

A Content Analysis of the Appropriateness of the Speaking Activities Included in the Student's Book of Action Pack 9

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Abstract

This research examines the appropriateness of the speaking activities included in the student's book *Action Pack 9* through content analysis. It aims to analyze the extent to which *Action Pack 9* provides suitable speaking activities and to identify the types of speaking activities addressed in the textbook. To answer the main research question, the researcher developed a content analysis sheet designed to examine the appropriateness of the speaking activities in the student's book in relation to students' real-life situations, learning levels, and interests. Frequencies and percentages were used to present the results of the analysis. The findings reveal that the textbook includes diverse types of speaking activities that align with the general guidelines and the specific outcomes for speaking. Moreover, the results indicate that these activities are appropriate to students' real-life situations, learning levels, and interests. Further analysis of speaking skills, along with other skills (listening, reading, and writing), considering additional criteria of analysis such as balance, organization, authenticity, and integration, is recommended.

Keywords: content analysis, speaking activities, appropriateness.

1. Introduction

English language has become the most important language, a global language, for communication in different fields of life. Also, it is considered the language of communication between people with diverse cultures. Besides, it is more than a tool for communication; it forms the basis of intercultural and international relationships. Language gives access to viewpoints that might otherwise have remained inaccessible (Olaniyi and Ajibade, 2012).

Considering the growing importance of English, the Ministry of Education in Jordan has paid much attention to teaching and learning English to help the learners keep up. Also, English education has been influenced by the growing prevalence of the communicative language teaching. This teaching approach uses syllabi and textbooks which are designed with a focus on communication as opposed to linguistic form. Nevertheless, the fact remains that learners do not have enough opportunities to practice speaking English in daily life because of the EFL situation in which the Jordanian learners learn (Matsuda, 2002).

To be able to express themselves in English, the 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. It is taught from the first grade up to the twelfth grade. Also, the curriculum of English in Jordan emphasizes the significance of communication in both the competence and the performance of the learners. Since a textbook is an important means of satisfying the range of needs that emerge from the classroom (Hutchinson & Torres, 1994), 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).

In Jordan, communicative language Teaching has been established as the major practice in teaching English as a foreign language for the well-being of Jordanian citizens, and for the promotion of their good relations with other peoples of the world, (McLean, EL-Hassan, Cobb, and Ibrahim, 1985). Thus, the curriculum of English is considered one of the precious tools to improve students' communicative abilities; it is an effective 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 a key 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 textbooks for both the students and the teachers (Holsti, 1969).

According to Krippendorff (1980), six questions must be addressed in every content analysis: which data are analyzed? How are they defined? what is the Population from which they are drawn? what is the Context relative to which the data are analyzed? What are the boundaries of the analysis? and what is the target of the inferences? That is why the researcher attempts to analyze the speaking activities in Action Pack 9 to investigate the appropriateness of these activities to the student' lives, levels, and interests.

1.1 Literature review

In this literature review, the researchers present a few examples of studies in content analysis that has been used as research tool.

Magableh (2000) evaluated the functional English language of first commercial secondary class. The findings showed lack of colures, grammar, role-play, punctuation, spelling, and phonetic transcription of the vocabulary, tests, visual aids, and dialogues. The findings also showed that the materials were interesting and logically sequenced. The exercises suited the students' level and their interest.

Shatnawi (2005) aimed at investigating the role of culture in foreign language textbooks through content analysis and the extent to which culture is represented in “cutting edge” series. The researcher analyzed the content of the Cutting-Edge series to find out the cultural aspects in these textbooks. The analysis revealed that the textbooks include the cultural aspects: historical, economic, political, religious, social, man-woman relationship, habits, customs, and tradition.

Ababneh (2007) aimed at analyzing the content of Jordan Opportunities of tenth grade students and investigated the teachers' and supervisors' perspectives concerning that content. The findings of his study showed that the outcomes and vocabulary were not fairly distributed in

modules. Grammar and reading tasks had the highest frequency and percentage. The teacher's book was of great help to teachers. The respondents agreed on the suitability of Jordan Opportunities and suggested deleting some grammar exercises, providing a word list with phonetic transcription and fair distribution of modules of Jordan Opportunities.

Zawahreh (2012) analyzed the vocabulary items in the six modules of the students' book of Action Pack Seven used as a textbook for teaching English as a foreign Language in Jordan to find out to what extent these vocabulary items meet the criteria proposed by it. The findings of the study revealed that: First, most of the new vocabulary items obtained in the six modules of Action pack seven met the criteria of the analysis with a percentage ranged between 100% and 82%. Second, there is no balance in: (a) distribution of the new vocabulary items between the six modules. (b) distribution of the parts of speech within the module.

Abeer and Smadi (2013) aimed at analyzing the reading texts of the student's book in Action Pack Eleven to determine to what extent the reading texts are authentic. Frequencies and Percentages are used to present the results of the question of the study. The findings of the analysis revealed that the reading texts of the student's book in Action Pack 11 have a high degree of authenticity. There is a strong match between reading specific outcomes and the reading text's authenticity in Action Pack Eleven. Such focus on authentic reading texts highlights the significance of the reading skill in building the communicative competence of the Jordanian students at the secondary stage.

2. Problem of the Study and Its Questions

This research aims at analyzing the speaking activities in the Student's Book of Action Pack 9 to find out the extent to which these activities that respond to the speaking specific outcomes under study are appropriate to the students' level, lives, and interests.

2.1 Study question.

This analysis starts with the following main question:

1. To what extent are the speaking activities in the Student's Book of Action Pack 9 that respond to the speaking specific outcomes under study appropriate to the students' level, lives, and interests?

3. Study of the Term

Appropriateness: refers to the suitability of the included content in each speaking activity to the students' level as ninth graders. Also, it refers to the relevance of the content of the speaking activity to the students' real-life situations and interests. In addition, appropriateness judges whether the students appreciate the content of the speaking activity's values or not.

4. Limitation of the study

The generalization of the findings of the study is limited to the speaking activities included in the student's book of Action Pack 9.

5. Methodology and Procedures

The analyst follows the following procedures to achieve the purpose of the analysis :

1. The analyst read the Speaking Specific Outcomes for the Ninth Grade in the General Guidelines and General and Specific Outcomes for the English Language, 2006.

2. 2 -The analyst surveyed the speaking activities in the Student's Book of Action Pack 9 to find out the activities that respond to the speaking specific outcomes under study.
3. The analyst examined the speaking activities that respond to the speaking specific outcomes. The types of these activities were classified into five major categories that were used as the categories of analysis.
4. The analyst content analyzed the speaking activities that respond to the speaking specific outcomes under study considering the activities' appropriateness.
5. The analyst found out the frequencies and percentages of the speaking activities and their appropriateness. The analyst presented the findings and discussed them through presenting comments and examples. Also, inferences are presented based on the findings.

5.1 Content under Analysis

The speaking activities in the Student's Book of Action Pack 9 from module 1 to 6.

5.2 Criterion of Analysis

The criterion that is used in this analysis is the appropriateness of the speaking activities in the Student's Book of Action Pack 9, that respond to the speaking specific outcomes under study stated in the General Guidelines and General and Specific Outcomes for the English Language Curriculum, to the students' real-life situations, learning levels and interests.

5.3 Categories of Analysis

The categories of the analysis are the types of the speaking activities in the Student's Book of Action Pack 9 that respond to the speaking specific outcomes under study stated in the General Guidelines for English Language Curriculum, 2006. They state that students will:

1. Use recorded material to correct pronunciation of words.
2. Discuss the correct pronunciation of words with peers.
3. Engage in discussions to exchange ideas about a variety of topics.
4. In groups, sort, organize and classify data into charts or tables.

The types of the speaking activities in Action Pack 9 are as the following:

5. Use recorded material and work with peers to check pronunciation of unfamiliar words.
6. In pairs, choose and speak.
7. In pairs, choose and compare your answer.
8. In groups, have a debate based on a statement.
9. In pairs, think, choose, and talk.
10. In pairs, choose and compare your answers.
11. In pairs, ask and answer.
12. In groups, discuss a topic and answer the questions.
13. In pairs, talk and explain.
14. In groups, answer the questions below and discuss your opinions.

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15. In pairs, choose and explain.
 16. In groups, discuss and explain.
 17. Discuss your guesses.
 18. Discuss differences and similarities.
 19. Roleplay an interview about lifestyle.
 20. Roleplay an interview, using given words to ask and answer questions.

The analyst classified these types of activities into five major categories considering the focus of the activities as the following:

1. Practicing and discussing the correct pronunciation of unfamiliar words: number 1.
2. Working in groups and having a debate about certain topics based on a given statement: number 4.
3. Engaging in discussions about certain topics based on answering several questions: number 8, 10, 12, 13 and 14.
4. Working in pairs, talking, and talking about certain topics: number 2, 3, 5, 6, 7, 9 and 11.
5. Roleplay and interview: number 15 and 16.

5.4 Unit of Analysis

The unit of analysis is every speaking activity that responds to the speaking specific outcomes under study in the Student's Book of Action Pack 9 from module 1 to 6.

5.5 Instrument of the Study

To answer the question of the study, the analyst developed a content analysis sheet. It is designed to examine the speaking activities in the Student's Book of Action Pack 9. Frequencies and percentages of the speaking activities and their appropriateness to the students' levels and lives are used to report this analysis. The content analysis sheet was validated by a jury of six specialists in EFL curriculum designing.

Reliability and Validity of the Instrument

The reliability of a content analysis study refers to its stability. Simply, developing rules that allow one to categorize and code the same data in the same way over a period, referred to as stability, is essential to the success of a content analysis. Therefore, the researcher analyzed the speaking activities in the student's book Action Pack 9 and spotted all the activities that characterized with appropriateness. 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.

6. Study Result and Discussion

Each speaking activity in the Student's Book of Action Pack 9 that responds to one or more of the speaking specific outcomes under study was analyzed to find out the extent to which these activities are appropriate to the students' levels, lives, and interest. The types of the activities, frequencies, percentages of these activities and their appropriateness are presented in the table (1).

Table (1): Frequencies and Percentages of the Speaking Activities that Respond to the Speaking Specific Outcomes and their Appropriateness in the student's Book of Action Pack 9

NO.	Type of speaking activities	Frequencies of speaking activities	Percentages of speaking activities	Frequencies of appropriate speaking activities	Percentages of appropriate speaking activities
1	Practicing and discussing the correct pronunciation of unfamiliar words	18	43.9	18	43.9
2	Working in pairs, saying, and talking about certain topics	12	29.2	12	29.2
3	Engaging in discussions about certain topics based on answering several questions	6	14.6	6	14.6
4	Having a debate about certain topics based on a given statement	3	7.3	3	7.3
5	Roleplay and interviewing.	2	4.8	2	4.8
Total		41	100	41	100

The total number of speaking activities that respond to the speaking specific outcomes under study in the Student's Book of Action Pack 9 is 41. All these speaking activities are appropriate to the students' levels, lives, and interests. The appropriateness of these activities is apparent in the suitability and relevance of these activities to the students' levels, interests and lives which means that they may appreciate the values and the benefits of the content of these activities to their lives. Thus, there is a high focus on the appropriateness of the speaking activities to the students' lives and interests.

Furthermore, such a high focus on the appropriateness of these activities highlights the significance of these activities in building the students' communicative competence. Students will find it easy to communicate when the ideas and the content of the activities are appropriate to their levels and lives. Besides, providing the students with the appropriate speaking activities may enable them to manipulate, produce and interact easily in the language. Inappropriate content, word-choice or wrongly used grammatical forms can lead to communication breakdowns. Such breakdowns can have significant consequences such as unintended offense and embarrassment.

The first type of speaking activities, 'practicing and discussing the correct pronunciation of new words' has the highest percentage among the other types. It is the most frequent activity through the speaking activities in the Student's Book of Action Pack 9. The analyst thinks that this is because of the students' need to do enough of such activities to understand and easily practice the language. In addition, this type of activity opens every unit and introduces it, so it is frequently presented.

Such a high percentage of speaking activities that focus on the pronunciation of words highlights and stresses the significance of pronunciation in communicating and conveying the correct and clear words, phrases, sentences, and ideas. Pronunciation is a "must" skill for any English language learner. If pronunciation is incorrect, misunderstanding of the meaning and the message, which the speaker is going to convey, will be possible. Improper pronunciation can lead to negative impressions, misunderstanding and ineffective communication. Thus, such a high percentage and focus on checking and discussing the correct pronunciation of unfamiliar words is justified considering the significance of the unfamiliar words in communicating and understanding the meaning and the message. Another point that may prove the significance of pronunciation in communication is that students at this age, as ninth graders, are asked not only to use the recorded material to correct their pronunciation of unfamiliar words but also to work with peers to check their pronunciation. Peer work is justified since students of the same abilities and proficiency levels help each other to check and discuss the correct pronunciation of unfamiliar words.

All the speaking activities under the first category are presented at the beginning of each unit in the six modules that are included in Action Pack 9. The unfamiliar words are introduced through keyword boxes and recorded materials which students are going to use to correct the pronunciation of these words. Then, they work with peers to check the correct pronunciation. The recorded material that is used to introduce unfamiliar words is relevant to the students' levels and lives.

On example of the speaking activities that come under the first category can be seen in number 2 on page 5. This activity introduces a topic that is related to the students' lives. It presents a radio program about friendship and the qualities of good friends. In this activity, students are going to learn unfamiliar words that are related to the characteristics of their friends in their daily lives such as shyness, loyalty, and sense of humor. Also, they work with peers and with their teacher to discuss the correct pronunciation of unfamiliar words. Students, at this age, are expected to have many good friends in their lives. They try to show themselves through having a lot of friends around them. Thus, friendship is a relevant topic that is appropriate to the students' lives and interests. Also, they appreciate its value and benefits in their lives.

Another example, under the first type of speaking activities, can be seen in number 2 on page 12. This activity is appropriate to the students' lives and interests. This activity introduces unfamiliar words that are related to both recent and traditional garments such as headband, silk, jumper, tunic, and headdress. Students at this age, as teenagers, like to show themselves and prove their personalities even through their dresses or garments. Through garments, they try to build their self-confidence and self-esteem. Also, in this activity, students are expected to know more about the traditional garments to see the differences and similarities between the past and the present. In addition, this activity is appropriate to the students' lives and interests since it is related to the Jordanian traditions and customs. Also, it introduces students to the words that they can use in their daily lives and inside the classroom if they are engaged in discussions concerning garments in the past and the present such as Kufiyyah, silk and headband. In addition, it is appropriate to the students' language levels since it introduces some everyday language that is closely related to ninth graders' lives such as He wears a jumper, my grandfather used to wear a headband. Introducing the students to simple present tense is appropriate to their levels since it is one of the basic tenses that are familiar to the ninth graders. Thus, this activity involves understanding grammatical knowledge which helps in expressing meanings easily.

Activity number 3 on page 23 is another example of the speaking activities that come under the category number 1. In this activity, students are asked to use recorded material concerning computers to correct and check the pronunciation of unfamiliar words that are related to computers such as webcam, connect, download. Students listen to the recorded material; check the pronunciation after each pause. Then, with peers, they discuss and check the correct pronunciation of unfamiliar words. We are living in the age of information technology. Technology dominates many things in our daily lives. Many things around us, are nowadays computerized. Thus, such topics as computers and technology are appropriate to the students' lives and interests. In addition, this activity introduces some everyday language that is closely relevant to the ninth graders' lives. Students, in this activity, are asked to use unfamiliar words in having discussions concerning their predictions about how computers, technology and the Internet will change our lives. The Internet is appropriate and suitable for the students' lives since it is the most preferable topic to them. They spend most of their time using the Internet. They, as teenagers, want to have their self-independence so they like to have their own personal face book accounts and email addresses. Appropriate topics that are presented through the speaking activities may encourage the students to be engaged in discussions and communication easily.

Another example of the speaking activities that come under category number 1 can be seen in number 2 on page 50. In this activity, the teacher is going to use recorded material to provide the students with the opportunity to correct and check the pronunciation of unfamiliar words that are related to money. After each pause, the students are expected to check their pronunciation of these words. Also, they work with peers and with their teacher to discuss the correct pronunciation of unfamiliar words such as cheque, bank note and miser. This activity presents a topic that appeals to teenagers' interests. Ninth graders prefer to have money in their pockets to be ready for any sudden situation that may happen to them. Most teenagers may try to show themselves and depend on themselves in spending the money that their parents provide them with as pocket money. In this activity, students are expected to learn the language that is needed to be engaged in discussion concerning money such as He wanted to have a lot of money in his pocket. He used to spend as little money as possible. In addition, students appreciate the value and the benefits of money in their lives.

Activity number 1 on page 53 is another example of the speaking activities of the first type. In this activity, students are asked to use the recorded material to check and correct the pronunciation of unfamiliar words that are related to working as volunteers to save lives such as aid, disaster, and medic. Also, they work with peers and with their teacher to discuss the correct pronunciation of unfamiliar words. Saving lives is another topic that is pertinent to the students' lives. Ninth graders need to be aware of the type of jobs and the ways that may help in saving lives such as first aid and soldiers. Nowadays, the world is full of struggle and wars. Thus, the students at this age need to be aware of the values and significance of being a soldier in society to save our lives. Also, they appreciate and estimate the soldiers' roles in our life. Saving lives is an appropriate topic to be presented to ninth graders. Other examples can be seen in other activities such as number 2 on page 6, 2 on page 8, 1 on page 15, 1 on page 27, 4 on page 37, 2 on page 49 and 1 on page 61.

According to the analyst, all the speaking activities that come under category number 1 are appropriate in the language that is used in these activities. Also, the content and the topics of these activities are appropriate to the students' lives, interests, and levels. The highest percentage given to this category is justified considering the significance of pronunciation of unfamiliar words in

building the communicative competence of the students. Words with their correct pronunciation are the basic blocks to building the students' competence to be fluent in communicating their ideas and opinions.

Concerning the category number 2, working in pairs, talking, and talking about certain topics, it has the second highest percentage among the other speaking activities. All the speaking activities of the second type are appropriate to the students' lives and interests. Ninth graders are expected to work in pairs to do and perform most of the speaking activities. On example of these activities is number 6 on page 9. This activity presents a topic that is appropriate to the students' lives; famous people they admire. Such a topic is appropriate to their lives and interests since they are given the freedom and the opportunity to choose people they admire to talk about. They say why those people are famous and why they admire them. Students at this age, as teenagers, like to have the chance to express their feelings and opinions and make their choices concerning the people they admire. Such activity may give the students the amount of freedom that they seek to show and prove their personalities and express their feelings.

The second example is activity number 4 on page 11. In this activity, students are asked to think of three occasions, where they can wear special clothes and work in pairs to sort, organize and classify data into a table. In this activity, the students must think of the types of clothes that they should wear for certain occasions such as business meetings, football matches and a friend's birthday. They are asked to be engaged in discussions concerning these occasions and the types of clothes that are appropriate for each occasion. Such occasions presented in this activity are relevant to the students' lives, culture, and interests. Ninth graders, as teenagers, prefer to talk, discuss, and exchange their ideas concerning the occasions in their lives and the types of clothes that they can wear on each occasion. They prefer to be attractive in their clothes since they want to show themselves and prove their personalities. In addition, this activity is appropriate to the students' level of proficiency since it introduces them with meaningful communication concerning the types of clothes that they can wear for certain occasions using the appropriate words (e.g., jeans, dress and jacket) and structure i.e. simple present tense (e.g., I wear a red dress in my friend's birthday). Thus, the students, in this activity, are not asked to use unfamiliar words or grammar to perform the task. The vocabulary and the structures that the students would use to perform this activity are derived from lexical items and grammatical structures they had encountered in a previous section; this activity comes after activity number 2 on page 12 which introduces the students with the words that they need to talk about clothes.

Another example can be seen in activity number 8 on page 40. In this activity, the students are asked to work in pairs to complete the table with the missing information concerning their future using conditional phrases (e.g., I will play football this weekend if I do not have any homework). They say and discuss their plans concerning the future. Talking about their plans is an appropriate topic to the students' lives and their personalities. In this activity, the students discuss personal information and ideas familiar ones. Also, it is an appropriate speaking activity since the language that is used in this activity is suitable to the students' levels of proficiency. The students are going to use familiar words and everyday language and structure (e.g., I will play football. I will go to the library tomorrow). Other examples can be seen in number 6 on page 7, 8 on page 9, 4 on page 19, 7 on page 35, 7 on page 40, 2 on page 42 and 5 on page 67.

Moreover, none of the speaking activities under category number 2 are irrelevant or inappropriate to the students' levels, lives, and interests. They present topics that are closely related to the students' lives so that they learn to use the language to discuss topics that reflect their lives

and interests which in turn make learning more meaningful. The analyst thinks that presenting appropriate topics may make the speaking activities more meaningful and pertinent to their lives and interests. Appropriate speaking activities allow the students to express themselves in content that they would more easily relate to and comprehend.

The Table shows that all the six speaking activities of the category number 3 are appropriate to the students' levels, lives, and interests. Appropriateness is clear in activity number 7 on page 55. In this activity, the students are asked to work in groups to think and discuss a suggested project to help the people who are in need in their city. Helping people who are in need such as poor neighborhoods or children in hospital is a clear example of presenting an appropriate topic that is relevant to the students' lives and interests. Students at this age, ninth graders, are expected to show themselves and the goodness in their personalities. Through this activity, they are going to express their opinions freely concerning what people need, what they can do to help people who are in need and how to convince other classmates to help those people.

Activity number 9 on page 26 is another example of speaking activities of the third category. In this activity, students are going to work in groups to follow the speaking strategies which are provided in a previous activity, which is presented before this activity. They are asked to discuss their opinions about making predictions about life in 20 years. The students are provided with questions to answer and express their opinions concerning the possible predictions. Making predictions about life in the 22nd century is appropriate to the students' lives and interests. Students, at this age, like to make predictions to depend on themselves in expressing their opinions. In addition, the words that are presented in this activity are closely related to the students' lives such as robots, computers, online and airports. Thus, this activity presents some everyday language that is closely relevant to the ninth graders' lives such as Robots will make different jobs in our houses. Appropriateness is also clear in other speaking activities of the third type such as number 8 on page 14, 4 on page 23 and 4 on page 26.

Working in pairs to discuss a variety of topics that are appropriate to the students' lives has been sufficiently presented through the speaking activities in Action Pack 9. According to the analyst, this sufficient presentation is necessary to help ninth graders in practicing and learning the language easily.

The analyst found only three speaking activities that come under the category number 4, having a debate about certain topics based on a given statement. All the appropriate speaking activities of this type of demand having debates about different topics based on given statements. One example can be seen in number 7 on page 7. In this activity, the students are asked to have a debate concerning the most important quality in a good friend, based on the statement 'The most important quality in a good friend is honesty'. The students are provided with certain expressions to use in their debate such as "That is an especially crucial point, which seems reasonable, I do not agree. Qualities of good friends are closely related to the students' lives since all the students, not only ninth graders, have strong desires to have good friends in their lives that have certain good qualities such as honesty. Also, honesty is closely related to the students' lives, ethics, and values. They are mature enough at this age to be honest in everything they say or do in their lives. They are matured to appreciate this value in their personality and friends' personalities to have friends who they can trust and depend on and them if they need them.

Furthermore, activity number 7 on page 17 demands a short debate based on the statement 'A good employee is a person who only has a good attitude'. The students are asked to work in

groups to have a debate concerning the statement and make use of the linking words such as so that, and, because. The students at this age, as ninth graders, always dream and think of their future, preferred jobs, and the attitudes of a good employee. Such topics are closely related to the students' lives and interests. Also, they appreciate the values of the qualities of an ideal employee in society. The topic of having a debate about the good qualities either for the employees or other members of society is appropriate to the students' lives and interests. Another example of this speaking activity type can be seen in number 4 on page 56. The analyst suggests adding more debate activities since such activities may help in making communication more meaningful and effective so the students can easily practice the language.

Concerning the last category, role play and interviewing, only two activities are found. These activities respond to the third specific outcome which states that the students are expected to exchange ideas concerning certain topics. One of these activities can be seen in number 8 on page 52. In this activity, the students are asked to take the roles in a radio interview to ask and answer questions about possessions and lifestyle. Also, they are free to decide the questions and the answers that they are going to have in playing these roles and having an interview. Since possessions and lifestyle are closely related to the students' lives and interests, the students may feel relaxed and free in their imagination and using the language. The students, at this age, like talking about their lifestyles and possessions.

Activity number 6 on page 64 is another example of role play activities. In this activity, the students are asked to role play an interview asking and answering questions several questions that are provided to the students within the same activity. The students are asked to talk about a personal experience in their lives such as a journey to visit a certain ancient place. Going on journeys, living their lives normally and socially and having their interesting free time are all appropriate to the students' lives and interests. Moreover, this activity may become better if the students are not provided with certain questions to give them the opportunity to imagine, think and talk freely without any restrictions. The analyst suggests having more roles play activities since they provide the students with the chance to communicate freely and effectively. Role play helps in making the speaking activities more attractive and useful to build the students' communicative competence.

To conclude, the Table shows that all the speaking activities are appropriate to the students' lives, and they appreciate the value of presenting such topics. Presenting appropriate speaking activities stresses the significance of appropriateness in making communication more meaningful and effective. Appropriate activities help the students in relating what they discuss, talk about, and learn to their lives so that they can build their communicative competence. Also, they can use the language and practice it easily either inside or outside the classroom.

Though there is a high focus on the appropriateness of the speaking activities, more roles play activities are needed since there is a lack of such activities that address different topics that are appropriate to the students' lives and levels. Role play as a communicative speaking activity provides the students with the opportunity to easily communicate their ideas and imagination.

The analyst thinks that appropriate speaking activities may help in making communication more interesting and help the students in overcoming their fear and shyness of speaking and practicing the language. In addition, appropriate speaking activities that make use of real-life situations would go a long way in promoting the students' communicative proficiency. To sum up, using appropriate topics may result in the learners' accomplishing the purpose of the speaking activities.

7. Conclusions

Based on the findings of the analysis, all the speaking activities that respond to the specific speaking outcomes under study are appropriate to the students' levels, lives, and interests. Also, they appreciate the values and the benefits of such topics. Thus, a high focus is given to the appropriateness of the speaking activities in Action Pack 9.

Conflicts of interest statements

All authors declare that they have no conflicts of interest.

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