A CONTENT ANALYSIS OF THE ENGLISH READING TEXT'S AUTHENTICITY IN STUDENT'S BOOK OF ACTION PACK ELEVEN IN JORDAN

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Abstract
Based on the specific reading outcomes under the Reading Section in the *General Guidelines and General and Specific Outcomes for English Language in Jordan of 2006,* the present paper aims 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.

Keywords: Content analysis, Authenticity, Action Pack 11

Introduction

The English language curriculum in Jordan is one of the basic and compulsory school subjects. Action Pack is a real outcome of the recommendations that resulted from the conferences of Education development. It was introduced to Jordanian schools to be taught from grade one until twelfth grade. The Jordanian Ministry of Education (2006) put down a list of guidelines that stress the integral role of foreign language education in developing the Jordanian students in four skills and other domains such as psychomotor, social, cognitive and cultural

These guidelines include precise and detailed descriptions of the knowledge and skills students are expected to acquire at each grade. The

curriculum is to be used with *General Framework:* Curriculum and Assessment, which describes the features of the new ERFKE curricula. These guidelines (2006) focus on the following:

 - an emphasis on knowledge economy competencies: educating students to be innovative thinkers who can analyze, and communicate information and work with one another to create a prosperous knowledge Economy for all.

 - integration of information and communications technologies: ensuring students use technological devises and processes to broaden and deepen their learning.

 - new role for students: giving students opportunities to define their own ways of reaching outcomes.

 - new role of teachers: emphasizing that the new role of teacher is to help students to learn and communicate effectively by giving greater consideration to the individual learning needs.

 - variety of instructional strategies: selecting appropriate instructional strategies to ensure that all students achieve learning goals.

 - new way of assessment strategies and tools. (Ministry of Education, 2006)

The English language outcomes are organized into four organizers, which correspond to the four skills of language use. These four main organizers are listening, speaking, reading and writing. Foreign language teaching has changed from concentrating on the language components; grammar, vocabulary, and pronunciation to a focus on the communicative proficiency and the integration of four skills: reading, writing, speaking, and listening. The focus of "language testing moved away from discrete-point tests toward measures of actual performance,"(Bachman, 2001).   Like   any skill, reading is one of the crucial skills in TEFL and to master it, students need to show mastery over the other skills of language (i.e. listening, speaking and writing) in addition to appreciation of literature. Al Regeb (2009) and Al Khawaldeh (2011) affirmed that reading increases readers' knowledge (general and specific), it increases and builds vocabulary that helps readers to communicate with others, and it improves other language skills. Al khrisheh (2008) emphasized that reading is always considered a crucial skill for EFL students because it offers an open window to further knowledge, learning and development. He also added that through reading, learners can travel to for – off lands and find out what is happening in our world by reading electronic journals and websites.

In this respect, the Jordanian Ministry of Education (2006:53) stated that "students should read to understand and respond to written English in a variety of simple authentic informational and literary context". Another point is worth mentioning here is that the reading texts within the textbook should

provide and deal with subjects that are relevant to the students' daily life and real context, i.e., authentic materials. Furthermore, the reading texts presented in textbooks should be useful for the students in a way that help them cope with the need of the knowledge explosion and age of communication.

Nunan (1991) stated that authentic texts should be introduced into the learning situation. Omaggio (2001) asserted that "Opportunities must be provided for students to practice using language in a range of contexts likely to be encountered in the target culture. She also stated that authentic language should be used in instruction wherever and whenever possible"(p.90)

Analyzing curricula in general and text books in particular plays an important role in EFL teaching and learning process .It helps supervisors textbooks' authors and researchers to find the points of strength and weakness in the textbook and to what extent it is suitable for both students and teachers. Cunningsworth (1995) explained that knowing strengths and weaknesses in textbooks, optimum use can be made of strong points, and weaker points can be adapted or substituted from other books.

Educators who are concerned with English language teaching in Jordan have a general cautious feeling towards the necessary need of inclusion reading texts that relate to the students environment and their life. Omaggio (2001) stated that cultural understanding must be promoted in various ways so that students are prepared to live more harmoniously in the target-language community. Thus, the researcher intends to investigate the required authentic foreign language texts and materials that should be involved in the content of action pack for eleventh grade.

Accordingly, a content analysis of English textbooks in this regard becomes a necessity especially when authenticity is concerned. The researchers selected the action Pack for the eleventh grade as a sample of the English textbooks used in Jordanian public school.

Purpose and Question of the Study

Based on the specific reading outcomes under the Reading Section in the *General Guidelines and General and Specific Outcomes for English Language in Jordan of 2006,* the present paper aims at analyzing the reading texts of the student's book in Action Pack Eleven to determine to what extent the reading texts are authentic.
This will be illustrated by answering the following question:
1- To what extent are the reading texts in Action Pack Eleven authentic?

Background of the study
A-English Language Curricula in Jordan

Action Pack is an English course for basic and secondary level students in Jordan includes materials that are based on the General Guidelines and General and Specific Outcomes claims that "English language teaching should be interactively attempted and evaluated in light of the basic principles of communicative language teaching." (Ministry of Education 2006, p.9). In accordance with the English Curricula Outcomes of the Jordanian Ministry of Education, Action Pack materials have approached these skills in an integrated way in terms of the tasks and activities for both learners and teachers. Therefore, the outcomes appearing at the beginning of each module harmonize with and are relevant to the integrity of these skills and interactivity between learners and teachers.

Action Pack series is a twelve-level course for Jordanian students, leading them from the basic to the secondary stage. It is claimed that it is based on the most modern methods of teaching language, combining topic - based approach with functional language practice, careful attention to grammar and vocabulary and a comprehensive skill syllabus. It is also claimed that it offers learners a clear and systematic approach to grammar with thorough practice, integrated skills work with a particular focus on reading and writing and the development of critical thinking skills.

Action Pack provides many international topic- based contents which are designed to appeal to the educational needs and interests of students in Jordan.

The student's book is divided into four modules. Each focuses on a particular theme which develops it in different ways. Each module begins with a two –page 'opener'. This gives the students the opportunity to guess and predict the module will be about. The opener includes a set of eight pictures taken from inside the module. The **Opener** also gives the titles of the three unites that make up the module, as well as some questions to think about and discuss. In this corner, the important lists of Outcomes are founded to show what the students are able to do by the end of the module. Knowing what to expect to learn, as students, is an important way of preparing to study the module in detail.

There are also three units in each module, followed by one review unit. Each main unit begins with a **Unit summary** which appears in a pink panel that shows tasks and activities under six heading. These six heading are grammar, vocabulary, listening, reading, writing and speaking. There are many exercises at each one of the six heading. Each unit includes also either one or two **'Useful language'** boxes. These are designed to help students to prepare for a speaking or writing task. 'Useful language' boxes give examples of vocabulary and grammatical structures that are suitable for the purpose of

the task. A purple **'Task'** box appears above the writing exercises to ask students about what they are going to do. It also gives the students opportunities to practice what they have learned by working on a project.

Some units contain a **'Factfile'** which gives additional informational about a particular topic. The students can use this information to support a listening task or a writing task, or to contribute to a group discussion. In this corner, teachers have a major role in guiding and helping their teachers about how to make best use of the factfile.

Most units include a green **'Quote'** box. This gives a short quotation, either from famous writer, or from an expert on a particular subject. The quotation contains an interesting idea that is expressed in only a few words. It stands as a kind of comment on the topic. At the end of each module there is a project. The projects give students chances to practice English in a less formal context and encourage cooperation and interaction between students. It may need some research and other preparation which can be done as homework. '**Now go to** ' or what is called **literature spot** that support Cultural side which builds students' knowledge of national and international culture.

Therefore a textbook is an important part of the curriculum, because it is widely used in the schools. Teachers and students use textbooks as resources that provide the main source of information, guidance and structure because they provide communicative activities, vocabulary, reading, writing, speaking, and listening comprehension, and cultural gambits.

Allwright (1990) views textbooks as resource books for ideas and activities rather than instructional materials. O'Neill (1990) believes that course books may meet students' needs although they were not specifically designed for any particular group of students and therefore benefit both the instructor and the learners. Romero (1975) mentioned the following qualities that good English textbooks should include:

1. *"A language course should be published in the form of series. This form keeps the cost per unit down for the students and progressing from one unit to another gives them a sense of achievement.*
2. *The textbook should be attractive. The type should be small and there should not be too much text on a page.*
3. *The lessons should be short and well organized.*
4. *The material should be interesting for students who are going to use it.*
5. *Exercises should be short.*
6. *The textbook should include short dialogues.*
7. *The textbook should have achievable aims"(p.63).*

B-Content analysis

Content analysis is a methodology in the social sciences for studying the Content of communication. Content analysis is considered a scholarly methodology in the humanities by which texts are studied as to authorship, authenticity, or meaning. Lasswell(cited in Krippendorff ,1980) formulated the major questions of content analysis: "Who says what, to whom, why, to what extent and with what effect?".

Berelson (1952) pointed out that content analysis is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding).It allows inferences to be made which can then be corroborated using other methods of data collection.

Palmquist (1990) asserted that content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. Texts can be defined broadly as books, book chapters, essays, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language. To conduct a content analysis on a text, the text is broken down, into manageable categories on a variety of levels word, word sense, phrase, sentence, or theme and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis. The results are then used to make inferences about the messages within the text(s), the writer(s), the audience, and even the culture and time of which these are a part. Palmquist (1990) stated that Content analysis offers several advantages to researchers who consider using it. In particular, content analysis:

- *looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction*
- *can allow for both quantitative and qualitative operations*
- *can provides valuable historical/cultural insights over time through analysis of texts*
- *allows a closeness to text which can alternate between specific categories and relationships and also statistically analyzes the coded form of the text*
- *can be used to interpret texts for purposes such as the development of expert systems (since knowledge and rules can both be coded in terms of explicit statements about the relationships among concepts)*
- *is an unobtrusive means of analyzing interactions*
- *provides insight into complex models of human thought and language use*

- *When done well, is considered as a relatively "exact" research method (based on hard facts, as opposed to Discourse Analysis*(p:3).

Hostli (1969) showed the uses and purposes of content analysis as follows: First, making inferences about the antecedents of communications by asking who? and why? Second, describing and making inferences about the characteristics of communications by asking how?, what? and to whom? Third, Making inferences about the consequences of communications by answering the question with what effect?

Krippendorff (1980,p.51) noted that "much content analysis research is motivated by the search for techniques to infer from symbolic data what would be either too costly, no longer possible, or too obtrusive by the use of other techniques". Further, it is a useful technique for allowing us to discover and describe the focus of individual, group, institutional, or social attention (Weber, 1990). While technically content analysis is not restricted to the domain of text, in order to allow for replication, the technique can only be applied to data that are durable in nature.
He stated that six questions must be addressed in every content analysis:

1) Which data are analyzed?
2) How are they defined?
3) What is the population from which they are drawn?
4) What is the context relative to which the data are analyzed?
5) What are the boundaries of the analysis?
6) What is the target of the inferences

Literature review

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

Said (1985) analyzed *New Living English for Jordan* depending on learners' needs, frequency, learnability, availability, coverage and range. He found that the elementary course books cover a small proportion of familiar topic areas in which students are expected to use English and they were biased towards structure at the expense of vocabulary.

Grauerholz and Pescosolido (1989) selected 2216 children's books from the children's catalog which contained an extensive list of titles and is used in assisting librarians in purchasing books for their library collections. The researchers studied if males and, or females were present in the title, the gender and type of central character (e.g., adult, child, animal), and the gender of the author. After that, they established ratios (males to females) using the number of books mentioning males and females and their character role such as the central or secondary character. The results of the study showed that there were unequal representations between males and females.

There was a more egalitarian representation in the titles and central roles between males and females and the males became more prevalent over time when stories focused only on adults or animals.

Ljung (1989) analyzed the English vocabulary of English textbooks used in Swedish upper secondary schools to find out the differences between the vocabulary of the textbooks and modern and every day English . Ljung analyzed fifty six books paying attention to the distribution of vocabulary in the textbooks to determine the level of difficulty in vocabulary between grades. Texts were selected from two GYM corpus and compared to the COBUILD corpus which offers the largest computerized English text. The result showed a different vocabulary profile in GYM texts from that found in normal English prose-as provided by COBUILD texts.

Majdzadeh (2000) analyzed two Iranian English textbooks used for the eighth and ninth grade in the public and private school of Iran. Majdzadeh analyzed 21 lessons from the 8th and 9th grade public school textbooks and 24 lessons from the same level textbooks in a private school to find out to the extent to which the disconnection between the English language and the culture of that language in Iranian English textbooks .the results showed that the English textbooks used in Iran are well organized for learning the structure of the English language without providing enough conversational activities.

Magableh (2000) evaluated the functional English language of first commercial secondary class. The findings revealed 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.

Gooden and Gooden (2001) analyzed 83 notable children's books obtained from the American Library Association to investigate gender representations in titles, central characters, and illustrations between 1995 through 1999. The results revealed the following: first, an increase in females who were the central characters over this period. Second, gender stereotypes decreased slightly and stereotypical images were prevalent in the illustrations. Fourth, males were often depicted alone within illustrations compared to females.

Shatnawi (2005) conducted a study to investigate 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 Cutting Edge series to find out the cultural aspects in these textbooks. The analysis revealed that the textbooks include the cultural aspects: historical, economical, geographical, literary, political, religious, social, man-woman relationship, habits, customs and tradition.

Ababneh (2007) conducted a study by 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. In general, there was an agreement on the suitability of modules of Jordan Opportunities. for the tenth grade Jordanian students.

Perez-Liantada(2009) analyzed a corpus-based approach to teaching and learning spoken English for Academic Purposes used in an upper – intermediate academic spoken English course for third year Electronic Engineering students at the University of Zaragoza ,Spain. His study was made with reference to Bhatia's (2002) multi-perspective model for discourse analysis: a textual perspective, a genre perspective and a social perspective. Data resulting from the assessment process and student production suggest that corpus in formed instruction grounded in Bhatia's multi-perspective model can constitute a pedagogical approach in order to i) obtain positive student responses from input and authentic samples of grammar use, ii) help students identify and understand the textual, genre and social aspects of grammar in real contexts of use, and therefore help develop students' ability to use grammar accurately and appropriately.

Lee and Collins(2008) analyzed whether recent improvements in the status of women in Hong Kong were reflected in patterns of gender representation in Hong Kong secondary English textbooks. They compared ten recently published books that are currently in use with ten published in the late 1980 that are no longer in use. The findings revealed that women appeared more frequently in the recent textbooks. It was confirmed that ratio of female to male characters were higher in recent textbooks, greater use was made of gender- inclusive pronouns and the neutral address title Ms. Nevertheless, it was found that some writers continued to

Lee (2009) analyzed 11 high- school EFL conversation textbooks used in Korea to find out how the textbooks teach culture. Conversation materials are chosen because socio-cultural values and norms are best acquired during the process of interaction. The findings revealed that all of the textbooks neglect both the teaching of the culture- general aspect of culture learning and the small "c" target- culture learning. Remarkably scant use of authentic materials along with interactive technologies like the Internet for teaching culture was used.

Fitzpatrick and McPherson (2010) analyzed coloring books as cultural object in children's books. They found that male characters were more prevalent in coloring books than female characters. In addition, they found that 44% of male and 58% of female characters displayed stereotypical gendered behavior. Finally, they found that 53% of male characters engaged in gender-neutral behaviors compared to 36% of female characters.

Zawahreh (2012) analyzed the grammar activities 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 to which these activities meet the criterion proposed by it compared to those criterion proposed by Celce-Murcia (1991). The results of the study showed the following: First, the number of the grammar activities is appropriate and distributed in a good balanced way between the six modules of the textbook. Second, all of the grammar activities meet the second criteria because all of the linguistic data are accurate and correct in details. Third, fifty five out of the sixty grammar activities meet the criteria "clarity and completeness". Fourth, fifty out of sixty grammar activities are presented in meaningful context which meet the fourth criteria "meaningful context.

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 compared to those criterion proposed by Al-Momani (1998) which is a ten item scale. 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.

Methodology
Criterion of the Study
The criterion of the study is the existence of the authenticity in the reading texts of Action Pack Eleven.

Unit of Analysis
The unit of analysis is the reading text in the Student's Book of Action Pack Eleven.

Categories of analysis:
The categories of analysis are the articles, the letters, the leaflets and the (short) stories in the textbook under study.

Limitations of the study

The generalization of the findings of the study is limited to the student's book of Action Pack Eleven 2012-2013.

Reliability and Validity of the Instrument :

The reliability of a content analysis study refers to its stability, or the tendency for coders to consistently re-code the same data in the same way over a period of time; reproducibility, or the tendency for a group of coders to classify categories membership in the same way; and accuracy, or the extent to which the classification of a text corresponds to a standard or norm statistically. But the most important problem of content analysis research is the challengeable nature of conclusions reached by its procedures. The question lies in what level of implication is allowable. in other words ,do the conclusions follow from the data or are they explainable due to some other phenomenon?

So, the generalizability of one's conclusions is very dependent on how one determines content categories, as well as on how reliable those categories are. One can defines categories that accurately measure the idea and/or items one is seeking to measure. Developing rules that allow one to categorize and code the same data in the same way over a period of time, referred to as stability, is essential to the success of a content analysis.

Therefore, the researchers analyzed the reading texts in the students book "Action Pack" for the eleventh grade and spot all the texts that characterized with authenticity and utility. 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 their Discussion:

Table 1 presents the frequencies and percentages of the reading texts in the Student's Book of Action Pack Eleven and their authenticity .

Table1 Frequencies and Percentages of the Reading Texts in the Student's Book of Action Pack Eleven

Type of Text	Frequencies of Text	Percentages	Authentic Text	Non authentic Text	Percentages of the Authentic Texts	Percentages of the None. Authentic Texts
Article	12	40	10	2	33.3	6.7
(Short)Story	10	33.3	8	2	26.6	6.7
Letter or email	6	20	4	2	13.3	6.7
Leaflet	2	6.7	2	0	6.7	0
Total	30	100	25	5	79.9	20.1

Table1 shows that 25 texts out of 30 in the Pupil's Book represent authentic reading texts with a percentage of 79.9. Such focus on authentic reading texts highlights the significance of the reading skill in building the communicative competence of the students at the secondary stage. Having a detailed look into the table, we can notice that in the first category, **the articles**, there are 12 articles out of 30 reading texts in Action Pack Eleven. The authentic articles are 10, while there are two articles which lack authenticity. 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. One of the main reasons for using authentic materials in the classroom is once outside the "safe", controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world language and how it is really used. The role of the teacher is not to delude the language learners but to prepare them and to teach them the necessary skills so as to understand how the language is actually used.

Omaggio (2001, p. 90-91) in her fifth hypothesis stated that "Cultural understanding must be promoted in various ways so that students are prepared to live more harmoniously in the target-language community. This is one of the main calls by the communicative approach and the ACTFL guidelines (1980s),and the Standards for Foreign Language Learning (1990s). They believe that languages cannot be taught in isolation of their culture. But, the question to be tackled is: which culture should we teach in the foreign language? Is it the target culture? i.e. the culture of the foreign language being learnt? Or the learner's own culture? For Jordanian students," the EFL curriculum should help the learners to internalize the Islamic and Arabic culture which should be used as a spring board to understand, appreciate and interact with people of different countries as well as Jordanian identity" (General Guidelines and General and Specific Outcomes for the English Language Curriculum, 2006 P.9).

Though the General Guidelines tend to focus on the Islamic and Arabic culture, there seems to be a balance among the distribution of some cultural issues like festivals. For example, there are two articles on page 15, the first one is about Eid Al-Adha in Jordan. The main function of this article is to read about real festivals, reading for gist and for details. Students are pushed to read about real festivals in real life .Teachers ask their students to look at the title of the article and guess what they will be reading about, ask the class to look at the photograph and lead the discussion about things done in Eid Al-Adha in Jordan, write on the board relevant vocabulary suggested by the students (e.g. *sacrifice, traditions, values, lamb, sympathy, forgiveness*…). Then divide the students into small groups to discuss the questions. Go round and listen – offer some ideas of their own if they wish.

When they are ready, invite students from each group to share their ideas with the class, and encourage comments and further discussion. This article is related to the students' life and their environment, every student knows Eid Al-Adhah, how Muslims celebrate it and what they do during this Eid. Such texts motivate the students to practice the language and to communicate with their teacher and\or with their classmates.

The second article is called "The Dragon Boat Festival". This article is considered as an alien and an artificial one; it includes information about a festival which takes place in China. The people and the place are both far away from the students' environment which may affect the students' participation in a negative way. The students do not have enough information about the festival so as to discuss or to interact effectively in the classroom. But this kind of article has cultural orientation that enables students to gain knowledge and understanding of other cultures.

There is also an article on page 88; its title is "Inventions that keep us secure". The students are familiar with vaccination and its importance in their life, so this article is an authentic one and is related directly to the student's life . It encourages them to discuss, interact and practice the language in a proper way using their personal information about vaccination and how it protects them from diseases. The article on page 108 is about the Dead Sea. This article is also an authentic one; the students have information about the Dead Sea from many resources such as the other subjects at school (Geography, General Science) or by media(television, newspapers, and magazines). Besides, many students visit the Dead Sea with their parents or with their classmates. This reading text is a good example of authenticity. According to the percentages of the authentic articles, it is clear that most of the articles in Action Pack 11 relate to the students' environment, and to their real world. These kinds of articles encourage students to communicate in English language not only inside the classroom, but also outside the environment.

As for the **short stories**, it is also given a considerable space in the textbook. As seen in Table1, there are 10 stories out of 30 reading texts. The authentic stories are 10 with a percentage of 26.6, while the non authentic stories are two with a percentage of 6.7. Such focus on authentic stories highlights the significance of the authentic contexts in communication. The Standards for Foreign Language Learning describe the "what" (content) of world languages learning and form the core of standards-based instruction in the world languages classroom. One of the major goals is that" Communication stresses the use of language for communication in real life situations"(Ommagio,2001). These standards illustrate how the teaching of culture can be achieved while students engage in communicative tasks.

It is normal to have some fictional stories if there is a need for them. The story on page110 is not authentic at all. It talks about a colony of Martians who wanted to move to Earth, and how they tried to destroy Earth and eat all the people. Despite the fact that this science fiction story is alien to the student's real life, it improves their critical thinking and their creativity. The fictional stories are not fully represented in this book, because the majority is for authentic ones. There is another story on page 41 which is considered authentic. It talks about televisions in the past; how people gathered together at someone's house to watch some programs. The idea of being together to watch television programs relates to the student's daily life, and it is an interesting topic for a lot of students to be discussed in the classroom. They can write also about different issues that reflect their social life such as family, friends, invention, and narration of events. The students may discuss their favorite programs, their habits while watching television, why they like action movies or horror ones, and so on . This will create an authentic environment that encourages students to practice the language effectively. We should keep in mind that students usually are attracted more to subjects that are interesting to them and not strange to their cultural background. Tomlinson (1998,p.8)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".

Another example is on page 89, there are three short stories that are authentic. For example, the second story is about a car accident which happened as a result of speed. This issue is very important in the students' life because there are a lot of car accidents in Jordan. Besides, there is a kind of awareness that takes place everywhere in Jordan concerning this issue. In general, there is a good degree of authenticity regarding this category. Bryan (2005) asserts that providing students with activities from their real life situations is part of culture which is also part of communication. And the more one is exposed to the culture, the easier it is to learn the English language. He also stresses that a textbook should provide and deal with subjects that are relevant to the students' daily life and real context. Being presented richly, this category is characterized with utility and authenticity.

The third category, **the Letters or the emails**, is also presented well in the textbook**.** As seen in Table 1, there are six letters and emails which mean that 20% of the reading texts are letters or emails. The authentic ones are 4 with a percentage of 13.3 which seems reasonable. Miller (2003) states that there are many sources for authentic materials, such as newspapers and magazines, radio, television/ video and internet. So the use of mass media is very important ,because our students need to acquire a sufficient knowledge of English that will enable them to utilize the ordinary and the electronic libraries when doing their projects reports ,research paper, etc… .

For instance, there is an informal invitation in a form of an email on page 24; it is about inviting others to a family celebration. The celebration is for Jameel's return from France as he has finished his courses there. It is common in Jordan to celebrate graduation, so this reading text is considered authentic . Actually, the Jordanian families have strong relationship with their relatives and their friends so they like to share each others' celebrations. Another example is on page 66, where there is a formal letter from Faisal to Mr. and Mrs. Harper; the sender of the letter wants to thank that family for inviting him to stay with them in London next month. Actually, the students are not familiar with the idea of leaving home to stay with other families. This kind of text or activity encourages the students to learn how to write formal letters and send them by emails. This kind of topic is very useful for students due to the fact that they familiarize them with different modes and style of writing, i.e., descriptions and instructions. 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 formal letters are seen to reflect their use in particular context.

The last category, **The Leaflets**, is not given much space in the textbook. Table 1 shows that there are only two reading leaflets out of 30 reading texts in Action Pack 11 with a percentage of 6.7. Both of these reading texts are authentic. The first one is on page 48, it presents the television programs in different channels. The students are familiar with the television programs and they like to talk about what they watched . Moreover, the students find this text interesting and provide them with a good chance to talk about their favorite programs. This kind of reading text requires both reading and speaking skill. The teacher asks his students to read carefully the text then he will ask every student to talk about what they like to watch or what they dislike ; they talk about their favorite programs. Moreover, This kind of activity encourages pupils to talk about what they can do ,and develop their ability in expressing themselves . It also promotes a friendly classroom atmosphere which encourages students , especially shy ones to communicate using the English language since they are talking to a friend or a classmate so embarrassment is reduced and students become highly motivated to talk and listen using English(Ommagio,2001).

The second leaflet on page 34 is about Dhana Reserve, the students have a lot of information about this reserve; what the reserve means and why it is founded. Besides, many students go with their classmates to visit such places as a scientific trip. It is clear that these two reading texts relate to the students' environment and their life. Some psychologists, like Jan Jack Rosow, conducted their scientific researches which aimed at allowing students to experience their real environment. The exposure to the students' real environment will also broaden students' knowledge (Kilickaya ,2004).

Inferences

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 the reading specific outcomes and the reading text's authenticity in the textbook . Students will not learn effectively without relating them to their real environment. They are attracted more to subjects that are interesting to them and not strange to their cultural background. It is efficient and valuable to use authentic materials as Bryan (2005.p17)put it concisely "Real-world use is the eventual goal of any language program and authentic texts offer the first baby steps for the students along this journey.

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