| RESEARCH ARTICLE

The Extent of Social Values Inclusion in Jordanian EFL Textbooks

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| ABSTRACT

The purpose of this study is to investigate the inclusion of social values in all reading texts of students' books in *Action Pack* Series One through Twelve. The study asked how much the Action Pack Series teaches social values like coexistence, cooperation, accepting differences, dialogue, love, peace, and human relationships. A quantitative and qualitative content analysis, with the paragraph as the unit of analysis, is used to answer this question. The results show that cooperation is the most common value in all twelve Action Pack series while accepting differences is the least common value in the same textbooks. The results show, without a doubt, that social values are common in grades 5–9. On the other hand, the next three classes put less emphasis on social values in the same readings. The researchers have come up with the following suggestions: Based on what the study found, it is suggested that the Ministry of Education offer seminars and training programs to help teachers better understand how texts show social values.

1. Introduction
1.1 Background of the Study
In many civilizations, social and technological improvements have expanded and accelerated in recent years, resulting in a variety of social challenges as a result of poor value transfer to younger generations. Our beliefs are intimately linked to the majority of the rising social concerns in our society, both at home and in school. Teaching values is an effective remedy to any present or anticipated social and worldwide problems, as well as a critical component of social integrity.

 Values can be divided into many different categories, including those based on their content, extent, and method (Gonzalez, 2020). Examples of content values include aesthetic, scientific, educational, economic, political, and social values (Jones, 2017). However, societal, national, and international values are considered extended values (Smith, 2015). Lastly, method values include modern and traditional exchange modes. Here, we will concentrate on social values according to their extensiveness as a result of their significance in their active involvement in society (Türkkahramana, 2013).

More importantly, social values refer to the shared beliefs, attitudes, and ideals that shape the behavior and actions of people in a society. These values are passed down from one generation to the next and are reflected in the customs, laws, and institutions of society (Aydn, 2011). The significance of social values lies in their ability to provide a framework for individuals to interact with each other and their environment and to guide their actions towards the greater good of the community (Bacanl, 2011).

The themes of co-existence, cooperation, accepting differences, dialogue, love, peace, and human relationships are all important social values that can be integrated into English language textbooks (Doan, 2011). These values can help students develop a better understanding of different cultures and perspectives and promote a more tolerant and inclusive society (Vieyt, 2022).

To incorporate these themes into English language textbooks, textbook writers can include stories, articles, and dialogues that feature characters who exhibit these values in their interactions with others (Brewer, 2013). For instance, a story could focus on a group of students from diverse backgrounds working together to solve a problem, or an article could discuss the importance of empathy and understanding in building positive human relationships (Chowdhury, 2016)

 In addition, teachers can use discussion questions and activities to encourage students to reflect on these values and how they can be applied in real-life situations. For instance, students could participate in a role-playing exercise that simulates a dialogue between individuals with different cultural backgrounds. Accordingly, this may help to promote understanding and acceptance (Vieyt, 2022).

Moreover, these social values are significant because they help to promote a sense of unity and cohesion within society and provide a shared sense of purpose and direction. They also help to foster trust and cooperation among individuals and promote social stability and order. Ultimately, social values are essential for building and maintaining a healthy and thriving community (Shotter and Tsoukas, 2014).

One way that social values can influence reading textbooks is by affecting the types of information that are included in them. For example, a society that values diversity and multiculturalism may prioritize including information about different cultures and perspectives in textbooks. On the other hand, a society that values conformity and uniformity may prioritize including information that reinforces dominant cultural norms and values (Breidahl et al., 2018).

Reading textbooks is important in the educational process, and as such, it can be influenced by social values. Social values are the principles, standards, and beliefs that a society or community upholds, and these values can influence how people perceive and approach education (Türkkahramana, 2013).

Since the textbook is still considered the main resource for students learning in any education system, there is a significant need for analysis and assessment based on social values. Content Analysis is defined by Holisty (1969, 14) as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages". Moreover, it is defined as a research tool focused on the actual content. (Shahmohammadi, 2012). Furthermore, it helps curriculum planners when deciding to conduct and adopt a new series.

In Jordan, the Ministry of Education stated that the goal is to develop student's language skills to practice the language communicatively in a variety of contexts (General Guidelines and general-specific outcomes for the English language). To achieve this goal, the M.O.E. offered learners modern, interesting, and relevant textbooks. For example, in 2010, the M O E decided to adopt a new series *(Action Pack)* for Jordanian governmental schools starting with the academic year 2010–2011. In addition, the MOE highlighted the importance of analyzing the textbooks by training teachers to analyze the textbooks as requested before the beginning of any academic semester. In 2017, the government of Jordan also emphasized the significance of analyzing and assessing textbooks by establishing the National Center for Curriculum Development.

1.2 Purpose and Question of the Study
This study aimed to explore the social values in the reading texts of *Action Pack Series* One through Twelve. More specifically, the researchers aimed to answer the following question:

To what extent are social values included in *Action Pack Series*?

1.3 Significance of the Study
The study is significant because it might assist EFL teachers by reminding them to emphasize the social ideals included in their student's textbooks. Additionally, it could assist curriculum designers in 'organizing and creating appropriate tasks and activities that promote social ideals. The study's findings will also benefit those involved in the educational practice of EFL teaching, course book writers, and the Ministry of Education.

1.4 Limitations of the Study
The scope of the current investigation is constrained to the analysis of all reading texts found in Action Pack series One through Twelve, which are used in public schools in Jordan. The following categories of social values—coexistence, cooperation, accepting differences, dialogue, love, peace, and human relationships—will serve as the focus of this analysis. These categories were adapted from Abdullah (2022). In addition to this, the findings of the research will be extrapolated to apply to the social values reflected in the reading text contained within the student's book for the series.

2. Literature Review

Amilia, Rachmawati, and Rima (2022) investigated the cultural material found in two TEFL textbooks that are utilized by boarding schools in the province of Banten. We conducted a qualitative multimodal content analysis, looking at the words as well as the pictures and the sound. According to the findings of the study, the cultural content of the two textbooks continues to orient to and promote the inner circle culture while also accommodating local culture, expanding circle culture, and outer culture.

Al Khazaleh (2020) analyzed the Jordanian student's textbook, *Action Pack Seven,* to determine the extent to which the reading texts are authentic. The unit of analysis was the reading text in the textbook, and the criterion of analysis was the existence of authenticity in those reading texts. The analysis was based on categories, which were conversations, articles, text, dialogue, and short stories. The findings of the analysis revealed that the reading texts of *Action Pack Seven* had a high degree of authenticity.

In a similar manner, Al-Ghazo and Smadi (2013) investigated the Jordanian student's textbook, Action Pack Eleven, to determine the level of authenticity of the reading texts. The unit was the reading text in the textbook, and the criteria for judging those reading texts were whether or not they were real. The analysis was done using the categories from the textbook, which were articles, letters or emails, leaflets, and short stories. According to the findings of the study, the reading texts included in Action Pack Eleven possessed a high level of authenticity.

Qublan (2009) examines the cultural content of Total English (Upper Intermediate Level) using a set of cultural criteria and investigates the instructors' and students' perceptions of the textbook's inclusion of Arab Islamic culture. The study's sample included 14 instructors, who represented the entire population, and 200 students from the Yarmouk University Language Center during the 2007/2008 summer semester. The study sample also included Total English (Upper Intermediate Level). The analysis of the textbook's content revealed that it contains various aspects of Western culture but makes no mention of Arab Islamic culture.

Similarly, Shatnawi (2005) explored the role of culture in foreign language textbooks, the extent to which culture is represented in the *cutting-edge series*, and students' and instructors' attitudes toward the inclusion of culture in TEFL textbooks. The results showed that there were two trends toward the inclusion of culture: one supporting minimizing the Western culture and another supporting the inclusion of Western culture in TEFL textbooks.

3. Method

This research followed the descriptive research design. Content analysis is utilized to explore the inclusion of social values in all reading texts of students' books in the *Action Pack Series*.

3.1 Material

The material under analysis in the present study is *Action Pack Series*. The analysis is based on a set of social values as follows:

1- Coexistence: It is a condition in which two or more groups live together while recognizing their differences and finding peaceful solutions to their issues.
2- Cooperation: working or acting together for common purposes.
3- Accepting the difference: knowing the similarities and differences and treating everyone with respect and understanding regardless of differences.
4- Dialogue: exchange of thoughts or opinions on a certain issue.
5- Love: a strong sense of expressing love or caring deeply for someone and enjoying doing something, or a strong sense of loyalty to your nation, an institution, etc.
6- Peace: a sensation of being quiet, cheerful, and free of being interrupted or annoyed by anxiety, problems or unwanted activity.
7- Human relationship: The study of human behavior and how humans interact with one another.

This series is a twelve-level course for Jordanian students, leading them from the Basic to the Secondary stage. It is based on the most modern methods of teaching language, combining a topic-based approach with functional language practice, careful attention to grammar and vocabulary, and a comprehensive skills syllabus.

3.2 Instrument

To achieve the purpose of the study and answer the research question, the content analysis of the social values categories: cooperation, coexistence, accepting differences, dialogue, human relationship, peace, and love were adapted based on Abdullah (2022). The inclusion of those categories of the analysis was the criterion of analysis, and the paragraph was the unit of analysis.

3.3 Validity of the Instrument

The categories of analysis were adapted from Abdullah (2022).

3.4 Reliability of the Instrument

Reliability is the similarity of the results that are obtained from various uses of the same tool or occasions for data collecting.

To assure the reliability of the analysis, one researcher analysed a sample of two units from the *Action Pack Series*, and then a few days later, the same researcher reanalysed the same units according to the same criteria. The correlation between the first and second analyses was (0.89%).

3.5 Inter-rater reliability:

In order to set up inter-rater reliability of the analysis, one researcher was asked to analyse the units and the other one was asked to re-analyze the same units. The correlation between the researchers' analyses computed and encountered to be (0.87%), which was regarded as suitable for the research's purpose.

4. Findings and Discussion of the Study

To answer the study's question, the researchers analyzed the reading texts in all *Action Pack series* that are being taught in The Ministry of Education's public schools in terms of social values (coexistence, cooperation, accepting differences, dialogue, love, peace, and human relationships). Tables 1–13 illustrate the content   analysis of social values in all Action Pack series from the first to the twelfth grades.

Table 1: Frequencies and Percentages of the social values in all *Action Pack Series*

Social value	Frequency	Percentage
Co- existence	65	14.1%
Cooperation	147	31.8%
Accepting the difference	41	8.9%
Dialogue	90	19.5%
Love	54	11.7%
Peace	33	7.1%
Human relationship	32	6.9%
Total	462	100

Table 2: Frequencies and Percentages of the social values in all reading texts of *Action Pack 1*

Social value	Frequency	Percentage
Co- existence	0	0%
Cooperation	2	7.1%
Accepting the difference	0	0%
Dialogue	10	35.7%
Love	6	21.5%
Peace	4	14.2%
Human relationship	6	21.5%
Total	28	100%

Table 2 shows that dialogue is more dominant, with a percentage of 35.7%. However, co-existence and accepting differences have never shown up in the reading texts, with a percentage of 0%. According to the other values, love and human relationship fairly appeared with a percentage of 21.5%. Peace value, which ranks fourth with a percentage of 14.2%, is employed more than collaboration, which ranks fifth with a percentage of 7.1%.

Table 3: Frequencies and Percentages of the social values all reading texts of *Action Pack 2*

Social value	Frequency	Percentage
Co- existence	0	0%
Cooperation	3	8.6%
Accepting the difference	0	0%
Dialogue	14	40%
Love	7	20%
Peace	4	11.4%
Human relationship	7	20%
Total	35	100%

Table 3 illustrates that dialogue has the highest percentage among all social values, with 40%, followed by love and human relationship values, which reached a percentage of 20%. On the other hand, co-existence and accepting differences have never been noticed in reading texts. Peace ranks fourth with a percentage reached   11.4%, followed by cooperation, which comes fifth with a percentage of 8.6%.

Table 4: Frequencies and Percentages of the social values all reading texts of *Action Pack 3*

Social values	Frequency	Percentage
Co- existence	0	0.0%
Cooperation	5	14.3%
Accepting the difference	1	2.9%
Dialogue	16	45.7%
Love	4	11.4%
Peace	3	8.6%
Human relationship	6	17.1%
Total	35	100%

Table 4 shows that dialogue is more dominant in reading texts, with a percentage of 45.7%. However, co-existence is the least appearing value in reading comprehension questions, with a percentage of 0%. Human relationship value comes second with a percentage of 17.1%. According to the other values, cooperation and love are fairly represented, with a percentage of 14.3% and 11.4%, respectively. Nevertheless, peace value comes fifth with 8.6%. Accepting the differences that come sixth can hardly be noticed in the reading texts with a percentage of 2.9%.

Table 5: Frequencies and Percentages of the social values all reading texts of *Action Pack 4*

Social value	Frequency	Percentage
Co- existence	0	0.0%
Cooperation	8	20.5%
Accepting the difference	2	5.1%
Dialogue	16	41.0%
Love	7	17.9%
Peace	3	7.7%
Human relationship	4	10.3%
Total	39	100%

Table 5 shows that dialogue has the greatest representation in *Action Pack 4,* with a percentage of 41%. Conversely, the least appearing value in the reading texts is co-existence, with a percentage of 0%566, for the values that are presented moderately are cooperation and love representing 20.8% and 17.9 %, respectively. The Human relationship value comes fifth at 10.3%, followed - by the peace value, which appears at 7.7%. Accepting the differences is ranked sixth with 5.1%.

Table 6: Frequencies and Percentages of the social values in all reading texts of *Action Pack 5*

Social value	Frequency	Percentage
Co- existence	0	0.0%
Cooperation	15	34.1%
Accepting the difference	0	0.0%
Dialogue	11	25.0%
Love	8	18.2%
Peace	4	9.1%
Human relationship	6	13.6%
Total	44	100%

Table 6 illustrates that cooperation has the highest percentage among all social values in the reading texts of *Action Pack 5*, with 34.1%, followed by dialogue, which reached a percentage of 25%. On the other hand, co-existence and accepting differences have never shown up in the reading texts with 0%. Love takes the third position with a percentage reaching 18.2%. The Human relation and peace values occupy the fourth and the fifth rank in a row with 13.6% and 9.1%.

Table 7: Frequencies and Percentages of the social values in all reading texts of *Action Pack 6*

Social value	Frequency	Percentage
Co- existence	2	4.0%
Cooperation	20	40.0%
Accepting the difference	0	0.0%
Dialogue	12	24.0%
Love	7	14.0%
Peace	6	12.0%
Human relationship	3	6.0%
Total	50	100%

Table 7 shows that cooperation is the most dominant value in the reading texts of *Action Pack 6,* with a percentage of 40%. However, accepting the differences whose percentage is 0% isn't noticed in the reading texts. Dialogue takes the second rank and reaches the percentage of 24%. Regarding other values, the percentage of love and peace is close, at 14% and 12%, respectively. Finally, a human relationship, whose percentage is 6% and co-existence, whose percentage is 4%, are rarely presented in all reading texts.

Table8: Frequencies and Percentages of the social values in all reading texts of *Action Pack 7*

Social value	Frequency	Percentage
Co- existence	9	16.4%
Cooperation	17	30.9%
Accepting the difference	2	3.6%
Dialogue	10	18.2%

Love	6	10.9%
Peace	3	5.5%
Human relationship	4	7.3%
Total	55	100%

Table 8 reveals that the cooperation value, whose percentage is 30.9, is highly presented in the reading texts of *Action Pack 7*. In contrast, accepting the differences and peace values are the least appearing values in the same textbook and take a percentage of 3.6% and 5.5%. Moving to the other values, it can be noticed that dialogue and co-existence values fairly appeared in the textbook with a percentage of 18.2% and 16.4%, respectively, while love and human relationship values are rarely involved in the reading texts with 10.9% and 7.3% in a row.

Table 9: Frequencies and Percentages of the social values in all reading texts of *Action Pack 8*

Social value	Frequency	Percentage
Co- existence	10	16.1%
Cooperation	22	35.5%
Accepting the difference	6	9.7%
Dialogue	10	16.1%
Love	6	9.7%
Peace	4	6.5%
Human relationship	4	6.5%
Total	62	100%

Table 9 shows that the most dominant value in the reading texts of *Action Pack 8* is cooperation which takes the highest percentage at 35.5%, while peace and human relationship take the lowest rank among the social values in the reading text with a percentage of 4%. Moreover, co-existence and dialogue equally and fairly appeared in the reading texts with a percentage of 10%. Other values, including peace and human relationship, present with a percentage of 6.5%.

Table 10: Frequencies and Percentages of the social values in all reading texts of *Action Pack 9*

Social value	Frequency	Percentage
Co- existence	0	0.0%
Cooperation	17	36.2%
Accepting the difference	14	29.8%
Dialogue	5	10.6%
Love	6	12.8%
Peace	3	6.4%
Human relationship	2	4.3%
Total	47	100%

Table 10 shows that the cooperation value, whose percentage is 36.2%, clearly appeared in the reading texts of *Action Pack 9*, followed by 29.8% for accepting the value of the difference. On the contrary to the values that are highly presented, some values indicate a low appearance mirroring the least percentages. Co-existence, whose percentage is 0%, followed by human relationships with a percentage of 4.3%, then peace value, whose percentage is 6.4. Love and dialogue are the values that appear moderately, with percentages of 12.8% and 10.6 respectively.

Table 11: Frequencies and Percentages of the social values in all reading texts of *Action Pack 10*

Social value	Frequency	Percentage
Co- existence	12	35.3%
Cooperation	14	41.2%
Accepting the difference	1	2.9%
Dialogue	3	8.8%
Love	1	2.9%
Peace	1	2.9%
Human relationship	3	8.8%
Total	34	100%

Table 11 illustrates that both cooperations, whose percentage is 41.2% and co-existence that, rates 35.3% are the most dominant values in the reading *texts of Action Pack 10*. On the other hand, it is clearly seen that accepting the differences, love and peace values are hardly noticed, with a percentage of 2.9%. Looking at the rest of the values, human relations and dialogue appear in the reading texts with a percentage of 8.8%.

Table 12: Frequencies and Percentages of the social values in all reading texts of *Action Pack 11*

Social value	Frequency	Percentage
Co- existence	8	26.7%
Cooperation	8	26.7 %
Accepting the difference	6	20.0%
Dialogue	4	13.3%
Love	3	10.0%
Peace	1	3.3%
Human relationship	0	0.0%
Total	30	100%

Table 12 shows that cooperation and co-existence values have the greatest representation in *Action Pack 11,* with a percentage of 26.7%. Conversely, the least appearing value in the reading texts is human relationships, whose percentage is 0%, followed by 3.3% for peace. Moving to the other values, it can be seen that accepting the differences, whose percentage is 20% comes third, the value of dialogue takes the fourth rank, followed by love value, which comes fifth among all social values.

Table 13: Frequencies and Percentages of the social values in all reading texts of *Action Pack 12*

Social value	Frequency	Percentage
Co- existence	9	27.3%
Cooperation	15	45.5%
Accepting the difference	5	15.2%
Dialogue	1	3.0%
Love	2	6.1%
Peace	1	3.0%
Human relationship	0	0.0%
Total	33	100%

Table 13 obviously shows that cooperation is the most apparent value, with a percentage of 45.5%, followed by co-existence, whose percentage is 27.3%.On the other hand, there is a weak representation of the rest of the values that appear as follow: human relation is underestimated and absent with a percentage of 0%, dialogue and peace is hardly noticed with a percentage of 3.0%, love whose percentage is 6.1% comes in the fourth position and finally accepting the differences that show in the reading texts with the percentage of 15.2%.

5. Discussion and Conclusion

Based on the study findings**,** it is clear that cooperation is the most included value in all *Action Pack* series. Teaching kids collaboration values promotes social interaction, improves students' self-confidence, and develops their decision-making abilities. Through cooperative learning, students may develop their collaborative skills and grow up to work more productively with others in many types of work fields. Furthermore, promoting cooperative values in school textbooks increases students' responsibility towards their community and others.

Additionally, dialogue is fairly represented in the Action Pack series, ranking second in terms of percentage. Dialogue is the main key and the first step towards tolerance; students need to talk and exchange their thoughts and ideas to understand and tolerate each other. Based on the finding, it is evident that dialogue is highly represented in the *Action Pack* series, particularly in the first three grades, and this representation gradually decreases in later grades; this can be attributed to the idea that in the early stages of language learning, students require simple dialogues in order to learn the basic vocabulary and structure of the language. Another possible reason is that It is a way to catch the students' attention. In this way, the input takes the form of stories, which are more interesting to read and easier to track. Furthermore, introducing dialogue within pupils' texts book can help to show how characters are close to each other as family or friends; this can also lead to strengthening the human relationship inside our community. That's why the human relationship value that comes in the seventh position is highly represented within the first three grades of texts book.

Regarding co-existence value, it can be noticed that the co-existence value that comes third obviously appeared in grades 7-12 after students acquire the necessary values that suit their mental and cognitive abilities. Co-existence value is introduced to the textbooks when students become fully prepared to recognize the meaning of the importance of co-existence. As we know that Jordan is a peaceful country in which people from different countries, races, religions and cultural backgrounds are living and communicating with each other in unity .consequently, it is essential to develop the student's awareness towards the social differences we must work in order to create learners who are well- educated to coexist in an environment of respect, tolerance, participation and freedom.

Moving to others' values, love, peace and accepting differences moderately appeared in the *Action Pack* series; Love, Peace and accepting differences are important parts of the life of any community. This is mainly due to the fact that peace guarantees love and coexistence between the different components of our community. In this way, it is critical to educate children on the values of love and peace, both external and internal, so they may live their lives as strong, peaceful persons and develop into peacemakers. These values reflect the principles of our country, The Hashemite Kingdom of Jordan, which is mainly concerned with democratic and peaceful values.

Finally, the finding has clearly shown that social values are abundantly included across the grades from 5-9. On the other hand, the next three grades, 10-12, take less consideration for the social values within reading texts; this may indicate that the secondary texts books move to include other aspects of values.

The study's findings contradict those of Abdullah (2022), who examined history textbooks for the seventh, eighth, and ninth grades in the Kurdistan Region in search of social values. The results showed that not all of the social values listed appeared in the textbooks, and these values were randomly distributed without regard for their importance.

5.1 Recommendations for further research
The researchers suggest the following in light of the study's findings.

1. Carry out a balanced distribution of social values in all *Action Pack* series.

2. Similar research is recommended in every Action Pack series, covering political and religious values.

3. This type of study should be expanded to include other course books.
4. It is suggested that the Ministry of Education offer seminars and training programs to highlight teachers' understanding of social values included in the texts books.

Conflicts of Interest: The authors declare no conflict of interest.
Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

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