport.	X	
	28	Pupils preserve nature.	X	
	29	Pupils keep their classroom neat.	X	
	30	Pupils know about pollution and its effects	X	
Aesthetic	31	Pupils enjoy doing tasks through drawings	X	
	32	Pupils enjoy singing in English.	X	
	33	Pupils like playing games.	X	
	34	Pupils like talking about their hobbies.	X	
Economical	35	Pupils look after public properties (turn off the light, shut windows...)Do not waste or damage things	X	
	36	pupils try their best and do not waste anyone s time	X	

## Abstract

The present study aimed at investigating the ethical values in the first grade textbook of English in middle school. The researchers used two tools to conduct the study; the first one is a checklist to list out and analyze the ethical values that are factually represented in the 1Ms textbook (**My Book of English**) to be followed by a teacher-oriented questionnaire designed to find out the teachers' perspective on ethical values represented in the textbook. This research adopted a mixed method: the analytical descriptive approach and the content analysis method which was conducted on a sample textbook (**Ms1**); and a sample group of teachers from middle school. Results revealed that there are seven main domains of values in the textbook. They reached the total of **428** frequencies distributed over the seven dimensions. These ethical values cover thirty six aspects. The value of memorization is the most frequent value in the content while honesty and solidarity are the least promoted within the textbook.

**Key words:** Ethics, Values, Ethical Values, Content Analysis, textbook.

## Résumé

Le présent travail de recherche vise à étudier les valeurs éthiques dans le manuel d'anglais de première année moyenne. Les chercheurs ont utilisé deux outils pour mener l'étude : une grille pour classer et analyser les valeurs éthiques qui sont représentées dans le manuel de 1<sup>ère</sup> AM (**My Book of English**) et un questionnaire destiné aux enseignants pour découvrir leurs points de vue sur les valeurs éthiques représentées dans le manuel. Cette recherche a adopté une méthode mixte : l'approche descriptive analytique du contenu du manuel scolaire du 1<sup>ère</sup> AM et la méthode d'analyse des résultats du questionnaire destiné aux enseignants du collège. Les résultats ont révélé qu'il existe sept domaines principaux de valeurs dans le manuel. Ils ont atteint le total de 428 fréquences réparties sur sept dimensions. Ces valeurs éthiques couvrent trente-six aspects. La valeur de mémorisation est la valeur la plus fréquente dans le contenu tandis que l'honnêteté et la solidarité sont les moins représentées dans le manuel.

**Mots clés :** Ethiques, Valeurs, Valeurs éthiques, Analyse du e contenu, Manuel scolaire.

## ملخص الدراسة

هدفت الدراسة الحالية إلى تقصي القيم الأخلاقية المتضمنة في كتاب الإنجليزية للسنة الأولى متوسط وقد استخدمت الباحثان أداتين لإجراء الدراسة أولاهما قائمة مرجعية لتصنيف وتحليل القيم الأخلاقية الموجودة في الكتاب المدرسي لاتباعها استبيان موجه إلى أساتذة التعليم المتوسط لمعرفة مدى إدراكهم بوجود هاته القيم. اعتمد هذا البحث على منهج مختلط المنهج الوصفي التحليلي وطريقة تحليل المحتوى التي تم إجراؤها على الكتاب حيث كشفت النتائج أن هناك 428 قيمة موزعة على سبعة مجالات. قيمة الحفظ هي الأكثر تواجداً في المحتوى بينما الصدق والتضامن اقل ذكراً في الكتاب المدرسي.

**الكلمات المفتاحية :** الأخلاق ، القيم، القيم الأخلاقية، تحليل محتوى، الكتاب المدرسي .