

## INTEGRATING LOCAL VALUES IN ENGLISH TEXTBOOKS

Mitche Aglasi<sup>1</sup>, Janet S. Casta<sup>2</sup>

<sup>1</sup>Benguet State University, PHILIPPINES; &  
<sup>2</sup>St. Theresa International College, THAILAND.

<sup>1</sup>mitcheaglasi@yahoo.com, <sup>2</sup>cjhannet@yahoo.com

### ABSTRACT

*This study aims to investigate the values promoted in language textbooks for high school students. Both qualitative and quantitative analyses were employed to elicit the different values contained in the textbooks. Words, phrases, and statements that denote or signify values were abstracted and coded from the materials. Interestingly, six significant themes on values emerged from the study, namely: personal, social, environmental, educational, spiritual, and moral values. These values were compared to the prescribed values curriculum to reveal relationships; and analysis on the aspect of content, presentation, and function was explored. Results of the observations and analysis were presented and implications to English instructional material development were noted.*

**Keywords:** Values, Instructional Material Development, ESL Textbook, Content Analysis

### INTRODUCTION

The teaching of language, whether it is a second language or a foreign language, carries with it the teaching of the culture of the target language. This is inevitable as culture is an integral part of any foreign language curriculum (Valdes, 1990). For instance, the first lesson alone shows how culture is forefront in language teaching as any course in language learning will always start with “greetings” whatever strategy, methodology, or teaching principle will be adopted by the teacher (Valdes, 1990).

Amidst this reality is a crisis of English language learning and culture preservation for language learners. The common assumption that learners will eventually lose their native identity and be transformed as a new individual with characteristics that resembles the culture of the target language remains notable in studies that delves deep into the pervasive concepts of deculturalization (Reed, 2008; Brown, Hoff, & Alawadhi, 2012; Suarez, 2000); assimilation (Vollmer 2000; Callahan, Wilkinson, & Muller, 2008); acculturation (Hagan, 2004); and even language death (Crytsal, 2002). The common denomination among these concepts maybe summed up in the statement of Anderson-Mejias (2002) citing English learning as moving children away from their heritage language.

Nation building in the 19<sup>th</sup> century and the formation of new nation-states in the mid-20<sup>th</sup> century marks another challenge for ESL/EFL teaching (Dewey & Leung,). In this era, language is no longer within the confines of lexico-grammatical or psycholinguistics aspects but has been extended to include socio-political and socio-pragmatic dimension as language becomes analogous to a sense of national identity and political unity (Johnson, 2003; Williams, 2000, 2008; Dewey & Leung,). As a result, several countries have changed their educational and state policies as regards the learning of English language. In the Philippines, for instance, Executive Order No. 210, s. 2003 strengthened the use of English as a medium

of instruction primarily to make Filipinos globally competitive. However in 2010, multi-lingual education and the use of mother tongue from pre-school to grade 3 became the hallmark of Philippines educational system as a way to connect the learners to their Filipino heritage.

It is in this background that this study was conceived to look into the values contained in the English textbooks used by public high schools. It is, in the personal beliefs of the authors, possible to reconcile the need to strengthen local identity while advancing proficiency in the English language for while language learner must connect with his nation and with his heritage, he must also connect with the world through English (Aquino, 2015).

## **RESEARCH QUESTIONS**

The following research questions were formulated to guide the present study:

1. To identify the values contained in locally published English textbooks;
2. To find out how the values relate to the general objectives of values education curriculum in the country; and
3. To provide guidelines in the integration of values in ESL/EFL textbooks.

## **REVIEW OF RELATED LITERATURE**

### **Values**

Despite being a common word, defining values poses much challenge. In one perspective, values is defined as principles that govern people's lives (Hamilton, Larson, & Kondracki-Sibley, 2003). Looking at values in this manner seems to translate values into set of rules that guide people to certain actions or direct people to behave accordingly (Faurholm, 2011). (Xiao (2001) citing Rokeah (1973), on the other hand, considers values as more of theoretical constructs or concepts. Values, in this perspective, are more abstract in the sense that they transcend specific objects, events, and situations and function as evaluative criteria that represents that which is desirable or desired outcomes. Both definitions remain very broad; hence a more literal way of looking at values may be more convenient to guide the study at hand. According to Haydon (2006), values maybe in a form of a statement as statement of values which are expressed in a rule or a principle. For instance, "We should unite as one country." Values may also be single word/s (or hyphenated phrases) that are taken to be the names of values – self-discipline, care (for others), trust, etc. Lists of examples of values following the latter form abound and are often used for assessments and evaluation purposes.

### **Values and Culture**

Values is considered central in culture (Johnson, 2003) and the core to one's identity (Hitlin, 2003). The convergence of ESL, values, and culture is not at all surprising as ESL teaching is already a space for discussing cultural issues as they are co-constructed by teachers and students who comes from mostly different cultural backgrounds (Menard-Warwick, 2009). This is imminent even though ESL teachers do not intend to teach culture. Johnson (2003) lists how ELT is profoundly a values undertaking (p14):

1. ELT involves human relationships; hence a question of human values
2. ELT involves effort to change people; hence a values endeavor
3. Cross-cultural meeting of language in language teaching in general;
4. Overt teaching of values to students need to learn values different from their own.
5. Language teaching is international which cannot set its morality on conventional national cultural models as teachers are judged on their skills in using the language and not on their specialized knowledge.

The role of values in second and foreign language teaching and learning should not be underestimated (Parra, E. & Arias, 1989). Accordingly, values play an important role in promoting or hindering a learning process. In foreign language, the effect is even greater than it is in teaching other subjects.

## **METHODOLOGY**

This study adopted a mixed design involving both quantitative and qualitative approaches in research. Problem 1 utilized Grounded Theory (GT) as fundamental part of analysis method to derive categories for values as may be presented in the textbooks (Allan, 2003). Text data were abstracted using individual themes as the coding unit (Zhang & Wildemuth, 2009). This means that a code was assigned to a text chunk of any size (e.g., word, sentence, or paragraph) as long as the chunk represents a single theme or issue relevant to the study. As it is the major thrust of this study to identify the values in the textbooks, each text chunk was coded as per the values that it represents as may be interpreted by the coder. Initially, open coding was performed to include all text chunks that relates to values; then axial coding was conducted to group together values into broader categories. Open coding resulted to a total of 411 usable text chunks. All abstracted text chunks were further subjected to axial coding where they are classified according to topics. For instance, having faith in God, praying at night, and God helps the poor is coded under the topic “religion”. As a rule, each text is assigned one category only even when a text maybe classified into more than one classification. Moreover, a percentage frequency distribution coding scheme was conducted to identify the most common category from the lesser categories. Axial coding resulted to 6 major categories of values as presented in the textbooks. Two independent coders were instrumental in the coding process with an inter-coder reliability at 92% agreement. To ensure the quality of judgments, coders were selected in accordance to their expertise in the field of language and values education.

Problem 2 was addressed using theory triangulation. The saturation of concepts that yielded 6 categories of values was compared to the existing core concepts of values education curriculum as mandated by the government (Department of Education, Philippines). Alignment and possible gaps were noted between and among the variables. Similarities among the categories were noted and relationships of variables were identified to validate agreement of ESL textbooks to promoting values.

Problem 3 was addressed through an in-depth content analysis of text chunks coded in Problem 1. Attention was directed to the content, presentation, and activities in the textbooks which highlight the values identified in Problem 1.

### **Textbook selection**

English textbooks used in public high schools from first year to fourth year levels were identified. The textbooks in the study were chosen following a purposive sampling as it is the intention of the researchers to include one textbook per year level. Accordingly, the following textbooks are used in public high schools:

**Table 1. List of Textbooks**

<b>Textbooks</b>	<b>Year Level</b>
OPTIONS I: Speech communication and creative expression	First year high school
OPTIONS II: Speech communication and creative expression	Second year high school
OPTIONS III: Speech communication and creative expression	Third year high school
English Expressways IV	Fourth year high school

## RESULTS AND DISCUSSIONS

Results of the study are presented following the 3 major problems identified in this study: the values contained in locally published English textbooks; how the values relate to the general objectives of values education curriculum in the country; and guidelines in the integration of values in ESL/EFL textbooks.

### On Values Contained in Locally Published English Textbooks

#### *On the values contained in Options 1*

Values in *Options 1* relate most to social values (29%). Social values emphasized the establishment of good family relationships and friendship towards others. Ranked second are personal values (26%) which emphasized health, time, and bravery. Moral values ranked third (21%) with emphasis on: patriotism, love for freedom, and unity. Mentions of the importance of preserving one's heritage, and being a law abiding citizen were also noted along this category. Ranked fourth are values related to the environment (10%). Primary of which focused on the appreciation of the world we live in followed by values on environmental protection that highlights the role of man in saving the environment. Spiritual values was ranked fifth (9%) with emphasis on building faith in God. Gratefulness to God and prayerfulness were also cited as significant qualities along this category. Finally, ranked sixth are values on education (5%) highlighting the love of books emphasis to improve the mind and the importance of giving time to education.

**Table 2. Values in Options 1 (N= 163)**

Values	Frequency	Percentage
Personal values	43	<b>26</b>
Social values	47	<b>29</b>
Environmental Values	16	<b>10</b>
Educational Values	8	<b>5</b>
Spiritual values	15	<b>9</b>
Moral values	34	<b>21</b>

#### *On the values contained in Options 2*

Values in *Options 2* relate most to social values (34%) drawing attention to love and care for the family, and sympathy and helpfulness towards others. Ranked second is personal values (29%) which gives prominence to discipline, and honesty. Patience is encouraged while laziness is dissuaded. Ranked third focuses on moral values (13%) and spiritual values (13%). Moral values reiterate unity and patriotism; while spiritual values underscore prayerfulness, gratefulness, and obedience to God. Finally, ranked fourth impresses on values in relation to the environment (11%). Concern over the deteriorating environment as well as the welfare of the animals is emphasized.

**Table 3. Values in Options 2 (N=38)**

Values	Frequency	Percent
Personal values	11	<b>29</b>
Social values	13	<b>34</b>
Environmental Values	4	<b>11</b>
Moral values	5	<b>13</b>
Spiritual values	5	<b>13</b>
Educational Values	0	<b>0</b>

***On the values contained in Options 3***

Values in Options 3 relate most to personal values (43%). Self-awareness was stressed as shown by values on self-acceptance, love of oneself, contentment, and creativity. Ranked second focuses on environmental values (24%). Nature appreciation was reiterated alongside the concern over the welfare of animals, and the protection and conservation of the environment. Ranked third emphasizes social values (17%) with appreciating and understanding the elderly and gender sensitivity as main concerns. Ranked fourth highlights values on education (9%) primarily on giving importance to learning, developing reading habit, and doing homework for students. Ranked fifth are religious values (7%) with stress on adoration and trust of God while moral values ranked sixth with (1%).

**Table 4. Values in Options 3 (N=72)**

Values	Frequency	Percent
Personal values	31	<b>43</b>
Social values	12	<b>17</b>
Environmental Values	17	<b>24</b>
Moral values	1	<b>1</b>
Spiritual values	5	<b>7</b>
Educational Values	6	<b>8</b>

***On the values contained in English Expressways***

Values in English Expressways relate most to personal values (44%). Core values along this category include: optimism, courage, hard-work, determination, independence, flexibility, strong willed, and passion. Ranked second focuses on social values (35%) with emphasis on hospitality, equality, sharing, and camaraderie. Ranked third emphasizes environmental values (13%) highlighting the need for men to appreciate nature, to be aware of the world around us, and to be concern of the environment. Other values include being hopeful of new discoveries to solve worldwide problems, be critical of the use of technology, to be responsible in the use of natural resources, and to be adaptable of the various changes in the environment. Ranked fourth highlights values on religious values (4%) with emphasis on becoming religious. To be God-fearing individual, to respect of others faith, and to be prayerful were also mentioned. Ranked fifth are values on education (2%) and morality (2%). Education highlights learning from reading and learning from others. It also relays the never-ending desire to learn as key to discoveries. Values on morality gave emphasis on patriotism.

**Table 5. Values in English Expressways (N= 134)**

Values	Frequency	Percent
Personal values	59	<b>44</b>
Social values	47	<b>35</b>
Environmental Values	17	<b>13</b>
Moral values	2	<b>2</b>
Spiritual values	6	<b>4</b>
Educational Values	3	<b>2</b>

To sum up, six themes emerged from the analysis of values contained in all four English textbooks. These themes include: personal values, social values, environmental values, educational values, moral values, and spiritual values. Table 5 shows the frequency count of all values analyzed in this study.

**Table 6. Frequency count of all values analyzed in this study**

Values	Options 1	Options 2	Options 3	English Expressways 4	Frequency
Personal values	43	11	31	59	144
Social values	47	13	12	47	119
Environmental Values	16	4	17	17	54
Educational Values	8	0	6	3	17
Spiritual values	15	5	5	6	31
Moral values	34	5	5	2	46
<b>Total</b>	<b>163</b>	<b>38</b>	<b>76</b>	<b>134</b>	<b>411</b>

The findings show personal values as the most frequently occurring values in general. It is also the most common values appearing in all three textbooks: Options 1, Options 3, and English expressways 4. This may come as a surprise knowing very well that Filipinos are known for being “social” and very considerate of others. Enriquez even noted that Filipinos consider “regard for others” as the most important value as it connotes a recognition of shared identity more than “self.” This result may be explained by looking into the overall values education curriculum in the country. Quisumbing (1994) outlined the core values for elementary, secondary, and tertiary schools. It seems that social values are already emphasized in the primary schools; while values relating to “self” are highlighted in the secondary schools. The tertiary schools, on the other hand, are more focused on moral and spiritual values. As the current study is limited to high school textbooks, it cannot claim primacy of personal values over the other values in English textbooks in general. However, the significance of establishing personal values have been substantiated in other studies. According to Sagie, Kantor, Elizur, and Barhoum, (2005), personal centered values are more important than the collective-centered values as religion, politics and sports in the case of Israeli-Palestinian subjects. In the domain of politics, Schwartz, Caprara, and Vecchione (2010) argued that the motivational structure of personal values gives coherence to core political values; hence the personal values-political values-voting causal hierarchy. In business, Shafer, Morris, and Ketchand (2001) also claimed that personal values affects decision making; and it is personal values that propels positive work outcome in any workplace (Posner, 2010). While it may seem so positive, Dwivedi (2005) warns of the problem inherent in personal values. He stated that personal values can be a source of conflict. For instance, the personal value on honesty may not always suit the Filipino context. Reporting objectively the mistakes of others in a company may be received negatively by others and thereby creating indifference among colleagues.

Overall, the textbooks focus on personal values, followed by social values, then the environmental values and spiritual values. Educational values lag behind. This result is alarming as education marks a significant role in a person’s success and even a country’s progress. Seetanah (2009) contends that education is an instrumental element in the growth process of a country’s economy. The link, accordingly, between education and economic growth is salient in many developing countries. Seth (2002) cites Japan and other tigers of Asia like Taiwan Singapore and Hongkong as countries which developed impressively with their effective national educational system. This result implies a great concern to local instructional material developers to look into the core values which are relevant to the pressing times.

**On how the values relate to the general objectives of values education curriculum**

Values education as a separate subject area primarily aims to develop skills for rationale thinking and judgments (Quisumbing, 1994). In the Philippines, the curriculum on values education revolves around four concepts:

- a) valuing self;
- b) valuing others;
- c) valuing one's country; and
- d) valuing spirituality.

**Table 7. Values Education in Secondary Schools (Quisumbing, 1994)**

<b>Valuing self</b>	<p><i>Self-acceptance</i> as maybe manifested in one's confidence in his/her abilities</p> <p><i>Self-improvement</i> as may be manifested in one's motivation for continuous learning</p> <p><i>Sense of responsibility</i> as manifested in positive qualities related to work (takes initiative and sustains interest in work, cooperative, resourceful, patient and open minded; sensitive to the needs of others)</p>
<b>Valuing others</b>	<p><i>Appreciation if others</i> as manifested by one's enjoyment in getting involve in relationships and group undertakings</p> <p><i>Acceptance of others</i> as manifested by one's ability to accepts other people without regard to position, social status, religion or race; respects the decisions of others; respects the worth and dignity of others; makes allowance of the faults of others</p>
<b>Valuing one's country</b>	<p><i>Responding to others</i> as manifested by one's willingness to be of service to the group and being sensitive to the feelings of others</p> <p><i>Sense of nationhood</i> as manifested in one's proper decorum; acts preserving historical places as monuments, relics, etc., and participation in cultural events</p> <p><i>Civic-conciousness</i> as manifested in one's obedience to laws, rules, and regulations</p>
<b>Valuing spirituality</b>	<p><i>Verbal behavior</i> that speaks about one's reflections of spiritual life and relationships with others; shares personal experiences relative to faith, hope and love</p> <p><i>Actions</i> as maybe manifested in one's desirable attitudes, habits and actions; and influence others to become better persons</p>

The result of this study showed that values content of English textbooks reflect these four major areas as can be seen on the table below:

**Table 8. Values in Values Education Curriculum and in ELT Materials**

Values in ELT	Frequency	Percentage	Values Education	Percentage
Personal	144	35.04 %	Valuing self	39.17 %
Educational	17	4.14 %		
Social	119	28.95 %	Valuing others	28.95 %
Moral	46	11.19 %	Valuing one's country	24.33 %
Environmental	54	13.14 %		
Spiritual	31	7.54 %	Valuing spirituality	7.54 %
<b>Total</b>				<b>100</b>

### ***Valuing Self***

The self is at the core of valuing as it requires self-knowledge by evaluating the “self” in various perspectives (Deci & Ryan, 2002; Sollner, 1972). It may be intrinsically or extrinsically motivated (Deci & Ryan, 2002). Intrinsic motivation is the inherent tendency to seek out novelty while extrinsic motivation arises from reasons external to self (Ryan & Deci, 2000). In English teaching, intrinsically motivated valuing self is reflected in the teaching of some personal values. For instance, values such as curiosity, braveness, independence, etc. are taught to students for purposes of self-discovery and exploration. These values are crucial in the development and training of the students’ characters. Other personal values maybe extrinsically motivated. For instance, Stirling (2010) noted that self-worth and self-esteem which add to valuing self maybe increased by increasing values acceptable to the society. In the ELT materials analyzed, this may be observed in the teaching of values that are highly respected in the Filipino community such as humility, honesty, patience, hopefulness, etc. By instilling these values at an early age, students are expected to become better members of the society. Consequently, Yiango’s (2011) more practical take on valuing self includes actions and measures that individuals take to improve their health and well-being as they increases confidence and contributes to the realization of each individual. English language material’s take on this account may be observed in the emphasis of health concerns such as encouraging students to engage in activities that promotes healthy lifestyle, discouraging vices, and promoting personal cleanliness.

### ***Valuing Others***

Guevarra (2005) defined valuing others as an awareness of shared identity: *I* or the “ego” and the “others.” Sizoo (2010), in a more philosophical stance, views it as the unity of self and others; therefore there is no differentiation between the self and the others. Among Filipinos, such value finds significance as family and reputation are highly valued in the community (Leoncini, 2005). Valuing others is believed to foster a sense of community and creates a bond between strangers (Rosen, & Sluiter, 2010). It also establishes good relationships with others and is considered to be a higher need (Stirling, 2010). The concept of valuing others is reflected in the English textbooks through the teaching of values as family centeredness, friendliness, generosity etc. These values extend further to the elderly as shown by encouraging respect to elders of the community, helping them, caring for them, and loving them. Another group of “others” which is highlighted in the English textbooks is the lesbians, gays, and bisexuals (LGB). Gender biases that usually confront this group of “others” in the community are discouraged and acceptance as well as respect for them has been noted.

### ***Valuing one’s country***

Valuing one’s country is reflected the English language textbooks in both moral and environmental values. Moral values cultivate patriotism while values relating to environment emphasized appreciating and developing concern over nature. Primoratz (2016) elaborates that patriotism is a complex of four attitudes: special affection for ones country, a sense of personal identification with country, special concern for the well-being of the country, and willingness to sacrifice to promote the country’s good. Of these four attitudes, special concern for the well- being of the country dominates as may be shown both in moral and environmental values. The former reiterate the essence of unity and teamwork to preserve peace and to attain progress; it encourages awareness of what is happening in the community, in the country, and in the world; and the challenge to preserve the Filipino heritage amidst change and development. The latter, on the other hand, emphasized the importance and the responsible use of natural resources, and the role of man in preserving and saving the environment. The willingness to sacrifice for one’s country is covertly explored in the stories

of historical figures and significant events in the history of the Philippines. It also includes contemporary stories, poems, and other literary texts of courage and freedom.

### ***Valuing Spirituality***

Filipinos are very religious people (Pontigon, Ching, & Sunga, 2007). They show a great trust and confidence in God (Custodio, 2003). According to Sepeda, Valera, Ines, and Salibay (2007), this is one virtue that symbolizes Filipino spirit. In the English textbooks analyzed, this is reflected in the values on religion where faith in God plays a pivotal role in the existence every Filipino. In times of adversity, it is faith that gives them hope; in times of economic depression, it is faith that makes them aspire for a better life; and in times of affluence, it develops in them a thankful heart. These attitudes towards life are encouraged and are integrated in the various texts in all the textbooks. Prayer, which also marks another important aspect in the spiritual life of every Filipino, is prevalent in all textbooks. Praying is an act encouraged and promoted as one that is desirable to the learners.

### **Guidelines in the integration of values in ESL/EFL textbooks**

Content analysis of the values in the textbooks was conducted in terms of content, presentation, and functions. The following guidelines are noted in the integration of values in English textbooks:

#### ***1. Use of theme-based approach to highlight target values***

ESL textbooks intended to teach pronunciation, reading, listening, or speaking skills, often establishes a common theme or topic for each unit or for each lesson. In integrating values in ESL textbooks, this approach may be employed by identifying one value as the common theme or topic. This is helpful in focusing and delimiting the values that must be presented in each part of the textbook. *Option 1*, for instance, uses “bonding with the family” as the theme for lesson 2.

#### ***2. Use of thought provoking and inspiring values statements***

Analyzed textbooks start each chapter with catchy values statements. While no elaboration or further explanation was noted after every statement, this approach proves to be effective as it easily catches the reader’s attention. Presentation may be contributory to this effect as the values statements were italicized and presented immediately after the title of each unit or lesson.

#### ***3. Use of historical figures and renowned local personalities***

Abstract values come alive through concrete characters known to students from their history and from the society they live. The idea of patriotism, for instance, was elicited through statements on Jose Rizal, a local historical figure known for his great nationalism. This strategy connects prior knowledge of students from history or current events to new lessons they are about to explore in class.

#### ***4. Use of local literary texts***

The textbook *Options 2* uses the article “Friends as Pals” by a local writer named Aya Dacanay De Leon as reading for inspiration to teach stressed and unstressed syllables. While the learning objective is to teach stressed and unstressed syllables, reading the text indirectly relay the value of good parenting and friendship. This approach maybe indirect but it does provide another avenue by which teachers can integrate values in the teaching of language without explicit instruction.

#### ***5. Highlighting rewards and consequences of values choices***

This approach was employed in topics on environment and health concerns. For instance on the issue of health, a statement was made that “We cannot work all the time if we’re not

going to maintain good health in life.” By citing the advantage of having good health, students are motivated to act accordingly. The obvious extrinsic benefit of good health enables learners to make better judgments.

#### 6. *Asking motivation questions to open up lessons*

*Do you like yourself? Why? Why not?* These questions seem pretty usual but they entail considerable amount of critical reflection prior to any form of response or reaction. Through reflection, learners’ awareness of themselves and their environment is increased.

#### 7. *Use of relatable situations/familiar experiences of the students*

In teaching the value of hospitality, *English Expressways 4* cites this local practice of greeting and entertaining guests.

*During my childhood, whenever we had house guests, my mother never failed to put mats and pillows on the floor of our living room after the noonday meal. Then she would invite our guests to have their siesta. Hospitality and good taste demanded that this be not overlooked. pp 22*

Another account also tells of a woman who would prefer to miss a gathering than attend one without jewelries:

*“It annoys me not to have a single piece of jewelry, not a single ornament, nothing to put on. I shall look poverty-stricken. I would not rather go at all.” p 48*

Both these accounts narrated in the English textbooks allow for easy understanding and an instant connection to the lessons on the part of the students. The former situation cited above cultivates a sense of pride and self-worth; whereas the latter directs and provides a guiding principle for students to think and reflect upon.

### CONCLUSION

This study does not yield conclusive claims on the integration of values in ESL/EFL textbooks. However, it does provide several guidelines which are helpful to teachers and instructional developers based on the findings. First, it is imperative that teachers or instructional developers be familiar with the local culture or have an extensive experience with the locals to be able to capture and provide an explicit account of the target values.

Also, a careful analysis of the values education curriculum of a country is helpful to include values that conform to the general education curriculum. Employing this strategy will enable instructional material designers to identify relevant values for specific language learners. In this study, the local English textbooks are commendable for presenting values that coincides mostly with the values advocated by the Department of Education, Philippines for high school learners in the aspects of valuing self, others, and one’s country. Improvement, however, may still be needed in the area of valuing spirituality as this aspect lags behind the other values.

The development of guidelines in the integration of values in English textbooks as discussed in this study is contextual. As the scope of English teaching is continuously growing and learners continue to diversify, contextualizing ESL/EFL textbooks is another avenue for language educators to explore.

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