Analysis of the Intended Learning Outcomes and Learning Activities of Action Pack Textbooks in Jordan

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Abstract

This study aims to analyze the intended learning outcomes (ILOs) and learning activities in Action Pack textbooks for Jordan in light of the EFL curriculum objectives. in Jordan (delete "in Jordan", because it is redundant). The sample of the study consisted of Action Pack textbooks for three grade levels students (delete "students" because it does not seem necessary to the meaning of the sentence) (grade 6, 10, 12) during the academic year 2014/2015. A specially prepared coding sheet was developed by the researcher to analyze the collected data based on a five- point Likert scale. Validity and inter-rater reliability were ensured prior to data analysis. Means and standard deviations in addition to One Way Analysis of Variance (ANOVA) were used to answer the questions of the study. The results showed that the outcomes and activities in Action Pack textbooks reflect the curriculum objectives to a certain extent. It was recommended that curricula expert, textbook authors and the Ministry of Education (MoE) in Jordan work more closely, so that a higher degree of match between curriculum objectives, textbooks outcomes and learning activities can be achieved.

Keywords: EFL curriculum indented learning outcomes (ILOs), Action pack, language skills, learning activities, Jordan

1. Introduction

Instructional objectives refer to what is actually achieved or expected be achieved at the end of a course of study or program, but educational goals are more general and they require more time to be achieved. In designing syllabus, however, the goals should provide specific performance indicators of what students are expected to be able to do at the end of a grade level or educational stage (Harden,2002; Rodrigues, 2015). Because textbooks are usually the main resources of providing knowledge, ideas, activities and guidance to teachers and students, content analysis can show how a textbook can be improved or adjusted (delete "justified") by identifying its strengths and weaknesses (Akef, 2015; Al-Ghazo & Smadi, 2013; Allwright, 1990;).

The English language curriculum in Jordan was developed in 2005 with the main purpose of helping students achieve a set of intended leaning outcomes (ILOs). These outcomes are organized into four skills (called organizers): listening, speaking, reading, and writing. The four language skills are integrated in a way that helps students to practice them communicatively. A national curriculum document called "General Guidelines and General and Specific Outcomes for the English Language Curriculum for Basic and Secondary Stages" was developed in 2013 to help students acquire these four skills across the successive grades (1-12), and to assist teachers to adapt their teaching practice to achieve the intended outcomes. (MoE, 2013).

To achieve the objectives of this curriculum, the MoE has adopted Action pack twelve-level English learning series for Jordanian students. Each level of Action pack consists of a student's book, an activity book, an audio cassette or CD, and a comprehensive teacher's book. Action pack textbooks are expected to provide learners with modern, interesting and relevant topics, integrated skills, critical thinking skills, and communicative learning activities (Johnson, 2013).

Typically, the Student Book in Action Pack series consists of thematic modules or units which start with a list of outcomes, so that teachers and students are aware of what they are going to do every class period. Each opening page also contains a selection of photographs from the module, together with some questions, which aim at rousing students' interest in the theme to be discussed. The Activity Book closely reflects the work covered in the Student's Book because activities are designed to provide extra practice for different language skills at home and at school. After every three modules, there are revision exercises in both the Student's Book and the Activity Book. The Teacher's Book provides a comprehensive step-by-step guide for using Action Pack textbooks and other learning resources. Therefore, teachers are advised to follow the grades rather than just the particular grade. They are also strongly recommended to follow instructions in the teacher's book as closely as possible to ensure an efficient use of these textbooks. (Harmes, Penn & Mackay, 2015; Johnson, 2013).

1.1 Problem and Significance of the Study

Ideally, textbook writers should include the content and learning activities that help learners achieve the intended learning outcomes (and ultimately) the general goals of curriculum. Therefore, analyzing curricula and textbooks can help identify how textbooks reflect the intended learning outcomes stated by educational institutions.

Many studies have been conducted in Jordan to investigate how much EFL textbooks respond to students' needs and linguistic levels. (e.g. Ababneh, 2007; Al-Ghazo & Smadi; 2013; Al Habahabeh, 2016; Al Omari, Bataineh, & Smadi, 2015; Al Omari &Smadi, 2002; Karsou, 2005; Manasrah, Al-Sobh, & AL-Jabali, 2013; Zawahreh 2012. However, there is a scarcity of studies which analyzed ILOs and the learning activities in Action Pack Textbooks in light of the newly- developed EFL curriculum (Delete "objectives") in Jordan. In other words. This study is motivated by the researcher's realization that Action Pack textbooks have recently been modified to respond to the demands of the English Language Curriculum for Jordan. Therefore, a more precise indication of how much Action Pack ILOs and learning activities resonate with the EFL curriculum objectives is expected be achieved by the present study.

1.2 Operational Definitions of Terms

The following terms are operationally defined:

Curriculum objectives: These refer to the objectives which are stated in the *"General Guidelines and General and Specific Outcomes for English Language Curriculum for the Basic and Secondary Stages document (2013)".* This is a curriculum document that was developed by the Ministry of Education (MoE) in Jordan in 2005 and was revised in 2013. The document gives precise and detailed descriptions of the knowledge and skills which EFL students are expected to acquire at the end of each one of the twelve grade levels (MoE, 2013: VI).

Intended learning outcomes: A set of specific objectives which students are expected to achieve at the end of a learning program or course. For the purpose of this study, Intended Learning Outcomes (ILOs) refer to what Jordanian EFL students are able to do with English language skills at the end of each lesson or unit of Action Pack 6, 10, and 12. These grades are purposefully chosen, because each one represent the upper grade level of the three educational stages in Jordan: lower basic stage (grades 1-6), upper basic stage (grades 7-10), and secondary stage (grades 11-12)

Action Pack Text Books: These refer to an international series of teacher's books, student's books, activity books, and other related materials adopted by the MoE to be used by public school EFL teachers and students (grades 1-12) in Jordan. A national team constantly reviews these books to make sure they are linguistically and culturally relevant to the students at each grade level.

Learning activities: These refer to the learning activities, tasks, or exercises, which Jordanian EFL students (grades 1-12) should do to demonstrate mastery of English language skills and sub-skills. Examples of these activities include (but not exclusive to) answering comprehension questions, participating in classroom discussions and presentation, pronunciation, using newly learnt vocabulary, reading aloud, singing, role-playing, and writing paragraphs following certain patterns.

Scope and sequence: this refers to a chart that appears at the beginning of each student book for each grade (1-12) to guide teachers and students to the language skills and sub- skills, functions, and structure to be emphasized during the presentation of each module, unit or lesson. Scope refers to the skill or skills addressed at each grade, whereas sequence refers to the development of each skill throughout the successive modules, units, and lessons of each grade level.

Grade level: This refers to one of the twelve grade levels adopted by the MoE in Jordan. These grades are distributed to three educational stages: grades 1-6, which represent the lower basic stage; grades 7-10, which represent the upper basic stage; and grades 11- 12, which represent the secondary stage.

Degree: This term refers to the degree an ILO matches one of the EFL curriculum objectives. It is also used to refer to the degree a learning activity or task matches one of the ILOs of Action pack textbooks. A five- point Likert scale was adopted to measure the degree of match as follows: "low degree" if the mean score ranges between 1-2.33; "moderate degree" if the mean score ranges between 2.34-3.67; and "high degree" if the mean score ranges between 3.68-5.

1.3 Purpose and Questions of the Study

The main purpose of this study was to investigate if Action Pack textbooks respond to the expectations of the English Language curriculum for Jordan. More specifically, the study was intended to answer the following two questions:

To what degree do the "ILOs" of Action Pack textbooks match the objectives of the EFL curriculum in Jordan?

To what degree do the learning activities match the "ILOs" of Action Pack text books?

2. Previous Research

English language textbooks and learning materials have been analyzed and evaluated by different researchers for different purposes in different parts of the world. For example, Kırkgöz (2009) evaluated three English textbooks used by Turkish Ministry of National Education to teach grade four students. Teachers and students responded to a thirty-seven -item questionnaire concerning various aspects of the textbooks. Both groups of participants were also interviewed to gain further insights into the use of the textbooks. Results revealed that the textbooks are carefully designed to meet the National curriculum objectives and to account for young learners' needs and interests. Mukundan (2014) also evaluated the contents of Year 5 and Year 6 textbooks in Malaysian primary schools. The sample of the study consists of 32 English teachers chosen randomly from primary schools in Selangor. The findings revealed that the textbook for each year is very highly useful regardless of their linguistic levels. Henriques (2009) analyzed the content of grades seven and eight of Angola schools' EFL textbooks. To collect data, a checklist was adapted from the American Council on the Teaching of Foreign Languages (ACTFL). Results revealed that the two Angolan EFL textbooks were considered to be inappropriate for achieving the goals set forth by the Angolan Institute for the Development of Education. Accordingly, it was recommended that Angolan authorities follow the guidelines described for creating these two textbooks. Rodrigues (2015) also analyzed two sixth-grade EFL textbooks in Brazil to investigate to what degree the textbook writers incorporated aspects of the communicative approach into the curriculum design and into language learning activities. The analysis of the textbooks indicated that both textbooks follow a weak version of the communicative approach. Accordingly, textbook writers were recommended to focus attention on designing communicative activities that allow students to interact, negotiate meaning, learn independently, and produce language in communicative contexts. Alhamlan (2013) evaluated the English Language curriculum (Traveler 5) taught to the third secondary Schools in Saudi Arabia. A questionnaire was used to explore students' perceptions of the Saudi curriculum. Results revealed that the curriculum, in general, meets the requirements of the students. However, students were not very satisfied with relevance of the material in the textbook, the chances for classroom interaction, and the number of the new vocabulary items in the textbook. Akef (2015) also evaluated "Iraq Opportunities" textbooks from 60 EFL teachers' perspectives by using a forty-two-item checklist. Results showed that teachers were dissatisfied with the textbook in terms of objective, teaching aids, general shape and content, teacher's manual, methods of teaching, and methodological guidance.

A number of studies were conducted in Jordan to explore teachers and supervisors' evaluation of EFL curriculum. For example, Al Omari and Smadi (2002) explored English supervisors and teachers' perspectives regarding the English Language Curriculum for grades 1-4 in Jordan. A questionnaire consisting of 88 items based on Likert five- point scale was distributed to 285 teachers and supervisors in three Directorates of Education in Jordan. Descriptive and inferential statistics were used to analyze the data of the study. The results showed that teachers and supervisors of English language were satisfied with the objectives, the rationale, and the content of Action pack (1-4) textbooks for Jordanian students. Karsou (2005) also explored the perspectives of EFL supervisors, teachers, and students (508 participants) in Jordan regarding the objectives, rationale, language skills, content, and methods of teaching used in Action Pack textbooks (grades 1- 5). A seventy- three (73) item questionnaire and semi- structured interviews were used to collect data of the study. Means, standard deviations and T- test were used to answer the questions of the study. Results showed that the content and methods of teaching were relevant to students' needs, but the objectives do not prepare students for real communication, especially as listeners and speakers of English as a foreign language. Another study was conducted by Ababneh (2007) to explore the perspectives of eighty-eight (88) English language teachers and supervisors regarding the relevance of "Jordan Opportunities" Text Books for the tenth grade students in Jordan. The students' book, the activity

book and the teacher's book were analyzed using a seventy-eight (78) - item questionnaire in addition to a structured interview were used to collect data of the study. Results showed that the outcomes and vocabulary were not fairly distributed to all modules and units.

Another set of studies dealt with content analysis of Jordanian school textbooks. For example, Al-Azza (2006) investigated the degree the writing activities in Action Pack textbooks (1-6) in Jordan match the general and specific writing outcomes of the English language curriculum. The sample of the study consisted of all Action Pack textbooks (1-6) that are used in the Jordanian schools and all other related materials. A specially prepared writing activity checklist was used to collect the data of the study. Descriptive statistics was used to analyze the data. Results showed a significant mismatch between the writing activities and writing outcomes of grades 1-6. Results also showed that the writing activities do not develop progressively in grades 1-6 and that there was little integration of writing with other language skills such as speaking, listening and reading. The researcher recommended that the activities in Action Pack (1-6) be reviewed in light of the General and Specific Learning Outcomes of the EFL Curriculum in Jordan. Al Omari et al (2015) investigated the principles of Multiple Intelligences Theory (MIT) which are incorporated in Action Pack textbooks in Jordan (grades 1, 4, 8, and 11) by means of content analysis. The findings revealed that the moral, existential and spiritual intelligences were not incorporated in the activities of the textbooks under study, and that the distribution of other intelligences was imbalanced in the textbooks. Zawahreh (2012) analyzed the grammar activities in Action Pack 7 Textbook in Jordan to find out how equally are addressed in that textbook. The results of the study showed the distribution of grammar activities is balanced across the six modules of the textbook, and they highly meet the criteria intended (i.e. accuracy, correctness in details, clarity, completeness and contextualization". Manasrah et al (2013) analyzed the vocabulary items of "Action Pack 12" in Jordan to see whether these vocabulary items agree with the vocabulary analysis criteria proposed by Celce-Murcia (1991). Likert five point Scale (0-4) was and percentages were used to answer the two questions of the study. The results showed that vocabulary items were appropriately contextualized, inclusive, easily accessible, and relevant to students' level, but their distribution concerning parts of speech was imbalanced. Al-Ghazo and Smadi (2013) investigated the degree the reading texts in Action Pack Eleven Textbook are authentic based on the specific reading outcomes of the General Guidelines and General and Specific Outcomes for English Language in Jordan. Descriptive statistics (Frequencies and Percentages) was used to present the results of the study. The findings of the analysis revealed that 25 out of 30 (80%) reading texts are highly authentic. This indicated that the authenticity of the reading texts in Action Pack Eleven strongly reflect the specific outcomes of the English Language Curriculum in Jordan.

It can be realized from the review of previous studies that the majority of them dealt with teachers and supervisors' points of view regarding EFL textbooks or analysis of EFL textbooks of some grade levels. The present study shares those studies some aspects, but it is more comprehensive since it aimed at analyzing the ILOs and learning activities for the three educational stages in Jordan (lower basic stage, upper basic stage, and secondary stage). It also highlights the degree learning activities match the ILOs regarding each of the four language skills (listening, speaking, reading and writing).

3. Method

The population of this study consisted of 36 Action Pack textbooks for grades 1- 12 in Jordan (ie. one student's book, one activity book, and one teacher's book for each grade level). A sample of 9 text books for grade 6, 10, 12) were purposefully selected because these grades represent the highest grade levels of the three educational stages (lower Basic stage, upper basic stage, and secondary stage) respectively.

A seven- column-coding sheet was developed by the researcher to investigate the degree of match between EFL curriculum objectives and Action pack ILOs for each one of the three grade levels. This coding sheet was also used to measure the degree the learning activities of four randomly selected units in each Action pack textbook match the ILOs of those units. A five-point Likert scale was used to measure this degree, where the highest degree was 5 and the lowest degree was 1. (See Appendix 1 as an example).

The coding sheet was validated by a panel of seven EFL professors and curricula experts. A sample of 298 items (41%) of the total number of the items (723) were coded and rated by two independent raters (the researcher and another analyst). To establish reliability of the two coders, Holsti's inter-coder reliability formula was applied:

$$C.R. = 2M/N1 + N2,$$

where "M is the number of coding decisions on which the two coders were in agreement, and N1 and N2 referred to the number of coding decisions made by coders 1 and 2, respectively. The calculated percentage of agreement between the two coders was .92. This percentage was considered appropriate to achieve the purposes of this study. To analyze the collected data, means, standard deviations and analysis of variance (ANOVA) were

used.

4. Results

To answer the first question**:** *To what degree do the "ILOs" of Action Pack textbooks match the objectives of the EFL curriculum in Jordan?,* means and standard deviations were calculated. Results are presented in Table 1.

Table 1. Means and standard deviations regarding the degree the ILOs of Action Pack textbooks match the objectives of the EFL curriculum in Jordan

| | Textbook | | | | | | | | |
| | Action Pack 6 | | | Action Pack 10 | | | Action Pack 12 | | |
Skill	Mean	SD	*Degree of match	Mean	S D	*Degree of match	Mean	SD	*Degree of match
Listening	5.00	.000	H	2.08	1.379	L	3.14	1.994	M
Speaking	4.42	1.084	H	3.12	1.166	M	3.63	1.606	M
Reading	4.14	1.703	H	3.42	1.311	M	3.33	1.941	M
Writing	3.12	1.996	M	2.11	1.560	L	3.74	1.685	H
Total	3.98	1.105	H	2.39	.851	M	3.37	1.371	M

* *Low degree= 1-2.33; moderate degree:= 2.34-3.67; high degree = 3.68-5*

Table 1 shows that the degree the ILOs match the curriculum objectives differ from one language skill to another and from one grade level to another. In Action Pack 6, the degree is high for listening, speaking and reading (M= 5, M= 4.42; M=4.14 respectively), but moderate for the writing skill (M= 3.12). In Action Pak 10, the degree is moderate for speaking (M= 3.12) and for reading (M=3.42), but low for listening (M= 2.08) and writing (M= 2.11). In Action Pack 12, the degree is high for writing (M= 3.74), but moderate for speaking (M=3.63), reading (M= 3.33) and listening (M= 3.14). The degree for the four language skills combined (i.e. listening, speaking, reading and writing) also differs by grade level.   For example, the degree is high for Action Pack 6 (M=3.98), but moderate for both Action Pack 12 (M=3.37) and Action pack10 (M=2.39**)**. In order to test whether these differences were statistically significant (*α=. 05),* One-Way Analysis of Variance (ANOVA) was used. The results are presented in Table 2 below.

Table 2. One-Way Analysis of Variance (ANOVA regarding the match between Action pack ILOs and the curriculum objectives.

		Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	52.448	2	26.224		
Listening	Within Groups	72.631	35	2.075	12.637	.000*
	Total	125.079	37			
	Between Groups	11.877	2	5.938		
speaking	Within Groups	81.102	45	1.802	3.295	.046*
	Total	92.979	47			
	Between Groups	6.388	2	3.194		
Reading	Within Groups	154.631	50	3.093	1.033	.363
	Total	161.019	52			
Writing	Between Groups	27.957	2	13.978	4.632	.014*

	Within Groups	165.974	55	3.018		
	Total	193.931	57			
Total	Between Groups	22.870	2	11.435	8.414	.001*
	Within Groups	80.185	59	1.359		
	Total	103.055	61			

The mean difference is significant (α=.05)

Table 2 shows that there are statistically significant differences (α=.05) between Action Pack 6, 10, and 12 regarding the degree the ILOs match the EFL curriculum objectives. The F values for listening (F= 12.64), for writing (F=4.63), for speaking (F= 3.30), and for the four skills combined (F= 8.41) are significant (α=.05). To find out which Action pack textbooks are responsible for the significant differences in these mean scores, Scheffe test for post- hoc comparisons was used. The results are presented in Table 3 below.

Table 3. Scheffe test for post- hoc comparisons of the mean scores of Action pack ILOs.

Skill	Textbook	Mean	Action Pack 6	Action Pack 12	Action Pack 10
			5.00	3.14	2.08
	Action Pack 6	5.00	-	1.86*	2.92*
Listening	Action Pack 12	3.14		-	1.06
	Action Pack 10	2.08			-

	Textbook	Mean	Action Pack 6	Action Pack 12	Action Pack 10
			4.42	3.63	3.12
speaking	Action Pack 6	4.42	-	0.79	1.30*
	Action Pack 12	3.63		-	0.51
	Action Pack 10	3.12			-

	Textbook	Mean	Action Pack 12	Action Pack 6	Action Pack 10
			3.74	3.13	2.11
Writing	Action Pack 12	3.74	-	0.61	1.63*
	Action Pack 6	3.13		-	1.02
	Action Pack 10	2.11			-

	Textbook	Mean	Action Pack 6	Action Pack 12	Action Pack 10
			3.98	3.37	2.39
Total	Action Pack 6	3.98	-	0.61	1.59*
	Action Pack 12	3.37		-	0.98*
	Action Pack 10	2.39			-

Table 3 shows that the difference in the mean scores of listening was in favor of Action Pack 6 (M= 5.00 compared to Action Pack 10 (M= 2.08), and also in favor of Action pack 6 (M=5.00) compared to Action Pack 12 (M= 3.14). As for the speaking skill, the difference was also in favor of Action Pack 6 (M= 4.42) compared to Action Pack 10 (M= 3.12). However, the difference was in favor of Action Pack 12 (M= 3.74) compared to Action Pack 10 (M= 2.11) with regard to the writing skill. The differences regarding the four skills combined were in favor of Action Pack 6 (M=3.98) compared to Action pack 10 (M=2.39), but in favor of Action pack 12 (M=3.37) compared to Action pack 10 (M=2.39). It can concluded that the ILOs of Action Pack 10 were the least to match the objectives of the EFL curriculum in Jordan.

To answer the second question: *To what degree do the learning activities match the intended learning outcomes of Action pack textbooks?*, means and standard deviations were calculated. Results are presented in Table 4

below.

Table 4. Means and standard deviations regarding the degree the learning activities match the ILOs of Action pack textbooks

	Action pack Textbook										
	Action Pack 6				Action Pack 10				Action Pack 12		
Units	Mean	SD	*Degree	Units	Mean	SD	*Degree	Units	Mean	SD	*Degree
2	2.67	1.68	M	1	2.80	1.68	M	3	2.74	1.69	M
3	2.63	1.83	M	5	3.60	1.50	M	5	2.72	1.58	M
6	2.60	1.74	M	6	3.70	1.41	H	6	2.42	1.43	M
10	2.75	1.86	M	8	3.54	1.56	M	7	3.13	1.48	M
Total	2.66	.95	M	Total	3.42	.83	M	Total	2.70	.877	M

* Low degree= 1-2.33; moderate degree= 2.34-3.67; high degree = 3.68-5

Table 4 shows that there are differences between the mean scores of Action pack 6, 10, and 12. This degree is moderate for almost the all selected units in the three textbooks (i.e. the mean scores ranged between (M=2.42) for unit 6 of Action pack 12 and (M= 3.60) for unit 5 of Action pack 10. The only exception was unit 6 of Action Pack 10 where the degree is high (M= 3.70). To test if these differences were statistically significant $(\alpha=. 05)$, One-Way Analysis of Variance (ANOVA) was used. The results are presented in Table 5 below.

Table 5. One-Way Analysis of Variance (ANOVA) regarding the match between the learning activities and the ILOs of Action pack textbooks.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.028	2	6.014	7.276	.001*
Within Groups	112.406	136	.827		
Total	124.434	138			

*The mean difference is significant at the 0.01 level.

Table 5 shows that there are significant differences between the mean scores of the three Action Pack Text Books since the (F=7.276) is significant (α=001). To find out which textbooks are responsible for these differences, Scheffe test for post- hoc comparisons was used. The results are presented in Table 6.

Table 6. Scheffe test of post- hoc comparisons regarding the match between the learning activities and Action pack ILOs.

Units	Textbook	Mean	Action Pack 10 3.42	Action Pack 12 2.70	Action Pack 6 2.66
Total	Action Pack 10	3.42	-	0.72*	0.76*

Action Pack 12	2.70	-	0.04
Action Pack 6	2.66		-

The mean difference is significant (α= 0.01)

Table 6 shows that the differences between the mean scores were in favor of Action Pack 10 (M=3.42) compared to Action Pack 6 (M=2.66) and in favor of Action pack 10 (M=3.42) compared to Action pack 12 (M=2.70). This indicates that the learning activities and the ILOs of Action Pack 10 are more congruent than those of Action pack 12 and Action pack 6.

5. Discussion

The results of the first question of this study revealed that the degree the ILOs of Action pack text books match the objectives of the EFL curriculum in Jordan was moderate for Action Pack 10 and 12, but high for Action Pack 6 as shown in Table 1. These findings are similar to those of Alhamlan (2013), Al Omari & Smadi (2002), and Mukundan (2014), but dissimilar to those of Akef (2015) and Henriques (2009).

The results of this study indicate that students in grades 6, 10, and 12 are reasonably led to achieve the objectives of the EFL curriculum set by the MoE. This sounds logical in light of what is stated in the introduction of Action pack teacher's books for grades 1-12:*"Action Pack is based on the General Guidelines and General and Specific Outcomes for the English Language for Basic and Secondary Stages of the Jordanian Ministry of Education," MoE (2013):1.* These guidelines provide learners and teachers with precise and detailed description of the knowledge and skills to be acquired at each grade level. Curricula developers usually set learning objectives, sequence the learning material in the form of related units and lessons, select appropriate assessment techniques, and suggest lesson plans that help achieve these objectives (Al-Ghazo and Smadi, 2013; Rodregues, 2015). The "scope and sequence charts" detailed at the beginning of the teacher's book also represent the road map for teachers to follow in dealing with classroom activities and exercises. These activities and exercises cover different language skills and subskills such as listening, speaking, reading, writing, vocabulary, grammar, and pronunciation (Johnson, 2013: 6).

However, the degree of match between curriculum objectives and ILOs of Action Pack 10 was low with regard to the listening skill (M= 2.08) and the writing skill (M=2.11). This result is similar to the results of Karsou (2005) who found that the objectives of Action Pack do not prepare students for real communication, especially as listeners and speakers of English as a foreign language. The mismatch between textbooks outcomes and the curriculum objectives may negatively affect what students achieve at the end of this grade. Students may also de-emphasize the objectives of the EFL curriculum and overemphasize the knowledge incorporated in content of the textbooks. This implies (a) that the learning activities in the textbooks should be designed in light of objectives of the EFL curriculum and (b) that teachers and students are aware of this connection so that they are not confused about what to do with them. Towards this end, Al Habahabeh (2016) argues that among the major problems that face English language education in Jordan is a lack of teachers' motivation to follow a well-defined set of national standards and guidelines for effective teaching strategies. Therefore, it is necessary that the curriculum reviewing committees and textbooks authors do much more to make sure that every objective of the curriculum is translated into a relevant ILO that should start each unit or lesson in each textbook of Action pack series (1-12).

On the other hand, the results revealed that the degree the learning activities match the ILOs of all Action pack textbooks was moderate for eleven units out of twelve, and high for only one unit (unit 6 in Action Pack 10). These results are consistent with those of other researchers such as Al-Ghazo and Smadi (2013), Kırkgöz (2009), Manasrah et al (2013), and Zawahreh (2012). This result implies that the majority of the learning activities in the three textbooks need to be more congruent with the ILOs of Action pack textbooks. The more textbook authors observe the lesson or unit outcomes in designing activities, the more likely teachers and students feel confident and contented of what they do at class. Designing a language course should take into consideration sequencing of units and lessons around vocabulary, structure, functions, themes, language skills and learning experiences to help students achieve communicative purposes or objectives. Having clear learning objectives in every unit and lesson is necessary to direct students to a particular language learning outcome, and to help develop assessment criteria of their learning progress. (Rodrigues, 2015)

Ideally, textbooks and curricula should be in complementary distribution. That is, textbooks supply students with the knowledge and skills necessary for their future learning, while curriculum objectives guide students and

teachers to collaboratively approach such knowledge and skills. Students mainly depended on the textbook as the major source of their learning, especially when the educational system adopts a centralized curriculum as is the case in Jordan. Teachers also sense it necessary to rely on textbooks because the time available for the teacher is generally limited for developing new material (Sheldon,1988).

6. Conclusions and Recommendations

The present paper aimed at investigating the degree the intended learning outcomes and the activities in Action Pack textbooks (grades 6, 10, and 12) match the curriculum objectives. The results revealed that this degree of this match is almost moderate for all the three textbooks. This implies that the textbooks do a satisfactory work in providing a set of well -stated learning outcomes at the beginning of each unit or lesson. However, there was a significant mismatch between the objectives of the curriculum and those outcomes in Action pack 10 with regard to listening skill and writing skill. On the other hand, not defining ILOs for each lesson or unit of Action pack 6 and 12 led to the selection of activities that were not highly aligned with the ILOs of those two grade levels. Fortunately, the textbooks offer revision units and assessment procedures that may ensure bridging such gaps.

The Ministry of Education in Jordan usually forms special committees to review the EFL curriculum and school textbooks for all grade levels on an ongoing basis. The members of these committees include university professors, curricula specialists, supervisors and teachers in Jordan. The major responsibility of these committees is to make sure that the content of the textbooks is linguistically and culturally relevant to Jordanian students. The money, time and effort invested in this field is worth considering. Accordingly, the reviewing committees are recommended to work constantly with textbook authors and teachers so that the resulting textbooks respond to teachers and students needs and interests. More specifically, the reviewing committees and textbook authors should meet more often to negotiate how Action pack ILOs and activities best reflect the EFL curriculum objectives. It is also recommended that the evaluation of Action pack textbooks should be done on a regular basis to give further insights into the future revision and/or designing of the textbooks for young learners of EFL. Among the issues yet to be understood and addressed are: (a) the degree the EFL teachers in Jordan are aware of curriculum objectives and (b) how much EFL teachers observe the ILO in their teaching and testing practices. By involving teachers in developing curriculum objectives and textbooks evaluation, many problems of teaching and learning can be avoided.

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Appendix

Sample coding sheet

Part I: Matching curriculum objectives Action pack 10 Intended Learning Outcomes (ILOs)

Curriculum objectives (Speaking)	ILOs (Speaking)	Degree of match				
		5	4	3	2	1
1. ***S10.1.1** use dictionaries to check correct pronunciation of words	pronounce certain letters (eg. *wh*- *th*- initial *cr*- *p* vs. *b* a in different ways and final –r)			X		
	pronounce words of places and words in a proverb			X		
	use rising and falling intonation		X			
	ask and answer questions to guess what an object is				X	
2. **S10.1.2** rehearse oral presentations with peers and get feedback	organise information into an e-presentation			X		
3. **S10.2.1** engage in discussions to exchange interests and experiences using meaningful sentences (e.g., talk about career plans for the future)	engage in a group discussion about journeys, habits, and problem solving)	X				
	participate in a discussion to encourage all members in a group to take part in a speaking activity on a variety of topics (e.g. describing an object, kinds of scientists, Noble prize winners, saving rainforest, museums, the Dead Sea, Arts, and Islamic Architecture in Jordan,	X				

4.	**S10.2.2** engage in discussions to understand and clarify main ideas	engage in a discussion to understand and clarify main ideas	X				
5.	**S10.2.3** interview peers, teachers, family and community members about a variety of topics (e.g., the benefits of learning English as a foreign language)	interview peers using the Second Conditional			X		
6.	**S10.3.1** use socially appropriate language to participate in debates	participate in a debate to express agreement or disagreement			X		
		participate in a group discussion by sharing ideas and opinions using appropriate language (i.e. the Second Conditional, Present Perfect Simple with *yet* and *already, and passive)*			X		
7.	**S10.3.2** do a presentation on a topic of personal interest or based on a topic studied in another subject	take part in a simple authentic presentation to the class about the oldest trees in the world		X			
8.	**S10.3.3** participate in a performance (e.g., a scene from a story or play studied in class)	not applicable					X
9.	**S10.3.4** make suggestions for the improvement of the presentations of peers	make suggestions using Shall we… and How about…			X		
		design a programme for promoting the artistic movement in Jordan				X	
		develop speaking strategies by giving opinion and supporting ideas with reasons			X		
		recite a poem in English				X	

S10: refers to the speaking skill of Action pack 10

Part II: Matching the ILOs and the learning activities of Action pack 10

(ILOs)	Activities	*Degree of match				
		5	4	3	2	1
Unit 1 Lessons 1&2	Unit 1 Lessons 1&2					
use context to guess the meaning of new words	Listen to the sounds of a rainforest. What can you hear? Where in the world can you find rainforests?			×		
use dictionaries and glossaries to confirm and clarify word	Which words refer to creatures that can be found in rainforests? Which words are connected to	×				

meaning	rainforests? Check the meaning of any words you do not know in the glossary or in the dictionary					
respond to analytical questions before, during and after listening to an article about rainforests	What is the hidden world that the scientists have discovered? Read and listen to the article to find the answer.		×			
	Read and listen to the article again. Then, answer the questions		×			
use the Present Perfect Simple with yet and already to engage in a discussion about household tasks	Work in pairs. What have you already done today? What haven't you done yet?	×				
	Read the list of tasks that Sarah and Ali's parents have left for them. What have they already done? What haven't they done yet? Work in groups.	×				
Lessons 3&4	**Lessons 3&4**					
demonstrate understanding of new vocabulary by matching information with pictures	In your notebook, label the pictures below, and then write a sentence describing each animal.	×				
	Write the names of the following animals in the correct column.				×	
develop strategies of active listening to answer questions about life on Earth	Listen to a radio programme about life on Earth. Which three things make up life on Earth?				×	
	Listen again and answer the questions				×	
pronounce final -r	Listen to the words in the box. Notice the sound of the r at the end of the words. Repeat them	×				
use new context to understand new vocabulary	Complete the article with the words from the box				×	
engage in a small discussion about saving rainforests	In groups, discuss what people can do to save the rain forests	×				
write a short paragraph with a solution to a problem	Write a paragraph about why people should save rain forests	×				

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