

A Content Analysis of the Reading Texts and Activities in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4 Considering the Specific Reading Outcomes Stated in the Guidelines

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Abstract

The present study aims to analyze the reading activities in the Pupil's Book of Action Pack 4 and the Pupil's Book of Better English Now 4 to determine the extent to which these activities meet the specific reading outcomes outlined in the General Guidelines and the General and Specific Outcomes for English Language in Jordan (2006). Furthermore, this study seeks to analyze the reading texts in both pupil's books to assess their authenticity. Frequencies and percentages are used to present the results of the study's questions. The analysis reveals that the reading activities in the Pupil's Book of Action Pack 4 align with the specific outcomes, unlike those in the Pupil's Book of Better English Now 4. Additionally, the findings indicate that the reading texts in both the Pupil's Book of Action Pack 4 and the Pupil's Book of Better English Now 4 exhibit a high degree of authenticity. This focus on authentic reading texts highlights the significance of the reading skill in building the communicative competence of Jordanian students.

Keywords: Content Analysis, Action Pack 4, Better English Now 4, Reading Activities.

1. Introduction

Nations all over the world are striving through different means to improve their educational programs. To achieve this purpose, they continuously introduce and evaluate their educational curriculum, syllabuses, and textbooks. The textbook and instruction material are important components to EFL/ESL programs (Ababneh, 2007). The textbooks are essential elements of English language teaching process. Teaching and learning situations are not completed if there are no textbooks. Both students and teachers benefit from the textbook as it provides them with the necessary skills that help them inside and outside the classroom.

Reading always has a purpose. It is something that we do every day, it is an integral part of our daily lives. Alderson (2000) defines reading as "an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed." Reading means different things to different people. For some, it is recognized as written words, while for others it is an opportunity to teach pronunciation and practice speaking. Moreover, the more the

learner reads, the better a reader he/she will become, not only improving his language level, but also confidence. If the text interests the learner, it can also be related to his/her own experiences. One of the aims of authentic materials is to help the student react in the same way L1 speakers react in their first language L1.

According to Al-Yousef (2005), reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge, through bottom-up processing, as well as schematic knowledge, through top-down processing. In addition, Al-Khawaldeh (2011) affirms that reading increases readers' knowledge, general and specific, it increases and builds vocabulary that may help readers communicate with others, and it improves other language skills. Moreover, Al-khrisheh (2008) emphasizes that reading is always considered as a crucial skill for EFL students because it offers an open window to further knowledge, learning and development. He also adds that through reading, learners can find out what is happening in our world by reading electronic journals and websites.

Authentic texts have been defined as “real-life texts, not written for pedagogic purposes” (Wallace 1992). They are therefore written for native speakers and contain “real” language. They are materials that have been produced to fulfill some social purpose in the language community.” (Peacock, 1997), in contrast to non-authentic texts that are especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried since it is concentrating on something that must be taught and often contains a series of false-text indicators.

According to Rost (2002), authenticity is one of the terms which researchers talk about questionably. In addition, Nuttall (1996), states that authentic texts provide motivation because they are proof that the language is used for real-life purposes by real people. Moreover, Kilickaya (2004), states that authenticity has been put under deep discussion by many researchers. As a result, they came up with different definitions for this problematic term. Defining 'authenticity' is a vital element for both materials designers and language teachers, who are willing to employ authenticity in language teaching in EFL classrooms. There are several studies which are engaged with studying authenticity and the use of authentic materials in EFL classes. For many researchers, authenticity is very significant, because it prepares the learners for the real-world situations in terms of using the target language. On the other hand, using less authentic materials with our learners may lead to less practice in the real world.

Variety and presentation also influence the choice of authentic materials. A reading course can be made more interesting if a variety of texts is used. In addition, the wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. Moreover, the authentic presentation, using pictures, diagrams, photographs, helps put the text into context. This helps the reader not only to understand the meaning of the text better, but also how to use it. A more attractive text will appeal to the students and motivate them into reading.

Content Analysis (CA) summarizes the contents of a book or a series of books in one table which enables readers to judge their appropriateness to the learner. Content Analysis is an organized process as it follows specific and controlled criteria. Content Analysis can be one of the best evaluating instruments that can be followed to analyze textbooks and show their strengths and weaknesses. Results of CA provide textbook authors and authorities, who are responsible for

issuing such textbooks, with meaningful insights that help make the necessary developments and amendments to textbooks analyzed. The method of CA enables the researcher to include large amounts of textual information and identify systematically its properties. Researchers have provided various definitions for CA. Holsti (1969) defines CA as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages". Pool (in Ahmed and Al-Hammadi, 1987) defines CA as "An accurate method that aims at describing textual information which takes accuracy, validity, and reliability of the description into consideration". Content Analysis has wide applications. Although it was first founded by Berelson (Cited in Ahmed and Al-Hammadi, 1987) to analyze media and communication, it was later developed to include the social sciences and humanities.

There are two main types of schools in Jordan. One is public and the other is private school. Nowadays private schools are becoming more favorite and attractive for majority of the students due to their better education systems, test criteria and knowledge creation, while public schools, which are comparatively very cheap but inefficient, are losing their attraction. Many parents prefer to send their children to private schools and avoid public ones. A lot of private schools in Jordan adopt extra materials to enhance students' learning especially in English. Better English Now series is an example of such materials. Whereas, In Jordanian public schools, Action Pack is a mandatory curriculum. It is an English course for basic and secondary level students which includes materials that are based on the General Guidelines and General and Specific Outcomes (Ministry of Education 2006).

Al-Ghazo and Smadi, (2013) analyzed the reading texts of the student's book in Action Pack Eleven to determine to what extent the reading texts are authentic. They used frequencies and percentages to present the results of the question of the study. The results of the analysis showed that the reading texts of the student's book in Action Pack 11 have a high degree of authenticity. Moreover, the results showed a strong match between the reading specific outcomes and the reading text's authenticity in Action Pack 11. 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.

Hassankiadeh and Faraji (2014) discussed different aspects of authenticity in analyzing different parts of the Iranian new published English book (called Prospect 1) for first grade of junior secondary school in EFL classrooms. Content analysis was used to concentrate of authenticity. The results showed that the proportion of different aspects of authenticity in this book is not distributed properly. In fact, there is just an unremarkable proportion to target culture and informal linguistic elements and remarkable proportion to intercultural category of authenticity.

Alshumaimeri and Alzyadi (2015) identified the extent of using authentic materials in the new series of secondary English textbooks (Flying High for Saudi Arabia) that are used in Saudi schools. They used a content analysis instrument to analyze the first secondary English textbook. The instrument has been distributed on 112 EFL female teachers who work in public Secondary schools in Riyadh city. The results showed that the selected textbook focuses to a moderate extent on using authenticity. Moreover, the provided materials promoted genuine communication among EFL learners, prepared learners for the future uses of the target language and presented authentic language in its actual contexts. However, the findings revealed that the used materials were beyond the students' level and the reading comprehension activities presented real life texts at a poor range.

Ahmad (2016) analyzed reading texts to unfold and understand the need for developing critical reading comprehension skills. Content analysis research and qualitative methods were used to collect data. The findings showed that most of the reading passages and reading tasks found in the student's textbook are influenced by bottom-up strategy. Moreover, there has been a lack of reading passages and reading tasks related to top-down processing and meta-cognitive processing respectively. On the contrary, it was found that most of the passages in the student's textbook are narrative in nature while at tertiary level more expository type of passages are used.

2. Problem of the Study and Its Questions

This study aims at analyzing the reading activities in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4 to determine the extent to which these activities meet the reading specific outcomes in the General Guidelines and General and Specific Outcomes for English language in Jordan of 2006. Moreover, this study aims at analyzing the reading texts in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4 to determine the extent to which these reading texts are authentic.

2.1 Study question

Specifically, this will be illustrated by answering the following questions:

1. To what extent do the reading activities in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4 meet the reading specific outcomes in the General Guidelines and General and Specific Outcomes of English Language in Jordan of 2006?
2. To what extent are the reading texts in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4 authentic?

3. Study Terms

Action Pack

It is a series of twelve books prescribed by the Jordanian Ministry of Education from first to twelve grade students. It includes Student's Book, Activity Book, Teacher's Book and Cassettes.

Better English Now

It is a series of twelve books. It is a course designed to meet the needs of Arab children who learn English. It is also an activity-based course that aims at promoting all language skills: listening, speaking, reading and writing. It includes pupil's Book, Activity Book, Teacher's Book, Language Practice, Reader A, Reader B, Cassette, and CD-Rom.

Inclusion

refers to the extent to which the reading activities are included in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4.

Authenticity

refers to judging the authenticity of reading texts included in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4 and their relevance to Jordanian pupil's real life or they alien to them.

4. Methodology

4.1 Criteria of Analysis

The first criterion of this study is the extent of including reading activities in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4 that respond to the following specific outcomes:

1. Distinguish between formal and informal use of some words.
2. Use picture clues to make predictions about content while reading independently.
3. Use punctuation to understand.
4. Use dictionaries to help understand unfamiliar words in short reading materials.
5. Recognize and name some basic kinds of short and simple reading material.
6. Retell or act out the important events in a short and simple narrative.
7. The second criterion of this study is the authenticity of reading texts in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4.

4.2 Categories of Analysis

The categories include every reading text found in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4. In the first book they are: dialogue, diary, short story, descriptive, letter and leaflet. While in the second book there is only dialogue, short story and descriptive texts.

4.3 Unit of analysis

The unit of analysis is the reading activity and reading text in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4.

4.4 Reliability of the Analysis

The researcher analyzed the reading texts and reading activities in Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4 and spot all the texts that characterized with authenticity and utility. The analysis was repeated after six days to find that there is a consistency of (0.97) between the two analyses. This indicates the high reliability of the analysis.

5. Study Results and Discussion

Table (1) below presents the frequencies and percentages of the reading activities that meet the specific outcomes in the Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4.

Table (1): Frequencies and Percentages of the Reading Activities that Meet the Specific Outcomes in the Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4.

No.	Specific Outcomes	Action Pack 4		Better English Now 4	
		Frequencies	Percentages	Frequencies	Percentages
1	Distinguish between formal and informal use of some words.	0	0	0	0

2	Use picture clues to make predictions about content while reading independently.	33	54.09	32	54.23
3	Use punctuation to understand.	5	8.19	0	0
4	Use dictionaries to help understand unfamiliar words in short reading materials.	2	3.27	0	0
5	Recognize and name some basic kinds of short and simple reading material.	12	19.67	8	13.55
6	Retell or act out the important events in a short and simple narrative.	9	14.75	19	32.20
Total		61	100	59	100

In Pupil's Book of Action Pack 4, the total number of reading activities is 36, while the frequencies are 61 because most reading activities match more than one outcome. The outcome number 2 is the most frequent in the reading activities. Whereas no reading activities match the outcome number 1. In addition, the outcomes number 3,4 and 6 are the most marginally included in the reading activities. Moreover, through investigating all the reading activities in Pupil's Book of Action Pack Four, the researcher found out that most reading activities are entitled as Listen and Read, which shows the integration between language skills. In contrast, the total number of the reading activities, in Pupil's Book of Better English Now 4, is 49, while the frequencies are 59 because some reading activities match more than one outcome. The outcome number 2 is the most frequent in the reading activities. Whereas, no reading activities match the outcomes number 1, 3 and 4. In addition, the outcomes number 5 is the most marginally included in the reading activities. Moreover, through investigating all the reading activities in Pupil's Book of Better English Now 4, the researcher found out that most reading activities are entitled as Read, which shows the lack of integration between language skills. It seems that the reading activities in Pupil's Book of Action Pack 4 respond to the specific outcomes rather than what is going on in Pupil's Book of Better English Now 4.

Obviously, among the specific outcomes that are related to the reading skill, it is expected that students will be able to use dictionaries to help understand unfamiliar words in short reading materials. The content analysis of the reading activities in Pupil's Book of Action Pack Four, as illustrated in Table 1, reveals that there are just 2 reading activities that match the previously mentioned specific outcome. These activities are number 4, on page 62, and number 4, on page 70. More clearly, this can be seen in the Teacher's Book on page 121, in which teachers are asked to give students dictionaries to find out what the words mean. The second one can be seen in the Teacher's Book on page 137, in which teachers are also asked to hand out some dictionaries. Whereas, obviously, the content analysis of the reading activities in Pupil's Book of Better English Now 4, as illustrated in Table 1, reveals that there are no reading activities that match the previously mentioned specific outcome. The researcher suggests that this outcome should be emphasized, in both books, to enable teachers to help students be good dictionary users since the dictionary is a very important tool for anyone who is learning a new language.

Indeed, the analysis of reading activities, that are included in Pupil's Book of Action Pack 4, shows that outcome number 2, which states that students should use picture clues to make

predictions about content while reading independently, has the highest percentage. This can be seen in activity number 1, on page 4, activity number 1, on page 8, activity number 5, on page 18, activity number 4, on page 26, activity number 1, on page 40, activity number 5, on page 54, activity number 1, on page 60, and activity number 5, on page 74. Specifically, activity number 1, on page 4, asks students to look at the pictures to answer the questions. This instruction can be seen in the Teacher's Book, on page 15, Exercise 1. In addition, activity number 5, on page 18, asks students to read the paragraph and match the names to the children in the pictures. This instruction can be seen in the Teacher's Book, on page 41, Exercise 5. Another example that matches this outcome is activity number 4, on page 26, in which students are asked to look at the pictures and describe them. This instruction exists in the Teacher's Book, on page 56, Exercise 4. Moreover, activity number 5, on page 54, asks students to read and match. In this activity students describe pictures saying what is happening in each one. This instruction can be seen in the Teacher's Book, on page 106, Exercise 5.

Similarly, the analysis of reading activities, that are included in Pupil's Book of Better English Now 4, shows that outcome number 2, which states that students should use picture clues to make predictions about content while reading independently, has the highest percentage. This can be seen in activity number 1, on page 5, activity number 1, on page 9, activity number 1, on page 15, activity number 1, on page 25, activity number 1, on page 33, activity number 2, on page 42, activity number 1, on page 48, activity number 1, on page 60, activity number 1, on page 69, activity number 1, on page 73, and activity number 1, on page 78. Specifically, activity number 1, on page 5, asks students to look at the pictures to answer the questions. This instruction can be seen in the Teacher's Book, Activity 1, on page 21. In addition, activity number 1, on page 33, asks students to use the pictures to ask and answer. This instruction can be seen in the Teacher's Book on page 44, Activity 1. Another example that matches this outcome is activity number 1, on page 60, in which students are asked to look at the pictures and talk about them. This instruction existed in the Teacher's Book, on page 72, Activities 1 and 2. Moreover, activity number 1, on page 69, asks students to look at the pictures to know the meanings of the words. This instruction can be seen in the Teacher's Book, on page 78, Activity 1. The results of this outcome, in both books, are predictable because pictures are very important and have a significant impact on the learners, when a visual aid is connected to a verbal explanation. They speed up the learning process, especially at the early stages.

However, no reading activities match the first outcome in both books, which states that students must distinguish between formal and informal use of some words. The researcher suggests that this outcome shouldn't be emphasized in both books because getting formal and informal use of words right is a sign of a truly advanced learner.

With reference to the third outcome, which states that students must use punctuation to understand, there are only 5 activities in Pupil's Book of Action Pack 4, that enable students to do so. More specific, this can be seen in activity number 4, on page 10, activity number 3, on page 42, activity number 4, on page 50, and activity number 4, on page 58. More clearly, activity number 4, on page 10, asks students to pay attention to the use of full stops. This instruction existed in the Teacher's Book, page 27, Exercise 4. In addition, in activity number 3, on page 42, students are asked to pay attention to commas and full stops. Exercise 3, on page 85, in the Teacher's Book shows this instruction. Another example that can be added here is activity number 4, on page 58. In this activity, students should be able to use commas and full stops correctly while reading. This can be seen in the Teacher's Book, Exercise 4, on page 113. In contrast, no reading activities in

Pupil's Book of Better English Now 4 match the previously mentioned outcome. The researcher suggests that this outcome should be emphasized in both books, especially in Pupil's Book of Better English Now 4, since the complete meaning of a sentence depends on the punctuation that is used in a sentence.

In Pupil's Book of Action Pack 4, there are 12 activities that respond to the fifth outcome, which states that students should be able to recognize and name some basic kinds of short and simple reading material. Specifically, this can be seen in activity number 1, on page 12, activity number 4, on page 14, activity number 4, on page 26, activity number 1, on page 32, activity number 3, on page 42, activity number 4, on page 50, and activity number 4, on page 62. More clearly, activity number 1, on page 12, asks students to work in a group to practice reading the story. This instruction can be seen in Exercise 1, on page 30 of the Teacher's Book. In activity number 4, on page 14, students are asked to demonstrate understanding of a short and simple letter about Aqaba. This instruction existed in Exercise 4, on page 34 of the Teacher's Book. In addition, activity number 4, on page 26, asks students to read the email silently to themselves. This instruction can be seen in Exercise 4, on page 56 of the Teacher's Book.

Additionally, in activity number 4, on page 62, students are asked to read the letter and find out answers. This instruction can be seen in Exercise 4, on page 121 of the Teacher's Book. To a certain degree, there are 8 activities, in Pupil's Book of Better English Now 4, that respond to the same outcome. Specifically, this can be seen in activity number 1, on page 26, activity number 1, on page 31, activity number 1, on page 43, activity number 1, on page 51, and activity number 1, on page 67. More clearly, activity number 1, on page 31, asks students to read the text about beavers to answer the questions. This instruction can be seen in Activity 1, on page 43 of the Teacher's Book. In addition, in activity number 1, on page 43, students are asked to read the dialogue and learn it by heart. This instruction existed in Activity 1, on page 55 of the Teacher's Book. Moreover, activity number 1, on page 67, asks students to read the text silently and answer the questions. This instruction can be seen in Activities 1 and 2, on page 77 of the Teacher's Book. As it can be seen in Table 1, this outcome has acceptable percentages in both books, which is 19.67 in Pupil's Book of Action Pack 4, and 13.55 in Pupil's Book of Better English Now 4. Such activities enable students to recognize and name some basic kinds of short and simple reading material, e.g., stories, poems, and postcards.

Outcome number 6 states that students should be able to retell or act out the important events in a short and simple narrative. In Pupil's book of Action Pack 4, there are only 9 activities that respond to this outcome. This can be seen in the following activities: number 1, on page 4, number 1, on page 12, number 1, on page 28, number 1, on page 32, and number 1, on page 60. More clearly, activity number 1, on page 28, asks students to act out the story in front of the class. This can be seen in Exercise 1, on page 60 of the Teacher's Book. In addition, in activity number 1, on page 32, students are asked to perform the story in groups in front of the class. This instruction exists in Exercise 1, on page 66 of the Teacher's Book. Moreover, activity number 1, on page 60, asks students to practice and retell a short and simple story. This instruction can be seen in Exercise 1, on page 116 of the Teacher's Book.

On the other hand, in Pupil's Book of Better English Now 4, there are 19 activities that respond to this outcome. This can be seen in the following activities: number 1, on page 3, number 1, on page 4, number 1, on page 17, number 1, on page 27, number 1, on page 38, number 1, on page 40, number 1, on page 52, and number 1, on page 70. More clearly, activity number 1, on page 4, asks students to act out the dialogue in

pairs. This can be seen in Activity 1, on page 20 of the Teacher's Book. In addition, in activity number 1, on page 43, students are asked to learn the dialogue and act it out. This instruction existed in Activity 1, on page 55 of the Teacher's Book. Moreover, activity number 1, on page 63, asks students to read and act out the passage and imitate the teacher. This instruction can be seen in Activity 1, on page 74 of the Teacher's Book. As can be seen in Table 1, this outcome, in Pupil's Book of Better English Now 4, has a higher percentage, which is 32.20, than the percentage of the outcome in Pupil's Book of Action pack 4, which is 14.75. These results indicate that the authors of Better English Now 4 pay more attention to acting out and retelling stories than what is going on in Pupil's Book of Action Pack 4.

The researcher suggests that more activities should be added to respond to this outcome, especially in Pupil's Book of Action Pack 4, since acting out or retelling a story helps students remember what happened in the story and improve reading comprehension. Moreover, students acquire many skills from acting out or retelling stories.

Through investigating all the reading activities in Pupil's Book of Action Pack 4, most reading activities match more than one outcome. More clearly, activity number 1, on page 32, responds to three outcomes; to use picture clues to make predictions about a content, recognize and name some basic kinds of short and simple reading material and retell or act out the important events in a short and simple narrative. Such reading activity can be seen in Exercise 1, on page 66 of the Teacher's Book. Another example that can be added here is activity number 4, on page 50. It matches three specific outcomes; to use picture clues to make predictions about a content, to recognize and name some basic kinds of short and simple reading material, and to use punctuation to understand. This can be seen in Exercise 4, on page 101 of the Teacher's Book.

Additionally, activity number 1, on page 64, matches two specific outcomes; to use picture clues to make predictions about a content and to retell or act out the important events in a short and simple narrative. Such activity can be seen in Exercise 1, on pages 124 and 125 of the Teacher's Book. Whereas some reading activities in Pupil's Book of Better English Now 4, match more than one outcome. More clearly, activity number 1, on page 31, responds to three outcomes; to use picture clues to make predictions about a content, recognize and name some basic kinds of short and simple reading material and retell or act out the important events in a short and simple narrative. Such reading activity can be seen in Activity 1, on page 43 of the Teacher's Book. Another example that can be added here is activity number 1, on page 43. It matches three specific outcomes; to use picture clues to make predictions about a content, to recognize and name some basic kinds of short and simple reading material, and to retell or act out the important events in a short and simple narrative. This can be seen in Activity 1, on page 55 of the Teacher's Book.

According to the first criterion, the content analysis of both books reveals that Pupil's Book of Action Pack 4 is more suitable and beneficial for the students than Pupil's Book of Better English Now 4 since it responds to the reading specific outcomes in the General Guidelines. It seems that the authors of Pupil's Book of Better English Now 4 did not take into consideration the reading specific outcomes in the General Guidelines. The researcher suggests that it is the role of the teacher to make both books beneficial for the students. Teachers can vary their techniques and add extra activities to catch students' attention and fulfill their needs. Moreover, teachers have to prepare their students by introducing them to the real world and provide them with the necessary skills that would be helpful in the future.

Regarding the second criterion which is Authenticity, the results of the analysis reveal that Pupil's Book of Action Pack 4 includes a total of thirty-nine reading texts. Table 2 presents the frequencies and percentages of all reading texts found in the Pupil's Book of Action Pack 4, and their authenticity.

Table (2): Frequencies and Percentages of the Reading Texts in the Pupil's Book of Action Pack 4 and their Authenticity

Type of Text	Frequencies	Percentages	Authentic Texts	Non-Authentic Texts	Percentages of Authentic Texts	Percentages of Non-Authentic Texts
Dialogue	14	35.89	14	0	35.89	0
Diary	6	15.38	6	0	15.38	0
Short Story	9	23.07	9	0	23.07	0
Descriptive	2	5.12	2	0	5.12	0
Letter	7	17.94	7	0	17.94	0
Leaflet	1	2.56	1	0	2.56	0
Total	39	100	39	0	100	0

Table (2) shows that all reading texts in Pupil's Book of Action Pack 4 are authentic. According to General Guidelines for English Language (2006), it is expected that the students will read and understand authentic written English texts on topics of specific or general interest. Such focus on authentic reading texts highlights the importance of the reading skill in building the communicative competence of the students in such grade. Having a detailed look into the Table, we can notice that in the first category, the dialogue, there are 14 dialogues out of 39 reading texts in Pupil's Book of Action Pack 4. All these dialogues are authentic. More specific, dialogue number 1, on page 20, is authentic since it asks students to read about Marine Park in Aqaba. Such place is familiar for the students to read about because it is a famous place in Jordan. This dialogue also uses familiar names such as Sameera and Kareem. Another example is dialogue number 1, on page 32. This dialogue shows authenticity since it is about a visit to Ajloun Forest. It also shows pictures of familiar animals like jackals and deer. It is common in Jordan that families visit forest since there are a lot of forests in Jordan, so this reading text is considered authentic.

In the second category, the Diary, there are 6 diaries out of 39 reading texts. All these diaries are authentic. For instance, diaries, on pages, 16, 36, 52, and 58 show authenticity since they are about visiting famous and historical places in Jordan. These places are Aqaba, Ajloun castle, the Old City in Amman and Wadi Rum. Such places are familiar to the students because many students visited them or saw them on TV. It is important to keep in mind that students are usually attracted more to subjects that are interesting to them and not strange to their cultural background. Tomlinson (2011) says that "most learners are more at ease with text and illustrations that they can relate to their own culture than they are with those which are culturally exotic".

In the third category there are 9 short stories with a percentage of 23.07. All these short stories are authentic. More clearly, story number 4, on page 10, is authentic because it is about King Abdullah Stadium in Amman. Most children are interested in football since it is their favorite game, so this story is considered authentic because it is about students' interest in watching football matches. Another example is on page 50, which is a short story about desert and camels. Students are familiar with deserts and camels because we do have desert and camels in Jordan.

The fourth category, The Descriptive text, is not given much space in the textbook. Table 2 shows that there are only 2 descriptive reading texts out of 39 reading texts in Pupil's Book of Action Pack 4 with a percentage of 5.12. Both texts are authentic. The first one is on page 30. It presents three pieces of description about Ajloun Castle. It also provides students with authentic pictures. Students are familiar with this place because it is a famous and historical place in Jordan. The second descriptive text on page 46 is about Quraysh Street in Amman. It is authentic since it is about a famous street in a famous city which is the capital of Jordan. Besides, many students go

with their classmates to visit such places. These two descriptive reading texts relate to the student's environment and their life.

In the fifth category, the Letter, there are 7 letters out of 39 reading texts. All these letters are authentic. More clearly, letters on pages, 14, 22, 26, 34, 42, and 66 are authentic because they are all about visiting historical and famous places in Jordan like Hammamat Ma'in, Aqaba, Deir Alla, Yarmouk River, Ajloun Forest, Al-Hussein National Park in Amman, and Madaba. In these letters, we can see that students are attracted more to subjects that are interesting to them and not strange to their cultural background. Richard (2005) asserts that one of the perspectives, when planning materials, is the genre or text-based view of written language in which texts such as news, reports, or letters are seen to reflect their use in particular context.

The last category, the leaflet, is not given much more space in the textbook. Table 2 shows that there is only one authentic leaflet out of 39 reading texts with a percentage of 2.56. This leaflet can be seen on page 39. It is about an animal in Jordan. It is authentic since it is about a familiar animal in Jordan, the deer.

In the second book, Pupil's Book of Better English Now 4, the results of the analysis revealed that it includes a total of thirty-two reading texts. Table (3) presents the frequencies and percentages of all reading texts found in the Pupil's Book of Better English Now 4, and their authenticity.

Table (3): Frequencies and Percentages of the Reading Texts in the Pupil's Book of Better English Now 4 and their Authenticity

Type of Text	Frequencies	Percentages	Authentic Texts	Non-Authentic Texts	Percentages of Authentic Texts	Percentages of Non-Authentic Texts
Dialogue	13	40.62	13	0	40.62	0
Short Story	5	15.62	5	0	15.62	0
Descriptive	14	43.75	14	0	43.75	0
Total	32	100	32	0	100	0

Table (3) shows that all the reading texts in Pupil's Book of Better English Now 4 are authentic since they tackle topics which are related to the student's life and culture. However, using authentic material while teaching EFL students is crucial because using real language in real

context will benefit the students and motivate them to do future reading. Therefore, teachers must prepare their students by introducing them to the real world and provide them with the necessary skills that would be helpful in the future. Having a detailed look into the Table, we can notice that in the first category, the dialogue, there are 13 dialogues out of 32 reading texts in

Pupil's Book of Better English Now 4. All these dialogues are authentic. More specifically, dialogue number 1, on page 3, is authentic since it is about back to school. Such a subject is familiar for the students to read about because it is related to their real-life situations. All students go back to school and meet new teachers. This dialogue also uses familiar names such as Hashim, Ali and Suzan. Another example is dialogue number 1, on page 43. This dialogue shows authenticity since it is about traffic lights. This issue is very important in the students' life because they should be careful when they cross the street. The dialogue also shows pictures of policeman and traffic lights in which students are familiar with, so this reading text is considered authentic. Moreover, this kind of reading activity encourages students to talk about what they can do before they cross the street.

The second category, Short Story, is not given much space in the textbook. Table 3 shows that there are only 5 short stories out of 32 reading texts in Pupil's Book of Better English Now 4 with a percentage of 15.62. All these short stories are authentic. More clearly, on page 9, there is a short story which shows authenticity since it is about a farmer who likes his job and keeps hens and bees. Such a short story is an interesting topic for a lot of students to discuss in the classroom because it is related to their daily life. Another example is the short story on page 67. It is authentic since it is about going to the restaurant. Students are familiar with restaurants. They usually go to restaurants with their families and friends. Kilickaya (2004) states that the exposure to the students' real environment will also broaden students' knowledge.

The last category, The Descriptive text, is given a considerable space in the textbook. Table 3 shows that there are 14 descriptive reading texts out of 32 reading texts in Pupil's Book of Better English Now 4 with a percentage of 43.75. All these texts are authentic. More specifically, the descriptive text, on page 10, shows authenticity. It presents and describes four occupations: painter, shoemaker, soldier and dentist. Students are familiar with such occupations since they are related to their daily life. Nuttall (1996, p.172) states that authentic texts provide motivation because they are proof that the language is used for real-life purposes by real people.

To sum up, the findings of the analysis reveal that the reading texts of the Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4 have a high degree of authenticity because all reading texts in both books are authentic. On the other hand, Pupil's Book of Action Pack 4 has much more variety of reading text categories than the reading text categories in Pupil's Book of Better English Now 4.

6. Conclusions

Through investigating all the reading activities in the Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4, according to the first criterion, the researcher found out that most reading activities, in Pupil's Book of Action Pack 4, are combined with other skills like listening, which indicates the interdependence of the language skills and the integrative approach to teaching the language skills in this grade. Whereas the researcher found out that most reading activities, in Pupil's Book of Better English Now 4, are entitled as Read, which shows the lack of integration between language skills.

The findings of the analysis reveal that no reading activities, in both books, match the first outcome which states that students must distinguish between formal and informal use of some words. The result is predictable because getting formal and informal use of words right is a sign of a truly advanced learner.

It seems that reading activities in Pupil's Book of Action Pack 4 respond to reading specific outcomes in the General Guidelines more than what the Pupil's Book of Better English Now 4. More clearly, Pupil's Book of Action Pack 4 responds to 5 specific outcomes out of 6, while Pupil's Book of Better English Now 4 responds to 3 specific outcomes out of six. This means that while writing the book, the authors of Pupil's Book of Better English Now 4 did not take into consideration the reading specific outcomes in the General Guidelines and General and Specific Outcomes for English language in Jordan.

According to the second criterion, the authenticity, the findings of the analysis reveal that the reading texts of the Pupil's Book of Action Pack 4 and Pupil's Book of Better English Now 4 have a high degree of authenticity because all reading texts in both books are authentic. On the other hand, Pupil's Book of Action Pack 4 has more reading text categories than the reading text categories in Pupil's Book of Better English Now 4. More clearly, in Pupil's Book of Action Pack 4 there are 6 categories: dialogue, diary, short story, descriptive, letter and leaflet. Whereas, in Pupil's Book of Better English Now 4 there are only 3 categories: dialogue, short story and descriptive. The researcher suggests that the wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. This indicates that students can get more benefits and vary their reading texts if they use Pupil's Book of Action Pack 4.

Conflicts of interest statements

All authors declare that they have no conflicts of interest.

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