

The Content Analysis of the Values Embedded in the Two Literature Spots the English Curriculum for the Twelfth Grade (Action Pack 12) in Jordanian Schools

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Abstract

This study aimed at analyzing the values included in the literature spots of Action Pack 12 for second secondary students in Jordan. The researchers developed a form of three categories of values based on previous studies that they had come across. It examined the existence of values in Action Pack 12 in terms of religious values, personal and social values. The findings revealed that the literary pieces were heavily loaded with values related to social and personal values whereas religious values were given the lowest percentage through the two literature spots of Action Pack 12. Additionally, analysis of the results revealed that the selection of literary work plays an important role in motivating students to read them. Finally, the Arabic literature is rich with masterpieces that can be included in the curriculum to teach values, themes and morals.

Keywords: Action Pack “12, Content analysis, Values

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Introduction

Literature usually refers to the well-written works of the creative imagination such as poetry, plays, novels, fiction, and non-fiction. Literature is really crucial because it represents the cultures and traditions of a language or people. Besides, it has a message that can be discovered by interpreting what the author writes or says and how he/she says it in a given poem, novel, or short story, or by observing which character or voice serves as the connection to the reader (Lombard 2020).

Another main point about literature is that it speaks and affects people on a deeply personal level (ibid 2020). Readers may find themselves connected greatly and going through the same experience. No matter how you feel towards literature, it is certain that everyone at some point in their life has read a book and felt at least something, and this is not strange since literature can teach us about ourselves. Some literary works can be a mirror of ourselves whether good or bad. Some reactions to certain things make you know more about your behavior, likes, dislikes, etc..as a person.

Literature can teach the readers about our experiences. When someone reads a quote from a character or when you feel the character's same feelings based on a similar experience, all this will deepen the reader's understanding of one's experience. This means a lot to the readers: that is, their feelings and experiences are not singular. Furthermore, students will learn more about other cultures, customs, and different ways of life that maybe in a way or another different from his/her own.

Why is it important to include literature in school textbooks? It is worth noting that literature has a prominent role in the student's personal development that is because readers become emotionally attached to the story of the novel or the poem. This has a good and positive effect on both the personal development and growth and the learning process in all. This effect on students' feelings and interests remains in their memories because literature represents the particular voice of the writer among many voices of his/her community. (Kramsch, 1993)

Personal growth is the most important reason to use literature in the classroom. Stan (2015) stated that literature can help students to form a set of values and attitudes. Moreover, it can help students develop their emotions and foster good and positive values since they are going to use it in their daily life, outside the classrooms.

In brief, literature provides opportunities for the students to grow and develop, increases their understanding, and improves social relations among them. Indeed, the inclusion of literature provides lessons for life and develop positive attitudes and values about differences.

Statement of the Problem

As a teacher at one of the Jordanian schools for a long time and a professor of curriculum and instruction of the English language, the researchers have noticed that students find the two literature spots as a burden on them and a waste of time. That is because some teachers deal with this section of the book (literature) very limitedly and in an inadequate and insufficient way. This raises the question of whether or not the students are motivated to

obtain from literature more favorable attitudes, values and morals since books are the main source of values and lessons. From this point, this study will analyze the literature to find the values included in these literary works.

Questions of the Study

- 1- What are the educational values embedded in the two literature spots in Action Pack 12 for the twelfth-grade students?
- 2- To what extent will the selection of the literary texts that are not difficult on either a linguistic or conceptual level help students to deal with them in the classroom?

Purpose of the Study

This study aims at identifying the values embedded in the two literature spots in Action Pack 12. Moreover, it aims at investigating the reasons that make students feel unmotivated towards reading them.

Limitations of the Study

- The content analysis of the educational values is limited by the two literature spots included in Action Pack 12 for twelfth- graders (second secondary class).

Review of Related Literature

a. Theoretical Literature

Values are fundamental beliefs that motivate and guide our actions. They help us to determine the sort of person we want to be and the way we treat others. In general, values are worthwhile, good and desirable. They are the reasons for our purposeful actions(Mintz, 2018). Thus, the main question is: what is the relationship between values and literature?

Nunning, et al. (2009) conducted a study to explore and to look closely at the relationship between literature and values. They stated that literary works represent norms and values, their content and functioning in the medium of fiction. The reader's role is to decode the moral qualities and values embedded in literature.

Rehee (2011) stated that the importance of literature derives from human emotions as well as human relations. Literature should be based on what interests people most, on things that are related to the readers' lives. In other words, literature should take its material from life. Anupama, et al. (2017) said that " literature starts in delight but ends in wisdom." The study of literature in the form of short stories, novels and poetry force students to find moral lessons everywhere. Students will learn to monitor their behaviors by reading literature having morals and values behind them. Also, it helps to understand universal truth as well as cultural differences.

Banerjee (2012) discussed in her paper the importance of moral values for students' curriculum and the ways of inculcation of them. Values are important to prepare students for future roles in society. Besides, schools are a good way to teach morals in the absence of parents and that's in turn help students to counter bad influences in society. Chowdhury(2016) explained the necessity for embodying morals, values, ethics in education. He described their benefits to society and how the effective curriculum can be designed to engage students to help them choose the right actions and enhance their needs.

b. The Empirical Studies

Khazali (2009) proposed in his study a list of scientific values to be integrated into the science textbooks of the first basic stage in Jordan. The researcher analyzed the scientific values by using the structural approach. A descriptive approach was also applied to analyze the three science textbooks. Eight scientific values were found namely: curiosity, scientific integration, acceptance of criticism, giving careful of judgments, science ethics, scientific thinking, appreciating science and respecting scientists. Sobhieen(2018) investigated the national and civilian education textbooks for the basic seventh, eighth and ninth grades in Jordan on the light of the economic values. The study found that there are fourteen economic values necessary for this stage and the total values included in these books were (130) economic values. Al – Mosawi and Ra'ad's study (2017) aimed at identifying the values presented in stories translated into Arabic for children from age three to eight years old. the researchers analyzed 62 stories translated into Arabic from different languages. The results revealed the following values in descending order: personal values, family values, humanitarian, spiritual and moral values, social values, knowledge and cultural values. Al- Saleem's study (2015) aimed at identifying the educational values included in the rhymes for the first basic graders in Jordan. The study sample consisted of all the rhymes in Arabic language books for the first graders in Jordan. The researcher used a content analysis approach. The results showed that the total occurrences of the educational values included in the rhymes were about 196 values.

Al-Qarni's study (2004) aimed at recognizing the education values in the poetic verses of the secondary stage literature in the kingdom of Saudi Arabia. the researcher used the descriptive method to analyze the poetic verses of secondary stage literature. The results indicated that poetry is a successful educational way of providing students with educational values and developing their abilities to deal with problems. the most repeated values are moral values, then social, ethic, patriot and finally the cultural values. Barakat's study (2010) aimed at knowing

to what extent the educational values are included in stories for children age 5- 8 years old. The sample was 12 short stories. the results showed that there are 381 values included in these short stories, also how important stories in the child's growth and development. Smadi and Al- Bzour's study (2017) aimed at analyzing the content of the student's Book of Action Pack series 1-6 taking into account the inclusion of a number of Jordanian national identity aspects represented in the reading texts, drawings, activities, and dialogues. The researcher used content analysis to study the inclusion of some aspects which represent Jordanian national identity. The results showed that the presentation of the Jordanian national identity is relatively appropriate with respect to the analyzed reading texts, while there is a shortage in the focus in dialogues, activities, and drawings.

Manasrah, et al. (2013) analyzed the vocabulary items of Action Pack 12 for Twelfth Grade to see if these vocabulary items agree with the vocabulary analysis criteria proposed by Celce-Murcia (1991). The results showed that the vocabulary items were used in appropriate contexts and their accessibility was good, suitable in number and reasonable to students' level but their distribution covering regarding the parts of speech was low. The study conducted by Al-Ghazo and Smadi (2013) aimed at analyzing the reading texts of the student's book in Action Pack 11 to determine to what extent the reading texts are authentic. The findings showed that the reading texts of the student's book in Action Pack 11 have a high degree of authenticity and there is a strong match between reading specific outcomes and the text authenticity. Batainehv(2014) investigated in his study the gender representation of males and females in nine Jordanian EFL textbooks. The researcher examined the images, photographs, illustrations, pictures and texts found in Jordanian textbooks. The results showed significant gender inequities in Jordanian EFL textbooks. Moreover, the findings showed that images and texts portrayed males as superior and females as inferior.

In conclusion, the reviewed literature shows that studies were conducted to investigate many aspects in the Jordanian English textbooks such as vocabulary, gender, the authenticity of reading texts, the Jordanian national identity aspects, etc.

To the best of the researcher's knowledge, the literature included in Action Pack 12 and the values embedded in different types of genres have not been investigated yet. So, this study is the first to tackle this topic as no studies conducted to analyze the literature spots in Action Pack 12. It is hoped this study to bridge the gap in the literature.

Methodology

This section presents the procedures which were used to carry out the study. content analysis is used to determine the presence of values in the two literature spots in Action Pack 12 for second secondary students. Then the results were classified by frequency so as to transform the results into qualitative data to make inferences and conclusions

The sample

Two literature spots in Action Pack 12 (second secondary English curriculum) were analyzed. Literature spot A includes a poem "I Remember I Remember " by Thomas Hood, a famous speech from " As You Like It" by William Shakespeare and an extract taken from the novel " The Old Man And The Sea" by Ernest Hemingway. Literature spot B includes the poem " A Green Cornfield " by Christina Rossetti and an excerpt from the novel " Around The World In Eighty Days" by Jules Verne.

The Validity and Reliability of the Instrument :

Face or content validity was established through sending it to a jury of four EFL experts. They were asked to express an opinion about the proposed values, either by addition, amendment or deletion in terms of the comprehensiveness of the categories and the extent of the suitability of the proposed values for students of the second secondary class. There was consensus on areas of values. Some arbitrators have indicated to make some adjustments to them, and the proposed amendments were made in light of the observations of the arbitrators.

The reliability of the content analysis tool was confirmed by the researcher's analysis of the literature spots in the English language book for the twelfth graders. The content was re-analyzed after one week to ensure reliability. It was found that the consistency was (0.95) which is considered acceptable and indicates a high coincidence between the two analyses.

Definition Of Terms

Action pack 12: It is a series of twelve books prescribed by the Ministry of Education in Jordan from first grade to twelfth grade. It includes a teacher's book, a student's book, activity book and cassettes.

I Remember I Remember: it is a poem written by Thomas Hood (1799-1845) who was a British poet and humorist. This poem is known for its deep themes of childhood and recollection of joys. It deals with the wonders of life through childhood memories. It is about the changing nature of time. Time passes leaving one's memories behind.

All The World's A Stage: it is a phrase that a monologue starts, from Shakespeare's comedy " As You Like It" Act II scene VII line 138. It compares the world to a stage and life to a playlisting the seven stages of human life.

The theme behind this phrase is fortune and fate. People enter this world through different routes and leave when they die.

The Old Man And The Sea: it is a short novel written by Ernest Hemingway, an American author. It is about a fisherman called Santiago who spent his whole life at the sea. His friend Manolin left him and went to work with another fisherman. The story focuses on this aging fisherman who engages in an epic to catch the giant fish Marlin.

A Green Cornfield: it is described as the celebration of life, nature, love. The color "green" symbolizes positivity, brightness and peace. The poet remembers a great sunny morning she spent in a green cornfield listening to a skylark that was flying up and down with joy and happiness.

Around The World In Eighty Days: it is an adventure novel written by the French writer Jules Verne. The novel tells the story of Mr. Fogg's trip around the world accompanied by his friend Passepartout to win the bet that he can travel across the world in just 80 days. They passed through exciting places, lands and dangerous locations. They seized whatever transportation is at land, train or elephant to overcome all the setbacks. They were racing against the clock.

Content Analysis: it is a research method for studying texts, pictures, audio or video. Content analysis involves systematic reading. It also involves observation of texts. researchers can analyze patterns of content quantitatively using statistical methods, or use qualitative methods to analyze meanings of content within texts. (Wikipedia)

Findings and Results

The findings of the analysis are presented in accordance with the question of the study which asks about the educational values embedded in the two literature spots in Action Pack 12. Also, To what extent the literary work that contains too much difficult vocabulary items to the students, difficult language structure that students are unfamiliar with will make the students feel unmotivated towards reading them or relevant to them.

Table (1) the frequencies of the educational values represented in the five literary works

| category | Value | I Remember I Remember | All The World's A Stage | The Old Man And The Sea | A Green Cornfield | Around The World In Eighty Days | Total And percentages |
|-----------|-----------------------------------|--------------------------|-------------------------------|--|----------------------|--|-----------------------------|
| Religious | Faith | ✓ | ✓ | ✓ | | | 3 |
| | Belief in fate (life & death) | ✓ | ✓ | ✓ | | | 3 |
| Total | | | | | | | 6 (8%) |
| personal | Love of nature | ✓ | | ✓ | ✓ | | 3 |
| | Love of beauty | ✓ | | ✓ | ✓ | | 3 |
| | Obedience | | ✓ | | | ✓ | 2 |
| | Self-confidence | | ✓ | ✓ | | ✓ | 3 |
| | Love of success | ✓ | ✓ | ✓ | | ✓ | 4 |
| | Ambitions | ✓ | | ✓ | | ✓ | 3 |
| | Freedom | ✓ | | ✓ | ✓ | | 3 |
| | Hard work | ✓ | ✓ | ✓ | | ✓ | 4 |
| | Determination | | ✓ | ✓ | | ✓ | 3 |
| | Honesty | ✓ | ✓ | ✓ | | ✓ | 4 |
| | Pride | | ✓ | ✓ | | ✓ | 3 |
| | innocence | ✓ | ✓ | ✓ | ✓ | ✓ | 4 |
| Bravery | | ✓ | ✓ | | ✓ | 3 | |
| Total | | | | | | | 42 (53%) |

| category | Value | I Remember I Remember | All The World's A Stage | The Old Man And The Sea | A Green Cornfield | Around The World In Eighty Days | Total And percentages |
|----------------------|---|--------------------------|-------------------------------|--|----------------------|--|-----------------------------|
| Social | forgiveness | ✓ | | ✓ | | ✓ | 3 |
| | patience | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| | Take responsibility of your actions | ✓ | ✓ | ✓ | | ✓ | 4 |
| | respect for yourself and others | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| | time | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| | Generosity | | ✓ | | | ✓ | 2 |
| | Co-operation | | | ✓ | | ✓ | 2 |
| | compassion | ✓ | | ✓ | ✓ | ✓ | 4 |
| Keep your promise | ✓ | | ✓ | | ✓ | 3 | |
| Total | | | | | | | 30 (39%) |
| Total | | | | | | | 100 % |

Table 1 shows the frequencies and the percentages of the values in each literary work. The main types of values that appeared after a thorough analysis of the two literature spots in Action Pack 12.

Table (2) The percentages and the order of the five literary works according to the values embedded in them

| Literary Work | Number of values | Percentage | Order |
|---------------------------------|------------------|------------|-------|
| I Remember I remember | 17 | 71%% | 3 |
| The World's a Stage | 16 | 67% | 4 |
| The Old Man and The Sea | 22 | 92% | 1 |
| A Green Cornfield | 8 | 33% | 5 |
| Around The World In Eighty Days | 19 | 79 % | 2 |

Table 2 shows the percentages of the values in each literary work, then they are ordered according to these percentages.

Table (3) The percentages of the occurrences of the educational value

| Category of Values | Percentage | Order |
|--------------------|------------|-------|
| Religious | 8 % | 3 |
| Personal | 39% | 2 |
| Social | 53% | 1 |

Table 3 shows the percentages of each category of values, then the categories are put in order according to these percentages.

Discussion

The figures show that the highest educational values embedded in the different pieces of literature are the personal values which are considered important and a reflection of our character, then comes social values and finally the religious ones. This indicates that it is teachers and textbooks' responsibility to build the student's character. In addition to that, the inculcation of these values depends on whether or not the teacher deals with this section of the book very limited, inadequately or insufficiently way. Another main point is that the selection of the literary works must be taken into consideration: texts mustn't be difficult or complicated linguistically and conceptually to help students feel motivated to read it. From the researcher's own experience, students found difficulty understanding the monologue "All The World's A Stage" because it is written in the old English which students are not familiar with so felt it was not relevant to them.

Conclusion

On the basis of the findings of this study, it can be concluded that literature is an advantage in learning values because it is our responsibility as educators to prepare our students to face life. Besides, the key to success in using literature to inculcate values in the selection of the literary works which must not be stylistically complicated or difficult. Finally, the Arabic literature is rich in masterpieces that can be used to teach values and build and develop our students' character so I recommend paying more attention to our Arabic literature when choosing texts to be taught at our schools.

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