

A Content Analysis of the Communicative Activities in the English Textbook “Action Pack Nine” in the Jordanian Governmental Schools

تحليل محتوى الأنشطة التواصلية في كتاب اللغة الإنجليزية ”حزم المهام“ للصف التاسع في المدارس الأردنية الحكومية

Nesreen Mohammad Ja'afreh

Lecturer/ Yarmouk University/ Jordan

nesreenjaa@yahoo.com

نسرين محمد الجعافرة

محاضر / جامعة اليرموك / الأردن

Received: 17/ 11/ 2019, Accepted: 23/ 3/ 2020.

DOI: 10.33977/1182-011-032-019

<https://journals.qou.edu/index.php/nafsia>

تاريخ الاستلام: 17 / 11 / 2019م، تاريخ القبول: 23 / 3 / 2020م.

E-ISSN: 2307-4655

P-ISSN: 2307-4647

Abstract

This study aims at analyzing the extent to which Action Pack Nine provides and includes communicative activities, identifying the types of the communicative activities addressed in the textbook under analysis and assessing the frequency of the common presentation of these types. To achieve the aims of the study, Bilash Criteria for the communicative activity (2009) were used in order to identify and distinguish between the types of communicative and non-communicative activities. In addition, three content analysis sheets were designed in order to answer the questions of the study. The frequencies and percentages were used in order to present the results of analysis. The findings reveal that the textbook under analysis includes different types of communicative activities. Moreover, the results revealed that these types vary in their common presentation in the textbook under analysis.

Keywords: Content Analysis, Communication, Communicative Activities.

المخلص

هدفت هذه الدراسة إلى تحليل محتوى الأنشطة المتضمنة في كتاب اللغة الانجليزية «حزم المهام» للصف التاسع الأساسي لتعرف مدى تضمينه للأنشطة التواصلية، وتحديد أنواع هذه الأنشطة وتقييم الأنواع الأكثر تكرارا في الكتاب الذي تم تحليله. لتحقيق أهداف الدراسة، جرى توظيف معايير بيلاش (2009) لتصنيف الأنشطة التواصلية وغير التواصلية بالإضافة لتصميم ثلاث أدوات تحليل محتوى. جرى توظيف التكرارات والنسب المئوية لعرض نتائج التحليل التي أوضحت أن الكتاب المقرر يتضمن العديد من الأنشطة التواصلية وبأنواع مختلفة. كما أظهرت نتائج التحليل أن أنواع الأنشطة التواصلية التي يحتويها الكتاب تختلف في طريقة تقديمها وعرضها في الكتاب المقرر الذي تم تناوله بتحليل المحتوى. في ضوء هذه النتائج، أوصت الباحثة بضرورة تحليل المزيد من كتب اللغة الإنجليزية لصفوف أخرى لمعرفة درجة تضمينها للأنشطة التواصلية بأنواعها المختلفة.

الكلمات المفتاحية: تحليل المحتوى، التواصل، الأنشطة التواصلية.

Introduction

In light of the growing importance of English, the Ministry of Education in Jordan has paid much attention to teaching and learning English in order to help the learners keep up. English education has been influenced by the growing prevalence of the communicative language teaching. This teaching approach uses syllabi and textbooks designed with a main focus on communication as opposed to linguistic form.

To be able to express themselves in English, Jordanian students need to show mastery over the four skills of language. As a result, English is one of the basic subjects of the curricula in school as well as university (Matsuda, 2002). It is formally introduced in Jordan as a compulsory subject to the Jordanian learners in the Governmental schools. The curriculum of English in Jordan emphasizes the significance of communication in both the competence and the performance of the learners. Therefore, Action Pack, the Jordanian English curriculum was built and adopted to build the communicative competence of the Jordanian learners as stated in the General Guidelines and General and Specific Outcomes for the English language Curriculum (Ministry of Education, 2006).

Communication is the most basic index of language learning and this is mainly achieved through exposure to the communication activities. Moss and Ross-Feldman (2003) explained that the activities of communication include any activity that encourages and requires a learner to speak with and listen to other learners based on real needs such as to find information, break down barriers, talk about self and learn about cultures. Furthermore, research on second/ foreign language acquisition suggests that more learning takes place when the students are engaged in communicative tasks within a dynamic learning environment more than in traditional teacher-centered classes (Moss & Ross-Feldman, 2003).

Littlewood (2004) suggested a framework to classify language-learning activities such as the non-communicative learning, the communicative language practice, and the authentic communication. The non-communicative activities are presented to involve a high focus

on the linguistic form. These activities are not contextualized, and the learners' responses are always fixed. In the communicative activities, the range of language use is predictable because the learner uses the predictable language to convey ideas and feelings. The learner is able to add new information and respond in different ways in real-world situations.

The issue of authentic communication focuses on the communication of a message since the employed language forms are absolutely unpredictable, such as using the language to discuss an issue, to solve a problem, or to complete a content-based task (Littlewood, 2004).

Activities in the classroom could range from controlled to communicative. Including communicative activities provides an authentic language-practice that prepares learners for real-life communication situations. According to Harmer (2007), controlled activities do not have a communicative desire since students do not have a communicative purpose; the activities focus on form and not on the content (grammar, pronunciation, etc.) where the teacher monitors the activity and only one structure is practiced. However, the material guides students into the practice of the structure or specific vocabulary items.

The curriculum of English is one of the precious tools to improve students' communicative skills and abilities. Curriculum is a good way through which the learners can learn how to communicate with the inside and outside environment. Analyzing curricula in general and textbooks in particular plays an important role in EFL teaching and learning. It helps the supervisors, the textbooks' designers and the researchers to find the points of strength and weakness, and the suitability of the textbook for both the students and the teachers (Holsti, 1969).

Oradee (2012) found out in his study about the communicative activities included the English textbook for grade 11 in secondary schools in Thailand that this book included three types of these activities: Discussion, problem solving and role play which helped in improving the students' English speaking skills and communicative abilities.

Lesmana (2013) focused in his research on the speaking activity in the students' textbook entitled *When English Rings a Bells* which is taught to 7th graders in Surabaya. The results of this research showed that there are seven kinds of speaking activities included in the textbook as follow: Conversation practice, monolog, prepared talk, discussion, questionnaires, role-play, and communication games. Then, based on the analysis, all the activities in the textbook belong to the communicative activity because there is no activity which totally focuses on language form.

Denkci-Akkas & Coker (2016) aimed to investigate the use of the communicative approach in 9th grade classes. The data were collected via communicative orientation of language teaching observation scheme. The data from the observation scheme were analyzed by proportion calculations while a content analysis was performed with the interview data. The coding for the observations and transcriptions for the interviews were done more than once to check consistency and to achieve reliability and validity. The findings showed that the application of the communicative approach highly varies according to the teacher and the teaching context.

Purpose of the study

This study aims at analyzing the communicative activities included in Action Pack Nine in order to find out the extent to which this textbook provides these activities, the types of the communicative activities and the most commonly presented types.

Questions of the study

In order to achieve the purposes of this study, three main questions are raised:

1. To what extent does Action Pack Nine provide the communicative activities in comparison with the other activities?
2. What are the types of the communicative activities included in Action Pack Nine?
3. To what extent are these types of the communicative activities commonly presented?

Significance of the study

To the best of the researcher's knowledge, this study is one of the few studies in Jordan that aim at analyzing the communicative activities included in Action Pack Nine. Thus, it provides EFL teachers with the opportunity to know and understand the types of the communicative activities and how these types are presented and included in Action Pack Nine. The findings of the analysis can be beneficial for the scholars in the field of curriculum content analysis. In addition, they can be more beneficial to the Jordanian Ministry of Education, which may take these findings into consideration when designing EFL curricula.

Definition of terms

Action Pack Nine: the English textbook that is taught to the 9th grade students at the Jordanian governmental schools.

Inclusion: refers to the number of the communicative activities in the Student's Book of Action Pack Nine.

Communicative activities: refer to the activities which are derived from a communicative context, information exchange and language used on the part of the student. Also they include any activity that encourages and requires a learner to speak with and listen to the other learners.

Delimitations of the study

The study has the following delimitations:

1. It is limited to Action Pack Nine textbook which is taught to the Jordanian students at the governmental schools.
2. It is limited to the communicative activities included in Action Pack Nine.

Categories of analysis

The categories of analysis are the communicative activities and the types of these activities included in Action Pack Nine. Through analyzing these activities, each activity that represents more than one type of the communicative activities is accounted more than

once.

Unit of analysis

The unit of analysis is every communicative activity included in Action Pack Nine from module 1 to module 9.

Criteria of analysis

Inclusion and the common existence are the criteria used in this analysis.

Methodology

This study follows content analysis design in order to investigate the extent to which Action Pack Nine provides and includes the communicative activities, identify the types of the communicative activities addressed in the textbook under analysis and assess the frequency of the common presentation of these types. The research method includes both quantitative and qualitative analysis.

Procedures

The following procedures are followed by the analyst in order to achieve the purposes of the analysis:

1. The analyst read the general guidelines and general and specific outcomes for the English Language, 2006.
2. In order to answer the first question, the researcher reviewed and surveyed literature in order to find out a universal definition and description of the communicative activities. Thus, the researcher consulted literature in order to find out suitable and appropriate criteria that may help in distinguishing the communicative activities from any other types of activities included in the textbook under analysis. Bilash's criteria (2009) provided many criteria for the communicative activities in order to rate to what degree the activities are communicative (Appendix 1). The definitions of the communicative activities help the researcher in classifying these types.

3. The analyst surveyed all the activities in Action Pack Nine in order to find out the communicative activities.
4. The types of these activities were classified into two major categories, i.e. the communicative activities and the non communicative activities, in order to answer the first question,
5. The analyst analyzed the communicative activities to answer the research questions. To classify the types of the communicative activities, some activities were counted more than once. Thus, the total number of these activities, in answering question number 3, exceeds the total number of the communicative activities in questions number 1 and 2.
6. The analyst presented the findings and discussed them through presenting comments and examples. Also, inferences are presented based on the findings.

Instruments of analysis

For the purposes of the study, Bilash's Criteria for the communicative activity (2009) were used in order to identify and distinguish between the communicative and non communicative activities. Also, the researcher designed three content analysis sheets in order to answer the questions of the study. They are designed to examine the inclusion of the communicative activities, the types of communicative activities, and the common existence of these activities. Frequencies and percentages are used in order to report the findings of the analysis.

Validity of the instruments

To establish the validity of the instruments, they were given to five English supervisors in the Ministry of Education. Also, peer editing was utilized to check the validity of the analysis sheets. The suggested feedback was taken into consideration to modify the analysis sheets.

Reliability of the analysis

Intra-reliability of the content analysis was

also ascertained through test and retest. The activities in the textbook under analysis were analyzed and reanalyzed two weeks later. The reliability co-efficient, using Holsti's equation, between the two analyses was calculated and found to amount to 0.96.

Findings and discussion related to question number one

In order to answer this question, "to what extent does Action Pack Nine provide the communicative activities in comparison with the other activities?", the analyst looked into each activity in Action Pack Nine and analyzed all these activities using Bilash's criteria in order to determine and find out the frequencies and the percentages of the communicative activities and other activities included in AP9. The communicative activities and the other types of the activities are distributed overall the six modules (Appendix 2). Thus, Table 1 presents the frequencies and percentages of the communicative activities in comparisons with the other activities included in Action Pack Nine.

Table (1)

Frequencies and Percentages of the Communicative Activities Included in Action Pack Nine

No	Type of activities	Frequencies of the Activities	Percentages of the Activities
1	Communicative Activities	168	85.2
2	Other Activities	29	14.7
Total		197	100

The total number of all the activities included in Action Pack Nine is 197. The communicative activities are frequently provided and included in Action Pack Nine. They are given the highest percentages compared with the other activities. Thus, there is a high focus on providing the communicative activities in Action Pack Nine. Such high focus on providing communicative activities highlights the focus on building the communicative skills of the students since these activities may provide the students with the opportunity to communicate and practice the language easily in different contexts. In addition, such high focus is justified since developing

the students' self- sufficiency autonomy and the sense of responsibility are some of the main objectives of Action Pack Nine as stated in the general guidelines and specific outcomes for English language, 2006. These guidelines reassure the significance of building the students' communicative competence and their abilities to use the language.

According to the communicative subject outcomes, stated in the General Guideline, the students are expected to communicate in the target language in order to express and convey information, ideas, opinions, and feelings effectively for a variety of purposes in written, spoken, and visual forms to interact and collaborate with others. Thus, the communicative activities are tabulated and analyzed according to the second questions of the study in order to find out the types of these communicative activities that included in Action Pack Nine.

One example of these communicative activities can be found in activity number 8 on page 14 in module 1. In this speaking communicative activity, the students are exposed to real life situations where they choose their special garments according to special occasions. In this activity, the students are asked to work in groups in order to have discussions about the different styles and types of the clothes they learnt about in this module. They are asked to write a paragraph based on the discussions. Finally, each student has to interact in other discussions to explain which style she/he likes wearing best giving and clarifying the reasons behind that. In addition, each student is expected to compare his/her response with the choices made by other members of the group. By this activity, the students exchange together their ideas, opinions and feelings. In addition, through such communicative activity, it is important for the teacher to stress the aspect of exchange when teaching since different aspects of communicating are utilized in this single activity: writing, speaking and listening. The students write about their best styles of clothes, discuss and talk about their choices and listen to each other in order to explain and compare their different responses.

Concerning the other activities, the non communicative activities, they are all presented in

two types. The first one in which the students are not asked to use the language, they are only asked to listen to a recorded material and check their answers to a number of questions that they have discussed early. They are just activities for the checking purposes. For example, activity number 7 on page 43 in module 4. It is an activity in which the students are only asked to listen for a recorded material, that they have listened to early, and just check their answers that they have already written them down. In this activity, the students are not asked to speak or use the language. It is just for the purpose of checking the answers. Other similar activities can be seen in number 5 on page 7, 5 on page 9 and 2 on page 37.

The other type of the non-communicative activities can be seen in some of the reading activities in which the students are only asked to scan a text or an article in order to check their answers to pre-reading questions. These questions are discussed in a pre activity. Thus, this type of the non-communicative activities is just for checking the answers that have previously discussed and explained. One example of this type can be seen in number 3 on page 42. This activity comes after two communicative activities in which the students are asked to work in pairs in order to discuss a number of questions before reading an article and answer them. Other similar activities can be seen in number 3 on page 16, 3 on page 28 and 3 on page 54.

Based on the given examples of the communicative activities and the other types of the activities included in AP9, the opportunities, through the communicative activities, are provided to the students in order to help them to interact and exchange opinions, ideas and feelings, expose them to the target language and provide them with authentic materials that are interesting for them and match their contexts and real life situations. In addition, since there are included communicative activities in AP9, and have the highest percentage of presentation in comparison with the other types of the activities, the researcher raised a second question in order to investigate the types of the communicative activities, the total frequencies and the percentages of these activities in each module of the textbook under analysis. In light of the general guidelines for English, 2006, Action

Pack Nine presents activities through which the students are expected to speak and interact in English in a variety of authentic contexts in light of the basic principles of communicative language teaching. The highest percentage of presenting and including the communicative activities in Action Pack Nine helps in achieving what is stated in the General Guidelines for English. English language teaching should be interactively attempted and evaluated in light of the basic principles of communicative language teaching. Thus, it is predictable to say that the textbook under analysis is designed in a way that helps in teaching the language through presenting different types of the communicative activities, as investigated in the second question that supports the process of teaching and learning the target language communicatively.

To sum up, the high focus on providing and including the communicative activities to the student's book of Action Pack Nine, is justified

by the shift that was made in teaching English language over the level few decades. Teaching English has changed in terms of pedagogy, content, and achieved outcomes. Thus, teaching English language concentrates and focuses on the students' proficiency and their ability to communicate in the target language in different real life situation (Crystal, 2003).

Findings and discussion related to question number two

This section is concerned with the results related to the question "what are the types of the communicative activities included in Action Pack Nine?" in order identify the types of the communicative activities included in the textbook under analysis. The results are discussed in light of the total types of these activities, the frequencies and percentages of the communicative activities in each module. Thus, Table 2 presents the types of the communicative activities included in each Module of Action Pack Nine and the total number of these activities in each module.

Table 2.

The Types of Communicative Activities Included in Each Module of Action Pack Nine and their Total Frequencies and Percentages

No	Modules	Types of the Communicative Activities	Frequency of the Communicative Activities	Percentage of the Communicative Activities
1	Module 1 Starting out	Pair work / Communication with peers /Discussion / Language form/ Questioning/Language Function/ Debate/ Information Gap/Description	28	16.6
2	Module 2 The man who wears a kufiyah	Pair work/Communication with peers/ Group work/ Description Discussion/ Debate/ Language form/ Language Function	27	16
3	Module 3 Will computers rule the world?	Pair work/ Group work Communication with peers Discussion/ Questioning Language form/ Information Gap Language Function	30	17.8
4	Module 4 If you are happy, write about it	Pair work/ Group work Communication with peers Discussion/ Questioning Language form/ Debate Language Function/ Information Gap	27	16
5	Module 5 Money does not bring happiness	Pair work/ Role play/Group work Description/ Communication with peers /Games(spot the differences)/ Discussion / Presentation / Language form Language Function / Information Gap	29	17.2

No	Modules	Types of the Communicative Activities	Frequency of the Communicative Activities	Percentage of the Communicative Activities
6	Module 6 They have important discoveries	Pair work/Role play/ Communication with peers Description/ Discussion Presentation/Questioning Language form/ Information Gap Language Function	27	16
7		Total	168	100

Based on Table 2, different types of the communicative activities are included in each module in Action Pack Nine. There are 14 types that are found through analyzing the communicative activities. These types vary from one module to another. For example, role play is only included in module number 5 and module number 6. In addition, each module is divided into sections. Thus, in each section the communicative activities are presented and included.

Module three has the highest percentage of the communicative activities. These activities can be classified into nine different types such as, discussion, pair work, information gap, peer work, language function, language form, questions and group work. This module also presents a topic that is strongly related to the students' life and interests. Computers and how they will rule the world are real life situations since such topics are authentic and appropriate to the students' interests and lives. Technology dominates everything nowadays. Thus, presenting such important topic may demand high number of different types of the communicative activities. In addition, this module presents different language forms and function such as, future planning using will or going to, making prediction, discussing opinions and reflecting on choosing a future career. Rich lexical knowledge is presented through this module. Thus, all these significant points, language forms, functions and lexical knowledge demand exposing the students to real life situations and meaningful language through presenting sufficient number of the communicative activities that help them communicate, use and practice the language easily.

The slight difference in the number of the

included communicative activities in both module five and one in comparisons with module three, makes the modules have the second and third highest percentages of presenting different types of the communicative activities. Friendship, money and happiness are topics that enhance the use of different types of the communicative activities in order to provide the students with the chance to communicate effectively. Such communicative activities will help in providing the students with the opportunities to improve their communication skills and their communicative competences such as the functional, linguistic and lexical competencies. According to Ross-Feldman (2003), the communicative activities include role-play, pair work, information gap and other types that allow interaction and communication among the learners. These activities used in language textbooks motivate, challenge, sustain, encourage, entertain and allow interaction among the learners in the teaching process (Olaniyi & Ajibade, 2012).

Modules two, four and six present the same number of the communicative activities but in different types. For example, the communicative activities, such as description, are presented in modules two and six but they are not present or found in module four, which, in turn, has types of the communicative activities that are similar to the other two modules, such as pair work, information gap and group work.

The six modules have slightly different types of the communicative activities. Thus, Action Pack Nine provides and includes various types of the communicative activities that match the general guidelines. Inclusion of different types of communicative activities stresses that the designers of the textbook under analysis did not

restrict themselves to one or two types of the communicative activities. They provide different types of activities in order to provide the students with good level of flexibility to practice and use the language.

These types of the communicative activities relate the students to their real life situations and help them express the meaning in real contexts. According to Omaggio (2001), meaning is primary in communicative language reaching and contextualization is the basic principle.

The general guidelines reassure the importance of communication in general ninth grade outcomes and the outcomes for each of the twelve grades. Providing such different types means that the students' needs, interests and learning styles are taken into consideration when the textbook is designed. Students differ in their preferences to use and practice the language; some like discussion while others like peer communication. Examples on these types from the textbook under analysis are provided.

Discussion is one of the types of the communicative activities included in Action Pack Nine. In this type, the students are asked to engage in a group discussion in order to express their ideas, opinions, feelings, likes and dislikes about certain topics. These discussions are provided in all of the six modules in order to give the students a chance to become engaged in relevant activities within a dynamic learning environment, where they can use the language communicatively, rather than within traditional teacher-led classes (Moss & Ross-Feldman, 2003). One example of this type of the communicative activities can be found in number 6 on page 9 in module 1. In this activity, the students are asked to use the language, vocabulary and grammar that they learnt through the module in order to choose three famous people that they admire, to discuss why they are famous and why they admire these persons. In addition, they have to express their opinions on these people and determine why they are famous. This activity promotes the students' speech skills since they have to be engaged in oral discussions, justifying their choice of three persons they admire and expressing their opinions and feelings. In this authentic speaking activity,

the students are exposed to more opportunities to use the language and practice discussing different topics. They have the chance to develop their abilities and skills in using the language and learn in a well-rounded approach, since each student in the group of discussion is expected to participate and exchange his/her opinions with the other members of the group.

Function focused activities are another type of the communicative activities included in Action Pack Nine. Through this type of activities, the students have the opportunity to use the language in real life situations, as functions are one of the basic elements of the communicative competence of the students. One example can be seen in activity number 4 on page 11 in module 2. Comparing and discussing choices is a language function that is provided to the students through this activity. They are asked to think of two or three occasions in which they have to decide which types of clothes they should wear for each one, such as a friend's birthday, a business meeting and a football match. They are also asked to share their choices in order to compare and discuss them orally. Through this activity, the students are exposed to authentic real life situation in which they practice comparing and discussing their choices. Expressing their choices and interacting with other students help in building their communication competence.

Questioning, asking and answering questions on different topics, is another type of the communicative activities included in Action Pack Nine. Such type provides the students with a real opportunity to use the language they learn communicatively to form questions and provide answers. During this activity, the students are exposed to real life situations in which they have to use certain forms (will or going to) and vocabulary competence to build questions on their predictions about the future, and then answer these questions. They also have to discuss these predictions and their opinions. Thus, they practice the function of comparing and contrasting future plans and predictions.

Working and communication with peers is another type of the communicative activities included in Action Pack Nine. Working with peers is considered an excellent opportunity to have a

friendly communicative environment to use the language and communicate through exchanging different ideas and thoughts. Activity number 4 on page 37 in module 4 is one example on this type of the included communicative activities. In this listening section, after listening to the recorded material that presents new words, the students are required to work in peers to share their knowledge and comprehension of the material and guess the meanings of the new words provided in a text box. They have to discuss their guesses with the help of their teacher in order to understand and use these words within contexts. Then, students are asked to use these new words in contexts, expressing different ideas. Words (lexical items) are one of the major components of the students' communicative competence. Through learning new words, the students are able to use the language, express the meanings and exchange different ideas.

Through debate, another type of the communicative activities included in Action Pack Nine, the students are given the opportunity to express and exchange independent thoughts, ideas and feelings. In this type of activities, as presented in Action Pack Nine, the teachers are expected to help their students with debating objectively about a certain topic, which they oppose or agree with, through giving the students the starting points. One example of this type can be seen in activity number 9 on page 40 in module 4. In this activity, the students are asked to have a debate about sending letters or emails based on the statement "It is a waste of paper and money to send someone a letter, not an email".

Group work or pair work is one of the collaborative types of the communicative activities included in Action Pack Nine. Through this activity, the students can share diverse perspectives and develop strong communication skills. Such collaborative activities encourage speaking, listening and, particularly, exploratory talk, which is important for language development. These communicative activities are presented in all six modules in the textbook under the analysis section. One example of pair work can be seen in activity number 7 on page 64. In this activity, the students write, listen and speak. This stresses the idea that in each communicative activity, it is better to integrate the language skills together

(Shu, 2004).

Action Pack Nine includes other types of communicative activities, such as information gap. Through this type, the students are asked to learn about the language and then use the language in communicating with each other. One example can be seen in activity number 4 on page 69. Through this activity, the students write, listen and speak. As with any language, it is important to practice listening, speaking, reading and writing English regularly in order to maintain and improve students' confidence and abilities in communication (Ohmi, 2010). With the activities of information gap, different language forms, structures and words are needed to complete dialogues or sentences that are related to the students' lives. Thus, more and more examples are provided to practice the most common communicative activities present in Action Pack Nine.

Role play is one of the communicative activities included in Action Pack Nine. It is presented as a useful communicative activity through which the students prepare for unfamiliar or difficult situations, such as interviews. Thus, they can develop quick reactions to the situations. This means that the students may react effectively as the situation evolves, rather than make mistakes or become overwhelmed by events. One example of this type of the communicative activities can be found in activity number 8 on page 52. In this activity, the students are asked to perform a role play through conducting interviews, to ask and answer questions on possessions and lifestyles.

In general, it is evident that based on the findings related to question number two in the study, fourteen types of the communicative activities are included in the textbook under analysis section, which in turn, means that Action Pack Nine provides these types of the activities in order to help the students develop their abilities to communicate and use the language. Thus, the most common presented types are investigated in the last research question.

Findings and their discussion related to question number three

This section is concerned with examining the frequencies and percentages of the most common

communicative activities included in the textbook under analysis section.

Fourteen types of the communicative

activities are included in Action Pack Nine. Thus, the most common activities are tabulated and analyzed in order to investigate the extent to which these activities are commonly presented.

Table (3)

Frequencies and Percentages of the Most Common Activities Included in Action Pack Nine

Types of the communicative activities	Modules						Frequencies	Percentages
	1	2	3	4	5	6		
Language function	6	9	12	10	12	7	56	24.7
Discussion	7	3	9	7	4	7	37	16.3
Language form	2	4	7	4	7	7	31	13.7
Information gap	2	7	4	3	7	6	29	12.8
Communication with peers	3	5	3	3	4	3	21	9.2
Working in pairs	4	3	5	4	1	1	18	7.9
Working in groups	0	4	5	5	0	0	14	6.1
Questions(ask and answer)	1	1	1	2	0	1	6	2.6
Description	1	1	0	0	1	3	6	2.6
Debate	1	1	0	1	1	0	4	1.7
Role play	0	0	0	0	1	1	2	0.8
Games(spot the differences)	0	0	0	0	1	0	1	0.4
Presentation	0	0	0	1	0	0	1	0.4
Total	27	38	46	40	39	36	226	100

Table 3 shows that the total number of the activities that come under each category is more than the total number of the communicative activities included in Action Pack Nine since some of these activities represent more than one type. Thus, these activities are counted in each time. In addition, the Table shows that the activities that focus on the language function are the most common type of communicative activities included in Action Pack Nine. These activities are found in all the six modules of the textbook. This type of the communicative activities was the most common communicative activity type included in the textbook. The activities of discussion came second, followed by the activities of language form. In addition, information gap, collaborative activities, i.e. communication with peers, pair work and group work had the fourth, fifth and sixth highest percentages respectively as most common communicative activities presented in the textbook. Communicative activities that use inquiring and answering questions as well as describing things and persons are equally presented and included in the textbook. The activities in which students have to debate are frequently presented more than the activities of role-play. Activities of games, spot the differences

between two pictures and presenting work are equally presented in the textbook under analysis section. However, they have the lowest percentage of presentation in comparison with the other types of the communicative activities.

According to the analysis, all the types of communicative activities, either the ones with the highest percentages or the ones with the lowest percentages of common presentation, are introduced in order to encourage the students to exchange ideas, thoughts and opinions. In addition, they help them communicate effectively. Role play, debate, game activities, and dialogue should be more included in the textbook, because students will learn more in a communicative context through these fun activities and revise vocabulary and grammar in a variety of situations. They can practice using review words in English sentences to check that they really understand them, rather than simply recognize them. According to the analysis, the textbook includes different types of communicative activities. It is expected that the students' communicative competence and skills will be developed effectively, especially if these activities are taught in the proper teaching methods and strategies (Oradee 2012; Harmer, 2008; Richards, 2006; Stevens, 1986; Brophy,

1980; Hymes, 1972).

Conclusion

Based on the findings of the analysis, Action Pack Nine includes and provides more communicative activities, in comparisons with other types of activities, non-communicative ones. The included communicative activities vary into different types through all modules in the textbook under analysis in order to provide the students with the chance to use and practice the language. The activities also vary in their common presentation, i.e. functional language, discussions, language form, communication with peers, pair work and group work are the most commonly presented types of communicative activities.

Recommendations

In light of the conclusion, suggestions to help in improving the quality of other English textbooks and teaching quality are concluded. The study recommends the need for curriculum designers to pay attention for the findings of content analysis research, to take them into consideration before designing any English textbook. In addition, English teachers should pay attention to the findings of analyzing the content of any English textbook in order to select and diversify the teaching strategies in order to teach the language communicatively.

References

- Bilash, O. (2009). *Communicative Activities*. Retrieved from <http://www.sites.educ.ualberta.ca/staff>.
- Brophy, J. (1980). *Recent Research on Teaching*. Michigan: Michigan State University. Cambridge: University Press.
- Crystal, D. (2003). *English as a Global Language*. (2nd Edition). New York.
- Denkci-Akkas, F., & Coker, B. (2016). *The Use of Communicative Approach in 9th Grade EFL Classes*. *Eurasian Journal of Educational Research*, 65, 71-90. Retrieved from <http://dergipark.org.tr/en/download/article-file>.
- Harmer, J. (1983). *The Practice of English Language Teaching*. Fourth Edition. England: Pearson Education Ltd.
- Harmer, J. (2008). *How to Teach English*. London: Person Longman.
- Holsti, O. R. (1969). *Content Analysis for the Social Sciences and Humanities*. Reading, MA: Addison-Wesley. Retrieved from <http://sites,content/pdf>
- Hymes, D. (1972). *On Communicative Competence*. In J.B. Pride & J. Holmes (Eds), *Sociolinguistics: selected reading* (pp 269- 293). Harmonds worth: Penguin
- Lesmana, S. (2013). *The Analysis of English Speaking Activity in Students' Textbook Entitled When English Rings A Bell Used by Seventh Graders in 2013 Curriculum*. Retrieved from <https://jurnalmahasiswa.unesa.ac.id/index>
- Littlewood, W. (1985). *Foreign and Second Language Learning: Language- Acquisition Research and its Implications for the Classroom*. Cambridge: Cambridge University Press.
- Littlewood, W. (2004). *The Task-based Approach: Some Questions and Suggestions*. *ELT Journal*, 58(4), 319 - 326.
- Matsuda, A. (2002). *International Understanding through the World English*. *World English Journal*, 21 (3), 436-440.
- Ministry of Education (2006). *General Guidelines and General and Specific Outcomes for the English Language Curriculum*. Amman: Al-Watanya Press.
- Moss, D., & Ross-Feldman, L. (2003). *Second-language Acquisition in Adults: From research to practice*. Retrieved from http://www.cal.org/caela/esl_resources/digests/sla.html ttpHYPERLINK "http://www.cal.org/caela/esl_resources/digests/sla.html":HYPERLINK "http://www.cal.org/caela/esl_resources/digests/sla.html" wHYPERLINK "http://www.cal.org/caela/esl_resources/digests/sla.html" wHYPERLINK "http://www.cal.org/caela/esl_resources/digests/sla.html" wHYPERLINK "http://www.cal.org/caela/esl_resources/digests/sla.html".HYPERLINK "http://www.cal.org/caela/esl_resources/digests/sla.html" cHYPERLINK "http://www.cal.org/caela/esl_resources/digests/sla.html" aHYPERLINK "http://www.cal.org/caela/esl_resources/digests/sla.html".l.HYPERLINK "http://www.cal.org/caela/esl_resources/digests/sla.html" oHYPERLINK "http://www.cal.org/caela/esl_resources/digests/sla.html" rHYPERLINK "http://www.cal.org/caela/

[esl_resources/digests/sla.html](http://www.cal.org/caela/esl_resources/digests/sla.html)”gHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)/HYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)caHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)eHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)iHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)aHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)/HYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)eslHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)_HYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)rHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)esoHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)uHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)rHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)cHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)es/
HYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)dHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)iHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)gHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)estHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)sHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)/
HYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)sHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)iHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)a.
HYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)hHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)tHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)mHYPERLINK
[“http://www.cal.org/caela/esl_resources/digests/sla.html”](http://www.cal.org/caela/esl_resources/digests/sla.html)l

110- 123. Retrieved from <https://www.ncsu.edu/aern/TAS12.1/TAS12.1Olaniyi.pdf>.

- Omaggio, A. (2001). *Teaching Language in Context*. 3rd edition. Boston: Heinle & Heinle.
- Oradee, T. (2012). *Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-solving and Role-playing)*. *International Journal of Social Science and Humanity*, 2(6), 533-535.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University press.
- Shu, D. (2004). *The Reform of Foreign Language Teaching: Problems and Measures*. Shanghai: Shanghai Foreign Language Education Press.
- Ohmi, M. (2010). *Oral Interpretation Nyumon*. Taishukan Punishing Retrieved from <http://www.rhsforensics.sequarespace.com>.
- Olaniyi, A. & Ajibade, Y. (2012). *Adequacy and Suitability of Recommended French Language Textbooks for Developing Communicative Proficiency in Nigerian Junior Secondary School Students*. *The African Symposium Journal*, 12 (1),