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Research Article

A CONTENT ANALYSIS OF THE SPEAKING ACTIVITIES THAT PROMOTE THE INTERNALIZATION OF LEARNED MATERIAL VIA ACTIVE PARTICIPATION IN THE STUDENT'S BOOK OF ACTION PACK 7

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ABSTRACT

The present paper aims at analyzing the speaking activities of the student's book in Action Pack Seven to determine to what extent the speaking activities promote the internalization of learned material via active participation. To answer the question of the present study, frequencies and percentages are used. The findings of the analysis revealed that the speaking lessons in the student's book of Action Pack 7 have a considerable in presenting the speaking activities that activate and promote the internalization of learned material via active participation. Moreover, the study showed that there is a strong match between the speaking specific outcomes and the speaking activities' authenticity in Action Pack Seven. In addition, the study revealed the importance of conversation and pair work in developing students' oral communication.

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INTRODUCTION

The importance of English language comes from the fact that it becomes the widespread language in the world. It is the main language that people in different countries depend on for communication. It becomes a major language in the era of globalization as it is a main language in different fields of life.

People without language cannot communicate to transmit their ideas and opinions about different issues in their life. One has to admit that people from different cultural and educational backgrounds depend mainly on English as a medium of interaction and communication as societies cannot live without a language.

Nobody could ignore the fact that learning English language nowadays is necessary, as it is the language of industry, science, medicine, tourism, education and technology. In the field of education, whether on the university or school levels, students consider their mastering to English is necessary to get high marks in their courses. This case is the same when talking about education in Jordan, as English is the language of instruction in the higher education. Others look at mastering English language as an important factor to get high marks in

some international English Language tests such as TOEFL and IELTS.

Ministry of Education (2006,p.9) stated that:

"English is an international language and fundamental to learning and communicating in all cultures with the increasing amount of information and communication technology... Through learning English, the students will be able to develop confidence, competence and self reliance to meet the demands of development and further education".

Mastering English as a foreign language requires from its learners to be proficient in the four English skills: speaking, writing, listening and reading. Students who are learning English as a foreign language are expected to use the language in its authentic situations. Those who do not use the language in its authentic situations feel that they are not good communicators and they have a lack of self-confidence when communicating with native speakers.

Speaking skill is considered as one of the most essential skill among the other three skills. Writing and speaking are considered productive skills as they help their users to communicate with others to express their thoughts and ideas.

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Despite its importance, it is stated that it is the most difficult skill. Li (2003) stated that mastering oral proficiency in English remains the most difficult skill for the majority of English learners.

According to Biyaem (1997), teachers face many difficulties in teaching English as students do not feel confidence enough to speak English with their teachers as well as their classmates. This feeling stands against the students' progress in learning English.

When students succeed in mastering the spoken language, this will definitely lead to two language functions; interactional and transactional. On the interactional function, it is expected to maintain the social relations between people, whereas transactional helps in conveying ideas and information (Yule, 2001).

How can teachers understand the importance of prompting internalization of learned material via active participation? To what extent is it possible to make teachers understand the importance of speaking skill in learning English as a foreign language? These are some key questions that concern many scholars in education. Nobody could ignore the importance of speaking as a vital skill in learning English. The teaching of speaking has become increasingly important in English as a foreign language (EFL) context. The teaching of speaking skill is also important due to the large number of students who want to study English in order to use English for communicative purposes. Speaking helps students to express their opinions and point of their views about different topics that take place in the classroom freely and easily. It helps them to participate actively at the classroom's activities. Students' active participation at class is a good indicator that students understand the lesson in a good way. Baxter (1954) stated that:

"We live in an age when one of the basic requirements for success in any field is the ability to speak well. Those who take the trouble to master the art of speaking are usually persons of influence and power."(p.1)

Teachers always look for the suitable ways that motivate non-English students to actively and willingly participate and speak English conversation courses. Students are able to develop and expand their vocabulary and grammar knowledge, but it is something difficult to improve their speaking individual without practice and instructor feedback. Sun (2008,p.1) believed that "learning about the syntactic structure of a target language is not the same as learning how to speak that language."He adds also (ibid,p.1) that "this reality is especially applicable to learners who reside in countries where access to the target language is limited mainly to classroom learning."This shows the importance of students' active participation because it may be the only way for students to use and speak English. Students' active participation is a good indicator that students comprehend the lesson adequately.

Sang (2006,p.1) stated "in the process of learning, students should go through the process of internalization, which is the most essential indicator of cognitive engagement." The researcher believes that students' internalization of any learned material can be measured through their active participation at class.

Description of Action Pack 7

Action pack 7 is a series of EFL textbooks, which is described by the Jordanian of Ministry of Education as a modern, communicative English course. It is written and prepared to be taught in Jordanian schools for the both lower and higher stages. This series is claimed to help students learn English and encourages them to become confident users of English language as a foreign language. It aims at providing the Jordanian students with the opportunities to become successful users and communicators of English by encouraging students to speak and use the language in different contexts.

It also believed that it offers learners modern, interesting, and relevant topics that help Jordanian students to learn English as a foreign language. Moreover, each level of Action Pack consists of a Student's book, audiocassette, a workbook, and a comprehensive Teacher's book.

Action Pack 7 is divided by the Ministry of Education into six modules, each one of them focuses on a particular theme. Each Module contains two units, which develop and present the theme in different way. At the end of each Module there is a project. Each unit is divided into eight lessons. Each lesson is designed to be presented between 40 to 45 minutes.

Purpose of the Study

The present study aims at investigating the extent to which the speaking activities of the first four units in the student's book of Action Pack 7 promote internalization of learned material by providing exercises, which encourage students' active participation in the classroom by Jordanian students who are learning English as a foreign language.

Question of the Study

The current paper aims at answering the following question:
1-To what extent do the speaking activities of the first four units in the student's book of Action Pack 7 promote internalization of learned material by providing exercises which encourage students' active participation?

Statement of the Problem

While teaching at different schools in Jordan as well as in the UAE, the researcher noticed that the majority of students in both countries were not able to communicate through using English in a proper way. He noticed that the students were not trained and prepared to speak English at class and outside the class. So when students are asked to participate in doing the exercises, they are shocked. They are not able to participate in these activities due to many reasons such as lack of confidence, lack of their linguistic proficiency or their negative image about themselves. All these reason and other reasons stand against any kind of progress in learning English despite its important as a universal language that all people as well as students seek to master. Teachers cannot know that their students internalize the learned material unless they show an active participation in doing the activities at class. If students do not have the ability to use English, they will face a lot of difficulties in participating at class's exercises. Miao (2007,p.1) believed that "there is a strong correlation between the student's participation and internalization."On the other hand, the researcher noticed that students who were good at English

showed a lot of participation compared with those students who were low achievers at English. Good students are expected to express their internalization of learned material via their active participation at class. [Riggenback and Lazaraton \(1991\)](#) believed that students of foreign language education programs are considered successful learners if they show their ability to communicate effectively in the foreign language. The researcher thinks that Jordanian students cannot learn English as a foreign language unless they are put in real life situation that encourage them to speak and master the language. This can be achieved through classroom's interaction in doing the lesson's activities and exercises with their classmates as well as their teachers.

Review of Related Literature

Theoretical Literature

According to the *General Guidelines and General and Specific Outcomes for English language* (2006) in Jordan, the purpose of the English curriculum in basic and secondary stages is to develop English communication skills. However, there is a common perception that, for most of the Jordanian students, the main goal of learning English is to get good grades and to pass school exams. This feeling deprives students of many learning opportunities and allows students feel that it is not necessary to use English as a communicative tool in their speaking. Consequently, this result stands against achieving any learning progress. Speaking is a crucial part of foreign language learning because it helps students to participate effectively in the class's activities. [Samovar and Mills \(1976,p.x\)](#) once asked the following important question: "Why Speech?" They answered by saying that "we live and function in a society based on communication." If the student does not have the ability to speak, he will not able to express his point of views easily and effectively.

Teaching process is an interaction between the teacher and the student from one side and the textbook from the other side. Students can express their internalization of learned material via their active participation in the class's activities. It is expected that the success in students' involvement appears through their participation in the classroom activities and assignments. [Reiko \(2006,p.6\)](#) believed that "everything in the classroom is accomplished through interaction." It is the interaction between the teacher and the students and among the students themselves. In this aspect, [Samovar and Mils \(1976,p.x\)](#) stated that "our gift of speech, and the fact that we make great use of it, does not benefit much unless we have the ability to speak with reasonable effectiveness. "If students want to learn English as a foreign language, they have to practice using it in real life situations. The teacher has to follow the appropriate strategies to encourage his students to participate more and more in the class's activities because this is the best and useful way to learn the language.

[Miao \(2007\)](#) believed that if teachers use the adjusted appropriate strategies in following and controlling the students' responses, this will help definitely in engaging them actively in the class's interaction to develop their linguistic abilities. Here, the nature of the speaking activities should not be forgotten because they have a great effect in deciding to what extent students are able to participate effectively in the classroom's activities and its exercises. These exercises should suit the

level, age and interest of students. [Kurtz \(2001\)](#) believed that interaction is often considered a good indicator of students' involvement and thus of students' learning so teacher should do their best to create a successful interaction with their students as this a good way to facilitate and accelerate their learning. To facilitate the process of learning speaking, teachers have to start asking students to talk about their favorite things, favorite school subjects or their favorite football players.

The nature of curriculum plays a vital role in facilitating the process of language acquisition. When the curriculum are difficult to comprehend, it is the teacher's responsibility to facilitate them to encourage students to participate affectively. [Sang \(2006,p.1\)](#) stated that "in order to evaluate students' engagement teachers have to provide learning opportunities at a suitable level of difficulties for the students and at the same time, challenging and exciting."

[Carnegie \(1962\)](#) suggested three effective rules for a quick and easy to learn to speak:

First: *Speak about something you have earned to talk about experience or study.*

Second: *Be sure you are excited about your subject.*

Three: *Eager to share your talk with your listeners." (p.46)*

To increase students' participation, teachers can start with easy and well-known topics. Carnegie (ibid,p.50) suggested "starting with topics that deal with the family, childhood memories and school days."By adopting this strategy, teachers will encourage even the shy students to take a part in classroom's activities. Teachers of English language should take into account that the goal of teaching speaking skill is to teach students how to communicate effectively. Students should be able to convey their messages easily. The National Capital Language Resource Center NCLRC (2003) asserted that if teachers want to develop their students' communicative abilities, teachers are asked to use a balanced activities approach that combines language input, structured output and communicative output. Here, the researcher believes that it is not only the teachers' responsibility in this aspect, but it is also the role of the curricula to provide suitable activities that encourage student to be communicative from the beginning. Teachers should understand their students' needs and they should work depending on these needs. [Homes \(2004,p.4\)](#) believed that "teachers should always remember this thing and try to look at their classes from the Student's point of view. In short, we need to do what the students need and not make them do what we need." If teachers want to activate their student' participation to express their internalization of learned material, they should follow the suitable techniques that suit their students' need and level.

Practical Literature

To find out the degree of disconnection between English language and the language of that culture in the Iranian English curricula, [Majdzadeh \(2000\)](#) analyzed two Iranian English textbooks studied by the eighth and ninth grade in both public and private Iranian schools. He analyzed a group of lessons(21 lessons from the 8th and 9th grade public school textbooks and 24 lessons from the same level textbooks in a private school).The analysis showed that the English textbooks used in Iran are well organized for learning English language but these curricula do not provide enough conversational activities that enhance the meaningful communication among learners which

is a big problem in front of developing students' communicative abilities.

To investigate a group of objectives in the American Children's books such as gender representations in titles, central characters, and illustrations between 1995 through 1999, [Gooden and Gooden \(2001\)](#) analyzed 83 of these books. The results of their analysis revealed the following facts: First, there is an obvious increase in females who were the central characters over this period compared with the presence of males in these books. Second, gender stereotypes appeared to decrease slightly. Third, males were often depicted alone within illustrations compared to females.

[Deiwkat \(2006\)](#) conducted a study in Palestine to analyze the exercises and activities of EFL textbooks for the tenth Grade. This study tried to investigate the following objectives: to what extent do the activities and exercises meet the behavioral objectives delineated in the syllabus and curriculum?, To what extent do the exercises and activities promote meaningful communication via language?, To what extent do the exercise and activities provide the development of systematic skills?, To what extent do the exercise and activities encourage he students' active Participation?, to what extent do the exercises and activities promote critical thinking? And to what extent do the exercises and activities provide for the development of study skills, such as skimming, note taking, outlining and looking up words in the dictionary? The study revealed that the exercises and activities succeeded in promoting, to some extent, the meaningful communication via the language as the textbooks that were analyzed have a good percentage of meaningful and communicative exercises and activities. Moreover, the exercises and activities that are presented in the textbooks promote critical thinking as well as they meet to some extent the Palestinian students' backgrounds and interests. In addition, the researcher found that the exercises and activities help in developing the systematic language skills because the four skills are obviously and appropriately integrated in each unit of the textbook.

In another study that was carried by [Sang \(2006\)](#) about the influence of student-teacher interaction on students' internalization, the results showed that the following six behaviors were of vital importance to students' internalization:(1)Providing opportunities for students,(2) minimizing teachers' roles (3) increasing student-teacher dialogue,(4) increasing students' understanding to what their teachers are teaching,(5)providing teachers with self-reflection while teaching, and (6) giving teachers what they need about their expectations on their students. The study showed that students should go through the process of internalization, which is the most essential indicator of cognitive engagement.

[Ababneh \(2007\)](#) conducted a study to achieve the following two objectives: Firstly, analyzing the content of Jordan Opportunities of tenth grade students, secondly, investigating the teachers and supervisors' perspectives concerning that content. To conduct the study, the researcher developed a five point Likert- questionnaire of 78 items as well as a structured interview to investigate the teachers' and the supervisors' perspectives. The results of this study revealed that the outcomes and vocabulary were not fairly distributed in the

modules being studied. Moreover, the analysis showed that grammar as well as reading tasks had the highest frequency and percentages. Besides, the researcher found that the teacher's book was of great help to teachers as they could depend on it to follow its instructions. The respondents agreed on the suitability of Jordan Opportunities. They suggested deleting some grammar exercises, providing a word list with phonetic transcription and fair distribution of modules of Jordan Opportunities. There was an agreement from the respondents on the suitability of modules of Jordan Opportunities that are being presented to the tenth grade Jordanian students.

The findings of the study that was carried by [Sun \(2008\)](#) on the attitudes of students to learn English and the effect of teachers on learners' internalization of English as a foreign language, showed that students have positive perceptions and attitudes toward willingness to communicate in English Conversation class. Moreover, the results showed that teachers have a strong impact on their willingness to participate in class activities. The results revealed that students were aware of the importance of English communication skills. The results revealed that students use English only inside the classroom and rarely outside the class. Based on these findings, Sun advised teachers to be more flexible to fit students' needs such as daily conversations, pragmatics, business communication skills and public speaking skills.

To find out to what extent the students' book of Action Pack 7 in Jordan includes some aspects of the communicative approach, [Salameh \(2008\)](#) carried out a study to analyze the aspects of the communicative approach in the content of Action Pack for the seventh grade in Jordan .The study was considered descriptive based on the content analysis methods. The results of the analysis pointed out some positive results. For example, the researcher found that the total number of the activities, which relate students to real life situations, was acceptable. On the other hand, the analysis showed that the activities and the exercises, that show the importance of the integration between the four language skills, were insufficient.

To investigate the extent to which nonverbal communication included in the Japanese university textbooks, [Kusangi \(2008\)](#) made a content analysis for eleven textbooks currently used in Japan for undergraduate university students. The textbooks introduced different elements of nonverbal communication. The most discussed elements in the textbooks were kinesics, proxemics, chronemics, vocalic, and objectics. The findings of the analysis showed that the textbooks promote students' nonverbal competence through presenting both theoretical and anecdotal information taking the form of short essays with deductive and inductive activities to develop the nonverbal communication among students.

To explore the nine major aspects of gender in the students' book of Action Pack series from grade one to nine that are used for the basic stage students in Jordan such as visibility in photos and illustrations, visibility in the text at the level of word and sentence, topic domination, jobs and occupation, fastness, grammatical function, attributing personal traits, leisure-activity types and masculine generic conception, [Hamdan \(2008\)](#) analyzed the above series. The findings of his analysis showed that the percentages of males outnumbered

females. They also showed that some gender stereotyping especially in the aspects of occupations, personal traits and activity type.

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

To find out how the Korean textbooks teach culture, Lee (2009) analyzed a group of high- school EFL conversation textbooks. Conversation materials are chosen because the values and norms socio-cultural are best acquired during the process of interaction between students and their teachers. The findings of the analysis showed that all of the textbooks neglect both the teaching of the culture- general aspect of culture learning and the small "c" target- culture learning.

Abbas (2009) conducted a survey and content analysis to investigate the cultural elements in the new English syllabus. To conduct the analysis, he prepared a detailed analytical survey for the contents of EFP textbooks for grades 10, 11 and 12. He aimed at describing the content of these textbooks in terms of the topics they cover. To achieve the purpose of the analysis, the topics were analyzed to see what were the issues and the dimensions these textbook dealt with either on the international (global) or the Palestinian (including Arab & Islamic) they deal with. The findings revealed that these textbooks were prepared in a suitable way as each unit contains a reading passage followed by various activities taking into consideration involving all language skills. The workbook is also prepared in an appropriate way as it gives students extra activities and homework exercises to reinforce what has been introduced to the Palestinian students in the students' book.

To find out to what extent the teacher's book of Action Pack Seven agrees with the criteria of Miekley (2005), Zawahreh (2012) conducted a study to analyze it. The findings of his analysis showed that teacher's book of Action Pack Seven completely agrees with the ten adopted criteria that are found at Miekley (2005). As a result, the researcher recommended that other related studies should be conducted to measure the effect of the teacher's Book on teaching the four language skills; listening, speaking, reading and writing.

In another study, Zawahreh (2012) made a content analysis to the grammar activities in the six modules of the students' book of Action Pack Seven to find out to what extent to which these activities meet the criterion proposed by it compared to those criterion proposed by Celce-Murcia (1991). The results of the analysis revealed that the number of the grammar activities is suitable compared the number of other activities in each Module. Moreover, the analysis showed that all of the grammar

activities meet the second criteria as all of the linguistic data are accurate and correct in details. Besides, the results revealed that fifty-five out of the sixty grammar activities meet the criteria of "clarity and completeness". Finally, the content showed that fifty out of sixty grammar activities are presented in meaningful context, which meet the fourth criteria "meaningful context.

Abdelrahman (2014) conducted a study to identify and analyze the types and levels of questions available in the tenth grade English language in the Jordanian schools during the academic year 2012-2013. In the study, the researcher tried to determine the distribution of the questions over the six levels of the new version of Bloom's Taxonomy of the cognitive domain. The results of the analysis revealed that the majority of the questions were within the first two levels; remembering and understanding. In the second rank came the level of applying with a percentage of 16.18%. The other three levels together came finally with percentage of 28.71%.

METHODOLOGY

Criterion of the Study

The unit of this study is the inclusion of the speaking activities that promotes internalization of learned material by providing exercises which encourage students' active participation in the first four units in the student's book of Action Pack 7.

Unit of Analysis

The unit of analysis is the speaking activity in the first four units of Action Pack 7.

Categories of Analysis

The categories of this study are the speaking activities in the first four units of Action Pack 7. They are classified into:

- 1-General speaking activities that are found in the first four units of Action Pack 7.
- 2-Speaking activities that promote internalization of learned material via active participation.

Limitations of the Study

The content analysis is limited to the first four units in the student's book of Action Pack 7. Moreover, the researcher chose only the seventh principle in the Textbook Selection and Evaluation that comes under the tile of Exercises and Activities (p.448) in this study. The items that come under this title are the following:

1. Satisfaction of syllabus objectives.
2. Fullfillment of student objectives.
3. Effectiveness.
4. Meaningful communication.
5. Communication development.
6. Internalization via active participation.
7. Promotion of critical thinking.
8. Instructional clarity and appropriacy.
9. Sterotype-free content.
10. Suitability and interest level.
11. Prvision for review.
12. Development of study skills.

Validity of the Instrument

In this study, the unit of the analysis that is used is the unit. The textbook includes six modules. Each one of them focuses on a particular theme. Each Module contains two units. It is necessary to mention that each unit includes different activities such as pre-reading activities, reading comprehension activities, vocabulary activities, grammar activities, listening activities, speaking activities, and writing activities.

To ensure the content validity of the research instrument, a jury of TEFL professors at Yarmouk University, two English language at Irbid Educational Directorate, and three of English language teachers, who have been teaching English for the basic stage for ten years, participated in determining the validity of the criteria. They were asked kindly to give their feedback about the validity of the criteria. Their comments, suggestions, advices were taken into consideration. The criteria were modified according to their comments.

Reliability of the Instrument

The content analysis was carried out by two qualified English language teachers. The researcher as well as another colleague analyzed the speaking activities that are presented in the first four units in the student's book of Action Pack 7. To ensure the reliability of the analysis, they repeated the analysis after a week from the first analysis using the same units of analysis. The consistency between the two analyses was found (0.98) which indicates a high consistency between the two analyses as well as a high reliability of the two analyses.

This study is both a qualitative and a quantitative one. The researcher employed the quantitative methodology in analyzing the content under studying. He used frequencies and percentages of the activities which represent the criteria of analysis. Qualitative methodology was also used to get a better general understanding of the content of the speaking activities that are found in the first four units in the student's book of Action Pack 7.

FINDINGS AND THEIR DISCUSSION

Table 1 The Frequencies and Percentages of Speaking Activities that Promote Internalization of Learned Material via Active Participation in the first Four Units of Action Pack 7

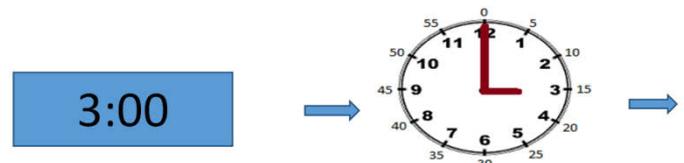
Unit Number/Title	Frequencies and Percentages	Total and Percentage of General Speaking Activities Per Unit	Total and Percentage of Speaking Activities that Promote Internalization of Learned Material via Active Participation per Unit
1/World Friends	Frequency per Unit Percentage per Unit	6 21	4 22.2
2/sports and Activities	Frequency per Unit Percentage per Unit	4 14	3 16.7
3/My routine	Frequency per Unit Percentage per Unit	10 36	6 33.3
4/School Life	Frequency per Unit Percentage per Unit	8 29	5 27.8
Total	Frequency Percentage	28 100	18 100

Table 1 presents the frequencies and percentages of speaking activities that promote internalization of learned Material via Active Participation in the first four Units of Action Pack 7. Quantitatively speaking, Table 1 shows that there are twenty eight speaking activities in the first four units in the student's book of Action Pack 7. These speaking activities have been distributed in the first four units. The table also shows that 18

activities out of 28 promote the internalization of learned material via active participation. Such focus on this principle highlights the importance of students' active participation as an indicator to the internalization of learned material.

The table shows that Unit Three has the highest percentage in including the speaking activities. It has 10 speaking activities. On the other hand, the lowest percentage of the speaking activities appears in Unit Two. The table shows also that Unit Three has the highest percentage of the speaking activities that promote internalization of learned material via active participation with a total percentage of 33.3%. Unit Three is entitled "**My Routine**." In this Unit, there are six speaking activities that promote internalization of learned material via active participation. The importance of this unit comes from its title. Students feel happy when they are asked to talk about their routines. The speaking activities are the following: Talking about time, Two activities that require talking about routine, Talking about Khaled's bad habits, Giving directions, and Talking about school.

Learning how to tell the time is so important especially for the learners in their early stage of their learning as it is important for them to learn how to say the time in a correct way. In exercise 1 page 21, students are asked to look at the pictures of each watch and say the time. The researcher thinks that there should be another exercise where students are asked to draw the given time on the watch. Then, they are asked to talk about a routine that takes place at this time – as an introduction to the coming exercises that talk about routines – as in the following model:



I always have my lunch at 3:00 p.m.

The researcher believes that teachers need to create a successful learning environment and design activities that are

conductive to students communicating with each other in meaningful ways. In this aspect, Smadi (2010) believed that "communication activities should be designed to allow students to practice language for communicative functions." Some exercises are not suitable or enough in presenting the lessons, therefore teachers have to find new effective ways to encourage students to participate actively to understand the lesson. On the

other hand, students are asked to talk about others' routines as in exercise 8 on page 21. This exercise helps students to talk about the bad or the good habits in others' life. Students have to do these things after reading the passage on page 20. This exercise shows the integration between the four language skills. The importance of this activity comes from the fact that it helps students to talk about how students feel about others' behavior and routines. Samovar and Milla (1976) believed that "through communication, of which speech is one form, we are able to keep in touch with one another. One is able to tell others, and be told, how one feels, what one knows and what he thinks."

Exercise 4 on page 22 requires an active participation from all students. In this exercise, students are asked to work in pairs. They have to ask and answer questions about the routine of someone in their partners' families. To use of pair work is significant since it helps students to acquire the oral language in a good way. Omaggio (2001, p.95) believed that "the use of small-group and paired communicative activities that allow students to practice language in context for some simulated or real communicative purpose should lead more readily to the development of oral proficiency."

Talking about routines is so important. To learn how to talk about routines, students are asked to participate actively in an activity that talks about routines as in exercise 7 on page 21. In this exercise, students are going to talk about their routines as in the following example:

I always get up at five o'clock

The researcher believes that it is an easy activity, so it is expected that the students will show their internalization of this activity via an active participation. The time in this unit is very important. Consequently, there are many activities concentrate on using time. To show students' internalization of these activities. They have to participate actively in doing them. Exercise 10 on page 23 is entitled "Giving directions". In this exercise, students are asked to work in pairs to ask and give directions for some places on the map such as "the Café, library or the Islamic Hospital. Students are not able to show their internalization of this activity about giving directions unless they show an active participation to do this activity. Students are asked to work in pairs to make dialogues such as:

A: Excuse me, how do I get to the post office?

B: Go Down this road and.....

Before doing this exercise, there are two exercises that students have to do. Exercise 8 on page 23 where students are asked to look at the map of Amman and then they are asked to describe the position of some places. As for exercise 9 which is a listening exercise, students are asked to listen to the cassette and follow the directions to say where the computer shop is. Exercise 1 on page 24 is entitled "Talking about school". The researcher believes that it is a very useful exercise because it helps students to learn how to talk about their school through the interaction among students.

In this exercise, students are asked to work in pairs to ask and answer the questions. To do the activity, students have to follow this model:

A: Do you like Maths? B: Yes, I do/ No, I do not.

A: Why/Why not B: It is interesting/boring/easy.

Through an active participation, students are going to learn how to talk about school and their favorite subjects at school, and to say Why Maths is boring or interesting. In this field, Samovar and Mills (1976, p.x) stated that "we use oral communication to persuade others to our point of view."

Regarding Unit One that is entitled "*World Friends*", the table shows that it has six speaking activities. Four of these speaking activities promote the internalization of learned material via active participation. They are the following: Talking about favorites, Talking about your family. Talking about possessions, and talking about your home. In the first speaking activity on page 6, students are asked to work in pairs and talk about their favorite music such as classical, pop, and folk and to talk about their favorite films such as adventure, historical, or comedy films.

Such kinds of exercises increase the interaction among students. "*opportunities must be provided for active communicative interaction among students.*" (Omaggio 2011, p.91)

The importance of this activity comes from the fact that the second activity on the same page is a reading comprehension. In this passage, students are going to read about three children (Tareq, Dan, and Lucy) who are talking about their favorite things. In this context, the researcher would like to say that it would be beneficial to the students if this activity (Reading Comprehension) comes before the speaking activity. This action would be great since it gives a chance for weak students to participate in the speaking activity effectively. Another example that promotes internalized material via active participation is exercise 7 on page 7. Before this exercise, there is an email that Jamal (an Egyptian student) is going to send for his friend Rob telling him about his family. In exercise 7, students are going to talk about the size of their families, number of sisters and brothers, and the place of living whether a house or an apartment. Students are going to follow the following model:

My family is big/small. I have got a sister/two brothers.

My sister is five. My brother is ten. We have got an apartment/house

The researcher thinks that the authors are successful in ordering these two activities because this will encourage students to participate actively in this speaking activity. This speaking activity is significant because of these two reasons: Firstly, this activity is related to students' life. Secondly, this activity is really authentic. Cummings (1984, p.72) stated that using authentic material is "beneficial to the learner's confidence and motivation, and therefore to his overall learning performance."

In exercise 2, students are going to match the words with the pictures given in their books. There are pictures for a camera, a DVD player, a webcam, a chess set and a personal stereo. Students can learn these new vocabulary by making a dialogue following the given model in their books:

A: Have you got a mobile phone? B: Yes, I have/ No, I have not.

A: I have got a camera. B: So have I/ I have not.

A: I have not got a webcam. B: Neither have I. / I have.

This exercise encourages students to talk about the things that they own. They can learn the new vocabulary by using them in their dialogues. The researcher thinks that teachers should give

their students the chance to express themselves freely. In this field, Kurtz(2001)emphasized that "classroom interaction plays an important role in developing students' learning as it is a good indicator for their understanding to the lessons they are learning. Students should be allows to use new words that are not found in the exercise, but related to it, To encourage them to be involved in the learning process. In exercise 3 on page 10, students are asked to talk about their homes. This exercise is related to the previous exercise (exercise 2) that is entitled "Listening and Speaking". It is a good example that the four English skills should be integrated together. In exercise 2, students are going to listen to Amal and Jaber who are talking about their homes and the things that they have got in their homes. After doing this exercise, students are going to do exercise 2.Students have to follow this model:

***Our apartment has got two bedrooms, a living room.....
We have not got a garden. My favorite room is the kitchen.***

Here, the researcher would like to suggest another speaking activity directly after exercise 2 where students are asked to use their imagination and linguistic competence to talk about their schools. In this new exercise, students are not going to be provided with a model. In this context, **Omaggio (2001,p.97)** sated that "students must be encouraged to paraphrase, think divergently, and let their imagination and creative ability function as fully as possible within the limits of their level of linguistic competence."

Regarding Unit Two that is entitled "*Sports and Activities*",

the table shows that Unit Two has the lowest percentage of the speaking activities that promote internalization via active participation with a total percentage of 16.7%. The speaking activities are the following: Two speaking activities that require talking about ability as in exercise 5 and 6 on page 15, and Talking about nationality. The researcher thinks that this unit should contain more speaking activities that promote internalization of learned material via active participation.

Students are fond of sports, so it is advisable to have more and more speaking activities that require talking about sports. Exercise 5 on page 15 is entitled "Talking about ability". It talks about ability. Students are expected to learn how to talk about ability through forming sentences about things that Paul and Emma can/can not do. It is one of the speaking activities that learn students how to talk about others. In exercise 2 on page 14, students are asked to listen to Paul and Emma who are talking about the activities they can/can not do. The concentration here is on the use of "can" as a model that is used to express ability to do exercise 5, students are going to form sentences like:

Emma can not swim 100 meters. Exercise 6 on page 15 is also about ability. Here, students are asked to work in pairs a conversation. In this exercise, students are going to ask about the sports and the activities that they can do. Students are going to follow the following model to make the conversation:

A:Can you play football? B:No, I can not./Yes, I can.
A:Are you good at it? B:Yes,I am. I am quite good at it.
A:Can your brother rollerblade? B:Yes, he can./No,he can not.

To make such dialogue, students have to listen and speak at the same time. It is a good example of the integration of the four skills. In this context, **Bennett and Corrigan (1981,p.25)** indicated that "conversation is not one-way communication. it requires listening as well as talking."In doing these exercises, students are encouraged to listen and speak at the same time. These exercises encourage students to use the spoken language. The researcher believes that there is a good deal of evidence to suggest that the more you practice speaking, the more you become better in this skill. It needs a lot of hard work and good practice. **Baxter (1954,p.5)** suggested that "if you want to go along way really become a good speaker, you must do a lot of hard work. But the result will be worth more than it cost." Students learn better about the meaning of ability when they are engaged in these exercises. To understand the way of forming dialogues that talk about ability, students should participate actively in such exercises.

In exercise 3 on page 16, students are asked to talk about nationality. The purpose of this exercise is to learn students the way of forming questions that ask about one's name, his/her country, and his/her nationality. Before doing this exercise, students are going to listen for four students who are going to talk about their names, countries, and nationalities. Then, students are going to say where they are from. The exercise asks students to work in pairs to form a dialogue. There is a model that students have to follow. When students start doing such an exercise, they learn a lot through the active participation.

Regarding Unit Four that is entitled "*School Life*", the table shows that there are eight speaking activities. Five of these speaking activities promote internalization of learned material via active participation and with a total percentage of 27.8%. One can notice that this unit is an interesting one since it talks about school life. It is expected that students have to participate actively in all exercise to show their internalization in these exercises. The five speaking activities talking about the present, Making suggestions, and Talking about the school. The researcher expects to find an active participation in this unit because it talks about things that students have already background knowledge. In this context, **Baxter (1954,p.58)** stated that "the speaker should always choose a subject about which he already background knowledge and which he has a deep interest, his treatment is likely to be bookish."

Exercise 2 on page 27 is a good example for the integration of the four language skills. In this exercise, students are asked to listen, read, and answer the given questions. Students can not participate actively to show their understanding to the learned material unless they listen to the cassette and then read the story. The story is entitled "Ahmed and the Hawk". There is an episode for this story in each module. After listening and reading the story, students are expected to answer the four questions that appear in the exercise.

As for exercise 5 on page 27, it is entitled "Talking about the present". In this exercise students are asked to work in pairs, ask and answer the questions about people they know. The purpose of this exercise is to teach students the present continuous tense. There is a model that students have to follow:

What is your brother doing at the present?

He is working in an office.

One may think that using the present continuous is something interesting and easy for students but the researcher thinks that the authors of this textbook are not successful in presenting such an exercise in teaching the present continuous in this way. It would have been better if they had provided some colorful pictures for some people who are doing different things. Then, asking students to write under each picture what the person is doing. Next, the teacher asks students to make a dialogue asking and answering questions about these people in the pictures. The following model could be helpful:

Task 1: Describe what he/she is doing. (Students have to write in the provided space)



Picture A



Picture B

He is.....She is.....

Task 2: Ask and answer questions about what they are doing

B: He is.....

A: What is the girl doing in picture B?

B: She is.....

The researcher thinks that this activity will increase the degree of students' participation rather than the previous one. However, many students are able to express their internalization to the present continuous in the first exercise especially the good ones. Nevertheless, the researcher thinks that the second exercise is a better one because it will give the chance for all students to participate actively even the weak ones.

Regarding exercise 7 on page 27, that is entitled "Making suggestions", the researcher believes that it is an excellent and useful activity because it helps students learn how to make

suggestions. Language functions such as giving advice, polite request, apologizing, permission and prohibition are necessary for students as they help them in building conversations about different topics. In this activity, students are going to work in pairs and make and accept or refuse suggestions as in the given model:

A: Let's go swimming!

B: Good idea./I can not. I help dad in the afternoon.

The researcher thinks that it is a useful activity as it can be developed to make other conversations in which students are asked to use different language functions. The authors write some suggestions that students may use in forming the dialogue. The suggestions are the following and as they are mentioned in the student's book:

- go swimming
- surf the net
- play basketball
- go the shopping mall
- do our homework
- play chess
- play tennis
- play a computer game

The reader of these suggestions may say that they are useful and interesting because students are fond of doing these activities. Therefore, it is expected an active participation from the majority of the students as a good indicator that they internalize the learned material adequately. Regarding exercise 2 on page 30 and exercise 3 on page 31, they come under the section of Reading and Speaking. The title of the reading passage is "The best thing about my school". In this reading passage, eight students are going to talk about the best things at their school. For example, Jamie (from Scotland) says that the breakfast club is the best thing at her school because she usually has cereal and orange juice there. Whereas, Sam (from England) says that the art studio is the best thing at school. He likes it because he loves doing art in the classes after school.

Exercise 3, on page 31 is related to the previous section. In this exercise, students are asked to work in pairs to answer the following questions:

- Who would you like to meet?
- Why?
- Which school do you like best?

The researcher thinks that students can not participate actively unless they internalize the learned material. There is a model that students may follow:

I would like to meet Nadia because she is a journalist.

I like Sam's school because I like art.

The researcher thinks that it is expected to have a good participation from the majority of students. To do this exercise, students are asked to answer three questions. It is a good exercise because it teaches students how to form a short talk. Here, the authors aim at preparing students to begin uttering such these short talks. In this aspect, Baxter (1954, p.81) thought that "one of the most helpful suggestions that can be made to a beginning speaker is to begin speech preparation early. Speeches grow."

This exercise gives students a good chance to express their point of views toward different persons and locations. To increase students' language output, teachers should concentrate

on doing these exercises. There should be a sequence in presenting the speaking exercises. In other words, students have to start forming the short conversation until they are able to form long sentences. In doing so, students are following the correct way to develop student's communicative abilities.

In the first exercise, students are asked to read the eight messages and then they have to answer the questions. Students are going to ask: who plays a game twice? Or who practices an instrument once a week? The researcher believes that these two speaking activities are great because they show the importance of language skills integration. Besides, the second exercise shows the importance of pair work and conversation in presenting these activities to increase the students' interaction and participation among themselves as well as with their teachers.

In this aspect, [Bennet and Corrigan \(1981\)](#), p.23 indicated that "conversation is both an art and a science which can be learned, just as mathematics and playing golf or bridge require learning of what to do and practice in doing."

One has to admit that the speaking activities are essential in any textbook because they help in developing oral proficiency which is the major way that students depend on to show their internalization of learned material. Students should practice speaking either at classroom or outside as much as possible because it a good way to learn English. [Baxter \(1954\)](#) indicated that:

There is no reason why one of us can not be an effective speaker. Speakers are mad not born. The ability to speak effectively is an acquirement rather than a gift (p.4).

CONCLUSION AND RECOMMENDATION

The findings of the analysis revealed that there is a considerable variety in presenting the speaking activities that promote the internalization of learned material in the first four units of Action Pack 7. The variety in the speaking activities is necessary as they help developing the students' oral competence. Moreover, the analysis showed that these activities are poorly integrated with other language skills especially the listening and reading skills. In addition, the analysis revealed the importance of giving the students the chance to talk about their personal experiences and their opinions to develop their oral proficiency. Moreover, the analysis showed that there are some activities that are not designed in an adequate way to suit students' needs and level. In addition, this paper revealed the importance of conversation and pair work in developing students' oral communication. The results of this paper showed the importance of active participation as a good indicator for students' engagement and learning as students could not participate actively in the class's activities unless they internalize the material in a proper way.

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