

An evaluative study of the 11th grade text passages and literature aspects with regard to values and social orientation

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Abstract. The study aimed at evaluating the availability of values and social orientation in the text passages and literature in the 11th Grade Palestinian English textbook. The study also examined the role of gender, qualification, experience and specialization on the degree of analyzing the textbook. To achieve the study purposes, the researchers used the descriptive analytical approach. The content analysis card is used for collecting and analyzing data regarding the availability of values and social orientations available in the reading activities of English for Palestine 11th grade. The researchers also used a 30-item questionnaire and distributed it among 16 male and female teachers of English who were chosen randomly from Nablus Directorate during the scholastic year 2018-2019. Results showed that there are some values and social orientation concepts which were included in the textbook in many fields few of the values are a reflection of students' lives. The researchers recommended thinking of ways to make them all reflection of students' life via their model teachers. In addition, curriculum designers should integrate more values with the language skills improvement.

Keywords: Palestinian, 11th grade, textbooks, analysis, values, social orientation.

INTRODUCTION

Education, teaching and learning are concepts that deal with acquiring a new knowledge, expanding the existing schemata or reinforcing what we know. Therefore, the teaching material should be comprehensive, effective, and adequate to achieve these aims. In addition, it should have long live values and a positive impact on the learners' social orientation and values. As for values Smith and Schwartz (1997) defined values as the standards to guide the selection or evaluation of behavior, people or events. As for social orientation, Timothy and Martin (1995) defined it as perceived social purposes for academic achievement in addition to task and goals.

Textbooks may not be good if they do not include topics that are very important to the students' personal growth. Furthermore, the selected material should include authentic texts that teach the students the morals, stimulating them towards social changes in their society (Rault, 2008). It is true that there is no perfect textbook which can suit all of the students' levels. This leads to make some modifications in the textbook to be more appropriate. As a result, evaluative studies achieved this purpose. It explained what areas of the textbook should be omitted or added. Gaber (2002) (as cited in Tailakh 2015, p.18) defined evaluation as "a process of interpreting assessment information and making

judgment about them". In this regard, Awad (2013) stated that in an attempt to evaluate an English textbook in terms of values and social orientation, many items should be considered like the major aims of this textbook. The analyst should evaluate the textbook objectives, impeded messages behind selecting such a text and the expected outcomes of the course. This is in harmony with (Raba', 2017).

Rault (2008) assured that citizens are made not born, it takes deliberate efforts to prepare young people to participate effectively and wisely in public". Furthermore, Bombardelli and Codato (2017) found that there are many trends which emphasize the value of individualistic values and neglect the social ones but both of them should be focused on the curriculum. In the same context and as cited in Awad (2013), Hamada (2007) conducted a descriptive study for "English for Palestine 6". He found that leadership skills should be included and emphasized in the textbook. For having critical thinkers, the curriculum should have some focus on the values of leadership.

Because most of the English textbooks are always analyzed and evaluated in terms of textbook coverage and the quality of the material. This paper aimed at studying the English textbooks in terms of values and the social orientation so that teachers of English should integrate these values in their teaching practices. This will in turn help learners to be effective figures in their societies. To achieve these aims, the researchers asked the following questions and hoped that the findings would answer them:

1. Is there any involvement of values and social orientation in the text passages and literature in the 10th grade English textbook?
2. To what extent are the social orientation aspects represented in the textbook passages and literature in the 10th grade English textbook if they were found?
3. Are there any significance statistical differences at $\alpha=0.05$ in the degree of the teachers' evaluation of "English for Palestine-10 textbook in Nablus Directorate schools due to gender, experience, qualification and specialization?

LITERATURE REVIEW

A lot of evaluative studies were done on analyzing content, reading texts, textbook converge. The main purpose was for modifications and adjustment later on, in which textbook designers benefit from. For clarity purposes, the researchers arranged this from the most recent research to the most out of date ones.

Bombardelli and Codato (2017) overemphasized the importance of using textbooks which teach the students democratic values and the respect of human rights. In this respect, they agreed with Bayah (2016), as they all showed the importance of the curriculum and teaching

approaches as effective tools in rendering morals and values. Bayeh (2016) also showed the role of ethnical education for constructing the good behavior of citizens and having a good active participant in the society. He found that their civic and ethnical education is in progress and it helps to produce democratic learners. In the same regard, Awad (2013) explained that the choice of topics should contain authentic values in order to affect the students' life and help them change their behaviors to better ones. Therefore, there is a need to conduct analytical studies in the field of content analysis to find the suitability of the topics included.

In an attempt to evaluate the level of comprehension questions for the English textbook, Abu Humos (2012) conducted a paper in order to know if the level of the comprehension questions on the book are suitable for preparing a student to the university levels. He concluded that there should be some modifications on some areas on the textbook. In the same regard, Halawa (2011) mentioned the areas where the Palestinian curriculum needs improvement in the area interactive tasks and activities in comparison with the Israeli English textbooks.

Ali (2010) made an evaluation of the reading texts used in English for Palestine textbook for the ninth grade. In his study, he aimed at evaluating the weakness of the reading texts and exercises by comparing them with global standards. He recommended using supplementary material to enrich the English books in various areas. As showed by Raba' and Herzallah (2018), the current curriculum and teaching strategies are reluctant to give up rote memorization and spoon-feeding. Curricula do not include creative materials and questions. Moreover, schools do not give teachers autonomy on deciding what to teach in their classes. They are obliged to follow their school's system, the predetermined textbooks and lesson plans.

Aqel (2009) analyzed the English textbook for the 11th grade and he concluded that there should be more enrichment for the literary texts instead of the large number of units. In the same context, Rault (2008) conducted a study about how the college programs can prepare students to be good participants on the social change. He concluded that many students are not given the suitable material that is important for their personal growth to make them agents of the social change in society.

Al Mazloum (2007) argued in an analytical research about the content of English for Palestine grade 10 in the light of standards for foreign language learning. He found that communication standards scored the most, so he recommended making a balance between these standards as learning a foreign language appropriately requires a balance between the different language skills and subskills. Grainger (2002) went further saying that textbooks lack many important things that curriculum planners should take in to consideration like the textbook coverage which should be in accordance with the topics

included.

In conclusion, all the afore-said studies were conducted for the sake of pointing out that English textbooks need to be modified in many aspects, and most of them do not focus on the values introduced in these textbooks; for example, in the area of pointing the weakness in the textbooks (Ali, 2010; Rault, 2008; Mahmoud, 2008). Another important issue was the effect of citizenship education (Bombardeli and Codato, 2017; Bayeh, 2016). In addition, some studies shed the light on the quality of the material (Abu Humos, 2012; Mahmoud, 2006, 2008; Miekly and Jayakaran, 2007; Al Mazloun, 2007). Consequently, the present study tries to fill the gap and shed light on the level of the inclusion of Values and Social Orientation in the 11th Grade Text Passages and Literature Aspects.

METHODOLOGY

This section contains the different aspects of the research including the various means of gathering and describing the data by employing the suitable tools to achieve the aims of the study. The tools of the study involved constructing both a content analysis card and a questionnaire to answer the questions of the study.

Research design

The researcher employed the descriptive analytical method of doing research to carry out the study. Brown and Rogers (2002) defined the descriptive method as "any research that describes a setting or events in numerical terms". The researchers adopted this method due to its relevance to evaluate to what extent values and social orientations are available in the reading activities in the textbook of English for Palestine 10.

Instrumentation

The researcher used content analysis card and a 30-item questionnaire to achieve the aims of the study.

Content analysis card

The content analysis card is used as a search design for this study. Ali (2010) stated that content analysis is an appropriate research method to use when manipulating large quantities of textual information to systematically identify certain characteristics. To achieve the aims of the study, the content analysis card is used for collecting and analyzing data regarding the availability of values and social orientations available in the reading activities of English for Palestine 10.

Constructing the content analysis card

The researcher constructed the content analysis card after reviewing the available literature including books, previous studies, and related articles.

Description of the content analysis card

Purpose of the analysis

The analysis in this evaluative study aims at investigating the extent to which values and social orientations are available in the reading exercises in the textbook of English for Palestine 11.

Documentation

The analysis includes all the reading activities of all (24) units of the textbook of English for Palestine 11(A and B).

Category of the analysis

The entire number of the reading units in the 10th grade English textbook, English for Palestine 10 is 24. There are only 12 texts included in 10A and 10B texts are included in 10B textbooks.

Elements of the analysis

The researcher reviewed variant sources to build the criteria for the evaluation, among them were previous studies, some books, related literature, institution's publications and some educational journals, then the researcher managed to build his own criteria, the criteria are the elements of the analysis card. The content analysis card contained two main domains, values and social orientations.

Validity of the content analysis card

To ensure the validity of the content analysis card, it was shown to some experts from different institutions. Two referees were English language teachers from two different schools.

Performing the analysis

In order to conduct the analysis, the researcher contacted a teacher who teaches 10th grade to carry out the content analysis card with him. The researcher provided the teacher with the criteria that he prepared for

Table 1. Points of agreement and differences between the researcher and the teacher (book 1).

Unit	Factor	Analyzes	Number of items	Points of agreement	Points of differences	Correlation coefficient																																																																																														
1	Values	1 st	1	2	0	100.0																																																																																														
		2d	1					Social orientation	1 st	4	6	2	0.750	2d	4	2	Values	1 st	4	7	1	0.875	2d	4		Social orientation	1 st	1	2	0	100.0	2d	1	3	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	2	3	1	0.750	2d	2	4	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	2	3	1	0.750	2d	2	5	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	1	2	0	100.0	2d	1	6	Values	1 st	6	10	2	0.833	2d	6		Social orientation	1 st	2
	Social orientation	1 st	4	6	2	0.750																																																																																														
		2d	4				2	Values	1 st	4	7	1	0.875	2d	4		Social orientation	1 st	1	2	0	100.0	2d	1	3	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	2	3	1	0.750	2d	2	4	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	2	3	1	0.750	2d	2	5	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	1	2	0	100.0	2d	1	6	Values	1 st	6	10	2	0.833	2d	6		Social orientation	1 st	2	3	1	0.750	2d	2				
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		2d	4					Social orientation	1 st	1	2	0	100.0	2d	1	3	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	2	3	1	0.750	2d	2	4	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	2	3	1	0.750	2d	2	5	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	1	2	0	100.0	2d	1	6	Values	1 st	6	10	2	0.833	2d	6		Social orientation	1 st	2	3	1	0.750	2d	2													
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		2d	1				3	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	2	3	1	0.750	2d	2	4	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	2	3	1	0.750	2d	2	5	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	1	2	0	100.0	2d	1	6	Values	1 st	6	10	2	0.833	2d	6		Social orientation	1 st	2	3	1	0.750	2d	2																						
3	Values	1 st	3	5	1	0.833																																																																																														
		2d	3					Social orientation	1 st	2	3	1	0.750	2d	2	4	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	2	3	1	0.750	2d	2	5	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	1	2	0	100.0	2d	1	6	Values	1 st	6	10	2	0.833	2d	6		Social orientation	1 st	2	3	1	0.750	2d	2																															
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		2d	2				5	Values	1 st	3	5	1	0.833	2d	3		Social orientation	1 st	1	2	0	100.0	2d	1	6	Values	1 st	6	10	2	0.833	2d	6		Social orientation	1 st	2	3	1	0.750	2d	2																																																										
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evaluating the availability of values and social orientations in the reading texts and explained to him how to conduct the analysis. Furthermore, the teacher was asked to start the analysis of the units 1-3 from 10A and 10B to check his understanding. After that, he was asked to complete the analysis for all the 12 units. Besides, the analysis was conducted through counting the frequencies of each item in both 10A and 10B. The researcher chooses the second analyzer a teacher of English language of 10th grade because he is teaching 10th graders and has experience on the curriculum of 10th

grade English textbook.

Reliability through persons

To test the level of consistency through persons, the findings of the analysis of the reading texts of the (12) units of 10A and 10B of English for Palestine 10 was done by the researcher and the teacher. Tables 1 and 2 illustrate the level of consistency between the results of the researcher and the teacher. The purpose was to find

Table 2. Points of agreement and differences between the researcher and the teacher (Book 2).

Unit	Factor	Analyzes	Number of items	Points of agreement	Points of differences	Correlation coefficient																																																																																														
7	Values	1 st	4	7	1	0.87																																																																																														
		2d	4					Social orientation	1 st	1	2	0	100.0	2d	1	8	Values	1 st	3	4	2	0.666	2d	3		Social orientation	1 st	5	9	1	0.900	2d	5	9	Values	1 st	4	7	1	0.870	2d	4		Social orientation	1 st	3	6	0	100.0	2d	3	10	Values	1 st	2	3	1	0.750	2d	2		Social orientation	1 st	2	3	1	0.750	2d	2	11	Values	1 st	2	3	1	0.750	2d	2		Social orientation	1 st	2	3	1	0.750	2d	2	12	Values	1 st	2	3	1	0.750	2d	2		Social orientation	1 st	3
	Social orientation	1 st	1	2	0	100.0																																																																																														
		2d	1				8	Values	1 st	3	4	2	0.666	2d	3		Social orientation	1 st	5	9	1	0.900	2d	5	9	Values	1 st	4	7	1	0.870	2d	4		Social orientation	1 st	3	6	0	100.0	2d	3	10	Values	1 st	2	3	1	0.750	2d	2		Social orientation	1 st	2	3	1	0.750	2d	2	11	Values	1 st	2	3	1	0.750	2d	2		Social orientation	1 st	2	3	1	0.750	2d	2	12	Values	1 st	2	3	1	0.750	2d	2		Social orientation	1 st	3	5	1	0.830	2d	3				
8	Values	1 st	3	4	2	0.666																																																																																														
		2d	3					Social orientation	1 st	5	9	1	0.900	2d	5	9	Values	1 st	4	7	1	0.870	2d	4		Social orientation	1 st	3	6	0	100.0	2d	3	10	Values	1 st	2	3	1	0.750	2d	2		Social orientation	1 st	2	3	1	0.750	2d	2	11	Values	1 st	2	3	1	0.750	2d	2		Social orientation	1 st	2	3	1	0.750	2d	2	12	Values	1 st	2	3	1	0.750	2d	2		Social orientation	1 st	3	5	1	0.830	2d	3													
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9	Values	1 st	4	7	1	0.870																																																																																														
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	Social orientation	1 st	3	5	1	0.830																																																																																														
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out to which degree correlation exists through persons. To check the reliability, the researcher used Holsti correlation.

$$R = 2M/N1 + N2$$

R refers to the consistency; (M) refers to the number of the analysis agreed upon by the analyzers; (N1 + N2) refers to the elements of the analysis

The results in Tables 1 and 2 show that there are high correlations between the two teachers which enable the

researcher to process the data collected.

RESULTS

Card analysis results

The card analysis results show the following:

1. With regard to book one and specifically in unit one thankfulness is the main value while socialization,

Table 3. Distribution of sample according to study independent variables.

Variable	Class	Frequency	Percentage %
Gender	Male	8	50.0
	Female	8	50.0
Academic qualification	B.A	9	56.3
	M.A	7	43.8
Experience	1-5	11	68.8
	6-10	5	31.3
Specialization	Methods	12	75.0
	Literature	4	25.0
	Total	16	100.0

friendship, using modern means of communication and helpfulness are social orientations. This is considered a very good result since these values are of a high importance. So teachers should know how to convince their students of how this value is so much related to their life.

With regard to unit two, the values included are: determination, challenge, taking adventure and awareness of technological development, while cooperation is raised as social orientation. As for unit three motivation, time management and making living are values, whereas integration and helpfulness are social orientations. Unit four contains two values and another two social orientations. These are: not underestimating workers, how to behave helpfulness and cooperation respectively. To the researchers, time management should receive more emphasis in the textbook. Moreover, awareness of the environmental change, saving life and trusting human abilities are values in unit five, while cooperation is social orientation. Finally, determination, challenge, dreams fulfillment, making decisions, cultural information and political value are included in unit six, while, belonging and empathy are social orientations. There should be speaking or writing exercises in the book which reinforce the mentioned values. This is the responsibility of curriculum makers.

2. In book two, the values of tolerance, aesthetic, cultural and religious values appeared in unit 7. Belonging is a social orientation. Unit 8 has scientific, thankfulness and positive attitudes values in addition to social interaction of helpfulness, empathy and cooperation.

Unit 9 includes values of responsibility, making decisions, rights to have things and bringing narrative stories. Also, the unit includes respecting others, self-discipline/confidence and leadership as social orientations.

Taking care of oneself and scientific issues are two values in unit ten, while the same unit has advice as social orientation. In unit eleven, open mind and deep

thinking are two main values in addition to searching for reading and not taking things for granted are two main social orientations. Finally, responsibility has been repeated as values in unit twelve in addition to different opinions and critical thinking. Social freedom, peace and being optimistic are the three main social orientations in the same unit.

The questionnaire

Sampling, instrumentation and procedure

The sample consisted of 16 English language teachers at Nablus schools in the scholastic year 2018/2019. The backgrounds of male and female teachers are B.A and M.A certificates. Moreover, the respondents varied in terms of years of experiences and specialization as shown in Table 3.

Instrumentation

To achieve the objectives of the study, the researcher used a 30-item questionnaire developed from previous literature and from his experience in the field of teaching and learning of learning English. The questionnaire consisted of two sections; the first is about the demographic profile such as gender, qualification, teaching experience and specialization whereas the second is consisted of 30 items. The scores of responses to each item were calculated according to a five-point Likert scale, in which strongly agree = 5 points, agree = 4 points, undecided = 3, disagree = 2 points and strongly disagree = 1 point.

Validity of the questionnaire

To ensure the validity of the questionnaire, it was rated

by a jury of experts in the field of TEFL and Education at the Faculty of Education at An-Najah National University. The respondents' comments and the jury's suggestions were taken into consideration to modify and improve the questionnaire's content and wordings by omitting, adding or rephrasing items bringing the number of items remained 30 items.

Reliability of the questionnaire

The reliability of the questionnaire as calculated through Cronbach Alpha formula was (0.826) which is acceptable for the purpose of the study.

Procedure

The final draft of the questionnaire was given to English language teachers at Nablus schools. It took about three weeks for the instrument to be distributed, collected, and returned to the researchers. The total number of the returned questionnaires was 18 and only 16 were analyzed because 2 questionnaires were excluded as their responses were neither consistent nor complete.

Data analysis

The data collected were analyzed using (SPSS-17) to provide answers to the questions of the study. Means, frequencies, standard deviations, Pearson Correlation Matrix and t-tests for Independent Samples were used to find out descriptive statistical analysis. To analyze the findings, the researcher used the following scale to represent the estimation level of teachers' responses:

3.5 - and more: high; 2.5 – 3.49: moderate; less than 2.49: low

RESULTS AND DISCUSSION

To accomplish the aims of the study, the researchers analyzed the data in accordance with the study questions and the results were as follows:

Results related to the first question

What are the English language teachers' perspectives about values and social orientation included in English for Palestine 11th Grade?

To answer this question, the researcher used means and standard deviations as shown in Table 4.

Table 4 shows that the total degree of English language

teachers' perspectives about values and social orientation included in English for Palestine 11th Grade respectively were 3.93 and 3.84 which suggest a high level of estimation. The highest mean was given to the item "Values help students to use words in several meaningful sentences" and "Social orientations encourage students to abandon old ways of thinking and adopt new ones" which scored 4.56 and 4.18, respectively. On the other hand, the lowest mean was given to the items. "Values included in the text direct students to cite the advantages and disadvantages of a specific thing" and "Social orientations help students to grasp the general cause of a problem to find solutions" which scored (3.62) and (3.50) respectively. As a result, teachers should know how to direct their students while teaching since teaching is not only a fixed or rigid material to be taught.

Results related to the second question

Are there differences in the responses degree of English language teachers' perspectives about values and social orientation included in English for Palestine 11th Grade attributed to the variables of gender, qualification, experience and specialization?

To answer this question, the t-test for Independent Samples was used and Table 5 shows the results.

Table 5 shows no statistical significant differences at $\alpha = 0.05$ on the total degree of English language teachers' perspectives about values and social orientation included in English for Palestine 10th Grade attributed to the variables of gender, qualification, experience and specialization. The significant values were more than 0.05.

DISCUSSION

Card analysis method shows that values of thankfulness, determination, challenge, taking adventure and awareness of technological development, Motivation, time management, making living, awareness of the environmental change, saving life, trusting human abilities are the main values. Using modern means of communication, helpfulness, cooperation, integration, belonging and empathy are social orientations. They are of a high percentage.

In book one, while tolerance, aesthetic, cultural, religious values, responsibility, making decisions, rights to have things, bringing narrative stories, taking care of oneself, scientific issues, open mind, deep thinking and responsibility are values. Social orientations in the same book include helpfulness, empathy, cooperation, respecting others, self-discipline/confidence, leadership, advice, searching for reading, not taking things for granted, social freedom, peace and being optimistic.

Table 4. Means, Standard Deviations and estimated level of English language teachers' perspectives about values and social orientation included in English for Palestine 11th Grade.

No.	Item	Means	Standard deviations	Estimated level
Quality of values				
1	Values in the test book are enough for the students to understand.	4.25	0.77	High
2	Values included in the text are related to everyday life.	4.06	0.44	High
3	Values included in the text direct students to cite the advantages and disadvantages of a specific thing	3.62	0.61	High
4	Values included in the text are easy to be practised in daily life outside the classroom.	3.68	0.70	High
Total		3.90	0.43	High
Role of values				
5	Direct students to be righteous in their society	3.81	0.40	High
6	Motivate students to enjoy learning English inside the classroom	3.68	0.60	High
7	Encourage students to abandon old ways of thinking and adopt new ones	3.87	0.80	High
8	Help students to grasp the general cause of a problem to find solutions	3.93	0.57	High
9	Provide creative solutions to a problem in the text	3.68	.79	High
10	Help students to use new words in making sentences & paragraph	3.87	0.71	High
11	Help students to use words in several meaningful sentences	4.56	0.62	High
12	Help students to talk about an idea , a picture or a subject elaborately from the teacher's point of view	4.06	.250	High
13	Help students to give additional written or spoken details about a specific problem	4.12	0.71	High
14	Help students to compare between two different ideas	3.93	0.68	High
15	Provide students with open ended thinking questions where there is not one single right answer	4.06	0.77	High
Total		3.96	0.30	High
Total		3.93	0.28	High
Quality of social orientation				
16	Social orientations in the test book are enough for the student to understand.	4.18	0.54	High
17	Values included in the text are related to everyday life.	4.00	0.81	High
18	Values included in the text direct students to cite the advantages and disadvantages of a specific thing	4.06	0.77	High
19	Social orientations included in the text are easy to be practiced in daily life outside the classroom.	3.81	0.65	High
Total		4.01	0.38	High
Role of social orientations				
20	Direct students to be righteous in their society	4.06	0.85	High
21	Motivate students to enjoy learning English inside the classroom	3.87	0.80	High
22	Encourage students to abandon old ways of thinking and adopt new ones	4.18	0.65	High
23	Help students to grasp the general cause of a problem to find solutions	3.50	0.51	High
24	Provide creative solutions to a problem in the text	3.56	0.89	High
25	Help students to use new words in making sentences & paragraph	3.87	0.88	High
26	Help students to use words in several meaningful sentences	3.50	0.63	High
27	Help students to talk about an idea , a picture or a subject elaborately from the teacher's point of view	4.00	0.51	High
28	Help students to give additional written or spoken details about a specific problem	3.87	0.71	High
29	Help students to compare between two different ideas	3.87	0.50	High

Table 4. Contd.

30	Provide students with open ended thinking questions where there is not one single right answer	3.93	1.06	High
Total		3.84	0.32	High
Total		3.92	0.30	High

Table 5. T-test for Independent Samples of gender, qualification, experience and specialization.

Total	Level	N	Mean	S. D	t	Sig.*	
Gender	Values	Male	8	3.89	0.30	-0.516	0.614
		Female	8	3.97	0.29		
	S.O	Male	8	3.92	0.27	-0.063	0.951
		Female	8	3.93	0.35		
Qualification	Values	B.A	9	3.97	0.31	0.652	0.525
		M.A	7	3.88	0.26		
	S.O	B.A	9	3.93	0.35	0.051	0.960
		M.A	7	3.92	0.25		
Experience	Values	1-5	11	3.97	0.32	0.683	0.506
		6-10	5	3.86	0.18		
	S.O	1-5	11	4.01	0.31	1.791	0.095
		6-10	5	3.73	0.18		
Specialization	Values	Methods	12	3.93	0.32	0.011	0.991
		Literature	4	3.93	0.20		
	S.O	Methods	12	3.95	0.31	0.647	0.528
		Literature	4	3.84	0.31		

*The mean difference is significant at the 0.05 level.

Moreover, the results show high level of estimation on the teachers' point of views about values and social orientation included in English for Palestine 11th Grade. The total degrees were (3.93) and (3.84) respectively. The highest mean was given to the item "Values help students to use words in several meaningful sentences, and Social orientations encourage students to abandon old ways of thinking and adopt new ones "which scored 4.56 and 4.18, respectively. On the other hand, the lowest mean was given to the items "Values included in the text direct students to cite the advantages and disadvantages of a specific thing" and "Social orientations help students to grasp the general cause of a problem to find solutions " which scored 3.62 and 3.50, respectively.

Also, they show no statistical significant differences at $\alpha = 0.05$ on the total degree of English language teachers' perspectives about values and social orientation included in English for Palestine 10th Grade attributed to the variables of gender, qualification, experience and

specialization. The significant values more than 0.05.

CONCLUSION

Based on the findings of this study, the researchers concluded that there are good values and social orientations included in the textbook. What is needed is to think of ways to change them to real reflection on the learners' life. For example, when thinking of time management, students' behavior should be directed towards appropriate scheduling of their daily tasks and so on and so forth.

RECOMMENDATIONS

In the light of the study results, the following recommendations were suggested:

1. It is necessary to carry out profound studies about values and social orientation included in all English textbooks for Palestine.
2. Daily life values should be included in the curriculum.
3. Teachers are models; so more training is needed on how reflect on values and social orientations.

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