

A Content Analysis of the Listening Activities in the Pupil's Book of Action Pack Three that Respond to the General Guidelines and Specific Outcomes and Integrate Language Skills

تحليل محتوى أنشطة الاستماع في كتاب الطالب Action Pack Three والتي تستجيب للإرشادات العامة والنتائج الخاصة وتدمج المهارات اللغوية

Nesreen Mohammad Al-Jaafreh
Lecturer/ Yarmouk University/ Jordan
jaafrehnesreen@gmail.com

نسرين محمد الجعفرية
محاضر / جامعة اليرموك / الاردن

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Abstract

This study aimed at analyzing the extent to which the listening activities included in the pupil's book of Action Pack three respond to the general guidelines and specific outcomes and integrate language skills by utilizing the content analysis method. To answer the main research question, the analyst developed a content analysis sheet. The frequencies and percentages were used in order to present the results of the analysis. The findings revealed that the textbook under analysis includes different types of listening activities that respond to the general guidelines and the listening specific outcomes. Also, they revealed that all these types integrate language skills. The study recommended further analysis on the listening skill and the other skills, i.e., speaking, reading and writing, in light of other criteria of analysis including balance, organization, authenticity and appropriateness.

Keywords: Content analysis, listening activities, general guidelines and specific outcomes, integration, Action Pack Three.

المخلص

هدفت هذه الدراسة إلى تحليل مدى استجابة أنشطة الاستماع المتضمنة في كتاب الطالب (Action Pack Three) للإرشادات العامة والنتائج الخاصة ودمج المهارات اللغوية عن طريق تحليل المحتوى. للإجابة على سؤال البحث الرئيسي، طُوّر المحلل ورقة تحليل المحتوى. استخدمت التكرارات والنسب لعرض نتائج التحليل. أظهرت النتائج أن الكتاب المقرر قيد التحليل يتضمن أنواعاً مختلفة من أنشطة الاستماع التي تستجيب للإرشادات العامة ونتائج الاستماع الخاصة. كما أنها تكشف أن كل هذه الأنواع تدمج المهارات اللغوية. يوصى بإجراء مزيد من التحليل حول مهارة الاستماع والمهارات الأخرى، مثل التحدث والقراءة والكتابة، في ضوء معايير التحليل الأخرى (التوازن والتنظيم والأصالة والملائمة).

الكلمات المفتاحية: تحليل المحتوى، أنشطة الاستماع، الإرشادات العامة والنتائج الخاصة، التكامل، Action Pack Three.

Introduction

Language is the core of communication. It forms the basis for intercultural and international relationships. Language enables access to viewpoints that would otherwise have remained inaccessible (Olaniyi and Ajibade, 2012). It is the focal means of expressing and exchanging needs, feelings, emotions, etc. Through language, people express their social needs and easily communicate with others.

Listening is the most important skill in learning English as a foreign language. It was the process of acquiring or understanding spoken discourse in the classroom. Listening is generally related to the process of speaking. A person might not produce some words properly unless taught how to produce or pronounce them (Nurfajri, 2015).

The study of (Rost, 2011) outlined listening as a method of receiving what the speaker truly said, constructing and negotiating meaning with the speaker and responding, and making meaning through involvement, imagination and empathy. Listening is the active process of receiving and responding to spoken and generally unspoken messages.

In considering the development of listening comprehension, it is important to trace the recent history of speaking and listening in the English curriculum, with key points in its development in the mid-1970s and mid-1980s. Additionally, it is important for scholars to research, design and implement listening or speaking materials for teaching English as a foreign language because listening and speaking courses are an integral part in language programs around the world (Richards, 2008).

The English language plays an important role in the process of modernization as the international language of instruction in schools (Richard and Rodgers, 2001). One of the main purposes of teaching English is to develop the four language skills: listening, speaking, reading and writing. These four language skills play an important role in enabling students to engage in information exchange, develop interpersonal relationships and acquire knowledge, and enjoy the linguistic

aesthetics of English, (Brown & Douglas, 1994). In addition, English teachers have a responsibility to develop their students' four language skills so that they are able to use language, communicate and express their thoughts, feelings and ideas (Davies & Pearse, 2002).

Due to the growing importance of the English language, the Jordanian Ministry of Education has paid close attention to English language teaching and learning, in order to help students keep up with practicing the language. In addition, teaching of English has been influenced by the increasing spread of communicative language teaching. This approach to teaching uses programs and textbooks designed with a primary focus on communication rather than verbal form. As a result, English is one of the core subjects in school and university curricula, (Matsuda, 2002). It is officially introduced in Jordan as a compulsory subject for Jordanian students in the governmental schools. It is also taught from first through twelfth grade. Additionally, the English curriculum in Jordan emphasizes the importance of communication for both student proficiency and achievement. Since a textbook is an important vehicle to meet the range of needs arising from the classroom (Brown, Lewis & Harclerod, 1964), Action Pack, the Jordanian English textbook, was created and adopted to develop the communicative competence of Jordanian students as indicated in the General Guidelines and General and Specific Outcomes for the English Language Curriculum (Ministry of Education, 2013).

The English language curriculum in Jordan was developed in 2005 with the primary aim of helping students achieve a set of Intended Learning Outcomes (ILOs). These outcomes are organized into four skills called organizers: listening, speaking, reading and writing. The four language skills are integrated in such a way that the students can practice them communicatively. In 2013, a national curriculum document entitled "General Guidelines and General and Specific Outcomes for the English Language Curriculum for Basic and Secondary Education" was developed to help students acquire these four skills in consecutive grades (1-12) and to help teachers adapt their teaching practices to achieve the expected results (Ministry of Education, 2013).

To achieve the goals of this curriculum, the Ministry of Education has adopted the Action Pack, a 12-level English learning series for Jordanian students. Each level of the Action Pack consists of a student book, an activity book, an audio cassette or CD and a full teacher book. Action Pack textbooks are expected to provide learners with modern, engaging and relevant topics, built-in skills, critical thinking skills and communicative learning activities (Johnson, 2013).

The communicative language approach emphasizes that skill integration exposes English learners to an authentic language and challenges them to interact in the language naturally. In this way, English becomes a true means of interaction and exchange between people. In addition, it allows the teacher to diversify the lesson as the range of tasks is broader (Davies and Pearse, 2002). Therefore, one of the factors affecting the teaching and learning process is the teaching materials. Since communicative language teaching in Jordan has established itself as the main practice in teaching English as a foreign language, the English curriculum is seen as one of the valuable tools to improve students' communicative skills. It is a good method through which students can learn to communicate with the indoor and outdoor environment. Analysis of curricula in general and textbooks in particular, plays an important role in teaching and learning EFL. It helps supervisors, textbook designers, and researchers to identify the strengths, weaknesses, and suitability of textbooks for students and teachers (Holsti, 1969).

Textbooks play a very important role in the success of teaching and learning. Textbooks provide instructional texts that can be used as source material (Cunningsworth, 1995). Regarding the role of textbooks in EFL, they play an immense and positive role by helping teachers to design and implement their material for teaching English. The positive roles show that the role of textbooks in the teaching and learning process is very important.

According to Krippendorff (1980), six questions must be answered for every content analysis: Which data are analyzed? How are they defined? In what context is the data analyzed?

What are the limits of the analysis? And what is the purpose of inference? For this reason, the researcher attempts to analyze the listening activities in Action Pack 3 to examine the extent to which these activities respond to the specific outcomes for the English language curriculum and integrate language skills.

Literature review

Many analytical studies were carried out on EFL textbooks using content analysis as a tool for collecting data in many aspects of language such as grammar, reading, speaking, listening and writing. In this study, the researcher presented some of the most relevant studies related particularly to listening activities in EFL textbooks and content analysis in general.

The study of (Keban, Muhtar and Zen, 2011) analyzed the content of 'English for Kids 3' textbook in order to find out the extent to which 'English for Kids 3' meets the criteria of good EFL textbooks. The researchers utilized a checklist in order to analyze the content. The results showed that the textbooks met the criteria of good EFL textbooks.

The paper of (Manasrah, al-Sobh and Al-Jabali, 2013), analyzed the content of Action Pack 12 to find out whether the vocabulary items meet the vocabulary analysis criteria suggested by Celce-Murcia (1991). The findings of the study showed that the vocabulary items were appropriately used. They also showed that the vocabulary items are inclusive, the accessibility was excellent, suitable for learners' levels and the distribution is convincing.

Assaly and Igbaria (2014), analyzed the textbook "Master Class" for tenth -grade students. The study investigated the extent to which the activities in the reading and listening activities emphasized high and low-level thinking skills. The activities were collected and analyzed according to Bloom's Taxonomy. The findings of the study showed that 114 activities stressed the cognition levels representing lower order thinking skills, while 59 activities stressed the three higher-order thinking skills.

Mizbani and Calak (2017), analyzed

listening and speaking activities of Iranian EFL textbook Prospect 3 for third - grade students. The researchers investigated which levels match the lower or the higher learning objectives Bloom's Revised Taxonomy of Cognitive domain. The findings indicated that all the activities of listening and speaking match the lower- level of cognitive domain, but they did not match higher-level thinking skills.

Utami (2017) aimed to investigate whether or not the language skills materials in "The Bridge English Competence 2" textbook are compatible with indicators in language skills of Curriculum and investigate whether or not the exercises in "The Bridge English Competence 2" textbook are communicative. The researcher used a descriptive method. In collecting the data, a document as data source was utilized. The result of the analysis showed that the percentage of the appropriateness of the skills developed in the textbook "The Bridge English Competence 2" is 56.57% (listening: 57.60%; speaking: 60%; reading: 37.50%; writing: 87.50%). It means that the textbook is compatible with curriculum in developing listening, speaking, reading, and writing skills. Meanwhile, the percentage in developing the communicative exercises is 62.5%, meaning that it is good.

Omari (2018) aimed to analyze the Intended Learning Outcomes (ILOs) and learning activities in the Jordan Action Pack textbooks in light of the EFL curriculum objectives. The study sample consisted of Action Pack textbooks for students in three grades, 6, 10, and 12 in the 2014/ 2015 academic year. The researcher prepared a coding sheet to analyze the collected data using a five-point Likert scale. Validity and reliability were ensured prior to data analysis. Means and standard deviations were used in addition to one-way analysis of variance (ANOVA) to answer the study questions. The results showed that the outcomes and activities in the Action Pack textbooks reflect the objectives of the curriculum to a certain extent. It was recommended that curriculum experts, textbook authors and the Jordanian Ministry of Education (MoE) work more closely together so that a greater degree of consistency between curriculum objectives, learning outcomes, textbooks and learning activities can be achieved.

Taamneh (2018) analyzed the listening activities of the Pupil's Book in Action Pack five so as to work out to what extent the listening activities are enclosed within the initial six units in Action Pack 5. The findings revealed a spread of listening activities in EFL Textbooks. In addition, the findings revealed that there was a powerful relationship between listening activities and listening specific outcomes.

Alzboun (2020) aimed to examine the degree of incorporation of learning activities for the four skills including reading, listening, speaking and writing in the Basic Level Action Pack textbooks in comparison to the Skills Approach Success, Incompletion and Failure. Content analysis was used as a data collection tool by analyzing the number of learning activities in a sample of 3 textbooks: 2nd, 5th, and 8th grades. The researcher calculated the frequency, the percentages, and the ranks for each skill in the three textbooks. Chi-Square was used for the test of goodness to examine any statistical significance between the expected and observed proportions. The results of the study showed that there is a statistical difference between the actual inclusion percentages for each language skill. The textbook designers and curriculum planners are encouraged to collaborate with their work while issuing the Bases of Success, Incompletion and Failure (BSIF) to align actual teaching of the four skills with the proposed skill priority.

Janaydeh and Deif (2021) aimed to analyze the content of Student Action Book 5 in relation to listening activities. In this study, the researchers managed these activities using a content analysis sheet. The study followed the descriptive methodology in analyzing the content of the listening activities. This study also aimed to provide a complete and clear answer as to the extent to which the student book listening activities in Action Pack 5 are included and frequent, and the extent to which the listening activities in Action Pack 5 match the specific findings related to listening guidelines. The results showed that the listening activities included in Action Pack 5 are consistent with the general guidelines for listening skills. It was also shown that the frequency of listening activities based on the criteria favored the achievement of the

organizer's level of competence.

Concluding Remarks

The aforementioned literature review (Janaydeh and Deif, 2021; Alzboun, 2020; Taamneh, 2018; Omari, 2018) indicated that the researchers were concerned with analyzing the content of activities included in Action Pack either in one or more language skills. Also, they highlighted that listening activities in EFL textbooks need more analysis in the Jordanian textbook Action Pack since it has not been focused upon in research and analysis. Moreover, this interest in investigating listening activities in Action Pack 3 comes from the importance of teaching and learning listening in the development of productive skill, namely speaking. Thus, this analysis comes as a complementary one to the previous studies. The analysis of (Janaydeh and Deif, 2021; Alzboun, 2020; Taamneh, 2018; Omari, 2018) focused only on one objective which is the extent to which the listening activities in Action Pack match the listening specific outcomes and guidelines. Whereas, this analysis focused on analyzing the extent of responding to the specific outcomes as well as the extent of integrating listening skill with the other language skills.

The studies of (Mizbani and Calak, 2017; Utami, 2017; Assaly and Igarria, 2014; Keban, Muhtar and Zen, 2011) focused on analyzing listening activities in terms of the extent of emphasizing high and low-level thinking skills. Moreover, the researchers utilized an instrument which is a checklist in order to analyze the content. In the present study, the analyst developed a content analysis sheet. It is designed to examine the listening activities in the Pupil's Book of Action Pack 3. Frequencies and percentages are used to report this analysis.

Purpose and Question of the Study

This study aimed at analyzing the listening activities in the Pupil's Book of Action Pack 3 outcomes in order to find out the extent to which these activities that respond to the listening integrate language skills. This analysis starts with the following main question:

- To what extent do the listening activities in the Pupils Book of Action Pack 3 integrate language skills?

Significance of the Study.

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

Definition of the Terms

Integration: refers to the existence of two or more language skills within the same listening activity) Krippendorff, 1980(.

Listening activity: refers to each activity that requires pupils to listen to a variety of social and academic contexts. These activities urge pupils to employ active listening skills such as being attentive to the tone and gestures of the speaker played on the recorder, asking questions and taking notes (Brown and Douglas, 1994).

General Guidelines and Specific Outcomes: refers to the objectives which are stated in the "General Guidelines and General and Specific Outcomes for English Language Curriculum for the Basic and Secondary Stages document. This document gives precise and detailed descriptions of the knowledge and skills which EFL students are expected to acquire at the end of each one of the twelve grade levels (MoE, 2013)

Content under Analysis

The listening activities in the Pupil's Book of Action Pack 3 from unit 1 to unit 8.

Criterion of Analysis

The integration criterion was used in this

analysis. It refers to the existence of two or more language skills within the same listening activity that responds to the listening specific outcomes stated in the General Guidelines and General and Specific Outcomes for the English Language Curriculum.

Categories of Analysis

The categories of the analysis are the expected specific outcomes stated in the General Guidelines for English Language Curriculum (2013). They state that students will:

1. Use pictures, flashcards and textbooks to understand new or unfamiliar words when listening.
2. Use prior knowledge to participate in short, simple guided exchanges.
3. Ask for help.

These listening specific outcomes are manifested in many listening activities in the Pupil's Book of Action Pack Three. They are 'listen and read', 'listen and say', 'listen and point' and 'listen and tick or cross'.

Unit of Analysis

The unit of analysis was every listening activity in the Pupil's Book of Action Pack 3 from unit 1 to unit 8.

Methodology and Procedures

The following procedures were followed to achieve the purpose of the analysis:

1. The analyst read the listening specific outcomes for the third grade in the General Guidelines and General and Specific Outcomes for the English Language, 2013.
2. The analyst surveyed the listening activities in the pupils' Book of Action Pack 3 in order to find out the activities that respond to the listening specific outcomes under study.
3. The analyst examined the listening activities that respond to the listening specific outcomes. The types of these activities were classified into three major categories that

were used as the categories of analysis.

4. The analyst content analyzed the listening activities that respond to the listening specific outcomes under study in light of the integration with the language skills.
5. The analyst detected the frequencies and percentages of the listening activities and their integration with the language skills. The analyst presented the findings and discussed them through presenting comments and examples.

Instrument of the Study

In order to answer the question of the study, the analyst developed a content analysis sheet. It was designed to examine the listening activities in the Pupil's Book of Action Pack 3. Frequencies and percentages were calculated to report this analysis.

Validity and Reliability of the Instrument

The content analysis sheet was validated by a jury of six specialists in EFL curriculum

designing. They were requested to review the sheet and state their comments concerning the accuracy of language, the appropriateness of the sheet to the aim of the study and organization of the sheet. The suggestions that were provided by the jury were highly appreciated and taken into consideration

The researcher analyzed the speaking activities in the pupils' book Action Pack 3 and spot all the activities that characterized with the unit of analysis. The analysis was repeated after seven days to find that there is a consistency of 0.98 between the two analyses. This indicates the high reliability of the analysis.

Findings and Discussion

Each listening activity was analyzed in order to find out the extent to which the listening activities in the Pupil's Book of Action Pack 3 that respond to listening specific outcomes integrate language skills. The specific outcomes, frequencies, percentages of these activities and integration are presented in the following Table 1:

Table 1.

Frequencies and Percentages of the Listening Activities that respond the Specific Outcomes in the Pupil's Book of Action Pack 3 and Integrate Language Skills

NO.	Specific Outcomes	Frequencies of activities	Percentages of activities	Frequencies of integrated activities	Percentages of integrated activities
1	Use pictures, flashcards and textbooks to understand new or unfamiliar words when listening.	21	63.63	21	63.63
2	2- Use prior knowledge to participate in short, simple guided exchanges.	8	24.24	8	24.24
3	3- Ask for help.	4	12.12	4	12.12
Total		33	100	33	100

The total number of the listening activities in the Pupil's Book of Action Pack 3 as shown in the Table 1. is 33. All of them respond to the listening specific outcomes and integrate two or three language skills. All the activities that respond to the first specific outcome which is the most essentially frequent one in the listening activities integrate other language skills than listening skill. Concerning the outcome number 2 which is the most essentially met in the listening activities,

there is an integration of language skills in all of these activities. Though the outcome number 3 is met in few listening activities, listening skill is integrated with other language skills in all of these listening activities.

Table 1. shows that all the listening activities in the Pupil's Book of Action Pack 3 respond to the listening specific outcomes and integrate language skills within each listening

activity. Thus, there is much more emphasis on integration of two or three language skills. Such focus on integration of language skills reveals the significance of integration in building the communicative competence of the pupils as well as its significance in teaching the language as a whole in order to easily learn it. The role of the teacher is not to focus on listening skill through these activities but to integrate the other skills such as speaking, reading and writing so as to understand how the language is actually used.

Concerning the first specific outcome, which states that pupils will use pictures, flashcards and textbooks to understand new or unfamiliar words, all the listening activities that respond to this specific outcome integrate listening, speaking and reading skills together within each single listening activity. All the listening activities that urge pupils to listen and read integrate the three main skills of listening, speaking and reading skills. This activity opens every unit and is based on a story. It introduces the new vocabulary items and language structure. With this type of listening activity and all the listening activities, listening should be fun and interactive so pupils are expected to receive enough language input that enables them to use the language (Manasrah et al., 2013). Thus, integration of listening, speaking and reading skills in this type of activities provides pupils with the opportunity to practice the language, enables them to continually adapt to the changing world around and engage in lifelong learning (Al-Zboun, 2020). In addition, this type of activity, pupils love to act out situations and imagine that they are the characters in the book. This is fun, motivating and above all an excellent way of learning especially when more than two skills are integrated.

Activity number 1 on page 4 asks pupils before listening to the recordings to make use of the provided pictures within the activity in order to understand the meaning of new words such as pencil case, bag and photo album. While listening to the recording, pupils make use of these pictures to understand new words and point to the word as they listen. Pausing after each scene, pupils are asked to repeat the sentences loudly as a whole. Pupils practice reading the story while teacher takes notes of any pronunciation mistakes and goes over these mistakes as a whole Also, the teacher

makes sure that the pupils are pronouncing the /s/ in the sentences such as It's Dad's photo, and the /t/ in Good night, Mazen. The skill of reading is integrated in this activity since groups of pupils are asked to read aloud in front of the rest of the class. At the end of the activity, the teacher writes new words on the board (e.g., photo album, tomorrow, goodnight) and asks individuals to read them aloud making sure the stress, as well as the pronunciation is accurate.

Another example of 'listen and read' activity is number one on page 8. This activity responds to the first specific outcome and integrates the three language skills of listening, reading and speaking. Pupils make use of the provided pictures in the activity in order to understand the meaning of new words such as lesson, math and past. In this activity, pupils listen to the recording repeating after any pause. The class is divided into groups of four comprising Asma, Mazen, Omar and Miss. The pupil's practice reading the story under the teacher's monitoring in order to check their pronunciation. Before asking the pupils to read the story aloud, some words are written on the board in order to practice pronunciation such as quarter, lesson, and favorite.

Activity number 1 on page 23 is another 'listen and read' activity that responds to the first specific outcome and integrates language skills. In this activity, pupils are asked to listen to the recording and point to the new words (e.g., restaurant, lentils, lamb and rice) to show that they understand their meanings. Teacher plays the recording pausing after each sentence in order for the pupils to repeat it. After listening to the whole story, pupils are asked to read aloud and act out the story in front of the rest of the class. Some new words such as vegetables, healthy, and lentils are written on the board by the teacher and ask pupils to say them in order to check their pronunciation as well as stress. The skills of reading and speaking are integrated within this listening activity.

Similar 'listen and read' activities can be seen in the listening activities in the eight units of the textbook under analysis. In addition, all the activities number 1 on page 16, 1 on page 19, 1 on page 27, 1 on page 31, match the first specific outcome and integrate listening skill with

speaking and reading skills. Thus, it is obvious that 'listen and read' activity is the most frequent activity through the listening activities of the Pupil's Book of Action Pack 3 that respond to the first specific outcome and integrate listening skill with speaking and reading skills. The analyst thinks that this is because pupils need a sufficient number of such activities in order to practice the language, understand and communicate easily in English.

Another type of listening activities that respond to the first specific outcome and integrate two language skills within the same activity, i.e., listening and reading, is 'song' activity. For example, activity number 8 on page 7 asks pupils to use the provided picture in order to understand unfamiliar words such as wardrobe, trousers, and wear. Also, they are asked to listen to the recording of the song and repeat each verse after pausing the recording. At the end of the activity, pupils are asked to practice reading each verse loudly and sing it in front of the rest of the class. A similar activity can be seen clearly in number 8 on page 15. This activity asks pupils to use the given picture in order to understand words and infer their meanings, e.g., doctor, and pilot. Pupils are asked to repeat each verse after the teacher pauses the recording of the song. They are also asked to read the whole sentences in each verse and sing the verse. Similar activities can be seen in number 8 on page 22, 8 on page 30 and 6 on page 33.

All these song activities respond to the first specific outcome and integrate listening and speaking skills. According to the analyst, this type of activity is an excellent example to integrate language skills since most of the pupils find song activities enjoyable, joyful and interesting to practice the language. Pupils like songs, tunes and singing aloud especially singing in groups or the class as a whole. It is obvious that there are various songs through the listening activities; each integrates listening and reading skills. In the case of songs, pupils learn faster and more efficiently as they respond physically to the teacher's verbal input. Through singing, pupils enjoy themselves and they will quickly learn not only the tunes but also how to read the verses correctly (Assaly and Igbaria, 2014).

Other listening activities that respond to the first specific outcome and integrate language skills are found in 'listen and say' activity such as activity number 7 on page 11 which integrates listening and speaking skills. Before and while listening, pupils make use of the provided picture in order to understand new words such as a quarter to four and draw. Also, pupils are asked to listen to the recording and repeat the words. In addition, the teacher writes the words on the board, underline the same sounds (e.g., quarter, four) and say /ɔ:/. Pupils then are asked to repeat the sound and pronounce the words. Another similar activity is number 6 on page 7, which asks pupils to understand the words using the given pictures. Also, they are asked to listen to the recording and repeat words (e.g., chair, bear). After writing these words on the board by the teacher and underlining the same sounds, pupils practice the words. Teacher makes sure of the pupil's pronunciation. Thus, listening and speaking are integrated in this activity. Another activity is number 6 on page 30. This activity responds to the first outcome and integrates the listening skill with the speaking skill. Pupils make use of the given picture to understand the meaning of the two given words; reading and cooking. They repeat each word after the recording. Teacher writes the words on the board, underlines the same sounds (ing) and says /ɪŋ/. Pupils say the words after the teacher.

Generally speaking, using pictures, flash cards and textbooks are means to help pupils in understanding and inferring the meaning of new words. This specific outcome is highly met in listening activities. In addition, integration of language skills especially speaking and listening skills is totally focused on through the activities that respond to the first specific outcome. These two skills are integrated together since pupils at the third grade are expected to develop their oral and aural skills in order to learn and practice the language. They are engaged in long life learning. It seems that 'listen and read', 'song' and 'listen and say' activities that respond to the first outcome focus on integration of language skills. Through integration, pupils are provided with the opportunity to prepare themselves to easily and gradually learn, practice and use the language. Integrating listening with speaking, students are able to use language, communicate and express

their thoughts, feelings and ideas (Davies & Pearse, 2002).

All the activities that respond to the second specific outcome, which states that pupils will use their prior knowledge to participate in short, simple guided exchanges, integrate two language skills. Listening and speaking skills are integrated in these listening activities. 'Listen and point' activities are the most frequent type of the activities respond to the second specific outcome and integrate language skills. In this type of activity, pupils listen to the information they hear on the cassette and point to the correct picture in the Pupil's Book exercises. Before listening, teacher urges pupils to use their prior knowledge in order to participate in short, simple guided exchanges. These exchanges are guided by the teacher himself. Pupils and their teacher or pupils with themselves are engaged in these exchanges in order to prepare themselves to the activity effectively. Such activities are designed to help learners build their microskills of language at each proficiency level. In addition to this, listening activities should be integrated with the other skills (speaking, reading and writing) since depending on one skill in one lesson is not enough (Brown, 2001)

Activity number 2 on page 16 asks pupils to listen and point. Before listening, teacher encourages pupils to use their prior knowledge concerning telling time. They are engaged in simple exchanges (e.g., A: What is the time in picture d? B: It's half past three). Pupils listen to the recording, listen and repeat the time and point to the appropriate picture that matches the time. After listening, pupils are asked to work in pairs in order to ask and answer questions concerning telling the time in front of the rest of the class. It is an enjoyable activity since pupils not only listen but they (also) practice saying the time loudly in front of the class. Listening and speaking skills are integrated in this activity.

Another example is activity number 2 on page 9. Before listening, pupils use their prior knowledge concerning their daily timetable in order to participate in simple exchanges. While listening to the recording, pupils are asked to point to the picture that represents the time. In

the second time of listening, they are asked to repeat the sentences after pausing the recording. After listening to the recording, pupils are asked to read the given words (e.g., leave home, finish school). Then they work in pairs to use their prior knowledge in simple exchanges as in the following example: A: What do you do at 7 o'clock. B: I start school. Obviously, listening, reading and speaking skills are integrated within this activity.

Activity number 2 on page 13 is another listening activity that responds to the third outcome and integrates listening skill with speaking and reading skills. Through all the parts of this listening activities; pre-listening, while-listening and post-listening, pupils are encouraged by their teacher to use their prior knowledge concerning words they have learnt (e.g., pilot, chef, doctor). Before listening, pupils are asked to say the word that represents each picture. While pupils listen to the recording, they are asked to listen and point to the picture that matches what they have listened to. After listening to the recording, they are asked to read the given phrases (e.g., Jaber's father. Kareem's mother). To finish the activity, a simple and short dialogue is written on the board by the teacher in order to give the pupils the opportunity to work in pairs and use their prior knowledge in simple, short and guided exchange talking about job, for example, A: What does Jaber's father do? B: Jaber's father is a chef. Integration of three language skills (listening, speaking and reading) is presented in this type of listening activity. Other similar listening activities that respond to the outcome number 2 and integrate language skills can be seen in number 3 on page 5, 2 on page 20, 2 on page 24, 2 on page 28 and 4 on page 32. Action Pack, the Jordanian English textbook, was created and adopted to develop the communicative competence of Jordanian students as indicated in the General Guidelines and General and Specific Outcomes for the English Language Curriculum (Ministry of Education, 2013).

In order to develop their listening skills, pupils are given the opportunity through listening activities to ask questions that help them in understanding what they are going to listen to in the class. As Table (1) shows, all the four listening activities that respond to the outcome number 3 integrate language skills. In the listening activity

number 2 on page 20, which also responds to the outcome number 2, pupils before listening describe and say what they can see in the picture. Also, they work in pairs and can ask (what can I do in this activity?) in order to help each other in doing this exercise. They listen to the description of the weather in Jerash and tick or cross in the boxes. They are also asked to pronounce the words after listening to the recording such as sunny, windy, rainy and hot. Thus, listening is integrated with speaking in this activity. This type of listening activity is effective since it provides pupils with the opportunity to cooperate and help each other in understanding what they are going to do in this activity. Also, this activity helps pupils in building their self-confidence and sharing the responsibility to understand and learn (Alzboun, 2020).

Another activity that responds to the outcome number 3 and integrates language skills can be seen in number 3 on page 5. This activity integrates listening with speaking. Before listening, pupils are asked to look at the picture and say a word that represents the picture (kitchen). They are also asked to say what they can see in the picture, for example, "I can see a fridge". In addition, pupils work in pairs to prepare themselves for the activity so they have the opportunity to ask for help in order to understand this activity (e.g., what I should do with this activity?). They continue working in pairs in order to help each other understand the activity. Teacher then tells pupils what they can do in this activity. Pupils listen to the recording and repeat each sentence that describes the kitchen after pausing the recording. They are only asked to say yes if the description is correct and say no if the description is wrong (e.g., The books are on the table). In this activity, listening is integrated with the speaking skill. Other similar activities can be found in number 2 on page 28 and 2 on page 13.

The analyst thinks that this type of listening activity is significant since pupils who cannot understand a certain exercise should ask for help from their colleagues or from their teacher in order to be effective and active participants in the class.

Conclusion

Based on the findings of the analysis, all the listening activities in the Pupil's Book of Action Pack 3 that respond to the listening specific outcomes integrate two or three language skills. Also, all the listening activities that respond to the listening specific outcomes have a hundred percentage of integration of language skills. Thus, there is a strong focus on integration in all listening activities. The analyst found that the integration of listening, reading and speaking skills is highly presented within the listening activities of Action Pack 3. No single listening activity integrates the writing skill with the listening skill. Thus, extra listening activities that integrate listening with writing skill are recommended. In addition, all the listening activities integrate two or three language skills so extra listening activities that integrate the four language skills within the same single activity are recommended in order to urge and encourage pupils to be engaged in long life learning.

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