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Investigating the Integration of the Key Values into English Language Textbooks Used in Public Primary and Middle Schools*

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Abstract

The purpose of this study is to investigate the key values in the texts, photos, and audio files and to show the frequencies of the values in the English language textbooks. In the study, 2nd-8th grade English language textbooks accepted for use by the Board of Education for 5 (five) years as of the 2018 - 2019 academic year were used. The study is qualitative research, and document analysis was used as the research design. The ten key values were examined in the light of the table “Values and Attitudes and Behaviors Related to Values” published by the MoNE. The descriptive analysis approach was used for data analysis. The findings were broached to three experienced ELT researchers throughout the study to prevent personal bias and increase the study’s reliability. As a result of the study, the value of friendship has been found to be the most common in 2nd-5th grade English language textbooks. On the other hand, the value of responsibility is the most common in 6th-8th grade English language textbooks. The value of honesty is not found in the 2nd and 3rd grade English language textbooks, and it is the least used value in the 8th grade textbook. The total frequency of the values rises from 2nd grade English Language textbooks to the following grades textbooks except for 7th and 8th grade English language textbooks, and the highest total number of values was found as 420 in the 6th grade English textbook. The values are mostly given in the photos in the 2nd and 3rd grade English language textbooks, while in the 4th-8th grade English language textbooks, the values are mostly given in the texts. As a result of the study, it has been found that the values are not given homogeneously.

Keywords: Values education, key values, English language textbooks.

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Introduction

Today, significant developments are taking place in many fields, especially in science and technology. These developments have provided convenience to people and raised their living standards. However, changing living standards may also have adverse effects on people. The developments have changed people's lifestyles, attitudes, and behaviors. Furthermore, they have affected people's perspectives on life and values that societies have long accepted. At this point, education has a vital role in eliminating adverse effects and protecting values. Haydon (2007) indicates the importance of education in values education by stating "education influences and reflects the values of society, and the kind of society we want to be" (p. 6).

Education is a learning process that includes many functions. It can be defined as a process of intentionally creating a desired behavioral change in an individual's behavior through his own life (Ertürk, 1997). Cihan (2014) emphasizes that education is a field where information is given, skills are developed, and values and moral characteristics are conveyed. Yaman (2012) emphasizes that education means both teaching and transforming the information given into behavior. Education begins in the family with the individual's birth, then continues in schools through formal education, and society as the third person takes its place in the process. Values education is also one of the outcomes of this cycle.

Value is defined as "beliefs about what is right and wrong and what is important in life" in the online Oxford dictionary (<https://www.oxfordlearnersdictionaries.com>). Values can be seen as the source of the right living conditions, increasing living conditions, and promoting mutual agreement. Values education firstly starts in the family that can be regarded as "...factories which produce human personality" (Parsons & Bales, 1955, p.16). Then, this education continues in the schools through lessons.

The Ministry of National Education (MoNE) in Türkiye revised the English language course curricula in 2018. Values education was added to the curricula as part of the revision. According to the MoNE (2018a), "...the new curriculum aims to raise the awareness of universal, national, moral, humane and cultural values and ethics as well as the competence in both oral and written communication skills. The objectives and sample usages have been integrated into the new curriculum in accordance with this goal" (p. 9). The main difference in the revised version of the curriculum is the emphasis placed on values education.

Furthermore, the Board of Education put a criterion for values education in the approval process of the textbook. There are ten key values specified which are *friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism, and altruism*. The most significant material in the teaching process is textbooks. Thus, the values are expected to be implicitly put into textbooks. The key values are put into textbooks in the appropriate combination with themes and topics in the syllabi, not separately.

The MoNE (2018b) explains the criteria for selecting values as “stakeholders such as teachers and material designers should take learners’ ages, psychological and sociological levels into consideration in selecting characters, texts, visuals to be used during the instruction process” (p. 6). The key values are presented mainly through photos or picture-based texts in the early ages. Thus, given messages can be understood easily due to children’s cognitive development. On the other hand, the values are given in texts or dialogues in the textbooks for secondary schools. Students should deduce the values from the materials by using their cognitive skills.

Values are one of the fundamental parts of societies, and they constitute a common point that helps keep people together happily and peacefully. Today, the increasing idea of "live in the moment" and the increase in crimes committed have once again brought to light the importance of values. However, the purpose and function of values are in line with long-term goals. Since values include behaviors accepted by the majority of society, a peaceful environment is expected as a result of the acquisition of values.

Value, a concept that philosophers have discussed since ancient times, was first introduced by Znaniecki specifically for social sciences. The concept of value can be used in different contexts and has many different definitions. The word comes from the Latin word “*valere*” as “*be of value; be strong.*” Moreover, the word gained the meaning of social and moral principles much later. Kuşdil and Kağıtçıbaşı (2000) argue that human values are one of the topics that have continuously attracted attention in the field of social sciences and that this interest is of fundamental importance in explaining human behavior. The concept of value has an important place today and continues to be the research topic in many studies.

Values are the norms determined by religion, government, and society to make people virtuous. Halstead and Taylor (2000) explain value as the principles that guide behaviors, beliefs, standards by which actions are judged as good or desired. According to Öncül (2000), it has been explained as the norms belonging to the society and individuals want to acquire. Erdem (2007) defines value as a tendency to prefer one situation to another. Yaman (2012)

introduces values as the superior qualities and equipment possessed that make people valuable. Turan and Aktan (2008) define it as “Value judgment is a vital phenomenon beyond being a moral concept” (p. 233). It is understood that values are a part of the puzzle to make life meaningful. Ateş (2017) emphasizes that the importance of transferring values from generation to generation for society to reach the future is undeniable. It stresses that the values should be taught directly or indirectly, and the values taught should be used in life.

Value education is the process of internalization of values through schools. According to Patra and Mete (2019), “Values education is essentially a matter of educating the feelings and emotions. It is the ‘training of the heart’ and consists of developing the right feelings and emotions” (p. 70). Values education is the activities and approaches that aim to enable people to acquire basic values that will be beneficial to themselves and society in accordance with their spiritual, physical, social, and mental development (Aydın & Gürler, 2012). Values education is an issue that deals with individual and social aspects.

Aydın and Gürler (2012) argue that the purpose of values education is to make people move in a way that helps the happiness and perfection of themselves or others. As Altan (2011) emphasizes, values education aims to make individuals with good character have moral values and act with a sense of responsibility according to universal values.

There are only two studies on the examination of the values in the English language textbooks. However, these values are not the key values determined by the MoNE. Aslan, Keskin, and Önder (2019) studied the “Middle School and İmam Hatip Middle School 6th grade English coursebook” used in the state schools at the primary education level in Türkiye. Descriptive analysis is used in gathering data and during the analysis process in the study. The value of responsibility is used 15 times in the textbook, and it has the highest rank. On the other hand, the values that are companionship, sedulity, sensitivity to the natural environment, and music-lover are used once, and they have the lowest rank in the textbook.

Maviş, Sevim and Gül (2021) have conducted a study covering the values in the 5th grade English textbook and the teachers' thoughts on values education. Qualitative research method was used in the study. It has been determined that among the values specified by the MoNE, the values of friendship and responsibility have been given in sufficient amounts while the values of love, respect, patience, self-control, and patriotism have been given relatively less in the 5th grade English textbook. In the survey part of the study, all the teachers, except one teacher, have defended the view that values education should be given in

the English course. The teachers have stated that the most important factor in this opinion is culture and the reasons related to culture.

The investigations of values are carried out mainly on Turkish, life sciences, social studies, and history textbooks. Uçar (2019) has aimed to investigate the ten key values in the 1st- 3rd grade life science and 4th grade social studies textbooks. The document review technique was used in gathering data. Two more people examined the textbooks to increase the research reliability, according to the document review form. As a result of the research, it has been understood that the values of responsibility (25.3%), friendship (16%), and respect (14.1%) are the most common in the textbooks. On the other hand, the values of honesty (0.6%), patience (2%), and justice (2.5%) are the least used in the textbooks.

Topal (2019) has aimed to evaluate ten key values in his article. A survey was conducted, and the opinions expressed by 67 teachers in two provinces were assessed. As a result of the study, the teachers have stated that the values of patriotism, love, respect, friendship, altruism, and justice are given to the students at a sufficient level. However, the values of honesty, self-control, patience, responsibility are not at the desired level.

Çetinkaya and Metin (2018) aimed to examine the extent to which the key values are included in the texts and images in the 2nd grade life studies textbooks and how they are given. As a result of the research, it was concluded that while the values of responsibility and self-control are the most common, patience, honesty, and patriotism are the least common values.

It is an undeniable fact that what is taught to children at an early age becomes more permanent. The fact that there might be changes in behaviors, attitudes, and emotions at these ages and that these long-term changes highlight values education. With the renewal of the curricula in Türkiye in 2018, ten key values have been put in every textbook to be taught implicitly. This study is conducted to determine the distribution of the key values determined by the MoNE in the English textbooks of young learners and in what ways they are presented.

This study aims to show the reflections of the values from a broader perspective. The significant point of this study is to fill the gap found in the literature. All of the 2nd-8th grade English language textbooks are used in this study. The study aims to investigate the key values in view of texts, photos, and audio files, to show the frequencies of the values in 2nd – 8th grades English language textbooks, and to indicate the reflection of the new English language curriculum released by the MoNE in 2018 in terms of values education. Moreover, it also aims to present which materials the values are given and which values are given the

most and the least for each class. Another purpose of the study is to determine whether the values are given in sufficient quantities and indirectly as stated in the curriculum.

This study also aims to answer the following research questions:

- What is the total frequency for each value in the textbooks used at public primary and middle schools? What is the distribution of key values in the units?
- What is the distribution of key values via texts, photos/pictures, and audio files in the textbooks used at public primary and middle schools?
- What is the rank of the key values found in the textbooks used at public primary and middle schools according to their frequencies? What are the most and least discussed key values?

The study is limited to English language textbooks used in the 2nd-8th grades. The textbooks to be examined are published by the MoNE Publishing, except for the 2nd grade English textbook. Texts, pictures/photos, and sound files in these textbooks are examined. The values are limited to the key values: friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism, and altruism used in the 2nd – 8th grade English language textbooks.

Method

Research Design

This qualitative study adopts document analysis as the main way to obtain data. Document analysis aims to reach the concepts and relations that can explain the collected data. With the content analysis, the data are tried to be identified, and the facts that may be hidden in the data are intended to be revealed. Document analysis is done in five stages: (1) Accessing documents, (2) checking originality, (3) understanding documents, (4) analyzing data, and (5) using data (Forster, 1995). Texts, visuals, and audio files in the textbooks were determined as documents and were considered suitable for the purpose.

Data Collection Tools

The textbooks in Türkiye are chosen according to the predetermined principles of the Board of Education. The textbooks prepared by the MoNE publishing and private publishers are selected if they are in line with the principles. The 2nd - 8th grade English language textbooks are selected to be examined in terms of the key values in this study. The textbooks

chosen for the study are 3rd – 8th grades English language textbooks of the MoNE publishing and 2nd grade English language textbook of a private publishing because the MoNE publishing did not release a 2nd grade English language coursebook. With the decision dated 28.05.2018 and numbered 78 of the MoNE Board of Education, the textbooks were accepted to be used for 5 (five) years starting from the 2018 - 2019 academic year.

Table 1. *English Language Textbooks Used in The Study*

Grade	Author	Publishing	Year
2	Tan	Bilim ve Kültür	2018
3	Akkabak et al.	MoNE	2019
4	Akseki et al.	MoNE	2019
5	Yalçın et al.	MoNE	2019
6	Demircan et al.	MoNE	2019
7	Erdem et al.	MoNE	2019
8	İlter et al.	MoNE	2019

The ten key values aimed to be taught by the MoNE were chosen according to the new English curriculum. They are friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism, and altruism. The textbooks were downloaded from the website of the Board of Education. The texts, visuals, and audio files found in English language textbooks were examined mostly according to Table 3 published by the Board of Education. The data of the study consist of texts, photos, and audio files.

Table 2. *The Ten Key Values Determined by the MoNE*

No	Values
1	Friendship
2	Justice
3	Honesty
4	Self-control
5	Patience
6	Respect
7	Love
8	Responsibility
9	Patriotism
10	Altruism

Data Analysis

In this study, the descriptive analysis approach was used for data analysis. According to this approach, the data obtained were determined and interpreted according to the predetermined themes. The total findings and percentage of the values in the textbooks were given in a table. Afterward, examples of the values and detailed numerical data were given in

the different titles of the values. The textbooks were compared in terms of the numerical distributions of each value.

English language textbooks were examined by the researcher in light of mostly Table 3. In order to prevent personal bias, details concerning the key dimensions such as research design and findings were broached to three experienced ELT researchers from different universities throughout the study, and their opinions were taken into consideration to contribute to the reliability and validity of the study.

Table 3. *The Ten Key Values and Behaviors Related to the Values (MoNE, 2017, p.24)*

Values	Some Attitudes and Behaviors Related to Values
Justice	Being fair, equal treatment, sharing...
Friendship	Generosity, trusting, being thoughtful, solidarity, being loyal, helping each other...
Honesty	Being clear and understandable, being truthful, being reliable, keeping your word...
Self-control	Controlling behaviors, taking responsibility for their behaviors, having self-confidence, apologizing when necessary...
Patience	Being persistent, enduring, knowing how to wait...
Respect	Being humble, treating others as one would like to be treated, valuing other people's personalities, considering the position, characteristics, and the situation of the interlocutor...
Love	Giving importance to the family unity, making a sacrifice, trusting, being faithful, being compassionate...
Responsibility	Being responsible to oneself, one's environment, one's country, and one's family; keeping your word, being consistent and reliable, taking on consequences of their behaviors...
Patriotism	Being hardworking, solidarity, obeying rules and laws, loyal, sensitive to historical and natural heritage, caring for society...
Altruism	Being generous, cooperating, being compassionate, sharing, being hospitable...

Findings

Findings for the 1st Research Question

The 1st research question: “What is the total frequency for each value in the textbooks used at public primary and middle schools? What is the distribution of key values in the units?”. The purpose of the 1st research question is to show the total frequencies of the key values in each grade and distributions of the key values in the units investigated via textbooks.

Table 4 indicates the frequencies of the key values via texts, audio files, and photos/pictures in the 2nd grade English Textbook.

Table 4. *The Distribution of the Key Values in the 2nd Grade English Textbook*

Units	Friendship	Justice	Honesty	Self-control	Patience	Respect	Love	Responsibility	Patriotism	Altruism
Words	3	-	-	-	1	1	1	1	-	-
Friends	17	-	-	-	-	-	2	2	-	-
In the Classroom	2	-	-	-	-	4	-	5	-	-
Numbers	5	-	-	-	-	1	4	-	-	2
Colours	4	-	-	-	-	3	2	-	1	-
At the Playground	5	-	-	-	-	2	-	-	-	-
Body Parts	3	-	-	-	-	2	-	-	-	-
Pets	5	-	-	-	-	2	3	-	-	-
Fruit	6	3	-	-	1	3	-	1	-	-
Animals	6	-	-	2	1	2	4	1	-	-
Total	56	3	-	2	3	20	16	10	1	2

As it is presented in Table 4, the most used value in the 2nd grade English language textbook is friendship. The value of friendship is seen 56 times in the textbook, and the rate of being included in the book according to all key values is about 49%. After the value of friendship, the most common key values in the textbook are respect and love. While the value of respect is included 20 times, the rate of being included in the book is about 18%. On the other hand, the value of love is included 16 times, and its rate in the book is about 14%. However, the value of honesty could not be found through the textbook. The least included value in the textbook is patriotism. The value of patriotism is included in the textbook at the rate of below 1%, once only in a photo. Other least used values are self-control and altruism. While the values of self-control and altruism are included twice, the rate of being included in the textbook is below 2%.



Figure 1. *A Reference to the Value of Friendship (Tan, 2018, p.8)*



Figure 2. *A Reference to the Values of Love, Respect, Responsibility, and Altruism (Tan, 2018, p.10)*

Figure 2 shows and emphasizes that there can be more than one value in a photograph. The mother and her child show the value of love. The disabled child indicates the value of respect. Giving food to animals shows the value of altruism, and children's love of animals shows the value of responsibility.

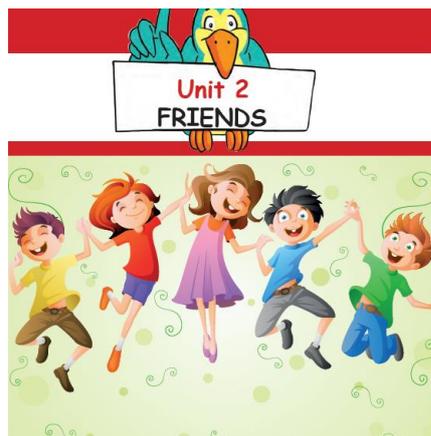


Figure 3. *A Reference to Some Unit Names Highlighting a Specific Value (Tan, 2018, p.19)*

As shown in Figure 3, some unit names and themes stress some specific values. Furthermore, it can be said that the amount of the relevant value in these units is higher than in other units. While looking at Table 4, it is seen that the highest value of friendship in the 2nd grade English textbook is mostly in the Friends unit.



Figure 4. *A Reference to the Value of Respect with Different Skin Colors (Tan, 2018, p.33)*

The 2nd - 8th grades English language textbooks include different samples to show the value of respect. One of them is to show disabled people given in Figure 2. Moreover, the other one is to show the different skin colors to make them tolerant of each other. As indicated in Figure 4, the children sit in peace and listen to their teacher. This Figure presents the values of respect, responsibility, and friendship.

A: Give me some crayons Jane!

B: How many?

A: 3, please.

B: Here you are!

A: Thank you” Track 32 (p.52)

Audio files also are the materials to give values to the children. While looking at the above listening text transcript, the values of friendship and altruism are seen. While considering children's age and developmental characteristics, the values are presented with a photograph and the audio file in Figure 5.

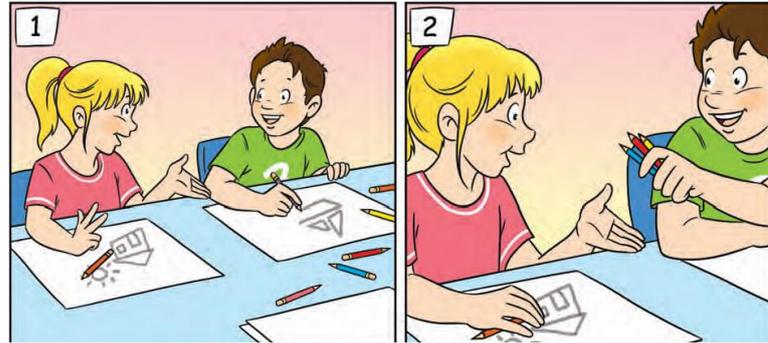


Figure 5. A Reference to the Values of Altruism and Friendship with the Audio File (Tan, 2018, p.52)

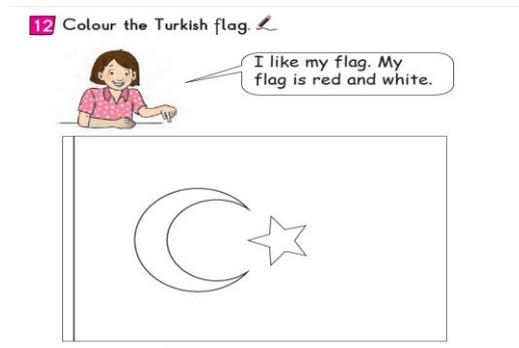


Figure 6. A Reference to the Value of Patriotism in the 2nd Grade English Textbook (Tan, 2018, p.68)

Figure 6 shows the value of patriotism. The value is stressed in the text and a picture. Furthermore, by asking the children to paint the flag, their time to be interested in the value is increased.

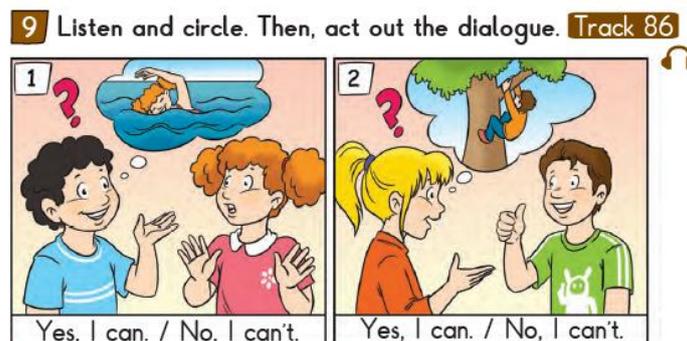


Figure 7. A Reference to the Value of Self-control (Tan, 2018, p.141)

Figure 7 should not be seen as just an instance of the self-control value. This figure indicates the importance of some topics and patterns in the distribution of given values. In the topic of abilities, children learn how they can say whether they can do something or not. This situation is about controlling their actions, so children will indirectly learn to control their actions while saying these sentences.

Table 5 expresses the frequencies of the key values via texts, audio files, and photos/pictures in the 3rd grade English Textbook.

Table 5. The Distribution of the Key Values in the 3rd Grade English Textbook

Units	Friendship	Justice	Honesty	Self-control	Patience	Respect	Love	Responsibility	Patriotism	Altruism
Greetings	10	-	-	6	1	4	4	7	-	-
My Family	2	-	-	-	1	1	22	1	2	-
People I Love	5	-	-	12	-	-	1	-	-	-
Feelings	8	1	-	1	1	2	2	1	-	-
Toys And Games	6	-	-	-	-	1	-	1	-	-
My House	2	-	-	-	-	-	1	-	-	2
In My City	3	-	-	2	1	4	2	4	3	7
Transportation	1	-	-	-	1	3	-	-	1	8
Weather	7	-	-	-	-	-	1	-	1	1
Nature	2	-	-	-	-	4	2	-	-	3
Total	46	1	-	21	5	19	35	14	7	21

As represented in Table 5, the most used value in the 3rd grade English language textbook is friendship. The value of friendship is seen 46 times in the textbook, and the rate of being included in the book considering the other key values is about 27%. After the value of friendship, the most common key values in the textbook are love and self-control. While the value of love is included 35 times, the rate of being included in the book is about 21%. On the other hand, the value of self-control is included 21 times, and the rate of being included in the

book is 13%. However, the value of honesty could not be found through the textbook. The least included value in the textbook is justice. The value of justice is included in the textbook at the rate of less than 1%, once only in a text. Other least used values are patience and altruism. While the value of patience is included 5 times, the rate of being included in the textbook is less than 3%. On the other hand, the value of patriotism is included 7 times, and the rate of being included in the textbook is about 3%.



Figure 8. A Reference to the Value of Love (Akkabak et al., 2019, p.27)

As indicated in Figure 8, this unit stresses the value of love often by showing family unity in photos. While looking at the Table 5, it is seen that the highest value of love in the 3rd grade English textbook is mostly in the My Family unit.



Figure 9. A Reference to the Value of Love and Patriotism (Akkabak et al., 2019, p.37)

In Figure 9, it can be seen the unity of family and historical places appear in the background of the picture. It aims to give students patriotism by showing them in this way and making students sensitive to cultural heritage.



Figure 10. A Reference to the Values of Friendship, Respect, and Justice (Akkabak et al., 2019, p.73)

The value of friendship is indicated by the phrase "Hi Selin! I'm energetic today. Let's play a game". Despite the rejection of the proposal with the phrase "Oh, I'm sorry. I'm tired. I feel bad", the answer with "Well, let's watch TV" indicates the values of respect and justice as the decision was well received and a new proposition was presented that both could do.



Figure 11. A Reference to the Values of Responsibility, Respect, Self-control, and Patience (Akkabak et al., 2019, p.119)

As showed in Figure 11, some values are related to each other. Children raise their hands (self-control) for permission to say something or participate (respect and responsibility). Furthermore, they wait for this situation (patience). As indicated, it shows that some situations are suitable to present values in a single event.

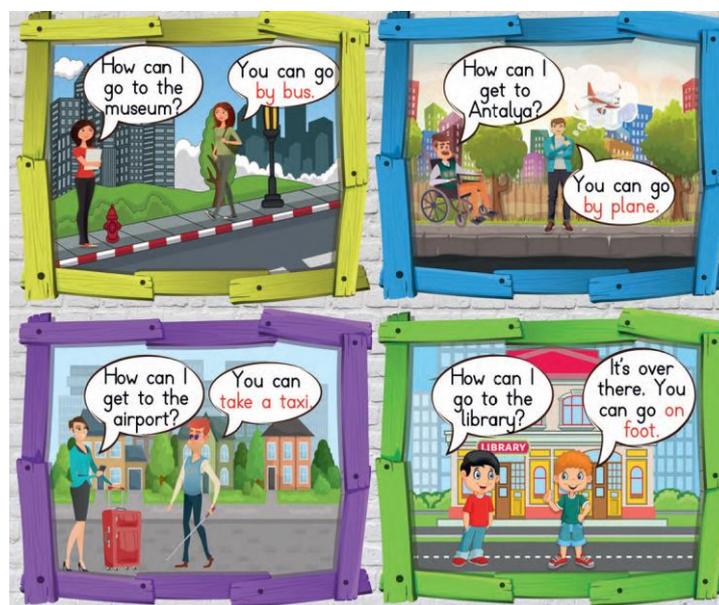


Figure 1. A Reference to the Values of Respect and Altruism (Akkabak et al., 2019, p.138)

In Figure 12, although the subject is about asking how to get to a place (altruism), the interlocutors consist of different disabled individuals strengthens the value of respect.

Table 6 illustrates the frequencies of the key values via texts, audio files, and photos/pictures in the 4th grade English Textbook.

Table 6. *The Distribution of the Key Values in the 4th Grade English Textbook*

Units	<i>Friendship</i>	<i>Justice</i>	<i>Honesty</i>	<i>Self-control</i>	<i>Patience</i>	<i>Respect</i>	<i>Love</i>	<i>Responsibility</i>	<i>Patriotism</i>	<i>Altruism</i>
Classroom Rules	11	-	-	7	-	7	-	6	1	8
Nationality	8	-	-	-	-	5	2	1	15	-
Cartoon Character	6	-	2	7	-	2	-	2	3	-
Free Time	18	-	-	-	-	5	5	5	6	5
My Day	16	-	2	3	-	4	4	14	-	2
Fun with Science	3	-	-	-	-	-	1	3	2	2
Jobs	4	-	-	1	-	2	3	2	1	6
My Clothes	6	-	-	5	-	-	3	-	1	6
My Friends	9	2	-	3	1	2	7	4	-	5
Food and Drinks	3	-	-	9	-	3	4	-	1	6
Total	84	2	4	35	1	30	29	37	30	40

In Table 6, it is pointed out that the most used value in the 4th grade English language textbook is friendship. The value of friendship is seen 84 times in the textbook, and the rate of being included in the book according to all key values is around 29%. After the value of friendship, the most common key values in the textbook are altruism and responsibility. While the value of altruism is included 40 times, the rate of being included in the book is about 14%. On the other hand, the value of responsibility is included 37 times, and the rate of being included in the book is about 13%. The least included value in the textbook is patience. The value of patience is included in the textbook at the rate of less than 1%, once only in an audio file. Other least used values are justice and honesty. While the value of justice is included 2 times, the rate of being included in the textbook is less than 1%. On the other hand, the value of honesty is included 4 times, and the rate of being included in the textbook is about 1%.



Figure 13. *A Reference to Being Responsible to One's Environment for the Value of Responsibility (Akseki et al., 2019, p.10)*

Bouncy, which is the main character of the textbook with the phrase "*Look at the board. Be quiet, please*", emphasizes the values of respect and responsibility, as the person is responsible for the environment and polite considering the person.



Figure 14. A Reference to Related Values (Akseki et al., 2019, p.16)

As mentioned before, some values are related to each other. In Figure 14, it can be seen that there are values of responsibility, self-control, and patriotism.



Figure 15. A Reference to the Values of Respect and Patriotism (Akseki et al., 2019, p.21)

As indicated in Table 6, it is clear that the patriotism value is quite dominant in the "Nationality" unit. Together with this value, the value of respect is also quite high. Looking at Table 6, it is seen that the highest value of patriotism in the 4th grade English textbook is mostly in this unit.

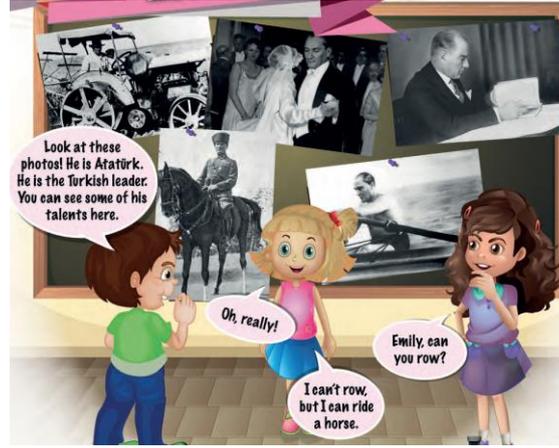


Figure 16. A Reference to Mustafa Kemal Atatürk (Akseki et al., 2019, p.40)



Figure 17. A Reference to Mustafa Kemal Atatürk (Akseki et al., 2019, p.40)

Throughout the books, well-known figures that stand out for their patriotism are also presented. The first of them is presented as Atatürk, and in the photograph with Figure 16. It is emphasized that he is a leader and has other talents, and is hardworking. It can be said that being hardworking is an indicator of the value of patriotism.



Figure 18. A Reference to Showing Multiple Values (Akseki et al., 2019, p.60)

The values of self-control, responsibility and respect are seen in Figure 18. Asking to come in and apologizing are examples of the value of self-control, requesting permission is

the value of respect, and coming in and taking the consequences despite being late are examples of the value of responsibility. Moreover, this dialogue is also given as a listening activity.



Figure 19. A Reference to the Value of Altruism (Akseki et al., 2019, p.95)

In Figure 19, asking one of the speakers for her umbrella and the other giving the umbrella indicates the value of altruism.



Figure 20. A Reference to One Activity Including Three Materials for One Value (Akseki et al., 2019, p.110)

The value of love was indicated with the text, photo, and audio file in Figure 20. The value was given with poem in the audio file and text.



Figure 21. A Reference to One Activity Including Three Materials for One Value (Akseki et al., 2019, p.111)

Some values are given with more than one material. The value given in this way may increase its effectiveness. The value of love (Figure 20) and friendship (Figure 21) are presented via text, audio file, and photo.

Table 7 demonstrates the frequencies of the key values via texts, audio files, and photos/pictures in the 5th grade English Textbook.

Table 7. *The Distribution of the Key Values in the 5th Grade English Textbook*

Units	<i>Friendship</i>	<i>Justice</i>	<i>Honesty</i>	<i>Self-control</i>	<i>Patience</i>	<i>Respect</i>	<i>Love</i>	<i>Responsibility</i>	<i>Patriotism</i>	<i>Altruism</i>
Hello	8	-	1	7	-	17	-	1	13	-
My Town	-	-	-	4	-	5	-	3	4	10
Games and Hobbies	13	-	-	7	1	4	1	2	1	-
My Daily Routine	3	-	-	10	-	-	3	18	-	1
Health	6	-	6	3	3	4	6	11	1	7
Movies	10	-	7	8	-	6	2	-	3	3
Party Time	10	-	1	12	-	3	5	9	4	4
Fitness	9	-	2	8	-	3	1	3	-	-
Animal Shelter	5	4	-	4	-	2	9	5	-	10
Festivals	6	-	-	2	-	9	7	3	8	-
Total	70	4	17	65	4	53	34	55	34	35

In Table 7, it is presented that the most used value in the 5th grade English language textbook is friendship. The value of friendship is seen 70 times in the textbook, and the rate of being included in the book according to all key values is around 19%. After the value of friendship, the most common key values in the textbook are self-control and responsibility. While the value of self-control is included 65 times, the rate of being included in the book is about 18%. On the other hand, the value of responsibility is included 55 times, and the rate of being included in the textbook is about 15%. The least used values are patience and justice. While the values of patience and justice are included 4 times, the rate of being included in the textbook is around 1%.

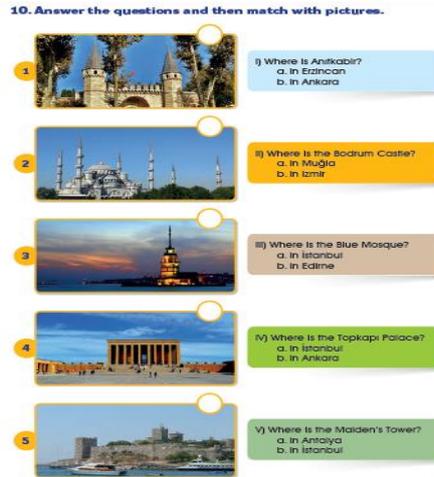


Figure 22. A reference to Well-Known Places for the Value of Patriotism (Yalçın et al., 2019, p.37)

In Figure 22, the value of patriotism was shown with the historical and well-known places such as Anıtkabir, Blue Mosque, Topkapı Palace, Bodrum Castle, and Maiden's Tower. This value is emphasized to create a sense of historical and natural heritage.

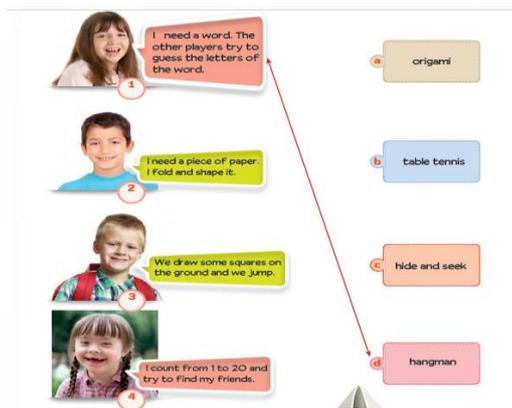


Figure 23. A Reference to Raising Awareness (Yalçın et al., 2019, p.50)

The value of respect is presented 53 times throughout the book. As mentioned earlier, the value of respect has been discussed in different contexts. In Figure 23, it is aimed to indirectly teach students to increase their awareness of autism and to respect individuals with autism.



Figure 24. A Reference to Values of Responsibility and Self-control (Yalçın et al., 2019, p.62)

In Figure 24, it is clear that the value of responsibility is quite dominant in the unit, *My Daily Routine*, and together with this value, the value of self-control is also quite high. Looking at Table 7, it is seen that the highest value of responsibility in the 5th grade English textbook is mostly in this unit.



Figure 25. A Reference to Giving More Than One Value in a Dialogue (Yalçın et al., 2019, p.80)

While almost all of the values are given on the pictures in the 2nd grade textbook, the presentation of the values in the texts in the 5th grade English language textbook has increased in line with the requirements of the curriculum. In Figure 25, the values of respect, responsibility, love, altruism, patience, and self-control can be seen through dialogues.



Figure 26. A Reference to the Value of Patriotism (Yalçın et al., 2019, p.94)

Figure 26 is important to show the value of patriotism via a photo taken from a well-known cartoon by taking into account children's age and developmental characteristics.



Figure 27. A Reference to the Values via Specific Words (Yalçın et al., 2019, p.100)

Despite the general principle of implicit coverage of the values, some isolated words used in materials may overlap with the key values. In Figure 27, the word honest can correspond to the value of honesty, the word friendly to the value of friendship, and the word helpful to the value of altruism. As a result, it can be said that the values are given directly due to the words in the list of learning outcomes specified in the syllabi.

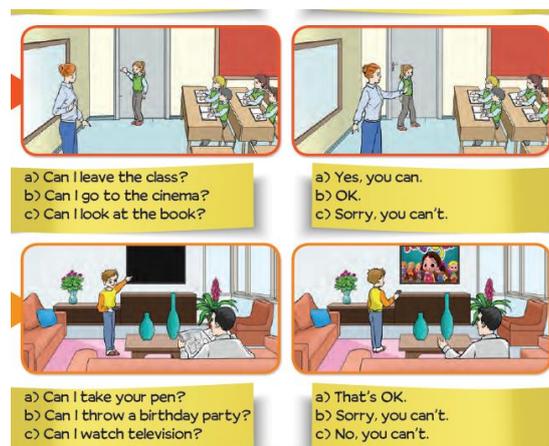


Figure 28. A Reference to an Activity Including the Values of Respect, Self-control, and Responsibility (Yalçın et al., 2019, p.124)

In Figure 28, children's asking permission to do something shows the values of respect, responsibility and self-control.



Figure 29. A Reference to the Value of Justice (Yalçın et al., 2019, p.147)

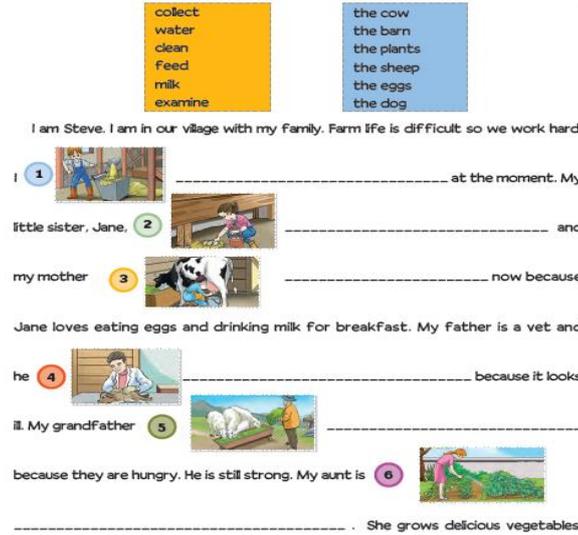


Figure 30. A Reference to the Value of Justice (Yalçın et al., 2019, p.155)

There are four examples of the justice value in the 5th grade English language textbook, and they are all contained within the unit, *Animal Shelter*. The way the value is given is the same in all of them. It is presented in the form of providing food to all the animals in the photo, like Figure 29 and Figure 30.

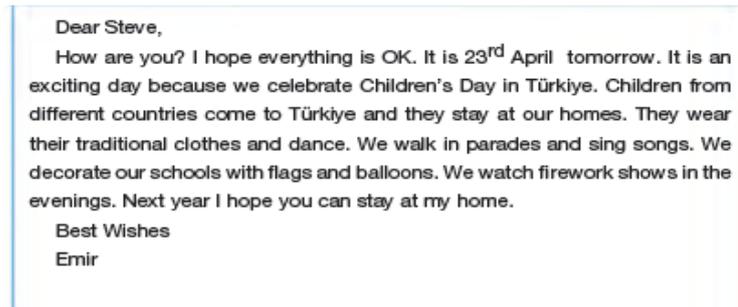


Figure 31. A Reference to the Value of Patriotism with Special Days (Yalçın et al., 2019, p. 160)

As seen in Figure 31, patriotism value is emphasized through important days and dates for our country, such as Children's Day on 23rd April.



Figure 32. A Reference to the Values of Love, Responsibility, and Respect (Yalçın et al., 2019, p.164)

Kissing the hands of our elders symbolizes the values of love, responsibility, and respect.



Figure 33. A Reference to the Value of Patriotism (Yalçın et al., 2019, p.168)

Some values are given more than once in one activity. The value of patriotism is presented three times in one activity in Figure 33. Children will be more exposed to the target value. Giving it in this way strengthens the effectiveness of the value.

Table 8 points out the frequencies of the key values via texts, audio files, and photos/pictures in the 6th grade English Textbook.

Table 8. The Distribution of the Key Values in the 6th Grade English Textbook

Units	<i>Friendship</i>	<i>Justice</i>	<i>Honesty</i>	<i>Self-control</i>	<i>Patience</i>	<i>Respect</i>	<i>Love</i>	<i>Responsibility</i>	<i>Patriotism</i>	<i>Altruism</i>
Life	4	2	-	2	-	7	13	18	-	17
Yummy Breakfast	1	1	1	4	-	5	1	5	2	1
Downtown	3	2	2	1	7	1	6	2	4	11
Weather and Emotions	1	-	6	3	1	1	1	-	-	-
At the Fair	6	1	7	9	2	4	1	4	1	2
Occupations	1	1	1	4	1	-	2	9	8	-
Holidays	6	-	-	3	1	2	5	1	1	-
Bookworms	10	2	3	3	2	6	4	12	5	6
Saving the Planet	1	-	4	18	1	4	5	23	24	3
Democracy	4	16	6	10	2	13	-	7	7	-
Total	37	25	30	57	17	43	38	81	52	40

In Table 8, it is presented that the most used value in the 6th grade English language textbook is responsibility. The value of responsibility is seen 81 times in the textbook, and the rate of being included in the textbook according to all key values is about 19%. After the

value of responsibility, the most common key values in the textbook are self-control and patriotism. While the value of self-control is included 57 times, the rate of being included in the textbook is around 14%. On the other hand, the value of patriotism is included 52 times, and the rate of being included in the textbook is around 12%. However, the least included value in the textbook is patience. The value of patience is included 17 times in the textbook at the rate of about 4%. Other least used values are justice and honesty. While the value of justice is included 25 times, the rate of being included in the textbook is about 6%. On the other hand, the value of honesty is included 30 times, and the rate of being included in the textbook is around 7%.



Waitress: Good morning. Welcome to Luca's!
Mr. Sodini: Good morning. What can I have for breakfast?
Waitress: Do you like a croissant with coffee?
Mr. Sodini: No, thanks. I don't like them. They are not nutritious.
Waitress: Do you want an omelette?
Mr. Sodini: Yes, it's my favourite. Can I have some apple juice with it, please?
Waitress: Sorry, it's all gone. What about orange juice?
Mr. Sodini: Sure.
Waitress: Enjoy your breakfast.
Mr. Sodini: Thank you!

Figure 34. A Reference to the Values of Responsibility, Honesty, and Self-control via Dialogue (Demircan et al., 2019, p.37)

After the 4th grade English language textbook, the values are mostly presented in texts and supported with photo/picture or sound files. While more than one value can be given with texts, a specified value is demonstrated in photos/pictures.



Figure 35. A Reference to the Value of Patience (Demircan et al., 2019, p.49)

Liz: Do you like the city life or the village life?
Jack: I like the village life. Because the village is quieter and cleaner.
Liz: I think the village life is boring. There is nothing to do. So, the city life is more enjoyable than the village life.
Jack: But cities are crowded and noisy. There is always a traffic jam in the downtown.
Liz: You are right but I love shopping and there are a lot of shopping centres in the cities.
Jack: But you can grow your own vegetables and fruit in your garden in the village. They are healthier and better.

Figure 36. A Reference to the Value of Patience (Demircan et al., 2019, p.60)

As indicated in Figure 35 and Figure 36, the value of patience is displayed in a way that teaches students to know how to wait and to endure.



Figure 37. A Reference to the Value of Altruism (Demircan et al., 2019, p.53)



Figure 38. A Reference to the Value of Altruism (Demircan et al., 2019, p.61)

According to Table 8, the value of altruism takes place 11 times in the unit, *Downtown*. When the findings are examined, it is also clear in Figure 37 and Figure 38 that the value is given more in the form of division of labor, helping parents with housework.



Figure 39. A reference to the Value of Altruism in the Context of the Love of Animals (Demircan et al., 2019, p.61)

As it is indicated in Figure 39, the value of altruism is presented with love of animals and compassion. Examples of this value might have been given in the textbooks to reduce the disrespect and cruelty done to animals.

4. Listen and complete the dialogue.



Mr. Forrester: Hello, young boy! Which rides do you want?
Tim: I want to get on the roller coaster.
Mr. Forrester: I disagree with you. It can be (2) for you. The carousel is (3) for a boy at your age.
Tim: Oh, I hate it. I think it is (4)
The roller coaster is more (5) than the carousel.
Mr. Forrester: I'm sorry, you can't get on the roller coaster. You are too young. Do you want to ride the bumper cars?
Tim: Yeah! I like them. They are (6)

Figure 40. A reference to the Value of Honesty (Demircan et al., 2019, p.86)

In the unit, *At the Fair*, it is aimed that students express their thoughts. Children are expected to express their true beliefs in the face of the ideas and suggestions presented to them. As it is clear in Figure 40, honesty value is expected to be acquired.

Hi, I'm Deren. I was born in Muğla, in 2006. This is my family. My father was born on 13th June, 1975. He is a mechanic and he can repair cars. My mother was born on 14th May, 1976. She is younger than my father. She is a saleswoman. She works at a shopping centre.

My elder sister, Suzan is a tailor. She can sew beautiful dresses and suits. My brother, Hakan is a student at a primary school. My grandma was a nurse and my grandpa was an engineer. They are retired now.

It was my grandpa's 80th birthday yesterday. I love my family very much.

Figure 41. A reference to the Value of Love Given in a Text (Demircan et al., 2019, p.111)

Figure 41 exemplifies directly the value of love with the phrase “I love my family very much” in the text.

	Occupation	Date of Birth	Place of Birth
M. Kemal Atatürk	president	1881	Salonica
Sabiha Gökçen			
Barış Manço			
Adile Naşit			
Mimar Sinan			

Figure 42. A reference to the Value of Patriotism with Well-known Figures (Demircan et al., 2019, p.115)

In Figure 42, the value of patriotism was shown with the historical and well-known figures, Mustafa Kemal Atatürk, Mimar Sinan, Sabiha Gökçen, Barış Manço, and Adile Naşit.



Figure 43. A reference to the Value of Respect in Terms of Skin Colors (Demircan et al., 2019, p.139)



Figure 44. A reference to the Values of Respect, Patriotism, and Friendship (Demircan et al., 2019, p.159)

The value of respect is illustrated with skin colors to create respect for differences in Figure 43 and Figure 44. The value of patriotism is emphasized with the recycling sign and children of different colors surrounding the sign in Figure 44.



Figure 45. A reference to the Value of Patriotism in Terms of Sensitive to Natural Heritage (Demircan et al., 2019, p.161)

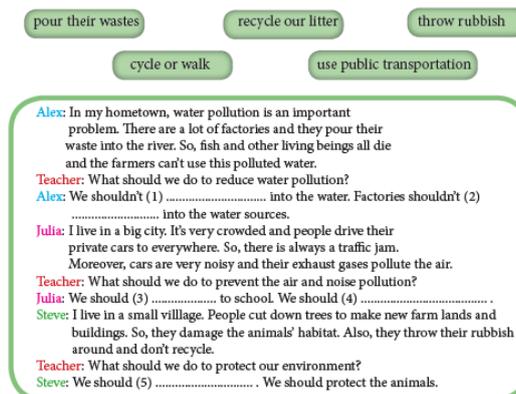


Figure 46. A reference to the Values of Patriotism, Responsibility, Self-control, Respect, Love, Honesty, and Altruism (Demircan et al., 2019, p.162)

In the unit, Saving the Planet, in the 6th grade English language textbook, the most used values are patriotism (24), responsibility (23), and self-control (18), as in Table 8. These values are related to each other. Being sensitive to natural heritage indicates the values of patriotism and responsibility. Furthermore, actions to protect natural heritage point out the value of self-control.



Figure 47. A reference to the Values of Patriotism, and Responsibility (Demircan et al., 2019, p.165)



Figure 48. A reference to the Values of Justice, Respect, and Patriotism (Demircan et al., 2019, p.183)

The values of justice, respect, and patriotism are demonstrated with the different skin colors (respect) and the phrase “All children are equal all over the world” for caring about society (patriotism and justice) in Figure 48.

**We are all equal.
We are all free.
We are all different.
We are all the same.**

**We are free to move.
We are free to think.
We are free to express.
We are free to live.**

**We have the right to play.
We have the right to rest.
We have the right to vote.
We have the right to learn.**

That's democracy!

Figure 49. A reference to the Values of Justice, Respect, Honesty, Self-control, and Patriotism (Demircan et al., 2019, p.184)

In the unit, Democracy, in the 6th grade English language textbook, the most used value is justice (16). The value was demonstrated via election, equality, and everyone's rights throughout the unit.

Table 9 signifies the frequencies of the key values via texts, audio files, and photos/pictures in the 7th grade English Textbook. Table 9. The Distribution of the Key Values in the 7th Grade English Textbook

Table 9. *The Distribution of the Key Values in the 7th Grade English Textbook*

Units	<i>Friendship</i>	<i>Justice</i>	<i>Honesty</i>	<i>Self-control</i>	<i>Patience</i>	<i>Respect</i>	<i>Love</i>	<i>Responsibility</i>	<i>Patriotism</i>	<i>Altruism</i>
Appearance And Personality	2	1	2	4	2	4	3	2	3	7
Sports	5	-	3	8	5	4	3	5	4	0
Biographies	-	-	-	7	6	-	4	8	7	1
Wild Animals	-	-	1	1	-	2	2	5	1	-
Television	3	1	2	5	-	3	6	1	-	-
Celebrations	9	3	2	4	1	6	8	2	2	6
Dreams	3	-	-	4	4	2	3	4	2	2
Public Buildings	2	-	1	2	-	1	1	3	3	-
Environment	-	-	3	14	-	-	1	19	19	2
Planets	-	-	-	1	1	-	-	3	-	-
Total	24	5	14	50	19	22	31	52	41	18

In Table 9, it is pointed out that the most used value in the 7th grade English language textbook is responsibility. The value of responsibility is seen 52 times in the textbook, and the rate of being included in the textbook according to all key values is about 19%. After the value of responsibility, the most common key values in the textbook are self-control and patriotism. While the value of self-control is included 50 times, the rate of being included in the textbook is about 18%. On the other hand, the value of patriotism is included 41 times, and the rate of being included in the textbook is about 15%. However, the least included value in the textbook is justice. The value of justice is included 5 times in the textbook at the rate of around 2%. Other least used values are honesty and altruism. While the value of honesty is included 14 times, the rate of being included in the textbook is about 5%. On the other hand, the value of altruism is included 18 times, and the rate of being included in the textbook is about 6%.



Figure 50. *A Reference to Emphasizing Values by Comparing Two People (Erdem et al., 2019, p.18-19)*

In the unit, *Appearances and Personalities*, the values are shown in view of personalities. The most used value is altruism in the unit. As it is indicated in Figure 50, the values are demonstrated by comparing twin brothers. It is emphasized in the text that they are both loved, but Joe is more popular than Jack. As a justification for this, Joe is thoughtful and friendly.



Figure 51. A Reference to the Value of Patriotism with the Well-known Olympic Champion (Erdem et al., 2019, p.30)

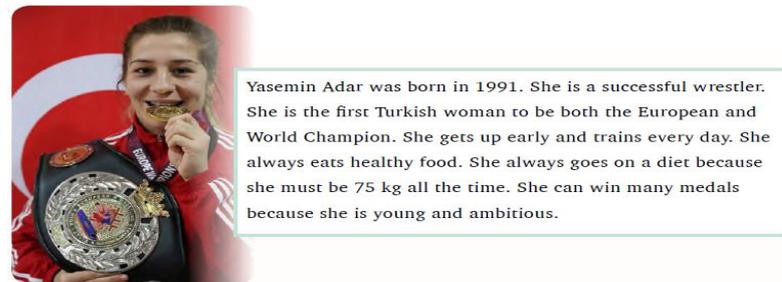


Figure 52. A Reference to the Value of Patriotism with the Well-known Olympic Champion (Erdem et al., 2019, p.31)

In the 7th grade English textbook published in 2019, the values of patriotism, responsibility, patience, and self-control are tried to be given with the achievements and training of Mete Gazoz and Yasemin Adar. Mete Gazoz, who won the gold medal, and Yasemin Adar, who won the bronze medal, successfully demonstrated the effectiveness of these values at the Olympics held in Tokyo in 2021.



Figure 53. A Reference to the Values of Patriotism, Self-Control, Responsibility, and Love with a Well-known Figure in History (Erdem et al., 2019, p.44)

The values of patriotism, self-control, responsibility, and love are presented with Barbaros Kheireddin Pasha who is one of the well-known figures in history in Figure 53.



Figure 54. A Reference to Giving the Values of Patriotism, Self-Control, Responsibility, and Love by Playing a Game (Erdem et al., 2019, p.45)

The values have been illustrated in different ways in different activities. In Figure 54, the values of patriotism, self-control, responsibility, and love are presented as part of a game.

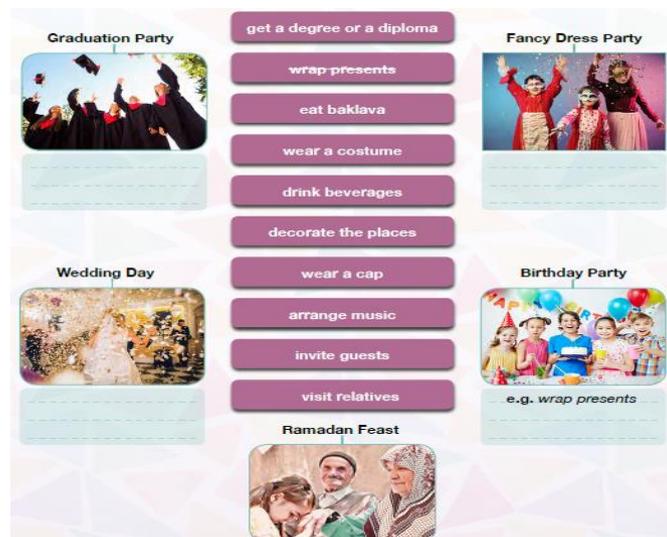


Figure 55. A Reference to the Values of Friendship, Love, Patience, Respect, and Patriotism (Erdem et al., 2019, p.72)

In Figure 55, the values of friendship, love, patience, respect and patriotism are given together with special days such as Ramadan Fest, wedding ceremony, graduation party, and so on, which have a special place for people.

Table 10 indicates the frequencies of the key values via texts, audio files, and photos/pictures in the 8th grade English Textbook.

Table 10. *The Distribution of the Key Values in the 8th Grade English Textbook*

Units	Friendship	Justice	Honesty	Self-control	Patience	Respect	Love	Responsibility	Patriotism	Altruism
Friendship	15	1	2	4	-	6	5	9	1	-
Teen Life	9	4	2	3	2	2	2	3	5	1
In the Kitchen	-	-	-	-	1	-	-	-	-	1
On the Phone	4	2	3	3	-	6	2	3	4	4
The Internet	3	-	1	4	-	1	4	6	3	-
Adventures	1	-	-	16	4	-	-	18	7	-
Tourism	4	1	-	2	1	2	1	3	15	1
Chores	6	9	4	9	1	5	5	23	7	19
Science	4	-	-	7	3	4	2	7	13	1
Natural Forces	1	-	-	2	-	-	-	17	15	-
Total	47	17	12	50	12	26	21	89	70	27

In Table 10, it is presented that the most used value in the 8th grade English language textbook is responsibility. The value of responsibility is seen 89 times in the textbook, and the rate of being included in the textbook according to all key values is about 24%. After the value of responsibility, the most common key values in the textbook are patriotism and self-control. While the value of patriotism is included 70 times, the rate of being included in the textbook is about 19%. On the other hand, the value of self-control is included 50 times, and the rate of being included in the textbook is about 13%. However, the least included value in the textbook is justice. The value of justice is included 17 times in the textbook at the rate of about 2%. Other least used values are patience and honesty. While the values of patience and honesty are included 12 times, the rate of being included in the textbook is around 2%.



Figure 56. *A Reference to the Value of Friendship via Mottoes (İlter et al., 2019, p.17)*

While the value of friendship is usually presented with photographs throughout the textbooks, this value is also included in the texts. In Figure 56, the value of friendship is demonstrated with mottoes.

Activity 2
Read the phone conversations. How many tickets does Kemal have?

[The phone rings]
Lily : Lily is speaking.
Kemal : Hi, Lily! I'm Kemal. Is James there? May I speak to him?
Lily : Hang on a minute. I'll get him. Hmm, I'm afraid he isn't available at the moment. He is washing the car in the garden. Would you like to leave a message?
Kemal : Hmm, could you tell him to call me back today?
Lily : He'll get back to you as soon as possible.
[15 minutes later]
James : Hi bro! This is James calling.
Kemal : Hey bro! I've two tickets for Turkey National Amputee Football Team's match. Would you like to join me?
James : Hey Kemal. I can't hear you well. It's a bad line.
Kemal : I've two tickets. Do you want to come to the Turkey National Amputee Football Team's match on Saturday?
James : Oh, it is great. I want to come.
Kemal : It's at 7 p.m. Shall we meet at the City Stadium?
James : OK. Let's meet at 6.30 p.m. there. Is it OK?
Kemal : Yeap, see you there.



Figure 57. A Reference to the Values of Respect, Friendship, and Patriotism (İlter et al., 2019, p.49)

As children grow and develop, they will encounter prejudiced behavior on many issues such as gender, race, disability, social class and more. They will accept and adopt these behaviors or they will choose to oppose them (Dunn, 1998). Reiser and Mason (1990) state that prejudice against people with disabilities cannot be changed in general because negative attitudes and fear date from a long history. Hence, Ekmişoğlu (2007) expresses that the best way to fight against prejudices is the education on respect for differences that will be given during the education process. It is thought that the fact that there are many differences such as country, nation, skin color, especially physical disabilities, in the activities (such as Figure 2, Figure 4, Figure 12, Figure 15, Figure 57) and that they are presented with visuals in the textbooks examined might help children to eliminate existing or possible prejudices.

Activity 1
Listen to the recording. Put the jobs into the correct order.



Figure 58. A Reference to the Values of Responsibility, Self-control, Patriotism, Respect, and Patience (İlter et al., 2019, p.72)



Figure 59. A Reference to the Values of Responsibility, Self-control, Patriotism, and Patience (İlter et al., 2019, p.73)

As it is indicated in Figure 58 and Figure 59, it is necessary to work hard, to be patient and to fulfill the responsibilities in order to have a job and to do this job. The values of patriotism, patience, responsibility, and self-control are presented in the photos. Furthermore, Turkish Stars stresses the value of patriotism as they are affiliated with Turkish Air Force. It is aimed to respect all professions and people who perform these professions by giving many professions together.



Figure 60. A Reference to the Value of Patriotism (İlter et al., 2019, p.94)

In Figure 60, the value of patriotism is demonstrated with the historical and well-known places which are Selimiye Mosque, city of Safranbolu, archeological site of Ani, archeological site of Troy, Cappadocia, Ephesus, Nemrut Mountain, and Xanthos-Letoon. This value puts emphasis on creating a sense of historical and natural heritage.

Study the sentences in the boxes. Work in pairs. Add one more example in each box.

<p>Expressing Responsibilities</p> <ul style="list-style-type: none"> ● I'm responsible for cooking dinner. ● S/he is in charge of taking out the garbage. ● Don't you think it is necessary to tidy up your room? ● It's time to do the laundry. ● 	<p>Expressing Obligation</p> <ul style="list-style-type: none"> ● Do you have to help your parents in housework? - Well, I must help my parents to set the table. - I must help my brother to do his homework. ● We must respect the elder people/ each other. ● My brother has to respect my rights. ●
<p>Expressing Likes and Dislikes</p> <ul style="list-style-type: none"> ● I like it when we share household chores at home. ● I don't like it when my friends ask too many questions. ● 	
<p>School Rules</p> <ul style="list-style-type: none"> ● Keep your desk tidy and neat. ● Raise your hand to speak. ● Arrive on time. ● Don't run in the corridors. ● 	<p>Library Rules</p> <ul style="list-style-type: none"> ● Return books on time. ● Keep quiet. ● Don't eat or drink. ● Don't disturb others. ●

Figure 61. A Reference to the Values of Patriotism, Altruism, Responsibility, Self-control, and Respect (İlter et al., 2019, p. 98)

The value of patriotism by following the rules, altruism by helping the family in housework, respect by respecting the elderly, and responsibility and self-control by being responsible for something and doing them are presented in Figure 61.

Findings for the 2nd research question

The 2nd research question: “What is the distribution of key values via texts, photos/pictures, and audio files in the textbooks used at public primary and middle schools?”. The purpose of the 2nd research question is to show the total frequencies of the materials including the key values in each grade.

Table 11 expresses with which material the key values are given in the 2nd grade English textbook.

Table 11. *The Distribution of the Key Values via Materials in the 2nd Grade English Textbook*

The Key Values	Texts	Audio Files	Photos	Total of the Value
Friendship	1	17	38	56
Justice	-	-	-	-
Honesty	-	-	-	-
Self-control	-	-	-	-
Patience	1	1	1	3
Respect	-	2	18	20
Love	-	4	12	16
Responsibility	-	1	9	10
Patriotism	-	-	1	1
Altruism	-	1	1	2
Total	2	26	80	108

In Table 11, it is presented that the key values are mostly given throughout the photos/pictures in the 2nd grade English language textbook. The key values take part in the photos/pictures 80 times, and the rate of being included in the textbook according to all materials is about 74%. On the other hand, the key values are given a place in the audio files 26 times, and the rate of being included in the textbook according to all materials is about 24%. However, the least used material of giving key values in the textbook is on the texts. The key values are located in the texts twice, and the rate of being included in the textbook according to all materials is about 2%. The finding demonstrates that the teaching of values occurs via speaking and listening. The distribution of the values of friendship, respect, and love is mostly via photos/pictures.

Table 12 illustrates with which material the key values are given in the 3rd grade English textbook.

Table 12. *The Distribution of the Key Values via Materials in the 3rd Grade English Textbook*

The Key Values	Texts	Audio Files	Photos	Total of the Value
Friendship	18	7	21	46
Justice	1	-	-	1
Honesty	-	-	-	-
Self-control	4	4	13	21
Patience	-	-	4	4
Respect	10	2	6	18
Love	4	6	25	35
Responsibility	1	-	14	15
Patriotism	-	-	8	8
Altruism	12	5	1	18
Total	50	24	92	166

In Table 12, it is pointed out that the key values are mostly given throughout the photos/pictures in the 3rd grade English language textbook. The key values covered in the photos/pictures 92 times, and the rate of being included in the textbook according to all materials is about 55%. On the other hand, the key values encompass in the texts 50 times, and the rate of being included in the textbook according to all materials is about 30%. However, the least used material of giving key values in the textbook is on audio files. The key values are introduced in the audio files 24 times, and the rate of being included in the textbook according to all materials is about 15%. The finding points that teaching values occurs via speaking and reading through short dialogues. The distribution of the values of friendship, love, and self-control is mostly via photos/pictures.

Table 13 demonstrates with which material the key values are given in the 4th grade English textbook.

Table 13. *The Distribution of the Key Values via Materials in the 4th Grade English Textbook*

The Key Values	Texts	Audio Files	Photos	Total of the Value
Friendship	31	22	31	84
Justice	1	1	-	2
Honesty	2	2	-	4
Self-control	23	9	3	35
Patience	-	1	-	1
Respect	14	10	6	30
Love	6	9	14	29

Responsibility	16	7	14	37
Patriotism	8	6	16	30
Altruism	28	11	1	40
Total	129	78	85	292

In Table 13, it is presented that the key values are mostly given throughout the texts in the 4th grade English language textbook. The key values take part in the texts 129 times, and the rate of being included in the textbook according to all materials is 44%. On the other hand, the key values are located in the photos/pictures 85 times, and the rate of being included in the textbook according to all materials is 29%. However, the least used material of giving key values in the textbook is on audio files. The key values are given a place in the audio files 78 times, and the rate of being included in the textbook according to all materials is 27%. The finding shows that teaching values occurs via reading through short dialogues and speaking. The distribution of the values of friendship, altruism, and responsibility is mostly via texts.

Table 14 points out with which material the key values are given in the 5th grade English textbook.

Table 14. *The Distribution of the Key Values via Materials in the 5th Grade English Textbook*

The Key Values	Texts	Audio Files	Photos	Total of the Value
Friendship	36	13	21	70
Justice	-	-	4	4
Honesty	13	4	-	17
Self-control	45	13	7	65
Patience	2	1	1	4
Respect	30	11	10	51
Love	11	6	17	34
Responsibility	36	8	11	55
Patriotism	15	4	15	34
Altruism	24	7	4	35
Total	212	67	90	369

In Table 14, it is presented that the key values are mostly presented throughout the texts in the 5th grade English language textbook. The key values are covered in the texts 212 times, and the rate of being included in the textbook according to all materials is about 58%. On the other hand, the key values encompass in the photos/pictures 90 times, and the rate of being included in the textbook according to all materials is about 24%. However, the least used material of giving key values in the textbook is on audio files. The key values are introduced in the audio files 67 times, and the rate of being included in the textbook according

to all materials is about 18%. This situation shows that teaching values occurs via reading and speaking. The distribution of the values of friendship, self-control, and responsibility is mostly via texts.

Table 15 signifies with which material the key values are given in the 6th grade English textbook.

Table 15. *The Distribution of the Key Values via Materials in the 6th Grade English Textbook*

The Key Values	Texts	Audio Files	Photos	Total of the Value
Friendship	24	3	10	37
Justice	13	7	5	25
Honesty	23	7	-	30
Self-control	36	15	6	57
Patience	10	6	1	17
Respect	25	11	7	43
Love	18	7	13	38
Responsibility	46	16	19	81
Patriotism	30	10	12	52
Altruism	21	8	11	40
Total	246	90	84	420

In Table 15, it is pointed out that the key values are mostly given throughout the texts in the 6th grade English language textbook. The key values take part in the texts 246 times, and the rate of being included in the textbook according to all materials is about 59%. On the other hand, the key values are located in the audio files 90 times, and the rate of being included in the textbook according to all materials is about 21%. However, the textbook's least used material of giving key values is on the photos/pictures. The key values are given a place in the photos/pictures 84 times, and the rate of being included in the textbook according to all materials is about 20%. This situation shows that teaching values occurs via reading and listening. The distribution of the values of responsibility, self-control, and patriotism is mostly via texts.

Table 16 indicates with which material the key values are given in the 7th grade English textbook.

Table 16. *The Distribution of the Key Values via Materials in the 7th Grade English Textbook*

The Key Values	Texts	Audio Files	Photos	Total of the Value
Friendship	8	9	7	24
Justice	2	3	-	5
Honesty	5	9	-	14
Self-control	33	15	2	50
Patience	13	6	-	19

Respect	9	7	6	22
Love	14	10	7	31
Responsibility	33	11	8	52
Patriotism	25	6	10	41
Altruism	11	6	1	18
Total	153	82	41	276

In Table 16, it is presented that the key values are mostly presented throughout the texts in the 7th grade English language textbook. The key values are covered in the texts 153 times, and the rate of being included in the textbook according to all materials is about 55%. On the other hand, the key values encompass in the audio files 82 times, and the rate of being included in the textbook according to all materials is about 30%. However, the textbook's least used material of giving key values is on the photos/pictures. The key values are introduced in the photos/pictures 41 times, and the rate of being included in the textbook according to all materials is about 15%. The finding shows that teaching values occurs via reading and listening. The distribution of the values of responsibility, self-control, and patriotism is mostly via texts.

Table 17 expresses with which material the key values are given in the 8th grade English textbook.

Table 17. *The Distribution of the Key Values via Materials in the 8th Grade English Textbook*

The Key Values	Texts	Audio Files	Photos	Total of the Value
Friendship	28	8	11	47
Justice	12	4	1	17
Honesty	9	3	-	12
Self-control	34	8	8	50
Patience	10	1	1	12
Respect	17	8	1	26
Love	15	4	2	21
Responsibility	56	13	20	89
Patriotism	37	10	23	70
Altruism	18	4	5	27
Total	236	63	72	371

In Table 17, it is presented that the key values are mostly given throughout the texts in the 8th grade English language textbook. The key values take part in the texts 236 times, and the rate of being included in the textbook according to all materials is about 64%. On the other hand, the key values are located in the photos/pictures 72 times, and the rate of being included in the textbook according to all materials is about 19%. However, the least used material of giving key values in the textbook is on the audio files. The key values are given a

place in the audio files 63 times, and the rate of being included in the textbook according to all materials is about 17%. The finding shows that teaching values occurs via reading and speaking. The distribution of the values of responsibility, patriotism, and self-control is mostly via texts.

Findings for the 3rd research question

The 3rd research question: “What is the rank of the key values found in files in the textbooks used at public primary and middle schools according to their frequencies? What are the most and least discussed key values? “. The purpose of the 3rd research question is to show the total frequencies of the key values in the 2nd – 8th English language textbooks.

Table 18 shows the total frequencies of the key values and their rank in 2nd – 8th grade English language textbooks.

Table 18. *The Distribution of the Key Values in the 2nd - 8th Grade English Textbooks*

Textbooks	<i>Friendship</i>	<i>Justice</i>	<i>Honesty</i>	<i>Self-control</i>	<i>Patience</i>	<i>Respect</i>	<i>Love</i>	<i>Responsibility</i>	<i>Patriotism</i>	<i>Altruism</i>
2 nd Grade	56	3	-	2	3	20	16	10	1	2
3 rd Grade	46	1	-	21	5	19	35	14	7	21
4 th Grade	84	2	4	35	1	30	29	37	30	40
5 th Grade	70	4	17	65	4	53	34	55	34	35
6 th Grade	37	25	30	57	17	43	38	81	52	40
7 th Grade	24	5	14	50	19	22	31	52	41	18
8 th Grade	47	17	12	50	12	26	21	89	70	27
Total	364	57	77	280	61	213	204	338	235	183

According to the total frequency of values in 2nd – 8th English textbooks in Figure 18, it can be pointed out that the most used value is friendship. The value of friendship is seen 364 times in the textbooks, and the rate of being included in the textbooks according to all key values is about 18%. After the value of friendship, the most common key values in the textbooks are responsibility and self-control. While the value of responsibility is included 338 times, the rate of being included in the textbooks is about 17%. On the other hand, the value of self-control is included 280 times, and the rate of being included in the textbooks is 14%.

However, the least included value in the textbooks is justice. The value of justice is included 57 times in the textbooks at the rate of about 3%. Other least used values are patience and honesty. While the value of patience is included 61 times, the rate of being included in the textbooks is about 3%. On the other hand, the value of honesty is included 77 times, and the rate of being included in the textbooks is about 4%.

Discussion and Result

The purpose of the present study is to reveal whether the ten key values are adequately covered in the English language textbooks used in public primary and middle schools in Türkiye. In order to show it, 2nd- 8th grades English language textbooks published by the MoNE except for 2nd grade textbook were chosen from the English language textbooks accepted for use by the Board of Education for 5 (five) years starting from the 2018 - 2019 academic year. The ten key values in the textbooks were examined mostly according to the text “The Ten Key Values and Behaviors Related to the Values” published by the MoNE (2017, p. 24). The descriptive analysis approach was used for data analysis. Findings were broached to three experienced ELT researchers throughout the study to prevent personal bias and increase the study’s reliability and validity.

While considering the 1st research question, it is found out that the value of friendship is the most common value found in the 2nd -5th grades English language textbook. The value of responsibility is the most common value found in the 6th - 8th grades. The value of honesty is not found in the 2nd – 3rd grade English language textbooks, and it is the least used value in the 8th grade textbook. The values are not given homogeneously throughout the units. Some units have dominant values, and those units generally have the highest frequency of those values. The unit, *Friends*, in the 2nd grade textbook (the value of friendship), the unit, *My Family*, in the 3rd grade textbook (the value of love), and the unit, *My Day*, in the 4th grade textbook (the value of responsibility), and so on exemplify the claim above.

Considering the 2nd research question, in the 2nd and 3rd grade English language textbooks, the values are mostly given via photos/pictures. In the 4th – 8th grade English language textbooks, the values are mostly given via the texts. While the key values are given via 2 texts and 80 photos/pictures in the 2nd-grade textbook, they are provided via 236 texts and 72 photos/pictures in the 8th grade textbook. It can be said that this increase and change is made by considering the age and developmental characteristics of children and according to

the criteria determined by the Common European Framework of Reference for Languages (CEFR). It can be said that 51% of the values are given with texts, 27% with photographs/pictures, and 22% with listening texts when we look at the presentation of values in the 2nd and 3rd grade English language textbooks.

The most used value is the value of friendship by 18% (364). The value of responsibility follows the value of friendship by 17% (338) and the value of self-control by 14% (280). The finding that one of the most used values in the textbooks that Çetinkaya and Metin (2018), Doğan and Gülüşen (2011), Güzel (2013), Kuş, Merey, and Karatekin (2013), Kuzucu (2018), Yaşaroğlu (2013), Uçar (2019) examined in their research is the value of responsibility supports the result of this research. On the other hand, Özkan (2017) concluded that the most common value in the textbooks examined is the value of love. Kahya (2018) concluded that the most common value in the textbooks he examined is the value of altruism. These results differ from the results of our research.

On the other hand, the least used value is the value of justice by 3% (57). The value of justice is followed by patience by 3% (61) and the value of honesty by 4% (77). The values of honesty, patience, or justice are among the values that are least included in the textbooks according to the research examined by Aslan, Keskin, and Önder (2019), Çetinkaya and Metin (2018), Ecerkale and Bayrak (2018), Eken and Öksüz (2019), Kahya (2018), Kuş, Merey, and Karatekin (2013), Kuzucu (2018), Özkan (2017), Şara, Keyvanoğlu and Tuna (2017), Uçar (2019). These results support the result of the research. On the other hand, Doğan and Gülüşen (2011), Güzel (2013), and Yaşaroğlu (2013) reached different results in the values that were the least included in the textbooks they examined in their research. The main reason for this difference may be that the values discussed in the studies are different. In the study of Doğan and Gülüşen (2011), the values of love for animals, hospitality, and consistency values are the least found. The values of hospitality and peace are the least used values found in the study of Güzel (2013). On the other hand, Yaşaroğlu (2013) concluded that the values of peace, non-violent life, and morality are the least common values.

The total frequency of the values rises from 2nd grade English Language textbooks to the following grades textbooks except for 7th-8th grade English language textbooks. The highest total number of values was found as 420 in the 6th grade English textbook. While there is a significant decrease in the total number of the values of altruism, responsibility, respect, justice, and honesty values in the 7th grade textbook, there is a significant decrease in the total number of the values of altruism, love, respect, and honesty values in the 8th grade

textbook. However, there is an increase in the total number of values of patriotism, friendship, and responsibility in the 8th grade textbook.

In the total frequency of the values, the most found value is more than six times the least found value. Gül (2017) has determined that the values were not homogeneously apportioned to the themes. The remarkable numerical difference is also valid for the values in all the textbooks, and it has been determined that the values are not homogeneously distributed throughout the study.

As a result of the research, it was understood that the key values were given in a mixed way. The key values in the 2nd-8th grade English textbooks were mostly given implicitly in the activities. Aslan (2019) expresses that the values are presented implicitly in the textbooks. The results of Aslan's study are consistent with those of this study.

In the transfer of the key values, the activities within the units were chosen in accordance with the values. However, the delivery of the key values is limited due to the content of some units, e.g., the unit, Planets, in the 7th grade English language textbook. In the unit, there are only three key values which are responsibility (3), self-control (1), and patience (1).

Recommendations

In this study, the textbooks prepared by the MONE publishing except for the 2nd grade English language textbook were examined. Textbooks prepared by private publishers can also be examined to find the key values. A special department could be set up in the Board of Education to examine the quantity and delivery of values in draft books. It may be better to give more place to the values of justice, patience, and honesty from the key values to close the deficiency in the existing English language textbooks. Distribution of the key values to all units at each grade level may be more effective so that students will encounter the key values throughout the academic year.

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