



The Educational Values Included In The English Language Book For The First Intermediate Grade In Islamic Secondary Schools From The Point Of View Of Teachers

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Research entitled

Abstract:

The study aimed to reveal the educational values included in the English language textbook for the first intermediate grade of Islamic secondary schools. The study relied on the descriptive approach, and the study population was the English language textbook for the first intermediate grade, which is the same as the study sample. The study tool, which is the questionnaire No. (1), was applied from the point of view of (90) teachers after presenting it to the experts. Educational values were identified, which included six areas: (faith and moral values, social values, national values, recreational and aesthetic values, health and environmental values, and scientific and cultural values) and the validity and reliability of the tool was extracted. The researcher used percentages and frequencies as statistical methods to process the data. The results of the study showed that (the field of faith and moral values in the English language textbook for the first intermediate grade in Islamic secondary schools came in first place (78.33%), national values came in second place (70.67%), and social values came in third place (70%). Recreational and aesthetic values ranked fourth (55.33%), and also scientific and cultural values ranked fourth (55.33%), and finally health and environmental values ranked fifth (54.67). The results also showed that the values in the English language textbook are unorganized and unbalanced.

Keywords : educational values, English language, Islamic secondary schools

القيم التربوية المتضمنة في كتاب اللغة الانكليزية للصف الاول المتوسط في الثانويات الاسلامية من
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المخلص

هدفت الدراسة الى الكشف عن القيم التربوية المتضمنة في كتاب اللغة الانكليزية للصف الاول المتوسط للثانويات الاسلامية، واعتمدت الدراسة على المنهج الوصفي، وكان مجتمع الدراسة كتاب اللغة الانكليزية للصف الاول المتوسط ، وهو نفسه عينة الدراسة. وقد تم تطبيق اداة الدراسة وهي الاستبانة ملحق رقم (1)



من وجهة نظر (90) مدرس ومدرسة بعد عرضها على الخبراء، حيث تم تحديد القيم التربوية والتي اشتملت على ست مجالات هي (القيم الایمانیة والاخلاقية والقيم الاجتماعية والقيم الوطنية والقيم الترویحیة والجمالیة والقيم الصحیة والبیئیة والقيم العلمیة والثقافیة) وتم استخراج صدق الاداة وثباتها ، وقد استخدمت الباحثة النسب المئوية والتكرارات بوصفها أساليب إحصائية لمعالجة البيانات. وقد أظهرت نتائج الدراسة أن (مجال القيم الایمانیة والاخلاقية في كتاب اللغة الانكليزية للصف الاول المتوسط في الثانويات الاسلامیة جاءت بالمرتبة الاولى (78,33%) وجاءت القيم الوطنیة بالمرتبة الثانية (70,67%) ، والقيم الاجتماعیة بالمرتبة الثالثة (70%)، والقيم الترویحیة والجمالیة بالمرتبة الرابعة (55,33%) وايضاً القيم العلمیة والثقافیة بالمرتبة الرابعة (55,33%) وأخيراً القيم الصحیة والبیئیة بالمرتبة الخامسة (54,67%). وأظهرت النتائج أيضاً أن القيم في كتاب اللغة الانكليزية غير منظمة وغير متوازنة.

الكلمات المفتاحية: القيم التربوية ، اللغة الانكليزية ، الثانويات الاسلامیة

Introduction

Education has an important role in the educational process, as the education process falls within the framework of the educational process and is a subsystem that falls under it, as it is concerned with the manufacture of the conscious person influential in his society. The members of society are the builders of tomorrow and the future, and in order to grow up a conscious and educated generation, they must be developed and raised well based on science and morals. The objectives of education are achieved through the curriculum, as the curriculum is the sum of the nanny experiences that provide students inside and outside the school with the aim of helping them to develop integrated in all mental, cultural, religious, social, physical, psychological, and artistic aspects in full growth that leads to improving their behaviors and achieving the desired educational goals (Al-Wakeel and Al-Mufti, 2016, p. 151).

The textbook is the educational discourse directed to the learner, because the content is consistent and compatible with educational philosophy, and aims to promote and develop national belonging, consolidate the personal components of the learner, and educate him about the identity of his community, so the interest in the textbook came, in form and content, so other educational courses appeared at the postgraduate level concerned with preparing the textbook in writing, or drafting, organizing and artistic direction, as the textbook is the container for the content of the curricula (Jaradat, 2019). www.addustour.com

The English language is one of the most widespread and extensive languages in terms of teaching it to non-native speakers as a foreign language, and it is the approved language for nearly half of the total global production of books and research, and it is the official language of more than two-thirds of international organizations and nearly (90%) of the officially documented information on the Internet, so any country whose goal is progress and advancement; its members must learn English, as mastering it is among the priorities of educational systems in the world. (Halima, 2018, p. 39).



Chapter One

Definition of the study

Study problem

Values are one of the guides of human behavior and this is an undeniable fact, a tool to judge it and that the educational process is a component of the culture of society, and an economic, political and cultural movement has recently emerged calling for the unification of cultures and the dissolution of the separations of geographical borders between countries, with the aim of prevailing a global culture of man governed by single values in this global community (Mufti, 2015, 100).

The life of any nation in every matter of its affairs and in every aspect of its activity is based on intellectual, behavioral and practical foundations based on benevolent and virtuous values, and true faith, and when our Islamic values emanating from the right approach of Islam overlap with Western values issued from limited incomplete philosophies, and complex ideas, we will reach loss and misery again, and we will not achieve what we aspire to in terms of renaissance and progress.

Freedom from the lofty values of the Islamic religion, in light of contemporary challenges and openness to Western cultures under the pretext of independence (secularism) and separation from traditions and customs, has led to many social problems such as family disintegration, high crime and the use of contraband in society, and the most dangerous thing that may be characterized by globalization is the destabilization of faith in the hearts of its supporters, changing the feelings of loyalty and righteousness to the Islamic religion, accepting other beliefs and calling for their imitation. (Al-Fateh, 2009, 211).

The study of Ramadan (2005, 162) proved that the spread of Western thought in the field of education through Western schools or quotes from them, generates a class imbued with the individual and material values that characterize the capitalist system, which adopts the marginalization of culture, language, moral and religious values. Based on the above, ignorance of the value system and the extent of its impact on the educational process is a problem that must be clarified to researchers, readers and workers in the educational field of parents, teachers and experts, and the problem of the study was determined in the research on the extent to which educational values are included in the English language book for the first intermediate grade in Islamic secondary schools.

Study Questions

- 1- What educational values should be included in the English language book for the first intermediate grade in Islamic high schools?



2- What are the educational values included in the English language book for the first intermediate grade in Islamic high schools?

The importance of the study

Theoretical importance

It is hoped that this study will gain its importance from the nature of the subject researched, which is the educational values included in the English language book for the first intermediate grade in Islamic secondary schools, as this study is one of the few studies (within the limits of the researcher's knowledge).

Scientific importance

It is hoped that the following parties will benefit from this study: English language teachers in attracting their attention towards the importance of educational values in the educational process, where values are considered the essence of man and the basis of his existence, and determine his paths and behavior in life. In addition, it protects the individual from deviation and being drawn into instincts, provides him with active energies in life, keeps him away from negativity, and helps him satisfy his desires and needs in line with his beliefs, ideas and society. Values play an active role in achieving psychological and social adaptation and compatibility for individuals, and also play an important role in the processes of counseling and psychotherapy, which aims to modify behavior, which in turn reflects the "ideal personality" of the human being, with which he obtains the trust and admiration of members of society.

The aim of the study

is to identify a list of educational values that should be included in the English language book for the first intermediate grade in Islamic high schools.

Identify the educational values included in the English language book for the first intermediate grade in Islamic secondary schools.

Submit appropriate proposals for the development of the content of the English language book for the first intermediate grade in Islamic secondary schools.

Limitations of the study

Objective limits: The current research is determined by the educational values included in the English language book for the first intermediate grade in Islamic high schools.

Spatial boundaries: Islamic high schools in Iraq.

Time limits: English language book for the first intermediate grade in Islamic secondary schools for the academic year 2022-2023 AD.



Human Limits: English language teachers who practiced teaching English for the first intermediate grade in Islamic high schools.

Terms and procedural definitions Values

They are abstract mental judgments, issued by the individual - according to the standards and culture of society - on objects, attitudes or people, to determine his relationship and the way he deals with the subject of value, such as the values of faith and democracy (Sawalha, 2003, 157).

The researcher defines values procedurally: they are standard provisions called behavioral acts within a particular society, which are gained from interaction with individuals, attitudes and diverse experiences in the fields (political, economic, social, and religious) and act as guides for the individual to behave right behavior in his actions, words, interests and trends.

The concept of educational values: Educational values are defined as the values that are issued by the general objectives of education to be transmitted to future generations, and are considered as guidelines for commitment by teachers because of their effects on the education of generations, which learners acquire within educational institutions intentionally or unintentionally through the official curricula, which directly affect their behaviors. (Ahmed: 2016, 18)

The researcher defines educational values procedurally: as a set of principles, standards, behaviors, attitudes and positive qualities within the educational environment for learners to acquire directly or indirectly through the meaning included in the content of the English language book for the first intermediate grade in Islamic secondary schools.

English language: ((It is the universal language that facilitates communication, cooperation and understanding between the people of different religions, races, cultures and languages, it is simply the language of knowledge, science and culture in this era)) (Al-Agha, 2002, 22).

Islamic high schools: They are government schools charged with providing religious education to their students from the age of (12-18 years)

Chapter Two

Theoretical Framework and Previous Studies

Values are one of the basic components of the human personality, but rather the most important aspects that constitute his personality and his cultural and human identity, as well as their importance in community communication and mutual human relations. As there are many educators interested in the subject of values, considering that the development of values is the essence of the educational process and its main goal. (Nassar, 2015, p. 449).



The future of the next generation is linked to the education it acquires from teachers, so it is natural for the teacher to realize the nature of his role and the ethics of his profession by knowing the laws that guide people in their learning and regulating relations among them, by enabling students to acquire knowledge and ideals, and enabling them to acquire critical thinking skills and good citizenship, and this will only be done through a curriculum rich in values according to the learners' abilities, capabilities and age, commensurate with the culture of the society in which he lives. (Al-Maliki, 2018, p. 213).

Values: - Values are a guiding force for the behavior and actions of the individual, and perform many functions in the field of individual education and upbringing, working to find the individual's psychological compatibility, social, modify his behavior, and find a kind of balance and stability of social life, in addition to that it works to deepen belonging to society, being related to the ideal behavior pattern (143, Kagstrom & Ksellberg: 2007)

The importance of values in the life of the learner especially Agha (2010) The importance of teaching values to learners in the following:

- Values act as indicators to predict the positive behavior of the individual
- Achieve comfort and reassurance for the individual, because it gives him the opportunity to express himself confirming his deep understanding of himself.
- Achieve for a person a kind of self-confidence in his actions within the value framework of the group. Thus, if values are absent or conflicting, man alienates himself and his society, loses his motivation to work, and his production decreases (Rababa, 2005, p. 21).

The curricula are one of the most important inputs to the educational process, which contribute to sound educational outputs, and therefore the content of these curricula has the greatest impact on instilling and promoting values, and the acquisition of learners value system adopted by society, where Borfeli (42, porfeli, 2007)

confirms that the integration of values in school curricula, and their acquisition of students in practice helps make the value system more stable for students, the educational process is required to work on the acquisition of students a set of values that enable them to Living within their communities within a value system (Al-Saaida, Talavha and Al-Hamaida, 2009, p. 439), By including them in the school curriculum, and focusing on the contents of these values, so that students can understand them, so that the values are realistic and relevant to the objectives and topics of the subject, and achievable (69, Cruz, 2010).



In the same context, Al-Mahadeen (2002) asserts that in order to acquire values, teams must have sufficient information about them, and this is done only through the school curriculum.

Characteristics of values From the review of the educational literature on the subject of values, and in particular from the definition of researchers and those interested in education of the concept of values, we can conclude the following characteristics

Acquired.

acquired by the individual by interacting with individuals, attitudes, and diverse experiences in the social environment. Behavior Guides.

They work to guide the individual to the desired behavior, within the social group to which he belongs. Behavioral patterns: The values that the individual believes and believes in, whether social, religious, intellectual, or political, must appear on the individual according to a behavioral pattern in his actions, words, attitudes, and interests. Standard judgments: used by the individual to judge anything he sees or deals with.

D. Values in the educational process Values are the main guide for the education process, so education scientists were interested in studying them, so that the course of the educational process is correct and sound, education seeks to build a good person who benefits himself and his society, and starts in his work from solid values that direct him to the right path, and it is noticeable that the human being who starts in his work from a sound value framework, directed by all his energies and capabilities to serve his community. Education in essence is a valuable process as it seeks to guide the learner for the better, and educational institutions seek to build values in the various areas of life psychological, social, moral, and intellectual, and on this the educational institution to reflect the image of the reality in which the student lives, and the future that his society aspires to. (Barakat, 2010, p. 193).

Teaching and learning values is one of the most important goals and functions of education, and the value system in a society is one of the basics of meaningful educational work. Therefore, the educational system of any society plays an active role in building positive values and rejecting negative behaviors among its young children, by multiple means and methods, which led education and its various institutions to bear responsibility in instilling values among members of society. Perhaps the most important results of the educational process is to take a set of values that it seeks to achieve, and unless education achieves this goal, the benefit of the knowledge and skills acquired is non-existent, as the educated person who does not direct his knowledge and abilities to the goals of his values taken for himself, becomes a danger to himself and society alike. (Crow, 1995)



The importance of values and their functions The formation of values in the learner is no less important than the information and ideas that provide him, and there are several educational functions summarized by (Saoud, 2009, p. 67) and Al-Otaibi, 2015 as follows

1. Values have a role in the field of technical guidance and guidance
2. Contribute to behavior modification and psychological and social adjustment
3. It works to find a kind of balance and stability in social life
4. Pushes individuals to work and helps society face the changes that occur in it
5. It works to connect the elements of culture together.

Classifications of educational values

There are many classifications of educational values with the multiplicity of studies and research dealt with, the visions and beliefs of educators and researchers in this field, and perhaps the most prominent of these classifications were presented by both (Al-Jallad, 2007, p. 48) as follows

- 1) Faith values Religious: It is a set of values that distinguish the individual and expressed by the individual with his love for God and fear and faith in his messengers, honesty, honesty and trust in God and honoring parents etc.
- 2) Social values: It is a set of values that distinguish the individual and are expressed by the individual's interest towards forming a social relationship with other individuals, such as their love, help, friendship ...
- 3) Aesthetic values: Aesthetic is expressed by the individual's interest in everything that is beautiful in terms of shape, coordination and compatibility, purposeful hobbies, and a sense of satisfaction and optimism. (Al-Shawara, 2016, 65)
- 4) Recreational values: It is a set of values that distinguish the individual, including the practice of purposeful hobbies and the investment of leisure time.
- 5) National values: It is a set of values that distinguish the individual and is represented in love for the homeland to which he belongs, pride in its archaeological features and preservation of its property.
- 6) Moral values: Moral is expressed by the individual's interest in the moral qualities and practices that characterize individuals from the etiquette of dialogue and talking with others. (Al-Qusayr, 2012, p. 344)
- 7) Scientific and cultural values: It is a set of values that distinguish the individual and is to highlight the importance of the role of technology in the development of



societies and appreciate the efforts of scientists and love of work, reading and knowledge.

Previous studies

There is no doubt that values are one of the most important components of the human personality, as they constitute his cultural identity in community communication. Thinkers and researchers in educational affairs have been very interested in values as the essence of the educational process, which aims mainly to instill values in the hearts of young people. There are many studies and research on this subject, including

1- **Al-Shdeifat Study (2016): ((Values included in English language books for the eighth and ninth grades in Jordan)):** The aim of this study was to know the values included in the English language books for the eighth and ninth grades in Jordan. The study population consisted of English language books for the two grades mentioned above. The method used was descriptive-analytical. The sample of the researcher was the study population itself. The researcher used frequencies, percentages and correlation coefficients as statistical methods for data processing. The results of the study showed that the scientific values in the English language book for the eighth grade came in first place. Religious and moral values came in second, and economic and political values in third place. Environmental values are in fourth place, health values are in fifth place, and national values are in sixth place. As for the ninth grade, scientific values ranked first, economic and political values ranked second, religious and moral values ranked third, environmental values ranked fourth, national values ranked fifth, and health values ranked sixth. The results also showed that the values in the English textbooks for the two grades are disorganized and unbalanced.

2- **Al-Abdullah Study (2010) ((The values included in our Arabic language books for the first three grades in Jordan, and the extent of their compatibility with the modified Arab-Islamic value system))** The aim of this study was to know the values included in the Arabic language books for the first three grades in Jordan, and the extent of their compatibility with the modified Arab-Islamic value system.

When analyzing the content of these books, the results showed that a total of (211) two hundred and eleven sub-values distributed over six areas are as follows: Physical values (61). Sixty-one. Intellectual and cultural values (55) fifty-five,. Social values (35) thirty-five. Core Values (21) Twenty-one. Economic values (20), twenty. National National Values (19), nineteen. The researcher used frequencies, percentages and correlation coefficients as statistical methods for data processing. This, in addition to the emergence of two phenomena: (neglect and concentration). As for neglect, it was due to some sub-values, such as parental care, the denial of racial discrimination, the unity of Arab countries, and equality



of opportunity. As for the focus, it was on some, such as freedom of expression and compassion, developing a sense of beauty, respecting the homeland, and preserving health.

3- Al-Agha Study (2010): ((Values included in the reading curriculum and texts for the ninth grade in the governorates of Gaza)) The aim of this study was to know the values included in the reading curriculum and texts (in its parts) for the ninth grade in the governorates of Gaza, and the values that must be included from the point of view of curriculum experts, and to monitor the values that need to enrich the researcher and use the descriptive analytical approach and the method of content analysis, and the study sample was represented by the reading curriculum and texts for the ninth grade, including activities and evaluation questions, with The researcher uses their two tools, which are: List of values, content analysis card. The list of values was presented to a group of experts in curricula and teaching methods and the researcher calculated the stability coefficient (95.3%) using frequencies, percentages and correlation coefficients as statistical methods for data processing. The study reached results, the most important of which were: Values obtained percentages in various fields, arranged as follows: Scientific field. Ethical sphere. Social sphere. Doctrinal field. Political sphere. Economic field. The devotional field, the ethical field. The social sphere, the aesthetic sphere, and finally the environmental sphere.

4- The study of Al-Shloul (2003) ((Educational values included in art education books and the degree of their practice from the point of view of teachers in the basic stage in Jordan))

The aim of this study was to know the educational values included in art education books and the degree of their practice from the point of view of teachers in the basic stage in Jordan. The study community was represented by art education books for the upper basic stage of the seventh, eighth, ninth, and tenth grades, and the teachers' community was represented by (235) two hundred and thirty-five teachers, and the values that were deduced from the total of the four books mentioned above (44) forty-four educational values, repeated (220) two hundred and twenty times. The tenth grade came in first place with a repetition of (71) times, and the ninth grade came in second place with a repetition of (60) times, The eighth grade came in third place with a repetition of (44) times, then the seventh grade came in fourth place with a repetition of (45) times. Frequencies, percentages and correlation coefficients were used as statistical methods for data processing. The results showed that the values in the art education textbooks in the basic stage are not balanced, as well as being unstructured.

Commenting on previous studies: In terms of methodology: Previous studies agreed to follow the descriptive analytical approach as a research method.

The current study differed by following the descriptive approach to the research. In terms of research sample: The current study agreed with previous studies in



dealing with textbooks as a sample for research such as a study (Al-Shdeifat, 2016), a study (Al-Abdullah, 2010) and a study (Al-Agha, 2010).

The current study differed with the study (Al-Shalloul, 2003) in that it dealt with the book as a sample for research, while the study of Al-Shalloul dealt with the study of writers and teachers as a sample for research.

In terms of tool: All previous studies agreed in adopting the questionnaire and the content analysis card as a tool for data collection.

The current study adopted the questionnaire as a data collection tool.

Statistical means Some previous studies referred to the statistical means used in the study, which is the use of frequencies, percentages and correlation coefficients as statistical methods for data processing, while the current research has used the following statistical means:

Statistical bag program (APSS) to analyze and process research data by extracting the arithmetic mean, standard deviation and percentage of each paragraph.

Benefit from previous studies

- Selecting appropriate statistical tools and methods for data collection and processing.
- How to choose a study sample

Chapter Three Research Methodology and Procedures

This chapter deals with the research methodology and the procedures followed by the researcher to achieve the goal of her research, building the tool, its validity and stability, and analyzing the paragraphs and statistical means used in analyzing the results. The researcher will present it as follows:

- **Research Methodology:** The researcher used the descriptive approach to identify the educational values included in the English language book for the first intermediate grade in Islamic secondary schools from the point of view of teachers.

The study population represents the study population in the English language book for the first grade intermediate and the community itself was the study sample.

- **Study sample:** When the study communities are large, it is not possible for one researcher to study the phenomenon or event in that community alone, so he resorts to choosing his study sample from that community so that it represents it honestly (Melhem, 2017: 269), and for this the study sample consisted of an English language book for the first intermediate grade in Islamic secondary schools for the academic year 2022-2023.

- **Honesty of the tool:** "virtual honesty", which is defined as: "the general form of the tool or its external framework in terms of objectivity and clarity of its paragraphs and instructions" (Al-Mahasna and Abdul Hakim Mahidat, 2013: 218), and to achieve this type of honesty, the researcher presented her tool to a group of experts Appendix (2), and adopted a minimum of 70% to accept the



paragraph in the tool or not (Blum, 1983, p. 126), and each paragraph got less than this percentage the researcher excluded and modified some of them according to the opinions of experts Appendix (2)

In light of the opinions and suggestions of experts, the researcher amended some paragraphs, and excluded the paragraphs that did not obtain (70%) of the experts' agreement, thus bringing the number of paragraphs of the questionnaire to (38) paragraphs. Table (1) shows the excluded paragraphs.

Table No. (1)

Scope	Number of paragraphs in its initial form	Number of excluded paragraphs	Number of paragraphs added	Final number of paragraphs
Faith and moral values	10	2	—	8
National values	6	1	—	5
Social values	8	2	—	6
recreational and aesthetic values	10	4	—	6
health and environmental values	7	—	—	7
scientific and cultural values.	7	1	—	6

After that, the researcher developed for each paragraph three gradual alternatives to answer, namely (achieved to a large degree), (achieved to a medium degree) and (not achieved). The questionnaire was included according to the three-dimensional Likert scale, so that the examiner puts her estimates for each paragraph according to the following:

Table (2)

Highly Achieved	Moderately Achieved	Unrealized
1	2	3

Application of the tool

The researcher applied her tool of identifying the values in their final form on the members of the basic research sample of English language teachers for the first intermediate grade for the academic year 2022-2023, which numbered (90) teachers and schools in the Islamic secondary schools in Iraq.



Statistical Methods:

The researcher used the statistical packages program (SPSS) to analyze and process the data of this research to obtain the following results:

- 1- calculating arithmetic averages, weighted mean and standard deviations (Al-Kubaisi, 2010: 99).
- 2- Percentage weight equation: used to indicate the relative value of each paragraph of the questionnaire in general and to interpret the results (Attia, 2001: 275).

Chapter Four

Research Results

In this chapter, the researcher will address a presentation of the results of the study and their interpretation according to the responses of the study sample consisting of English language teachers for the first intermediate grade in Islamic secondary schools, as the researcher followed the following steps:

1. The frequencies of the sample answers for each paragraph of the questionnaire were calculated according to the three alternatives, and emptied in a special form for the purpose of processing them statistically.
2. The researcher adopted the equation of the weighted mean and percentage weight to determine the paragraphs achieved and unachieved in each area of the questionnaire, and the first alternative (achieved to a large degree) was given three degrees, and the second alternative (achieved with a medium degree) two degrees, and the third alternative (unachieved) one degree.
3. Calculating the average score of the triple scale, which is (2) a criterion for separating the achieved and unachieved paragraphs, as the paragraph that obtained a weighted mean (2) and above is considered achieved, while the paragraph that obtained a weighted mean of less than (2) is considered unachieved.

First: Presentation of results

Results of the first question

To answer the first question: What educational values should be included in the English language book for the first intermediate grade in Islamic high schools? The researcher developed a list of values, through the review of educational literature and previous studies conducted in this field, and the researcher took the opinions of experts and arbitrated, after verifying them and obtaining the final picture of them, which included (38) values, distributed over (6) six main areas:



the field of faith and moral values, the field of social values, the field of recreational and aesthetic values, the field of national values, the field of health and environmental values, and the field of scientific and cultural values.

Results of the second question:

To answer the second question: What are the educational values included in the English language book for the first intermediate grade in Islamic secondary schools?

The researcher investigated the educational values included in the English language book, named them, recorded them, then arranged them according to their percentages, and classified them (within the six predetermined areas).

The first field, which includes the field of faith and moral values of the English language book for the first grade of the Islamic intermediate, where the number of paragraphs of the field (8):

- The paragraphs (4, 3, 2, 1) were high and their arithmetic averages ranged between (2.5) to (2.38), while their percentage weights ranged between (83.33) to (79.33).
- Paragraph (7, 6, 5, 8) was an average percentage and its arithmetic mean ranged between (2.33) to (2.16), while its percentage weights ranged from (77.67%) to (72%).
- The general mean of the axis as a whole was with an arithmetic mean (2.35) and a standard deviation (0.62) and a percentage of (78.33%). That is, the paragraphs of the field are largely achieved, and Table (3) illustrates this faith and moral values.

Table No. (3)

	Paragra phs:	Ord er:	Highl y Achie ved	Moder ately Achie ved:	Unfulf illed:	Arith metic Mean:	Stand ard Devia tion:	Percent age:	Sampl e Orient ation
			3	2	1				
1	Pride in the rites of religion :	4	49	37	4	2.5	0.58	83.33	Achiev ed to a large degree
2	Belief in the	3	50	34	6	2.49	0.62	83	Achiev ed to a



	Messen gers:								large degree
3	Worshi p of God:	2	40	48	2	2.42	0.54	80.67	Achiev ed to a large degree
4	Honest y and honesty :	1	41	42	7	2,38	0.62	79.33	Achiev ed to a large degree
5	Kindne ss and mercy:	7	41	38	11	2.33	0.68	77.67	Achiev ed to a mediu m degree
6	Enjoini ng good and forbiddi ng evil:	5	33	47	10	2.26	0.64	75.33	Achiev ed to a mediu m degree
7	Etiquett e of dialogu e and talking with others:	6	30	52	8	2.24	0.6	74.67	Achiev ed to a mediu m degree
8	Justice and humilit y:	8	25	54	11	2.16	0.61	72	Achiev ed to a mediu m degree
	The general average of the axis as a whole:					2.35	0.62	78.33%	Achiev ed to a large degree

The second field, which includes the field of social values of the English language book for the first grade of Islamic intermediate, where the number of paragraphs of the field (6)



- The paragraphs (11, 9, 10) were high and their arithmetic averages ranged between (2.4) to (2.29), while their percentage weights ranged between (80) to (76.33).
- Paragraph (12, 13, 14) was an average percentage and its arithmetic meanness ranged between (2.9) to (1.87), while its percentage weights ranged from (69.67%) to (56.67%).
- The general mean of the axis as a whole was with an arithmetic mean (2.1), a standard deviation (0.67) and a percentage of (70%). That is, the paragraphs of the field are largely achieved, and Table (4) illustrates that social values,

Table No. (4)

	Paragra phs	Ord er:	Highl y Ach ieved	Moder ately Ach ieved:	Unful filled:	Arith metic Mean:	Stand ard Devia tion:	Percent age:	Sampl e Orient ation
			3	2	1				
9	Good dealing with others	11	42	42	6	2.4	0.61	80	Achiev ed to a large degree
10	Cooper ation and helping others	9	34	50	6	2.31	0.59	77	Achiev ed to a large degree
11	Develo ping good social habits	10	32	52	6	2.29	0.58	76.33	Achiev ed to a large degree
12	Kinshi p and honor ing parents	12	23	52	15	2.09	0.64	69.67	Achiev ed to a mediu m degree
13	The import ance of the role of the family	13	13	51	26	1.86	0.64	62	Achiev ed to a mediu m degree



	in upbrin ging								
14	Volunt eer work	14	9	42	39	1.87	0.65	56.67	Achiev ed to a mediu m degree
	The general average of the axis as a whole:					2.1	0.67	70%	Achiev ed to a large degree

The third field, which includes the field of recreational and aesthetic values of the English language book for the first grade of the Islamic intermediate, where the number of paragraphs of the field (6)

- The paragraphs were (16, 15, 20) by an average percentage, and their arithmetic averages ranged between (1.78) to (1.68), while their percentage weights ranged between (59.33%) to (56%).

- Paragraphs (19, 18, 17) were unrealized and their arithmetic averages ranged between (1.66) to (1.53), while their percentage weights ranged from (55.33%) to (51%).

- The general mean of the axis as a whole was with an arithmetic mean (1.66) and a standard deviation (0.69) and a percentage of (55.33%). That is, the paragraphs of the field are not achieved and Table No. (5) shows that recreational and aesthetic values

Table No. (5)

	Paragra phs	Ord er:	Highl y Achie ved	Moder ately Achie ved:	Unfulf illed:	Arith metic Mean:	Stand ard Devia tion:	Percent age:	Sampl e Orient ation
			3	2	1				
15	Practici ng purpos eful hobbie s	16	15	40	35	1.78	0.71	59.33	Achiev ed to a mediu m degree



16	Fun and disciplined play	15	12	41	37	1.72	0.68	57.33	Achieved to a medium degree
17	Appreciating natural and artistic beauty	20	10	41	39	1.68	0.66	56	Achieved to a medium degree
18	Expressing positive emotions	19	11	38	41	1.66	0.68	55.33	Unrealized
19	Investing free time	18	10	33	47	1.59	0.68	53	Unrealized
20	Participating in trips	17	9	30	51	1.53	0.67	51	Unrealized
The general average of the axis as a whole:						1.66	0.69	55.33%	Unrealized

The fourth field, which includes the field of national values of the English language book for the first grade of the Islamic intermediate, where the number of paragraphs in the field was (5):

- The paragraph (25) was a high percentage with an arithmetic average (2.34), and a percentage weight (78%).
- The paragraphs (23, 22, 24, 21) were average and their arithmetic averages ranged between (2.16) to (1.98), while their percentage weights ranged from (72%) to (66%).
- The general mean of the axis as a whole was with an arithmetic mean (2.12) and a standard deviation (0.7) and a percentage of (70.67%). That is, the paragraphs of the field are achieved to a medium degree, and Table No. (6) shows that national values,

Table No. (6)



	Paragra phs	Ord er:	Highl y Achie ved	Moder ately Achie ved:	Unfulf illed:	Arith metic Mean:	Stand ard Devia tion:	Percent age:	Sampl e Orient ation
			3	2	1				
21	Pride in langua ge, religio n and identity	25	40	41	9	2.34	0.65	78	Achiev ed to large degree
22	Love and belongi ng to the homela nd	23	32	40	18	2.16	0.73	72	Achiev ed to a mediu m degree
23	Pride in the landma rks and monum ents of the homela nd	22	27	45	18	2.1	0.7	70	Achiev ed to a mediu m degree
24	Preserv ation of public and private propert y	24	20	50	20	2	0.67	66.67	Achiev ed to a mediu m degree
25	Apprec iation of nationa l symbol s and	21	20	48	22	1.98	0.68	66	Achiev ed to a mediu m degree



	occasio ns								
	The general average of the axis as a whole:					2.12	0.7	70.67%	Achieved to a medium degree

The fifth field, which includes the field of health and environmental values for the English language book for the first grade of Islamic intermediate, where the number of paragraphs in the field was (7):

- The paragraphs were (27, 26, 28) by an average percentage, and their arithmetic means ranged between (1.86) to (1.74), while their percentage weights ranged between (62%) to (58%).

- The paragraphs (29, 31, 30, 32) were unrealized and their arithmetic averages ranged between (1.56) to (1.5), while their percentage weights ranged from (52%) to (50%).

- The general mean of the axis as a whole was with an arithmetic mean (1.64) and a standard deviation (0.65) and a percentage of (54.67%). That is, the paragraphs of the field are not achieved and Table (7) illustrates this. Health and Environmental Values

Table No. (7)

	Paragraphs	Order:	Highly Achieved	Moderately Achieved	Unfulfilled:	Arithmetic Mean:	Standard Deviation:	Percentage:	Sample Orientation
			3	2	1				
26	The importance of good food	27	14	49	27	1.86	0.66	62	Achieved to a medium degree
27	The importance of prevention and treatment to	26	13	43	34	1.77	0.68	59	Achieved to a medium degree



	maintain human health								
28	The importance of sports and practice	28	11	45	34	1.74	0.66	58	Achieved to a medium degree
29	The importance of ecological balance	29	7	36	47	1.56	0.63	52	Unrealized
30	Protecting the environment from pollution	31	5	39	46	1.54	0.6	51.33	Unrealized
31	Rationalizing the consumption of environmental resources	30	4	39	47	1.52	0.58	50.67	Unrealized
32	The dangers of obesity to health	32	7	31	52	1.5	0.64	50	Unrealized
	The general average of the axis as a whole:					1.64	0.65	54.67%	Unrealized



The sixth field, which includes the field of scientific and cultural values of the English language book for the first grade of the Islamic intermediate, where the number of paragraphs of the field (6):

- The paragraphs (38.36, 35) were achieved by an average percentage and their arithmetic averages ranged between (1.74) to (1.68), while their percentage weights ranged from (58%) to (56%).

- Paragraphs (37, 33, 34) were unachieved and their arithmetic mean ranged between (1.64) to (1.6), and a percentage weight (54.67%) to (53.33%)

- The general mean of the axis as a whole with an arithmetic mean (1.66) and a standard deviation (0.64) and a percentage of (55.33%). That is, the paragraphs of the field are not achieved and Table No. (8) illustrates that scientific and cultural values

Table No. (8)

	Paragra phs	Ord er:	Highl y Achie ved	Moder ately Achie ved:	Unfulf illed:	Arith metic Mean:	Stand ard Devia tion:	Percent age:	Sampl e Orient ation
			3	2	1				
33	Love and master y of work	36	12	43	35	1.74	0.68	58	Achiev ed to a mediu m degree
34	Pride in heritag e and folklor e	38	8	47	35	1.7	0.62	56.67	Achiev ed to a mediu m degree
35	Apprec iating the efforts of scientis ts and their	35	10	41	39	1.68	0.66	56	Achiev ed to a mediu m degree



	role in life								
63	Love of reading and knowledge	37	12	40	41	1.64	0.66	54.67	Unrealized
37	Highlighting the role of technology in the development of life	33	7	42	41	1.62	0.62	54	Unrealized
38	Learning time management	34	3	48	39	1.6	0.55	53.33	Unrealized
	The general average of the axis as a whole:					1.66	0.64	55.33 %	Unrealized

Second: Discussion of the results

1- The researcher believes that the reason for the high percentages of (the field of faith and moral values) and the field of (social values) is due to the students' need for the emotional fields at this stage more than the cognitive and skill fields, since the intermediate stage, especially the first intermediate stage, is the stage of building the basics of values, and this result is consistent with a study (Al-Agha, 2010) and a study (Al-Shudaifat, 2016) regarding the high percentage in the field of faith and moral values.

2- As for the field of (national values), it received an average percentage despite the importance of these values. This confirms the necessity of including them in the syllabuses of English language textbooks to instill these values in the hearts of students, especially when they are at a very important age stage. This result is consistent with the study of (Al-Shadifat, 2016) in the average percentage of national values.

3- The researcher believes that the reason for the decline in the field of (recreational and aesthetic values) is due to the lack of a specialized technical committee that supervises the preparation, design, and production of English language books in their final form.



4- The reason for the low percentage of (the field of health and environmental values) and the field of (cultural and scientific values) may be due to the authors' point of view that students do not need it at this particular age stage, or because it has been included in books for previous stages, and this result agreed. With the study of (Al-Agha, 2010) and the study of (Al-Shudaifat, 2016), the percentages in these areas are low.

Third: Recommendations

1- Advance planning with specialists and curriculum developers on how to distribute the values proposed to be included in the English language book for the first intermediate grade in Islamic secondary schools, taking into account the balance and arrangement between the values in an appropriate and gradual manner.

2- Reconsidering the field of (health and environmental values), the field of (recreational and aesthetic values) and the field of (cultural and scientific values) for the English language book for the first intermediate grade in Islamic secondary schools because it is not properly achieved.

3- Increased attention to values that occupied an arithmetic average of less than 2 and percentages below 70%, for example, the values of the importance of the role of the family in upbringing, the values of volunteer work, the values of learning time management... Etc.

4- English language supervisors are motivated to hold training programs for teachers that reveal their familiarity with educational values and how to employ them, thus revealing and enhancing their strengths and weaknesses and treating them in the interest of students in the end.

5- Taking the opinions of English language teachers calling for the advancement and improvement of this book through the use of specialists in the field of educational values in the committees for the development and writing of English language books.

Study Proposals

1- The impact of educational values included in English language books for the intermediate stage in Islamic secondary schools in modifying students' behavior.

2- The current research contributes to enlightening curriculum makers towards educational values to be included in English language books for different stages in Islamic high schools.

Appendix No. (1)

Survey questionnaire submitted to a sample of experts and arbitrators:



Opinions of experts and arbitrators on the validity of the questionnaire paragraphs

Dear teacher..... Respected

The researcher aims to carry out a scientific research entitled ((**Educational values included in the English language book for the first intermediate grade in Islamic secondary schools from the point of view of teachers**)), so the researcher goes to your honorable person, hoping that her research will receive this attention, so you give him your valuable observations and sound opinions by directing a questionnaire that includes a set of educational values, asking you to answer the validity of the paragraphs of the questionnaire attached below and as follows:

1 Mark (✓) in a valid field.

2 Mark (x) in an invalid field.

3 If the paragraph needs to be modified, please amend it in the designated field.

Thank you very much.

Researcher: Ayat Abdel Rahman

Department of Curriculum and Development.

	Moral and faith values	valid	invalid	modifies	Notes
1	Honesty and Honesty				
2	Worship of God				
3	Belief in the Messengers				
4	Pride in the rites of religion				
5	Enjoining good and forbidding vice				
6	Etiquette of dialogue and talking with others				
7	Kindness and mercy				
8	Justice and humility				

	Social values:	valid	invalid	modifies	Notes
1	Cooperation and helping others				
2	Developing good social habits				



3	Good dealing with others				
4	Kinship and honoring parents				
5	The importance of the role of the family in upbringing				
6	Volunteer work				

	Recreational and aesthetic values	valid	invalid	modifies	Notes
1	Fun and disciplined play				
2	Practicing purposeful hobbies				
3	Participating in trips				
4	Investing free time				
5	Expressing positive emotions				
6	Appreciating natural and artistic beauty				

	National values	valid	invalid	modifies	Notes
1	Appreciating national symbols and occasions				
2	Pride in the landmarks and monuments of the homeland				
3	Love and belonging to the homeland				
4	Preservation of public and private property				
5	Pride in language, religion and identity				

	Health and environmental values	valid	invalid	modifies	Notes
1	The importance of prevention and treatment to maintain human health				
2	The importance of good food				
3	The importance of sports and exercise				



4	The importance of ecological balance				
5	Rationalization of environmental resource consumption				
6	Protecting the environment from pollution				
7	The dangers of obesity to health				

	Scientific and cultural values	valid	invalid	modifies	Notes
1	Highlighting the role of technology in the development of life				
2	Learning time management				
3	Appreciating the efforts of scientists and their role in life				
4	Love and mastery of work				
5	Love of reading and knowledge				
6	Pride in heritage and folklore				

ملحق رقم (2) أسماء السادة المحكمين

ت	الاسم الكامل	التخصص	المكان الوظيفي
1	أ.د. محمد انور محمود	القياس والتقويم	جامعة بغداد / كلية التربية / ابن رشد
2	د. حذيفة يوسف تركي	مناهج وطرائق تدريس / لغة إنكليزية	جامعة الانبار / كلية التربية للعلوم الإنسانية
3	د. محمد عبد القهار داود	مناهج وطرائق تدريس / علوم	قسم الاشراف / دائرة التعليم الديني
4	م.د. صباح عواد	علم النفس التربوي	قسم البحوث والدراسات التربوية والاسلامية / دائرة التعليم الديني
5	د. حارث علي حسين	مناهج وطرق تدريس عامة	دائرة البحوث
6	د. امنه سلمان محمد علي	مناهج وطرائق تدريس / حاسبات	قسم المناهج والتطوير / دائرة التعليم الديني

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