

A Content Analysis of Authentic Reading Activities in the Jordanian English Textbook Action Pack Twelve Matching the General Guidelines and General and Specific Outcomes

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Abstract: This study attempts to analysis the extent of using authentic reading materials in the English syllabus Action Pack Twelve used currently in Jordanian schools. Therefore, a qualitative research methodology was carried out to examine the extent in which the reading materials are authentic and if they are match with the General Guidelines and General and Specific Outcomes (GG and GSO). The findings of the analysis revealed that the reading materials of Action Pack twelve have a high degree of authenticity which was 79.50% as 31 reading texts out of 39 texts were authentic. There is a sturdy match between reading materials with the(GG and GSO).This tendency to include authentic materials stresses on the effectiveness of this approach in enriching the communicative competence of the Jordanian learners at the secondary stage which helps them to use the English language in actual contexts in the outer world. In addition, the reading materials are suitable to the learners' level and the reading activities present real life situations that are related to learners' interests through the vast variety of interesting updating themes of the reading comprehension as well as making learner's future use of the English language smoother in their undergraduate studies at universities.

Keywords: General Guidelines and General and Specific Outcomes for English Language in Jordan, Authentic activities, Action Pack Twelve, Content analysis.

تحليل محتوى لاستخدام الأنشطة الواقعية لمهارة القراءة في المنهاج الأردني للصف الثاني عشر لمادة اللغة الإنجليزية وتوافقها مع الخطوط العامة والمخرجات العامة والخاصة بالمنهاج

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الملخص: هدفت الدراسة الى تحليل مدى توفر وتطبيق أنشطة تحاكي الموافق الواقعية في منهاج اللغة الإنجليزية لمهارة القراءة ومدى تطابق منهاج الثاني عشر للخطوط العريضة والمخرجات العامة والخاصة للمنهاج. وقد أظهرت نتائج التحليل توافر درجة عالية من الأنشطة الواقعية لمهارة القراءة في المنهاج بنسبة 79.50% بواقع 31 نص قراءة من مجموع 39. كما تبين وجود درجة مرتفعة بين أنشطة القراءة في المنهاج مع الخطوط العريضة والمخرجات العامة والخاصة للمنهاج مما كان له أثر كبير في اكتساب مهارة الفدرة على التواصل باللغة الإنجليزية بفاعلية لدى الطلبة في مواقف الحياة الواقعية. وتمكين الطلبة باستخدام اللغة الإنجليزية في مجال الأكاديمي. امتازت أنشطة القراءة بأنها تتناسب مع مستويات الطلبة واهتماماتهم.

الكلمات المفتاحية: الخطوط العريضة والمخرجات العامة والخاصة لمادة اللغة الإنجليزية للمنهاج الأردني، أنشطة واقعية، منهاج " أكشن باك" للصف الثاني ثانوي، تحليل المحتوى.

1- Introduction

It is extremely significant to acknowledge that Jordan considers teaching English as a foreign language EFL as a priority, therefore the Ministry of education contributes in improving the quality of EFL teaching through improving the curriculum to suit learners' needs as well as instructional strategies to reach the communicative competence utilizing the targeted language. Many researchers carried out analytical studies to develop the previous curricula such as PETRA for the basic stage and AMERA for the eleventh and twelfth stages which were used in the early nineties followed by Jordan Opportunities for the tenth, eleventh and twelfth stages. . Molle stated that the standards that any educational syllabus might follow are essential limitations which characterize the instructional strategies which any teacher should follow (Molle, 2013). As a result of careful planning the Ministry of Education has developed the quality of teaching English by introducing Action Pack series for both basic and secondary level learners which are in light of the General Guidelines and General and Specific Outcomes (GG and GSO) giving a comprehensive description of the knowledge and skills learners are expected to acquire in grades 1-12 including accounts of how to improve the four essential skills; listening, speaking, reading and writing. The General Guidelines and General and Specific Outcomes for the English Language Curriculum for Basic and Secondary Stages (GG and GSO) was developed in 2013 to help students acquire the four skills which are called organizer (listening, reading, speaking and writing) through the sequential grades (1-12), and to assist teachers to adapt their teaching practice to achieve the intended outcomes. (MoE, 2013). Metz emphasized on the essential processes that curriculum team designers have to follow to sustain improving the quality of their product by celebrative, constant reviewing and analyzing the intended curriculum by various expertise and educationalists (Metz, 2016). Many studies have been conducted in Jordan to inspect the number of EFL curricula meet learners' needs. (e.g. Al Omari, 2018; Al Hababeh, 2016; Al Omari, Bataineh, & Smadi, 2015).

Teaching English language is beyond teaching the rules of a language or even teaching new vocabularies but it is also teaching the appropriateness of using the English language in real life contexts, teaching its culture, function, and pragmatics. Knowing that the Arabic culture is Different from the English culture as each language refers to a different family makes teaching authentic materials a necessity. Action Pack delivers many international matter- based contents which are intended to appeal to the instructional needs and interests of learners in Jordan. The student's book is divided into six modules. Each emphasis on a specific theme which determines all the activities included in it. Each module starts with a one –page 'opener'. This gives the learners the opportunity to guess and predict the content of the module. Action Pack twelve includes ten units followed by a review unit. Unit five and unit eight are intended to be self-reading content; therefore, learners are free to study them. There are two Literature spots A and B. The opener also includes the important lists of outcomes to guide learners on the most significant issues to be handled. Bailey & Huang insisted on the fundamental changes that existing

standards play for both learners who can access them for their learning needs and teachers for their instructional and assessment outcomes (Bailey & Huang, 2011). In Action Pack twelve learners are aware of the intended outcomes for each module thus the teacher and the learner are both having clear vision on the purposes intended of the syllabus activities.

Authenticity is considered one of the most important outcomes that the General Guidelines and General and Specific Outcomes(GG and GSO) stresses upon. Tamo, D.(2009) states that authentic materials comprise "the language that naturally occurs as communication in the native speaker contexts of use, or rather in the selected contexts where Standard English is the norm" (p. 74).

According to Sandelowski (2004), descriptive method not only designates a certain phenomenon such as utilizing authentic materials in EFL teaching but also assembles, arranges and classifies the data about this issue quantitatively. Arranging and categorizing collected data aim to reach certain conclusions that help in developing the reality of teaching Action Pack Twelve through a new triangle that the researcher studies. Therefore,deleted the researcher discussed the main elements of authenticity in the content of the Textbooks Action Pack Twelve and their potential to help learners in utilizing the English language effectively in real contexts as well as to identify the extent to which authentic materials and activities match with the (GG and GSO).

1.1 Stating the problem

Some Jordanian EFL teachers are criticizing the Action Pack series specially the twelfth grade edition as they claim that it does not achieve the outcomes that other previous curricula used to do. The study aims at analyzing Action Pack Twelve in light of the General and Specific outcomes framework document whether it fulfils and validates the Jordanian General and specific outcome frame work document (GG and GSO) or not. Some learners are not aware of the importance of learning the English language that is beyond learning the rules of grammar and lists of vocabularies; therefore, this study investigates the importance of using authentic content that prepares learners to use real communicative language in real life situations in the outer world.

1.2 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(GG and GSO), the study attempts to at analyze the reading materials of the student's book and the work book in Action Pack Twelve to determine to what extent the reading materials are authentic that promote communication among Jordanian learners through exposing them to daily life situations. The study investigates whether this syllabus succeed in connecting learners with future uses of English language outside the classroom and building a background knowledge for Jordanian learners through introducing them to new ideas and content from real-life. This study particularly attempts to answer the following questions:

1. To what extent are the reading materials in Action Pack Twelfth involving authentic themes?2. To what extent are the reading materials in Action Pack Twelfth match with the General Guidelines and General and Specific Outcomes for English Language in Jordan of 2006(GG and GSO)?

1.3 Significance of the Study

The Ministry of Education has been concerned with the improvement of the quality of education in general and EFL teaching in particular. Consequently, a need arose to investigate the use of authentic materials in Action Pack Twelve that matches with the GG and GSO. To the researcher's best knowledge, it has not been evaluated yet. This study hopes that this study may contribute to the development of teaching English language in Jordan and provide Jordanian English Language teachers, supervisors and the Ministry of Education with valuable information about Action Pack Twelve materials as well as lead teachers to use the best of the syllabus in enabling learners to use the English language vividly in the outer world. Furthermore, EFL teachers may be encouraged to make use of the syllabus with greater consideration to all the activities that include authentic materials that enhance effective teaching using the communicative teaching approach. Finally, EFL supervisors may focus in their teaching training by facilitating actual use of authentic syllabus to be used to the best benefit for the learners.

1.4 The Limitation of the Study

The study is intended to analyze the content of Action Pack Twelve syllabus in Jordan according to the element of using authentic materials which match with the General Guidelines and General and Specific Outcomes for English Language in Jordan of 2006(GG and GSO). The study was conducted in 2018-2019.

2. The literature and the Empirical Studies

As Kasper. G. (1997) points out that in the past teaching a foreign language usage through context was ignored in comparison with teaching syntax but nowadays there are many fields of studies that are given greater priority in teaching such as pragmatics, contextual , and authenticity to reach communicative teaching outcomes. Teaching and learning any foreign language has its own methodologies unlike learning any other fields of knowledge language is not only the utterances that a speaker produces but it has to do with how a listener recognizes that speaker's definite intended meaning which is used applicably in the targeted language.

The(GG and GSO) document is the main reference to assess any curriculum's reliability and validity to be accepted for teaching or not for public schools in Jordan as it is considered the standard framework for curriculum designers. Al-Omari, H. (2018)analyzed intended learning outcomes (ILOs) and learning activities in Action Pack of three grade level collecting data based on a five- point Likert scale. The results showed that the curriculum reflect (ILOs)

As Erton (2007) claimed that learners need to have a pragmatic competence over and above contextual competence to use that foreign language fluently and accurately in real life state of affairs. Thus, language skills should not be taught in isolation they all must be integrated to reach effective language teaching as the learner should use his or her competence in practice.deleted

Reading skills are considered to have a crucial effect on learning any language as learners are being exposed to elements of language such as lexical, grammar, language patterns, themes, culture, structure, styles and genres of writing. deleted

Gomezrodriguez, L.F.(2016) conducted a research study on learners attitudes using learning strategies LS to teach authentic readings through three data instruments questionnaire, writing journals and logs. The results showed that EFL learners found difficulties handling authentic reading text since the vocabulary and the themes were challenging but using LS made them motivated to use LS in other tasks and became more successful in reading.

Therefore, teaching reading is of great importance in learning any foreign language as learners grasp the language in a natural way. Many researchers and scholars emphasis the vital role that the content of reading comprehension helps EFL learners to become more aware of the culture of the targeted language. Al khrisheh (2008) affirmed that through exposing learners to various reading texts, we are opining a new wider window for them to travel in the culture of other countries and that helps students to communicate better. EFL learners get a better picture about the outer world by reading texts about other people in other counties. In Action Pack 12 in Unit 6 learners consider how do other countries run their educational systems through reading different themes related to education such as ' Space School' and 'The time we spend at school'.

In order to reach effective learning process of a foreign language, learners should be situated in real English environment where English language is a priority. EFL scholars have recommended that in order to make learners acquisition of a foreign language meaningful and real, it should take place in authentic contexts which can be used vividly outside the classroom for real communicative purposes. (Alioon & Delialioğlu, 2017). Alshehri, A. (2018) analyzed using authentic materials in the new series of secondary English textbooks in Saudi schools. The sample consisted of 112 EFL female public school teachers. The results revealed that the textbook focuses to a moderate degree on using material authenticity which encourage genuine communication among EFL Learners and preparing learners for the future uses of the target language and present authentic language in its actual contexts.

On the other hand, there is a common concern when talking about the need to keep learners in touch with the culture of the foreign language to achieve real and authentic learning without losing their own Jordanian Arabic culture which is part of their identity. Therefore, 12th Action Pack edition focuses on both sides while addressing the cultural issues in its syllabus. Omaggio (2001) states that schoolbooks must be authentic in term of making students acknowledge and accept both their language as well as the

target language hence in Action Pack 12 it introduces both local Jordanian topics beside the English topics. For example, Some of the Arabic Jordanian topics of the reading comprehensions are 'The King Hussein Cancer Center/ Unit 3, The arts in Jordan /Unit5, Adnan the professional craftsman/ Unit 5, Education in Jordan / Unit 7, Our country's imports and exports/ Unit 9, My job as an interpreter/ Unit 10'. Action Pack 12 syllabus makes use of both the culture of the Arab Jordanian context without neglecting the importance of living the experience of English native speakers by reading various topics of learners' interests. Huang, & Liu (2017) claim that learners acquire language effectively when they are engrossed in real scenarios as they interact with real learning contexts which has a thoughtful influence on the way they understand an task and their engagement with it.

Herrington and Herrington (2008) focused on the significant merits of engaging learners with authentic context which can bring to the learners one of these merits is involving learners with unique skills such as learning various perceptions on the topics from countless points of view. Also, authentic surroundings offer authentic learning assessments within the activity and stimulate reflection. These two outcomes are related to the assessment strategies that advocate higher order thinking skills. In Action Pack 12 reflection and producing a justified judgement is a subject that always arise in many reading comprehensions as learners are giving two controversy points of view and each has its reliable judgment and leaving learners without a settled answer such as the following reading comprehension 'Are happier people healthier-and, if so, why?/ Unit2, Complementary medicine: Is it really a solution?/ Unit 2, The time we spend at school/ Unit6, Does the language we use influence the way we think? Or does our culture influence the way we use language? /Unit 8' Authentic materials are usually introducing the latest updated knowledge as well as vocabularies comparing to textbooks which tend to be more fixed and do not change very often and they improve learners reading strategies by facing on different reading styles. Also, comprehending complex materials help learners to learn critical thinking as they will use to useful reading strategies that lead them understand the intended meaning from the context or using clues. Therefore, these skills will be integrated in real life situations when dealing with native English speakers or when English is called for solving problems (Rusmawaty, D., et al., 2018).deleted

Critical thinking skills are promoted and enhanced through exposing learners to authentic context as learners try to compare and contrast between their first language context and the foreign language. Teaching learners to think critically is considered as part of ERFKE reforms that the Ministry of Education in Jordan has insisted upon. Brown (2004) mentioned that the aim of an any language program should go beyond the linguistic aspect and it should try to increase critical thinking CT skills among language learners. Providing EFL learners with authentic reading texts which includes unfamiliar vocabulary items as well as unfamiliar writing genres will have a significant impact on learners critical thinking skills (Kamali and Fahim ,2011). EFL teachers need to be trained on how to utilize the text books activities to

develop critical thinking CT skills while teaching as CT has a profound effect on learners interaction in real life situations outside the classroom.(Asgharheidari, F., & Tahriri, A.,2015)

Knowing that the target language is intended to be taught as a foreign language not as a second language has its important effect on the whole learning process of the intended language. Alshumaimeri, Yousif. (2015) addresses the Saudi English curriculum that is very comparable to the Jordanian English curriculum when it comes to the usage of English language outside the classroom which is used in the minimal usage. Therefore, he stresses at the importance of using authentic curriculum to expose learners to real language that is used by native English speakers or at least to expose students to type of language that enable learners to communicate with others in certain cases that necessitate using the English language to convey meaning. For example, EFL Jordanian learners in Action Pack 12 are exposed to topics and themes that are necessary to be learnt at their age and their needs. (See table 1). Tomlinson claims that learners of a foreign language need to be exposed to various materials which are classified as authentic since they will face troubles sooner or later when they are forced to use real language outside the schoolroom (Tomlinson,2012).

A number of studies were conducted by several academics such as Guariento & Morley (2001) insisted on the positive impact that learners of English as a foreign language may obtain by being taught authentic syllabus through introducing new knowledge and new changes that occur by introducing authentic material will encourage learners to communicate with native speakers for real communicative purposes. In Action Pack 12 students are addressed to new genres of readings that they were not familiar with in the previous curricula such as reading blogs posts, discursive essays, recounts and reviews (See Table 1). Some EFL text books are designed to meet communicative purposes but in a simplified way to meet learners proficiency level. Tomlinson (2001) believes that authentic materials are not the only right choice to be used but they are the preferred to be taught which contain cultural aspects and show the learner how native speakers use the English language in every aspect of their lives. Al-Ghazo & Smadi (2013) analyzed the content of the English reading text's authenticity for grade eleven and they found that the curriculum was highly authentic and that help learners to build their communicative competences to be better users of English.

As Barron, Anne (2003) point that one of the difficulties that learners face in learning English as foreign language is that they are taught the targeted language from a non-native English speaker teacher that's why the teaches need to take special training to overcome this obstacle or the taught curriculum itself should be designed to meet the pragmatic contextual authentic context to ensure effective language instruction. Consequently,deleet the careful planning of curriculum that considers the rational of teaching English as a foreign language should be made a priority for curricula designers in any educational institute. In the Hashemite Kingdom of Jordan the Curricula Directorate pays great attention to the development of the EFL curricula in particular to cope with the global improvement in developing teaching instruction as

well as curricula. Moreover, paying a great attention the EFL curriculum is another important issue that should be the concern of scholar as well as educators. Sometimes teachers' instructions might not be accurate model for foreign language learning as they might not deliver the targeted language as it is spoken and used by native speakers therefore textbooks might be the solution for providing learners with the required outcomes for EFL learners (Bardovi-Harlig, 2001).

Another set of studies dealt with the concept of using authentic reading texts with suitable activities Nematollahi¹, S., & Maghsoudi, M.(2015) recommended that learners of English should be exposed to a Variety of real communicative native speakers contexts such as real advertisements, magazine articles, and all possible real communicative contexts. Action Pack 12 has many examples of using different styles and genres of reading texts (See Table1)

Another scholar supported the ideas of authenticity is Martinez (2002) who points out some of the advantages of using authentic context by giving learners the chance to be exposed for wide choices of styles, genres and formality while teaching EFL and the same piece of material could be integrated for different activities such as writing , speaking , listening etc.

3. Method

The researcher used the analytical method to explore and investigate the content of Action Pack Twelve that is represented in the Jordanian curriculum to find out how available the standard which is authenticity on each of the text book pages. The population of this study consisted of two Action Pack textbook for the twelve grade the student's book and the work book. This curriculum was purposefully selected. Descriptive statistics (Frequencies and Percentages) were used to present the results of the study. The researcher established a 1-3 scale (Available- Available at some point- Unavailable) to estimate the degree of availability. The findings of the analysis revealed that 31 out of 39 (79.50%) reading texts are highly authentic. This indicated that the authenticity of the reading texts in Action Pack Twelve strongly match with the General Guidelines and General and Specific Outcomes for English Language in Jordan of 2006(GG and GSO) (See Table 4 as an example).deleted

4. Results

To answer the first question: To what extent are the reading materials in Action Pack Twelfth involving various authentic themes? Percentages and degrees of availability were calculated. Results are presented in Table 1 and 2.

Table 1. Genres and themes presented in the reading comprehension of Action Pack 12 in the Student's book and work book regarding authentic varieties

Units	The Reading Comprehension Theme	Reading skills	Genres of Reading Comprehensions
Unit 1	Information technology	Reading: an article about the history of computers; a text about how information technology is used in education Reading a sample of a discursive essay	Discursive essay Academic article Descriptive essay
Unit 2	A healthy life	Reading: an article about complementary health treatments, an article about the harmful effects of anger and negative attitudes on health, a report about healthcare in Jordan, a newspaper article about young inventor, medical technology in the future, and the King Hussein Cancer Center	Discursive essay Descriptive essay Scientific report Report Newspaper article Interviews
Unit 3	Medical advances	Reading: a personal story of a young inventor; a website, article about medical technology in the future; an article a newspaper article about young inventor, and the King Hussein Cancer Center	Report Descriptive essay Website newspaper article Interviews Future Technology Website article
Unit 4	Achievements	Reading: an article about the importance of specific Islamic achievements in history Summary, and an academic essay about Masdar City.	Descriptive essay Summary of Islamic achievements Descriptive article Academic essay

Units	The Reading Comprehension Theme	Reading skills	Genres of Reading Comprehensions
Unit 5	The arts	Reading: a report about the arts in Jordan; a magazine	Report Magazine article
Revision "A"	Revision "A"	Reading: The beginning of newspaper article "A problem for our wildlife, and the beginning of a historical article.	Newspaper article Descriptive essay Global environmental issue Historical Article
Unit 6	Learning	Reading: a comparative study of the school day in different countries, a newspaper article about studio schools, a blog about the German-Jordanian University, and a sample of a blog post.	Comparative study article Newspaper article A blog Descriptive article Argumentative article
Unit 7	Lifelong learning	Reading: online article about How to revise for exams, academic article on Learning a foreign language, and descriptive article on education in Jordan, and descriptive article on Twins "What are they talking about"	Online article Academic article Descriptive article
Unit 8	Language	Reading: a website article about the relationship between language and culture, a magazine article on the development of sign language, gender-neutral language article, business marketing article on a webpage, and a sample of a competition entry	Website academic article Webpage article on marketing Magazine article Descriptive article Magazine article

Units	The Reading Comprehension Theme	Reading skills	Genres of Reading Comprehensions
Unit 9	The world of business	Reading: Interview with a Jordanian businessman doing business in China	Descriptive article Interview Business report
Unit 10	Career choices	Reading: a blog about the career of an interpreter, interview on stepping into the world of business, advertisement, C.V, and covering letter.	A blog post interview Advertisement for career requirements C.V Covering letter
Revision "B"	Revision "B"	Reading: Conversation about studying abroad, and article" Doing internship"	Informal conversation Descriptive article

Table 1 shows a content analysis of the genres and themes presented in the reading comprehension of Action Pack 12 in the Student's book and the work book regarding presenting EFL learners with authentic varieties of reading comprehensions in each unit. Unit 6 and unit 10 provide learners with the most variety of themes and reading genres while the least variety is presented in unit 5.

Table 2. The degree of availability of authentic reading comprehensions in Action Pack 12

Number of reading comprehension Unit number / Page No.	Degree of availability		
	*Available	Available to some point	Unavailable
1. U.1 The history of computer (SB P.6)		✓	
2. U.1 Using Technology in Classrooms (SB P.8)			
3. U.1 The Internet of Things (WB. P.8)	✓		
4. U.2 Complementary medicine (SB.P.14)	✓		
5. U.2 Are happier people healthier (SB.P.16)		✓	
6. U.2 Prosthetic hand (WB.P.17)	✓		
7. U.2 Health in Jordan (SB. P.18)	✓		
8. U.3 Young Emirati inventor (SB.P.20)		✓	
9. U.3 In the future (SB.P.22)	✓		
10. U.3 The King Hussein Cancer Center (SB.P.24)	✓		
11. U.4 The importance of Islamic achievements in history (SB.P.28)		✓	
12. U.4 The Giralda (SB.P.30)		✓	
13. U.4 A founding father of farming (WB.P.22)	✓		
14. U.4 Masder City (SB.P.32)	✓		

Number of reading comprehension Unit number / Page No.	Degree of availability		
	*Available	Available to some point	Unavailable
15. U.5 Blog post(WB.P.26)	✓		
16.U.5 The Art in Jordan (SB.P.34)	✓		
17.U.5 Online Travel Guide(SB.P.36)	✓		
18.U.5 Magazine article Craftsman (SB.P.38)		✓	
19.Revision A (SB.P.41)	✓		
20.Revision A (WB.P.28)		✓	
21.U.6 The time we spend at school (SB.P.44)	✓		
22.U.6 Space Schools (SB.P.46)	✓		
23.U.6 A blog Post (Sb.P.49)	✓		
24. U.6 After school (WB.P.33)	✓		
25.U.7 How to revise for exams (SB.P.50)	✓		
26.U.7 Learning a Foreign language (SB.P.52)	✓		
27.U.7 Education in Jordan (SB.P.54)	✓		
28.U. 7 Learn English fast the natural way (WB.P.37)	✓		
29.U.8 Does the language we speak influence the way we think (SB.P.58)	✓		
30.U.8 Speaking with signs (SB.P.62)	✓		
31.U.8 What are they talking about (WB.P.42)	✓		
32.U.9 Doing Business in China (SB.P.64)	✓		
33.U.9 Our country's import and exports (SB.P.66)	✓		
34. U.9. Web page " How to make a Sales Pitch" (WB.P.46)	✓		
35.U.10 My job as an interpreter (SB.P.72)	✓		
36. U.10 C.V and covering letter (SB.P.76)	✓		
37.U.10 Stepping to the world of business (WB.P.50)	✓		
38.Revision B Doing an internship (SB.P.79)	✓		
39. Revision B Studying abroad (WB.P.54)		✓	
Total number of reading comprehension		39	
Total number of highly authentic availability		31 (79.50 %)	
Total number of moderate authentic availability		8 (10.50 %)	
Total number of poorly authentic availability		0	

*unavailable=1; available to some point=2; available=3

Table 2 shows the degree of availability of authentic reading comprehensions in Action Pack 12 regarding the availability of authentic activities for all the 39 reading comprehensions in both the student's book and the work book. The highest degree is for the available which includes 31 reading comprehension presents 79.50% while 10.50% is the percentage of the number of reading

comprehension available to some point. None of the reading comprehension is regarded to be unavailable.

To answer the second question: To what extent are the reading materials in Action Pack Twelfth match with the General Guidelines and General and Specific Outcomes for English Language in Jordan of 2006 (GG and GSO)? Frequencies were calculated. Results are presented in Table 3 and 4.

Table 3. The Frequent availability of reading materials matching the General Guidelines and General and Specific Outcomes (GG and GSO) of the Secondary Stage" Twelve Grade" /level three and level four in Action Pack 12

Organizer & Level	General Grade/ Cross grade Outcome It is expected that students will	Specific outcomes It is expected that students will		Frequency
Reading Level 3 Read to understand and respond to written English in a variety of advanced authentic, informational and literary contexts	RG3.1 use reading strategies to understand a variety of authentic informational and literary texts	RG3.1.1 use contextual clues to understand the meaning of texts	9	
		RG3.1.2 skim texts to deduce and infer the meaning of the text	9	
		RG3.1.3 scan texts for specific purposes	16	
		RG3.1.4 explain the role of linking words in a text	3	
		RG3.1.5 distinguish between passive and active knowledge of vocabulary (e.g., words understood when listening and reading versus words used when speaking or writing)	9	
	Total		46	
	RG3.2 demonstrate understanding of a variety of authentic informational and literary texts (e.g., applications, social and scientific reports, academic essays, plays, and poems)	RG3.2.1 agree or disagree with an author's point of view report	13	
		RG3.2.2 summarize and paraphrase main ideas and supporting details in a report	7	
		RG3.2.3 read and understand authentic written English texts having to do with topics of general and academic interest	12	
		RG3.2.4 make inferences based on explicit and implicit information in texts	11	
		RG3.2.5 clarify and develop own points of view by examining the ideas of different authors on the same topic	9	
Total		52		

Organizer & Level	General Grade/ Cross grade Outcome It is expected that students will	Specific outcomes It is expected that students will		Frequency
	RG3.3 make connections between prior knowledge and experiences and a variety of authentic informational and literary texts (e.g., applications, social and scientific reports, academic essays, plays, and poems)	RG3.3.1 use previous experience, knowledge of current issues to challenge ideas in texts		9
		RG3.3.2 read instructions, credit cards, advertisements, or job applications to participate in daily life situations		8
		Total	17	
Reading Level 4 Read to understand and respond to written English in a variety of advanced authentic, informational and literary contexts	RG4.1 use reading strategies to understand a variety of authentic informational and literary texts	RG4.1.1 use prior knowledge to deduce meaning of words and phrases		17
		RG4.1.2 make predictions and inferences from the text by citing text-based Evidence		11
	Total RG4.2 demonstrate understanding of a variety of authentic informational and literary texts (e.g., social, business and scientific reports, academic essays, novels, and poems)	RG4.2.1 make inferences based on implicit and explicit information and provide justification for inferences		28
		RG4.2.2 paraphrase or summarize main ideas and supporting details in an academic essay		10
		RG4.2.3 display some comprehension beyond the literal level in familiar texts (e.g., suggest possible explanations for a character's actions in a short story; identify a theme in a novel)		8
		RG4.2.4 support personal interpretations of a text with		16
			17	

Organizer & Level	General Grade/ Cross grade Outcome	Specific outcomes		Frequency
	It is expected that students will	It is expected that students will		
		evidence from the text		
		Total 51		
	RG4.3 make connections between prior knowledge and experiences and a variety of authentic informational and literary texts (e.g., social, business and scientific reports, academic essays, novels, and poems)	RG4.3.1 read various texts silently to understand, reinforce or challenge personal views and experiences		17
		RG4.3.2 use previous experience, knowledge of current issues, information previously learned to make connections and draw conclusion about what is read		11
		RG4.3.3 develop own point of view on a topic after analyzing the ideas of different authors		6
		RG4.3.4 use personal experience to support an interpretation of a text		9
		Total 43		

Table 3 shows the frequent availability of reading materials matching the (GG and GSO) of level three and level four in Action Pack 12. All (GG and GSO) are stressing the criteria of utilizing authentic information in the reading activities. Action Pack 12 matches with these outcomes with different degrees of availabilities. The outcome RG3.2 scores 52 activities which represents the highest match. However, the outcome RG3.3 match with 17 reading activities represent the lowest degree.

Table 4. Frequencies of reading activities of Action Pack 12 in student's book and work book matching the General and Specific Outcomes (GG and GSO)

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
Reading Level 3			
RG3.1.1 use contextual clues to understand the	1. Ex.3 & 4 ;SB/ Page: 9 2. Ex.2 ;SB/ Page: 14	1. 3.Which of the following words would you use to..) 1. 4.Explain the difference in meaning between	Total9

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
meaning of texts	<p>3. Ex.4 ;SB/Page: 17</p> <p>4. Ex.2 ;SB/Page: 28</p> <p>5. Ex.2 ;SB/Page: 34</p> <p>6. Reading strategies (2);SB/Page: 38</p> <p>7. Ex. 7;SB/Page: 38</p> <p>8. Ex.9(2) ;WB/Page: 22</p> <p>9. Ex.9(3) ;WB/Page: 22</p>	<p>these phrases from the article)</p> <p>2. 2. Read the words in the box. Check the meaning...</p> <p>3.4. What feelings does each of the idioms in bold from the text refer to?</p> <p>4. Check the meaning of the words listed in the box and group them in two categories which are subjects or people specialized in certain fields of study?</p> <p>5.2. Read the words in the box. "To use the learners schemata in understanding the text"</p> <p>6. 'Reading strategies' Guessing the meaning of unknown words by looking for clues, etc....</p> <p>7.2. Read the article again and choose the correct answer?</p> <p>8.9(2) Find a verb in the second paragraph that means " supply land with water"</p> <p>9.9(3) Guess the meaning of 'fertile land 'in the third paragraph. Which part of the illustrate its meaning?</p>	
RG3.1.2 skim texts to deduce and infer the meaning of the text	<p>1. Ex.3 ;SB/Page: 14</p> <p>2. Ex.4 ;SB/Page: 17</p> <p>3.Ex.1,2;SB/Page:18</p> <p>4. Ex.2 ;SB/Page: 20</p> <p>5. Ex.11 (1);WB/ Page: 8</p>	<p>1. 3. This article is about complementary medicine. What medical conditions may it be possible to treat complementary medicine?</p> <p>2.4. What feelings does each of the idioms in bold from the text refer to?</p> <p>3.1. What is the title of the report?</p> <p>3.2. Match the sub-headings1-3 with the sections A-B in the report?</p> <p>4.2. Read the words in the box and form pairs of synonyms?</p> <p>5. 11(1) What does the "Internet of Things" mean? Give examples from the text?</p>	Total9

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	6. Ex.11 (2);WB/ Page: 8 7. Ex.11 (3) ;WB/Page: 8 8.Ex. 10(4);WB/Page: 14 9. Ex.9(5) ;WB/Page: 22	6.11(2) Find a word in the first paragraph which has the same meaning as "speak"? 7. 11(3) How will "the Internet of Things" help you to keep fit? According to the text? 8.10(4) Guess the meaning of the highlighted word? 9.9(5) Which paragraph suggests that Ibn Bassal was a polymath? Give examples of his area of knowledge?	
RG3.1.3 scan texts for specific purposes	1. Ex.1 ;SB/Page: 8 2. Ex.6 ;SB/Page : 9 3. Ex.3,4 ;SB/Page : 18 4. Ex.4(3) ;SB/Page : 21 5. Ex. 4 ;SB/Page : 21 6. Ex.4 ;SB/Page : 24 7. Ex. 6;SBI Page: 31 8. Ex. 3;SB/ Page: 32 9. Ex. 9;WB/Page: 8 10. Ex. 10;WB/Page: 8 11. 11. Ex. 11 (4) ;WB / Page: 8 12.Ex. (8);WB/Page: 13 13.Ex. (9);WB/Page: 13 14.Ex. 10(5);WB/Page: 14 15. Ex.9(2) ;WB/Page: 22	1. 1. Complete the text with these sentences) 2. 6. Read the text again and find the following; introduction, two sentences to end the talk..? 3.3. What do the words in the bold from the report mean? 4.4. (3) What does the Suffix-proof mean(waterproof line 15; fireproof, line30)? 5.Listen to and read the newspaper article again and answer the questions 6. Read the article again and answer the questions 7.6. Discuss the questions in small groups? (after reading questions) 8. 3. Read the essay on page 32 again and answer the questions. 9. 9. Read the article quickly and circle the correct words? 10.10. Read the article again and match the heading with the correct paragraphs. 11.11(4) What does the word "others" in the bold refer to? 12.8. Read the article and match the paragraphs with the correct headings. 13. 9. Read the article again and complete it with the missing sentences? 14. 10 (5) The author suggests some ways of including exercise in our normal lives. Give two	Total16

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	16. Ex.9(3) ;WB/Page: 22	<p>examples from the article?</p> <p>15.9(2) Find a verb in the second paragraph that means " supply land with water"</p> <p>16.9(3) Guess the meaning of 'fertile land 'in the third paragraph. Which part of the illustrate its meaning?</p>	
RG3.1.4 explain the role of linking words in a text	<p>1. Ex.4(3) ;SB/Page: 18</p> <p>2. Ex.5 ;WB/Page: 21</p> <p>3. Ex.6 ;WB/Page: 21</p>	<p>1. 4(3) What is the link between the introduction and the conclusion?</p> <p>2.5. Complete the text about Ibn Sina, using the relative pronouns in the box. Add commas for the non-defining relative clauses.</p> <p>3.6. 'I prefer a short life with width to narrow one with length' Do you agree with Ibn Sina's quote? Why/ why not? Try to use cleft sentences with defining and non-defining relative clauses in your answer</p>	Total3
RG3.1.5 distinguish between passive and active knowledge of vocabulary (e.g., words understood when listening and reading versus words used when speaking or writing)	<p>1. Ex.2 ;SB/Page: 8</p> <p>2. Ex.5 ;SB/Page: 17</p> <p>3. Ex.4(2),(4);SB/Page: 18</p> <p>4. Ex.3 ;SB/Page: 20</p> <p>5. Ex.1 ;SB/Page: 30</p> <p>6. Ex.5 ;WB/Page: 21</p> <p>7. Ex.8 ;WB/Page: 22</p> <p>8. Ex.10 ;WB/Page: 26</p> <p>9. Ex.10 (4);WB/Page:</p>	<p>1. This text is a talk (an informal presentation about using technology...)</p> <p>2. 5. Are any of your ideas in exercise 1 mentioned?</p> <p>3.4(2) What is the purpose of the sub-heading before different sections?</p> <p>3.4(4) Is the language formal or informal? How can you tell?</p> <p>4.3. This newspaper article is about young inventor. Listen and read. Check your answers to exercise 1?</p> <p>5.1. Which Of these items are of everyday part of life or life of the community?</p> <p>6.5. Complete the text about Ibn Sina, using the relative pronouns in the box. (Biography / Formal ,historical text)</p> <p>7.8. Read about Ibn Bassal and complete the missing phrases? (Biography / Formal ,historical text)</p> <p>8.10. Read the blog post and answer the questions? (informal writing / a blog)</p>	Total9

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	26	9.10(4) Look at the sentences in brackets in lines5-6. In your opinion, what is Rashed answering and why?	
RG3.2.1 agree or disagree with an author's point of view report	1. Ex.1,3,5;SB/Page: 15 2. Ex.2,3 ;SB/Page: 16 3. Ex1,3 ;SB/Page: 18 4. Quotation ;SB/Page: 19 5. Quotation; SB /Page: 21 6. Ex1,3 ;SB/Page: 22 6. Quotation ;SB/Page: 31 7. Ex. 9;WB/Page: 8 8. Ex. 9;WB/Page: 8 9. Ex. 11 (6) ;WB / Page: 8 10.Ex. 3;WB/Page: 17 11. Ex.6 ;WB/Page: 21	1. 1. Read the article consider your opinion again? 1.3. What is your opinion on the researchers' findings? 1.5. The article suggests that people's perception of complementary medicine 2.2 Read the article again and consider your opinion again? 2.3. What is your opinion of the researchers' findings? 3.1. Health conditions in Jordan is among the best in the Middle East. Why do you think this is the case? 4. Read the quotation. Do you agree with it? Why? Why not? 5. Read the quotation. Do you agree with it? Why? Why not? 6.1. What do you think the implications will be in the world if people live longer? Should we be using technologies to help us to improve life expectancy? 6. Read the quotation. Do you agree with it? Why? Why not? 7.8. Think of two examples of how technologies can keep us fit? 8.10. Read the article again and match the heading with the correct paragraphs. 9.11(6) In your opinion, is the "Internet of Things" exciting or worrying? Why? 10.3. In your opinion, in what ways would a prosthetic hand improve someone's life? What problems might it cause?	Total13

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	12. Ex.9(6) ;WB/Page: 22 13.Ex. 10(4);WB/Page: 27	11.6. 'I prefer a short life with width to narrow one with length' Do you agree with Ibn Sina's quote? Why/ why not? Try to use cleft sentences with defining and non-defining relative clauses in your answer. 12.9(6) Why do you think the area around Toledo had a 'fast-growing population'? 13.10(4) Look at the sentences in brackets in lines5-6. In your opinion, what is Rashed answering and why?	
RG3.2.2 summarize and paraphrase main ideas and supporting details in a report	1.Ex. 3;SB/Page: 16 2.Ex. 4;SB/Page: 29 3. Ex.11(5);WB / Page: 8 4.Ex. (8);WB/Page: 13 5.Ex. (9);WB/Page: 13 6. Ex.5 ;WB/Page: 21 7. Ex.9(6) ;WB/Page: 22	1. 3. What is controversial about the researchers' study? (paraphrasing the main idea) 2.4. Summaries the achievements of the four people in the text. 3.11(5) According to the text, why are some people excited about the future? Why are others worried? 4.8. Read the article and match the paragraphs with the correct headings. 5.9. Read the article again and complete it with the missing sentences? 6.8. Read about Ibn Bassal and complete the missing phrases? 7.9(6) Why do you think the area around Toledo had a 'fast-growing population'?	Total7
RG3.2.3 read and understand authentic written English texts having to do with topics of general and academic interest	1. Ex.2 ;SB/Page: 8 2. Ex. 3;SB/Page: 14 3. EX. 2;SB/Page: 16 4.EX.1,4;SB/Page: 18	1. This text is a talk (an informal presentation about using technology...) 2. 1. This article is about complementary medicine. (genre scientific formal writing) 3. 2. Discuss the questions in the title of the article. What are the opinions?(Genre informal article) 4.1. Health conditions in Jordan is among the best in the Middle East. Why do you think this is the case? (Genre a formal report) 4. 4(4) Is the language formal or informal? How can you tell?	Total12

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	5. Ex. 3; SB/Page: 20 6. Ex. 3; SB/Page: 28 7. Ex 2;SB /Page 32 8. Ex 7;SB /Page 37 9. Revision A. Ex 1;SB /Page 41 10.Ex. 3 ;WB/Page: 17 11.Ex.10 ;WB/Page: 27 12.Ex.10(3) ;WB/Page: 27	5.3. This newspaper article is about young inventor. Listen and read. Check your answers to exercise 1?(The genre formal article) 6.3. This article is about important Islamic achievements. Listen and read. (The genre is a formal historical article) 7.2. Read this academic essay about megaprojects and check your answers? 8.7. Read the online travel guide about Jordan. Find four examples of American English spelling. Write them in the table and work out the rules.(The genre is an informal online travel guide) 9. 1. Read the beginning of a newspaper article and answer the questions. 10.3. Read the article and choose the best title? (the article is of general interest “ Accident victim tests first artificial limb” (Informal article) 11. 10. Read the blog post and answer the questions? (The genre is an informal writing / a blog) 12.10(3) Look at the words in the bold .Is Rashed using British or American English/ Justify your answer?	
RG3.2.4 make inferences based on explicit and implicit information in texts	1. Ex. 4;SB/Page: 15 2. Quotation; SB /Page: 19 3. Ex. 4(5); SB/Page: 21 4. Ex. 5; SB/Page: 29	1. 4. Complementary treatment ...should work alongside modern medicine, not against it.” Explain this statement in two sentences; justify your answer by referring to the text? 2. 4. Read the quotation. Do you agree with it? Why? Why not? 3. 4(5) What is the purpose of the in-car heart monitor? Why do you think that is built into the seat belt? (making inference)	Total11

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	<p>5. Ex. 4(5); SB/Page: 35</p> <p>6. Revision A Ex. 1(4); SB/Page: 41</p> <p>7.Ex. 10(1);WB/Page: 13</p> <p>8.Ex. 10(2);WB/Page: 13</p> <p>9.Ex. 10(3);WB/Page: 13</p> <p>10.Ex. 3;WB/Page: 17</p> <p>11.Ex. 10(3);WB/Page: 27</p>	<p>4.5. Do you think it was easier or more difficult in those days to reach such high level of achievements in comparison with the present days? Give a reason for your opinion?</p> <p>5.4(5)'To truly understand a country's culture, you have to understand its artistic heritage.' Do you agree or disagree? Justify your answer?</p> <p>6. 1(4) More than half the world's wildlife has disappears in the last fifty years. Is this statement correct? What evidence is there for this claim?</p> <p>7.10 (1) According to the article, what are the main reasons for higher rates obesity?</p> <p>8.10 (2) What is the minimum amount of exercise recommended for someone of your age?</p> <p>9.10 (3) Do most British people get enough exercise? Which sentence in the article tells that?</p> <p>10.3. In your opinion, in what ways would a prosthetic hand improve someone's life? What problems might it cause?</p> <p>11.10(3) Look at the words in the bold .Is Rashed using British or American English/ Justify your answer?</p>	
<p>RG3.2.5 clarify and develop own points of view by examining the ideas of different authors on the same topic</p>	<p>1.Ex 1,2;SB /Page 16</p> <p>2. Quotation ;SB/Page: 19</p> <p>3. Quotation ;SB/Page: 21</p>	<p>1. 1. Discuss these questions and share your ideas?</p> <p>1.2. What are the opinions? Read the article again and consider your opinion?</p> <p>2. Read the quotation. Do you agree with it? Why? Why not?</p> <p>3. Read the quotation. Do you agree with it? Why? Why not?</p>	Total9

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	4. Ex 4(4);SB /Page 25 5. Ex 3(3);SB /Page 33 6. Ex 1;SB /Page 34 7. Ex 4(5);SB /Page 34 8.Ex. 3;WB/Page: 17 9.Ex. 10(5);WB/Page: 27	4. (4) What plans are there for increasing cancer facilities in other parts of Jordan? 5.3 (3) Do you think that Masdar City is a beneficial project or not? Give your reasons? 6.1. What do you think is meant by 'the arts'? Which major cultural festival takes place in Jordan every year? 7.4(5)'To truly understand a country's culture, you have to understand its artistic heritage.' Do you agree or disagree? Justify your answer? 8.3. In your opinion, in what ways would a prosthetic hand improve someone's life? What problems might it cause? 9.10(5) Would you stand up all the way through a concert? Why/ Why not?	
RG3.3.1 use previous experience, knowledge of current issues to challenge ideas in texts	1.Ex 1,2 ;SB/Page: 16 2.Ex.2;SB/Page: 18 3. Ex 2SB /Page 24 4. Ex 2;SB /Page 32 5. Ex 4;SB /Page 32 6. Ex 1;SB /Page 34 7. Ex 4(5);SB /Page 34	1. 1. Discuss these questions and share your ideas? 1.2. What are the opinions? Read the article again and consider your opinion? 2. 1. Health conditions in Jordan are among the best in the Middle East. Why do you think this is the case? 3. What do you know about the King Hussein Cancer Center? 4.2. In your opinion, why do Megaprojects exist? 5.4 What are the advantages and disadvantages of Megaprojects? (Before you read) 6.1. What do you think is meant by 'the arts'? Which major cultural festival takes place in Jordan every year? 7.4(5)'To truly understand a country's culture, you	Total9

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	8. Ex. 8;WB/Page: 8 9.Ex. 3;WB/Page: 17	have to understand its artistic heritage.' Do you agree or disagree? Justify your answer? 8.8. Think of two examples of how technologies can keep us fit? 9.3. In your opinion, in what ways would a prosthetic hand improve someone's life? What problems might it cause?	
RG3.3.2 read instructions, credit cards, advertisements, or job applications to participate in daily life situations	1. Ex.1;SB/Page: 20 2. Ex.1 ;SB/Page: 30 3. Ex 3;SB /Page 34 4. Ex 7;SB /Page 37 5.Ex. 10(1);WB/Page: 13 6.Ex. 10(2);WB/Page: 13 7.Ex. 3;WB/Page: 17 8.Ex. 10(3);WB/Page: 27	1.1. Read the title of the unit and the title of the article below. How do you think they are related to the photographs? What do you think the young inventor in the article has designed? 2. 1. Which Of these items are of everyday part of life or life of the community? 3.3. This report is about the arts in Jordan. Listen and read it and check your answers? 4.7. Read the online travel guide about Jordan. Find four examples of American English spelling. Write them in the table and work out the rules. 5.10 (1) According to the article, what are the main reasons for higher rates obesity? 6.10 (2) What is the minimum amount of exercise recommended for someone of your age? 7.3. In your opinion, in what ways would a prosthetic hand improve someone's life? What problems might it cause? 8.10(3) Look at the words in the bold .Is Rashed using British or American English/ Justify your answer?	Total8

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
Reading Level 4			
RG4.1.1 use prior knowledge to deduce meaning of words and phrases	1. Ex.2 ;SB/Page:44	1.2. Which words are related to studying?	Total17
	2. Ex.1 ;SB/Page:46	2.1. Work in pairs. Make a list of all the subjects that students can study at your school?	
	3. Ex.6 ;SB/Page:46	3.4. Discuss the subjects that are interested in studying at university. Which subjects fit into the categories of Sciences, Arts and Humanities, or business? Which are more difficult to study?	
	4. Ex. 4 / Page: 48	4.4. What do you know about the German-Jordanian University?	
	5. Ex.2 ;SB/Page:50	5.2. Read the words in the box. Which are connected with the body, eating and drinking, or the mind?	
	6. Ex. 2 ;SB/Page:58	6.2. Match the verbs with the nouns that they are often used with.	
	7. Ex.4(3) ;SB/Page:59	7.4.3. What does the phrasal verb "carry out in bold in the second paragraph mean?	
	8. Tip. ;SB/Page:59	8. Tip. Think about the context in which the phrasal verb occurs.	
	9. Ex. 1 ;SB/Page: 60	9.1. What do you understand by the term 'gender-neutral'? How do you think that the sentence in the box can be made gender-neutral?	
	10. Ex. 2 ;SB/Page: 62	10.2. The words in the box are all connected with languages. Which two words have the same meaning?	
	11. Reading strategies ;SB/Page:62	11. Reading strategies; Learning new Vocabulary.	
	12. Ex.4(2) ;SB/Page:65	12.4(2) What do you think is a 'track record'?	
	13. Ex. 1 ;SB/Page:66	13.1. The words in the box are related to trade. Try to write sentences using these words.	
	14. Ex. 1 ;SB/Page:72	14.1. Which of the following help to understand foreign languages?	

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	15. Ex.3 ;SB/Page:76 33 B/Page:W16. Ex.8 ; B/Page:W17. Ex.10(3) ; 73	15.3. These people are applying for a job at a pharmaceutical company. Read and complete the two curriculum vitae with the headings in the box. . 8.Read the text quickly and guess the meaning 16 of the underlined words and match them with their meanings? 17.10(3) What do you think 'a tailor made course' means?	
RG4.1.2 make predictions and inferences from the text by citing text-Evidence based	1. Ex. 3 ;SB/Page:44 2. Research box ;SB/Page: 44 3. Ex. 6 ;SB/Page:48 4. Ex. 8(3)/ Page: 49 5. Ex.2 ;SB/Page:58 616. Ex.10(2) ;SB/Page: 7. Ex.4(1) ;SB/Page:62 8. Ex. 4(3) ;SB/Page:62 9. Ex.2(2) ;SB/Page:66	1. 3. This study presents findings on the time that students spend at school in different countries. In which country do you think students spend the most studying time studying? 2. Research box, What is the minimum school leaving age for students in the UK and the USA? 3.6. Imagine that you are talking to a foreign students studying at the German- Jordanian university. What do you think their experience of studying and living in Jordan has been like? 4.8(3) What does the Idiom in bold in the text mean? 5. 2. Match the verbs with the nouns that they are often used with. Then read the text and check your answers. 6.10(2) What do you think might happen in the rest of the story? What clues are given in the introduction? 7.4(1) In What way do you think that being taught sign language has made an enormous impact on the life of deaf people? 8.4(3) Do you agree that hearing people would benefit from learning sign language? Why/ Why not? 9.2.(3) Which of the following do you think Jordan	Total11

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	<p>10. Ex.1 ;SB/Page:72</p> <p>11. Ex. 10 ;WB/Page:33</p>	<p>export?</p> <p>10.1. At international conferences, how do people from different countries understand each other?</p> <p>11.10. How are students able to afford to leave home? Which part of the text tells you this?</p>	
<p>RG4.2.1 make inferences based on implicit and explicit information and provide justification for inferences</p>	<p>1. Ex. 4(6) ;SB/Page:44</p> <p>2. Ex. 10(1) ;SB/Page:61</p> <p>3. Ex. 10(3) ;SB/Page:61</p> <p>4. Ex. 1 / Page: 62</p> <p>5. Ex. 4(1) ;SB/Page:62</p> <p>6. Ex. 4(3) ;SB/Page:62</p> <p>7. Ex. 1 ;SB/Page:64</p> <p>8. Ex.10(4) ;WB/Page:37</p> <p>9. Ex.10(5) ;WB/Page:37</p> <p>10. Ex.8(2) ;WB/Page:42</p>	<p>1.4(6) Do you think that longer school day would result in better grades for most students? Why/Why not? Justify your answer?</p> <p>2.10(1) How do you think the author felt that morning? How does she/ he let you know this?</p> <p>3.10(3) Now read the rest of the story to find out what details does the author include? What details does he /she ignore? Why do you think he/ she does this?</p> <p>4.1. How much do you know about sign language?</p> <p>5.4(1) In What way do you think that being taught sign language has made an enormous impact on the life of deaf people?</p> <p>6.4(3) Do you agree that hearing people would benefit from learning sign language? Why/ Why not?</p> <p>7.1. What would you want to know about China if you were visiting the country on a business trip?</p> <p>8.10(4) Students have a lot of options on these courses. However, there are two decisions they have to make before they arrive. What are they?</p> <p>9.10(5) Imagine you joined a small group of students on course like this. Think of three positive aspects, and three possible problems you might face?</p> <p>10.8(2) The article suggests one reason for the slower language development of some twins. What</p>	<p>Total10</p>

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
		is it?	
RG4.2.2 paraphrase or summarize main ideas and supporting details in an academic essay	1. Ex. 4 ;SB/Page:46 2. Academic skills ;SB/Page:48 3. Ex. 4 ;SB/Page:50 4. Ex. 4(1) / Page: 59 5. Ex. 4(5) ;SB/Page:65 6. Tip ;SB/Page: 75 7. Ex.9 ;WB/Page:37 42) ;WB/Page:18. Ex. 8(1.4. How are the following groups of people involved in space schools? 2. Academic skills; note taking “ summarizing the main ideas” 3.4. Read the online article again. Match these questions with their answers in the article.” Distinguishing the main idea of each paragraph” 4.4.1. Does the writer of the article believe that the way in which bilingual people see the world depends on which language they are using? Justify your answers? 5.4(5) What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan? 6. Tip. If you have to answer a question that you do not know much about, you can use phrases like ‘I would imagine that ‘ “ To paraphrase the same statement” Read and complete the missing headings..7.9 8.1. According to the article. Twins do not always develop in the same way as single babies, How many differences does it describe, and what are they?	Total8
RG4.2.3 display some comprehension beyond the literal level in familiar texts (e.g., suggest possible explanations for a character’s actions in a short story; identify a theme in a	1. Ex. 1 ;SB/Page:52 2. Ex.3 ;SB/Page:52 3. Quotations ;SB/ Page:55 4. Ex. 3 / Page: 58	1.1. What are the benefits of learning a foreign language? 2.3. Read the essay again and explain how learning a foreign language improves your; memory, problem-solving skills, use of your mother tongue, ability to multi-task, and decision-making skills. 3. Quotation. Read Henry Ford quotation about learning. Do you agree with it? Why/ Why not?	Total16

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
novel)	5. Ex. 4(3) ;SB/Page:59	4.3. This website article is about the relationship between language and culture. Listen and read \. Check your answers to exercise1. Have you changed your opinion at all?	
	6. Ex.1 ;SB/Page:60	5. 4(3) Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answers with examples.	
	7. Quotation. ;SB/ Page:60	6.1. What do you understand by the term 'gender-neutral'? How do you think that the sentence in the box can be made gender-neutral?	
	8. Ex.10(1) ;SB/Page:61	7. Quotation. Read Ludwig Wittgenstein quotation. Do you agree with it? Why/Why not?	
	9. Ex.10(3) ;SB/Page:61	8.10(1) How do you think the author felt that morning? How does she/ he let you know this?	
	10. Ex.4(2) ;SB/Page:62	9.10(3) Now read the rest of the story to find out what details does the author include? What details does he /she ignore? Why do you think he/ she does this?	
	11. Ex.2(2) ;SB/Page:66	10. 4(2) Sign language is a language in its own right, just as all spoken languages are. 'Do you agree or disagree? Justify your answer.	
	12. Ex. 5 ;SB/Page:73	11.2(2) Why should our community buy Jordanian goods?	
	13. Ex. 4 ;SB/Page:77	12.5. Do you think you have the necessary qualification to be an interpreter? Would you like to be an interpreter? Why/ Why not? Discuss with your partner?	
		13.4. Read the requirements of the pharmaceutical company for the position that both Hisham and Tareq have applied for. Who do you think is the best applicant for the job, and why? How could their	

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	<p>14. Ex.10(4) ;WB/Page:37</p> <p>15. Ex.10(5) ;WB/Page:37</p> <p>16. Ex.8(5);WB/Page:42</p>	<p>applications be improved?</p> <p>14.10(4) Students have a lot of options on these courses. However, there are two decisions they have to make before they arrive. What are they?</p> <p>15.10(5) Imagine you joined a small group of students on course like this. Think of three positive aspects, and three possible problems you might face?</p> <p>16.8(5) Do most experts believe that twins invent secret languages?</p>	
RG4.2.4 support personal interpretations of a text with evidence from the text	<p>1. Ex.4(6) ;SB/Page:44</p> <p>2. Ex. 5(1) ;SB/Page:46</p> <p>3. Ex.5(2) ;SB/Page:46</p> <p>4. Quotation. / Page:46</p> <p>5. Ex. 3 ;SB/Page:50</p> <p>6. Ex. 3 ;SB/Page:52</p> <p>7. Ex. 1 ;SB/Page:54</p>	<p>1.4(6) Do you think that longer school day would result in better grades for most students? Why/Why not? Justify your answer?</p> <p>2.5 (1) Would you like to attend this school? Why/Why not?</p> <p>3.5 (2) What kind of specialized school would you like to attend ? Why?</p> <p>4. Quotation. Read the quotation. Do you agree with it? Why/Why not?</p> <p>5. 3. This online article is about revising for exams. Listen and read and check your answers</p> <p>6.3. Read the essay again and explain how learning a foreign language improves your: memory, problem solving skills, use your mother tongue, ability to multitask and decision-making skills.</p> <p>7.1. Complete mind map with the words and phrases in the box about Education under the categories; types of course, places and ways to study, and qualifications. Then read the text and answer the questions to classify the ways of studying.</p> <p>8.3. This website article is about the relationship</p>	Total17

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	8. Ex. 3 ;SB/Page:58	between language and culture. Listen and read \. Check your answers to exercise1. Have you changed your opinion at all?	
	9. Ex.4(3) ;SB/Page:59	9. 4(3) Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answers with examples.	
	10. Ex.4(2) ;SB/Page:62	10.4(2). Sign language is a language in its own right, just as all spoken languages are. 'Do you agree or disagree? Justify your answer.	
	11. Ex.3 ;SB/Page:64	11.3. This is an interview with a Jordanian businessman about his experience in China. Listen and read. Did the interview help you to answer the question in Exercise2?	
	12. Quotation ;SB/Page:67	12. Quotation. Read Gibran Khalil Gibran quotation. Do you agree with it? Why/ Why not?	
	13. Ex.4 ;SB/Page:77	13.4. Read the requirements of the pharmaceutical company for the position that both Hisham and Tareq have applied for. Who do you think is the best applicant for the job, and why? How could their applications be improved?	
	14. Ex.10(1) ;WB/Page:37	14.10(1) The text says that students will be living 'as a family'. Give two examples to illustrate this?	
	15. Ex. 10(2) ;WB/Page:37	15.10(2) Which part of the day will be the most formal? What happens then?	
	16. Ex. 10(4) ;WB/Page:37	16.10(4) Students have a lot of options on these courses. However, there are two decisions they have to make before they arrive. What are they?	
		17.10(5) Imagine you joined a small group of	

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	17. Ex.10(5) ;WB/Page:37	students on course like this. Think of three positive aspects, and three possible problems you might face?	
RG4.3.1 read various texts silently to understand, reinforce or challenge personal views and experiences	1. Ex. 4 / Page: 44 2. Ex. 3 ;SB/Page:46 3. Ex. 7 ;SB/Page:49 50 ;SB/Page:34. Ex. 5. Ex. 3 ;SB/Page: 58 6. Ex. 4(3) ;SB/Page:59 7. Ex. 10(1) ;SB/Page:61 8. Ex. 10(3) ;SB/Page:61 9. Ex. 3 ;SB/Page:62	1.4. This study present findings on the time that students spend at school. Listen to and read the study's findings again to answer the questions? (The genre is formal research paper) 2.3. Read the newspaper article and check your answers? (The genre is s newspaper article) 3.7. Read a visiting student's blog post and check your answers to exercise 6. (The genre is an informal personal blog post) 4.3. This online article is about revising for exams. Listen and read and check your answers.(the genre is online article) 5.3. This website article is about the relationship between language and culture. The genre is a formal website article) 6. 4(3) Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answers with examples. 7.10(1) How do you think the author felt that morning? How does she/ he let you know this? 8.10(3) Now read the rest of the story to find out what details does the author include? What details does he /she ignore? Why do you think he/ she does this? 9.3. Read the magazine article and check your answers to exercise 1? (The genre is a magazine article)	Total17

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
	<p>10. Ex.4(2) ;SB/Page:62</p> <p>11. Ex. 3 ;SB/Page:64</p> <p>12. Ex.3 ;SB/Page:66</p> <p>13. Ex. 3 ;SB/Page:72</p> <p>14. Quotation. ;SB/Page:75</p> <p>15. Ex. 3 ;SB/Page:76</p> <p>16. Ex. 10(5) ;WB/Page:37</p> <p>17. Ex. 10(6) ;WB/Page:37</p>	<p>10.4(2). Sign language is a language in its own right, just as all spoken languages are. 'Do you agree or disagree? Justify your answer.</p> <p>11.3. This is an interview with a Jordanian businessman about his experience in China. Listen and read. Did the interview help you to answer the question in Exercise2? (The genre is an informal interview)</p> <p>12.3. Read the business report about Jordanian imports and imports. (The genre is a formal report)</p> <p>13.3. Fatima Musa is talking about her career as an interpreter. (The genre is an informal blog)</p> <p>14. Quotation. Read Maya Angelou quotation. Do you agree with it? Why/ Why not?</p> <p>15.3. These people are applying for a job at a pharmaceutical company. Read and complete the two curriculum vitae with the headings in the box. (The genre is writing C.V and covering letter)</p> <p>16.10(5) Imagine you joined a small group of students on course like this. Think of three positive aspects, and three possible problems you might face?</p> <p>17.10(6) Would you go on a course like this? Why? Why not?</p>	
RG4.3.2 use previous experience, knowledge of current issues, information previously learned to make connections and draw conclusion	<p>1. Ex. 3 ;SB/Page:44</p> <p>2. Ex. 1 ;SB/Page:50</p>	<p>1. 3. This study presents findings on the time that students spend at school in different countries. In which country do you think students spend the most studying time studying?</p> <p>2.1. How do you think the students in the photographs feel? How do you revise for exams? This online article is about revising for exams. Listen</p>	Total11

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
about what is read	<p>3. Ex. 2 ;SB/Page:52</p> <p>4. Ex.3 / Page: 58</p> <p>5. Academic skills: Extensive reading ;SB/Page:63</p> <p>6. Ex. 4 (5) ;SB/Page:65</p> <p>7. Ex. 4 (6) ;SB/Page:65</p> <p>8. Ex. 5(1) ;SB/Page:67</p> <p>9. Ex. 5(4) ;SB/Page:67</p> <p>10. Ex.5 ;SB/Page:73</p> <p>11. Ex. 5 ;SB/Page:77</p>	<p>and read and check your answers.</p> <p>3.1. Complete mind map with the words and phrases in the box about Education under the categories; types of courses, places and ways to study, and qualifications. Then read the text and answer the questions to classify the ways of studying.</p> <p>4.3. This website article is about the relationship between language and culture. Listen and read \. Check your answers to exercise1. Have you changed your opinion at all?</p> <p>5. Extensive reading.</p> <p>6.4(5) What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?</p> <p>7.4(6) Do you think that you would be successful business person in China? Why/ Why not?</p> <p>8.5(1) What does the article suggest that many of Jordan's fertilizers are made from?</p> <p>9.5(4) Why is trade with the EU and North Africa likely to grow?</p> <p>10.5. Do you think you have the necessary qualification to be an interpreter? Would you like to be an interpreter? Why/ Why not? Discuss with your partner?</p> <p>11.4. Read the requirements of the pharmaceutical company for the position that both Hisham and Tareq have applied for. Who do you think is the best applicant for the job, and why? How could their applications be improved?</p>	

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
RG4.3.3 develop own point of view on a topic after analysing the ideas of different authors	1. Ex.3 ;SB/Page:52	1.3. Read the essay again and explain how learning a foreign language improves your: memory, problem solving skills, uses your mother tongue, ability to multitask and decision-making skills.	Total6
	2. Ex. ;SB/Page:		
	3. Ex. 3(4) ;SB/Page:59	2. 4(3) Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answers with examples.	
	4. Ex.4(5) / Page: 65	4.4(5) What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?	
	5. Ex.4(6) ;SB/Page:65	5.4(6) Do you think that you would be successful business person in China? Why/ Why not?	
	6. Ex. 5 ;SB/Page:73	6.5. Do you think you have the necessary qualification to be an interpreter? Would you like to be an interpreter? Why/ Why not? Discuss with your partner?	

Specific outcomes			Frequencies
It is expected that students will	Exercise & Page Number	Examples	
RG4.3.4 use personal experience to support an interpretation of a text	<p>1. Ex.2 ;SB/Page:52</p> <p>2. Ex. 1;SB/Page:54</p> <p>3. Ex. 4(3) ;SB/Page:59</p> <p>4. Ex. 10(1) ;SB/ Page:61</p> <p>5. Ex.10(3) ;SB/Page:61</p> <p>6. Ex.4(5) ;SB/Page:65</p> <p>7. Ex.4(6) ;SB/Page:65</p> <p>8. Ex. 5 ;SB/Page:73</p> <p>9. Ex. 5 ;SB/Page:77</p>	<p>1.2. Read the essay about language learning, and compare your ideas from exercise 1.</p> <p>2.1. Complete mind map with the words and phrases in the box about Education under the categories; types of courses, places and ways to study, and qualifications. Then read the text and answer the questions to classify the ways of studying.</p> <p>3.4(3) Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answers with examples.</p> <p>4.10(1) How do you think the author felt that morning? How does she/ he let you know this?</p> <p>5.10(3) Now read the rest of the story to find out what details does the author include? What details does he /she ignore? Why do you think he/ she does this?</p> <p>6.4(5) What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?</p> <p>7.4(6) Do you think that you would be successful business person in China? Why/ Why not?</p> <p>8.5. Do you think you have the necessary qualification to be an interpreter? Would you like to be an interpreter? Why/ Why not? Discuss with your partner?</p> <p>9.4. Read the requirements of the pharmaceutical company for the position that both Hisham and Tareq have applied for. Who do you think is the best applicant for the job, and why? How could their applications be improved?</p>	9

Table 4 shows the frequencies of reading activities of Action Pack 12 matching with (GG and GSO). This table analysis all the content of reading activities that match with the (GSO) by presenting the page number and the writing the activity form the reading materials. The frequencies stress on how authenticity is of a great importance in teaching.

5. Discussion

The results of the first question of this study showed that Action Pack 12 reading materials in the student's book and the work book involve authentic themes at a high degree of authenticity as shown in table 1 and table 2. These findings are similar to Al Omari & Smadi (2002), Alhamlan (2013) and Al-Omari (2018). There is a great match between the curriculum outcomes and the (GG and GSO) outcomes which promote learning English not only in the classroom but also in real communicative purposes. The findings of the study showed that Action Pack 12 succeeded in connecting learners with future uses of English language beyond the classroom and building a cultural awareness for Jordanian learners of the target language through introducing them to new ideas and content from real-life since all the topics presented varies to meet learners' needs for real meaningful communicative purposes. In addition, the results of the second question revealed that most of the designed reading activities and materials are in light of the (GG and GSO) but in different degrees of emphasis since all the activities match with all the (GG and GSO) as shown in table 3 and table 4. These findings are similar to Zawahreh (2012) and Al-Omari (2018) who emphasized on the advantageous effect of designing the syllabus in light of the objectives EFL curriculum as the connection between them make learning as well as teaching easier and more effective. Also, Al-Ghazo & Smadi (2013) in their study of the content analysis of the English reading text's authenticity in student's book for grade eleven stressed on the importance of authenticity in building the communicative competence for learners in the secondary stage since authenticity was highly presented in the reading activities.

6. Conclusions and Recommendations

This study aims as using the curriculum of the Action Pack 12 materials to achieve the outcomes that the curriculum designers planned for it as well as to lead teachers to use the best of the curriculum in enabling EFL learners to use the English language vividly in the outer world. The reading materials stimulate genuine communication helping learners for the forthcoming usages of the English language through being exposed to authentic language in its definite contexts. Furthermore, EFL teachers may be encouraged to make use of the curriculum with greater consideration to all the activities that include authentic materials that enhance effective teaching using the communicative teaching approach. Finally, EFL supervisors may focus in their teaching training by facilitating actual use of authentic syllabus to be used to the best benefit for the learners.

If teachers are aware of this match between the designed curriculum and the (GG and GSO), they will focus on all the activities as they know the rational of including any activity. Acknowledging the methodologies of designing any curriculum promotes sustainable lifelong learning as the curriculum will scaffold learners through different grades. Teachers and educators need to continue the process of analyzing the content of the textbooks to ensure whether these textbooks achieve the desired outcomes or not. Teachers are recommended to enroll in special workshops that involve critique analysis of the textbooks and to take their recommendation in considerations. Supervisors and trainers should design their training for teachers to meet the philosophy of the Ministry of education in choosing the curriculum and train teachers on the methodologies that suit to accomplish learners need and to achieve the outcomes through teaching. The Ministry of education should provide EFL supervisors and teachers with the latest researches related to curriculum.

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