

A Qualitative Content Analysis of Action Pack5 - Teacher's Book in Light of Skierso's Evaluation Checklist

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ABSTRACT

This paper aimed at analyzing the content of *Action Pack 5-Teacher's Book* according to a collection of criteria selected from *Skierso's Evaluation Checklist*. The qualitative content analysis was used to examine and analyze the content of this teacher's book to determine the extent to which it meets the needs of English teachers in Jordan. To achieve the purpose of this paper, seven criteria from *Skierso's Evaluation Checklist* concerning some aspects of the methodological and pedagogical guidance of the teacher's manual have been selected. The findings of this paper revealed that Action Pack 5- teacher's book provides guidance for the teacher on the teaching of language items and skills. It also provides teachers with effective material for training the students in the listening, speaking, reading and writing skills in a way which integrates all these four skills. Moreover, Action Pack 5- Teacher's Book provides teachers with varied teaching aids that are very beneficial.

Keywords: Content analysis, Action Pack 5, teacher's book, Skierso's Evaluation Checklist.

Introduction

The teacher's book is a very important part of any curriculum. Teachers, especially novice ones, depend heavily on the instructions and guidance available in the teacher's book. Perry (2016) summarizes the role of the teacher's book in providing answers to common questions about the course, or to be a brief summary of course principles in questions and answers form. Lockyer (2015) states that the teacher's book contains teaching notes for each activity in the course book. Lansford (2014) suggests three functions that any reasonable teacher's book can be expected to perform: **The teacher's book as life ring, the teacher's book as resource, and the teacher's book as teacher education. He further indicates that any teacher appreciates the feeling of confidence provided by having optional resources including answer keys and audio scripts.** Hemsley (1997) indicates that the teachers' guide states the purpose of the associated teaching materials and describes the rationale behind them. The teachers' guide encourages the development of teaching skills and assist the teacher to understand the course as a whole. It provides guidance on how to use the material and the linguistic and cultural information required for its effective use. To these five functions, we could add that good teachers' guides also helps teachers develop towards an eventual position of self-reliance and independence of such explicit guidance.

As a matter of fact, the role of the teacher's book becomes more crucial and substantial when teaching a foreign language. Cunningsworth and Kusel(1991), for example, say that teachers' guides are an important part of a materials package, especially for teachers who are less experienced, or whose English is not strong. They further indicate that the availability and effectiveness of a teacher's guide can contribute greatly to achieve a good standard of teaching through the provision of information about the language, guidance on teaching procedures, and a rationale for the course.

Chitravelu (I 980) also emphasizes the role of a teacher's guide in assisting teachers to obtain the best possible results from the lessons. So, the teacher's guide should contain a statement of the aims of each lesson and activity, suggestions on procedures, advice on feedback and information on the location of the materials for each lesson. It should also provide answers and, where necessary, give explanations for answers. But if the teacher's guide is the master, does the teacher

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become a mere servant? This could be claimed in the case of some TGs, which may "take the teacher step by step through every stage of every unit" (Cunningsworth, 1984, p. 52). However, the reality is that many TGs remain "no more than student editions with an inserted answer key" (Sheldon, 1987, p. 3), and in this case the TG can be viewed as merely a weak servant of the textbook. Compromises between these two extremes do exist of course, with some TGs providing detailed plans for sample lessons or units only, from which teachers can develop their own plans for later lessons or units.

Coleman (1986) asserts that the inadequacies of TGs undoubtedly do influence the responses of non-native speaker (NNS) teachers of English to materials. So, it is important for the writers of teachers' guides to remember and to ensure that TGs are thorough and clear.

In Jordan, English is taught as a foreign language and the teachers are nonnative speakers of English. Accordingly, the teacher's book for them is extremely important as it provides teachers with assistance and guidance. Moreover, the teacher's book should include all what teachers really need. Unfortunately, " literature concerning evaluation of teachers' guides is extremely thin on the ground", (Coleman, 1985:85; Cunningsworth and Kusel, 1991:128). So, it is extremely important to conduct more and more studies in this field. Evaluating the teachers' guides can help in selecting the best and ideal guide that suit and satisfy teachers' needs since TGs embody aims, values and methods in an explicit manner. " If TGs do not satisfy the teachers' needs, the guides are not guiding them" (Coleman,1985:94).

In this paper, Action Pack 5- Teacher's Book will be examined and analyzed in order to judge its content and to see whether it meets the needs of English teachers or not.

Aim of the study

This paper aims at analyzing the content of *Action Pack 5-Teacher's Book* according to a collection of criteria selected from *Skierso's Evaluation Checklist* concerning some aspects of the methodological and pedagogical guidance of the teacher's manual.

Questions of the study

According to the specified purpose, this paper tries to answer the following questions:

- 1- To what extent does Action Pack 5- Teacher's Book provide guidance for the teacher on the teaching of language items and skills? Is the teacher expected to be experienced in language teaching or does the text offer clear and detailed advice for the novice to follow?
- 2- To what extent does Action Pack 5- Teacher's Book provide effective material for training the students in listening and understanding the spoken language ?
- 3- To what extent does Action Pack 5- Teacher's Book provide practical suggestions for teaching pronunciation and intonation ?
- 4- To what extent does Action Pack 5- Teacher's Book provide suggestions to help the teacher introduce new reading passages ?
- 5- To what extent does Action Pack 5- Teacher's Book provide guidance to the teacher for introducing various types of written work ?
- 6- To what extent does Action Pack 5- Teacher's Book provide suggestions to the teacher for presenting exercises and activities which integrate all four skills ?
- 7- To what extent does Action Pack 5- Teacher's Book provide aids such as tape scripts, vocabulary lists ...etc?

Significance of the study

Achieving the purpose of this paper may help teachers of English and writers of English curricula in terms of understanding and modifying the content of Action Pack 5- Teacher's Book in a way that makes it more accurate, appropriate and convenient.

Content under analysis

The content under analysis for this paper is Action Pack 5- Teacher's Book that is used by teachers of English in the Jordanian government schools in the academic year 2015/2016.

Title : Action Pack 5 – Fifth Grade – Teacher's Book.

Author : Mathew Hancock.

Publisher : York Press.

Country : England.

Year : 2013.

Criteria of analysis

Seven criteria taken from Skierso's Evaluation Checklist concerning some aspects of the methodological and pedagogical guidance of the teacher's manual are adopted to be the criteria for analyzing the content of Action Pack 5- Teacher's Book. They are the following :

Methodological and Pedagogical Guidance:

1- *General.*

2 - *In aural skills, effective listening, and comprehension practice.*

3- *Speaking skills.*

4- *Reading methods.*

5- *Writing skills.*

6- *Integration of language skills.*

7- *Teacher's aids.*

Units of analysis

Paragraphs and sentences in the introduction and instructions of the Action Pack 5 – Teacher's Book are the units of analysis. Sometimes, more than one unit is needed according to the questions of the analysis. Each of these questions is considered as a main theme for the content analysis. The choice of these units is due to their suitability for the purpose of this paper.

Operational definitions of terms

Skierso's Evaluation Checklist (1991) : In this paper, it is a comprehensive checklist used for evaluating textbooks and teachers' manuals. Only the part of evaluating the methodological and pedagogical guidance of the teacher's manual is used.

Action Pack 5 – Teacher's Book :In this paper, it is the teacher's manual dedicated to the teachers of English who teach fifth grade students. It consists of lesson plans with detailed guidance on how to teach the activities in both the Pupil's Book and the Activity Book.

Total Physical Response (TPR): In this paper, it is the language teaching method which Action Pack 5 is based on. The course is graded from asking pupils to respond physically to verbal instructions to pupils actively using the language themselves.

Rationale : In this paper, it covers the points mentioned in page 10 of the introduction of the Teacher's Book of Action Pack 5 which is based on the process of lifelong learning, technological developments, and enabling pupils to adapt to the changing world around them. This forms the logical basis of Action Pack 5.

Syllabus :In this paper, it is a summary of topics to be covered, goals and objectives of Action Pack 5, materials to be used: the Pupil's Book, the Activity Book, audio material, software ...etc.

Validity and Reliability

The instrument used in this paper is valid since it is an adopted scale. Skierso's Evaluation Checklist is a well-established instrument that has been used and applied on different studies before. Concerning the reliability, the researcher used the intra-rater reliability. The analysis was repeated seven days after the first one following the same steps and procedures. The consistency was 0.97 which indicates a high reliability of the analysis.

Results

The seven questions of this paper are related to the methodological and pedagogical guidance of the Teacher's Manual in Skierso's Evaluation Checklist (1991). What follows is a discussion of these questions one by one:

1- To what extent does Action Pack 5- Teacher's Book provide guidance for the teacher on the teaching of language items and skills? Is the teacher expected to be experienced in language teaching or does the text offer clear and detailed advice for the novice to follow?

After surveying and reading the content of the Teacher's Book of Action Pack 5 very carefully, I have found that it provides teachers with guidance on the teaching of language items and skills. Each lesson begins with a list of outcomes with the new vocabulary, structures, functions, topic of the lesson and resources that teachers may need to achieve the objectives more easily (See Appendix D, page 15).

The Teacher's Book of Action Pack 5 provides very beneficial information and valuable guidance for the novice teachers in many different ways. First, there is a full explanation of the components of the Teacher's Book followed by details about each one (See Appendix C, page 10). Here, novice teachers can understand and form a mind map of the integral image of the curriculum that completes each other. In other words, the parts of Action Pack 5 are designed to be an integrated curriculum to achieve the specific outcomes effectively and efficiently. Then the Teacher's Book gives teachers a very clear idea about preparing for the lessons (See Appendix C, page 11). In this part, there are explanations of the design and content of the unit and the role of each lesson in that unit. For example, the first lesson of each unit consists of a short story presented by native English speakers. The second lesson develops the Pupil's Book first lesson giving pupils the opportunity to roleplay or act out the scene to practice pronunciation. The rest of lessons allow pupils to practice the language presented in the first lesson in a variety of ways. After that, there are elucidations and clarifications of the activities and procedures in both the Pupil's Book and the Activity Book. This part of the Teacher's Book gives teachers a clear vision about the purpose of each activity and the best way to present it to pupils.

In addition to the previous instructions and guidance, the Teacher's Book tells teachers how to use Action Pack 5 by giving them the specific outcomes of the four language skills that pupils are expected to achieve. Also, the Teacher's Book provides teachers with a series of tests designed to test the key skills of listening, speaking, reading and writing (See Appendices K,L,M,N,O, pages 173- 181). In these pages, teachers can find a variety of tests. They can use the same tests or make similar ones depending on the levels of their students.

Novice teachers can benefit from the introduction of the Teacher's Book of Action Pack 5 which provides very important guidance on the teaching of the language items and skills. Also, it seems that the Teacher's Book of Action Pack 5 guides teachers to the syllabus of the fifth grade : Firstly, on page 3 of the Teacher's Book, there is a table of contents which represents an overview where everything is listed with the page number (See Appendix A, page 3). Also, there are different guiding points such as :

- Wordlist.
- Teaching strategies.
- Assessment strategies.
- Example sketches.
- Photocopiable project worksheets.
- Photocopiable extra practice worksheets.

- Listening, speaking, reading and writing tests.
- Audio scripts and answers.
- Vocabulary activities.
- Extra classroom activities.
- Grammar games.
- Letter formation guidelines.

Secondly, on page 10 teachers can find a brief introduction that summarizes the rationale of Action Pack 5. The rationale of Action Pack 5 builds on the basis of lifelong learning and on the idea of enabling pupils to adapt to the technological developments and world changes. Action Pack 5, as declared in the introduction of the Teacher's Book, uses Total Physical Response (TPR) as a [language teaching method](#) that is based on the coordination of language and physical movement.

Also, on the same page, there is a list of components of the textbook. Action Pack 5 consists of five components :

1- Pupil's Book. 2- Activity Book. 3- Teacher's Book. 4- Audio Material. 5- Flashcards and Wall charts.

Each component is followed by illustrations and instructions in a clear way. The part concerning the Teacher's Book gives a full description of the content with detailed guidance on how to teach all the activities in both the Pupil's Book and the Activity Book. Furthermore, answer keys are provided for all the activities with different colours to distinguish between them.

Concerning the scope and sequence, it is very obvious that the table of scope and sequence (pages 4- 9) is very clear, comprehensive and well designed : The units are sequenced in order with the titles of each unit. Teachers can easily see and recognize the structures that have to be taught along with examples for more explanations. Also, teachers can find the functions and skills each unit will focus on.

Moreover, teachers can find a full and detailed explanations for each lesson. Here, the specific outcomes of the lesson that students should achieve are presented accompanied with the structures, functions and vocabulary allotted for this lesson.

Besides, this Teacher's Book provides novice teachers with some important teaching strategies (See Appendix F, pages 154-155). On these pages, teachers can find some ways to make the classes more engaging. Here are some examples :

- 1- Activity- Based Learning which offers activities that guide pupils to understand new concepts through them in real 'to-do' tasks.
- 2- Experiential learning which aims at involving pupils in classroom tasks.
- 3- Games and simulations which provide hands-on experiences that engage pupils.
- 4- Group and pair work which offer pupils the chance to work according to their preferences.
- 5- Cooperative and Collaborative Learning that take place during group or pair work.
- 6- Critical Thinking which encourages pupils to raise questions, gather information, and reach a conclusion.

One more important feature that this Teacher's Book provides for novice teachers is that it presents assessment strategies whose main focus is improvement of learning. At the same time, the instructions in the Teacher's Book reminds teachers that fifth grade pupils should not be assessed for proficiency in grammar but in usage of the language. Assessment may be conducted in different ways :

- 1- Performance-based (demonstration, presentation).
- 2- Pencil and paper (essay, quiz, test, exam). For further details see Appendix G, pages 156-160.

In sum, the Teacher's Book of Action Pack 5 provides guidance for teachers on the teaching of language items and skills. Teachers are not expected to be experienced in language teaching. On the contrary, the Teacher's Book offers clear and detailed advice for novice teachers to follow.

2- To what extent does Action Pack 5- Teacher's Book provide effective material for training the students in listening and understanding the spoken language ?

In the introduction of this Teacher's Book, particularly on page 13, teachers can find the specific outcomes of the listening skills. These specific outcomes are adopted from the *General Guidelines and General and specific Outcomes for the English Language Curriculum (2006)*. When reading these outcomes carefully and understanding them well, teachers will certainly have a clear idea about the necessary procedures that should be adapted and followed. These outcomes form the basis that teachers should do their best to achieve it satisfactorily. Furthermore, this Teacher's Book is provided with an audio material which includes all the recorded material and songs. The material is spoken by native English speakers. Besides, full audio scripts of all the recorded material are provided in the Teacher's Book, including those for the listening tests at the end of the Teacher's Book (See Appendices K and L, pages 172-177). These audio scripts are of great benefit especially for nonnative English speakers. They give teachers and pupils the opportunity to pronounce the words correctly.

This Teacher's Book also provides teachers with effective material for training the students in listening and understanding the spoken language. The sounds of different consonants and vowels are introduced with 'Listen and say' exercises, where pupils listen to and repeat the sound and then the whole corresponding words that have this sound but using different spelling (for example, the /ei/ sound in *plane*, *crayon* and *cake*). On pages 172- 177, teachers can find different listening tests with their audio scripts and answers to assess pupils' listening skill. These tests are very helpful especially for novice teachers whose experiences are very limited. Also, the Teacher's Book gives teachers detailed explanations on procedures of presenting different types of activities related to the listening skills. For example, there are varied exercises that enhance pupils' abilities in the listening skill like 'Listen and repeat', 'Listen and say', 'Listen and read', 'Listen and answer', and the like. Each activity is followed by a clear explanation that helps teachers in implementing such activities easily and effectively. Finally, if teachers go inside the content of the Teacher's Book, they can find that each listening activity is accompanied by a photocopy of the same activity found in the Pupil's Book or the Activity Book and followed by its audio script. Accordingly, Action Pack 5- Teacher's Book provides effective material for training the students in listening and understanding the spoken language. In my opinion, it would have been better if the audio material included natural conversations and dialogues from real daily life situations so that teachers and pupils could have the opportunity to listen to spoken language as is with mistakes, hesitations, or repetitions. This would encourage pupils and non-native speaker (NNS) teachers of English to speak more courageously in an error-free language environment. This gives them the feeling that doing mistakes is not a sin.

3- To what extent does Action Pack 5- Teacher's Book provide practical suggestions for teaching pronunciation and intonation ?

First, it is worth mentioning that this Teacher's Book is provided with an audio material which includes all the recorded material and songs. The material is spoken by native English speakers. Besides, full audio scripts of all the recorded material are provided in the Teacher's Book. Also, the specific outcomes of the speaking skill are mentioned in the introduction of this Teacher's Book (page 13). Furthermore, There are many activities that provide practical suggestions for teaching pronunciation and intonation. For example, in the Teacher's Book page 17, there are instructions and procedures for presenting an activity in the Pupil's Book page 4 about pronunciation and stress. Pupils can practice accurate stress and pronunciation with the help of recording. Again on page 21, the Teacher's Book gives teachers instructions to present a pronunciation activity for the sound /ei / in different words like *plane*, *holiday*, *cake*.

Here are some more examples from the Teacher's Book :

- Page 29 : Practice of different spellings of the /s/ sound in different words (sun, lesson, circle, castle).
- Page 37 : Practice of different spellings of the /k/ sound in different words (costume, kind, jacket).
- Page 51 : Practice of different spellings of the /m/ sound in different words (motorbike, summer, lamb).
- Page 59 : Practice of different spellings of the /f/ sound in different words

(firefighter, photo, giraffe, laugh).

- Page 75 : Practice of different spellings of the /dʒ/ sound in different words (juice, orange, bridge).

- Page 90 : Practice of different spellings of the /b/ sound in different words (butter, rubber, cupboard).

- Page 98 : Practice of different spellings of the /u: / sound in different words (food, blue, June).

- Page 106 : Practice of different spellings of the /ɔ: / sound in different words (Jordan, sauce, walk).

- Page 120 : Practice of different spellings of the /z/ sound in different words (zoo, fizzy, clothes, exercise).

- Page 128 : Practice of different spellings of the /n/ sound in different words (national, tennis, knock, medicine).

- Page 136 : Practice of different spellings of the /aɪ/ sound in different words (firefighter, bike, climb, skyscraper).

- Page 142 : Practice of different spellings of the /ʌ/ sound in different words (country, hundred, mother).

It is very obvious that the Teacher's Book provides teachers with different examples for both sounds consonants and vowels. Besides, teachers can find step-by-step instructions for teaching these activities effectively. Moreover, These words mentioned in the previous examples have already been met in context and will be familiar to pupils. Then, these sounds are reinforced once again with exercises in the Activity Book, where pupils complete the words concerned. Finally, teachers can find speaking tests at the end of this Teacher's Book (See Appendix M, pages 178-179). According to the instructions of the Teacher's Book, pupils are asked to present correct information using appropriate communication skills, which includes error-free language and appropriate choice of vocabulary. Teachers should encourage pupils to approach the speaking tests confidently. In my opinion, it would have been better if the new words in the pronunciation activities are followed by their transcriptions to help teachers to pronounce them correctly. Unlike the audio material, transcriptions are available anytime.

4- To what extent does Action Pack 5- Teacher's Book provide suggestions to help the teacher introduce new reading passages ?

On page 13 of the introduction of the Teacher's Book, teachers can recognize the specific outcomes regarding the reading skill. There are nine specific outcomes which are adopted from the *General Guidelines and General and specific Outcomes for the English Language Curriculum (2006)*. In the Teacher's Book, each lesson is preceded by a table of content that shows the specific outcomes that pupils are expected to achieve : structures, functions, vocabulary, topic and resources (See Appendix D). This table of content is always followed by two procedures : *Revision and Presentation*. In the revision part, there are suggestions that help teachers to start their lesson with as a kind of warming up to attract pupil's attention to the topic of the reading lesson. After that, there is the presentation phase that consists of all the steps that teachers should follow in a form of step-by-step instructions. These suggestions of presenting the reading lesson are not mandatory. Teachers can add, omit or alter some of the steps if necessary. But for novice teachers, these steps of presenting the reading lessons are very valuable and beneficial. Now let us take an example from the Teacher's Book in order to judge the extent to which it provides suggestions that help teachers introduce new reading passages. On page 28 of the Teacher's Book, there are steps of presenting a new reading text. This reading activity is found in the Pupil's Book, page 10, exercise 4. This reading activity consists of four paragraphs. Pupils are supposed to read the four paragraphs, match each paragraph to the correct picture and answer the comprehension questions. The instructions in the Teacher's Book are as follows :

- 1- The teacher asks pupils to open their books and to look at the photographs.
- 2- The teacher asks pupils, *What can you see ? What shapes can you see ?*
- 3- The teacher helps pupils with any vocabulary and accepts all answers.
- 4- Pupils read the paragraphs quietly to themselves.
- 5- Pupils match the paragraphs to the correct pictures.
- 6- The teacher checks pupils' answers as a class.
- 7- The teacher chooses pupils to read each paragraph aloud.
- 8- The teacher writes any words pupils mispronounce on the board.
- 9- The teacher and pupils practice the correct pronunciation as a class.
- 10- Pupils should pay attention to punctuation and that their intonation is appropriate.
- 11- The teacher then focuses pupils' attention on the questions.
- 12- Two pupils read the example question and answer.
- 13- pupils read the text again and answer the questions.
- 14- The teacher checks the answers as a class.

Obviously, the Teacher's Book gives clear suggestions that help teachers introduce new reading passages. Also, these instructions focus on both teacher's roles and pupil's roles collaboratively. In my opinion, it would have been better if the instructions in the Teacher's Book are divided into three stages: Pre-reading activities, while reading activities and post-reading activities. This could facilitate the reading task and make it more effective and more flexible. Finally, teachers can benefit from the reading tests found at the of the Teacher's Book (See Appendix N, page 180). Teachers can use the same tests or write similar ones.

5- To what extent does Action Pack 5- Teacher's Book provide guidance to the teacher for introducing various types of written work ?

Regarding the writing skill, teachers can find initial instructions on page 14 that indicate the purpose of the writing activity at this level. The writing activities are carefully guided in a way that extend pupils' writing ability in English. The difficulty of the activities increases as the course progresses. At the beginning, pupils are expected to write short, simple sentences. In the latter half of the book, they are expected to write short paragraphs. In addition, the specific outcomes of the writing skill are also listed on page 14 of the Teacher's Book. They are thirteen different specific outcomes that focus on writing sentences, writing short paragraphs, writing letters or emails, spelling, punctuation and other writing activities (See Appendix C, page 14). The Teacher's Book also gives teachers guidance to the appropriate classroom environment. Pupils are encouraged to sit comfortably with books in the correct position. Teachers should not encourage left-handed pupils to write with their right hand.

On pages 12 and 13, teachers can find writing activities and the procedures of teaching them as well. There are a variety of writing activities, most of which are self-explanatory from the rubrics. Here are some examples :

1-Write sentences : Pupils write complete sentences either in answer to questions about a text, completing a conversation or using particular words.

2- Write and answer : Pupils complete questions using word prompts and then write their own answers. In other exercises, they write answer to comprehension questions based on a text.

3- Complete : Pupils complete a paragraph, a letter, a dialogue and a learning log.

4- Write : pupils write paragraphs using word and picture prompts.

There are many other different writing activities that are very well designed in terms of the level of difficulty. In addition to these initial instructions found in the introduction of the Teacher's Book, there are a full description and step-by-step instructions for giving the writing activities followed by the answers along through the Activity Book. The most distinctive feature of the writing activities is that their titles are written in pink to make access easier and faster.

Furthermore, there are writing tests with answers at the end of the Teacher's Book (See Appendix O, page 181). Here,

teachers can use these tests or write their own tests. Finally, there are letter formation guidelines which explain the correct way to write the letters in both the lower case formation and the upper case formation (See Appendix S, pages 187-188). Teachers will find it very clear and easy because there are explanations of writing the letters with arrows to show the correct directions. For example, to write the lower case 'm' the Teacher's Book gives instructions as follows: "pull down, up, over, down and up, over and down, add join". To write the lower case 'd': "pull back, around, up and down, add join", and so on. This gives pupils an opportunity to learn the correct way of writing the letters to practice letter combinations in semi-cursive handwriting within words that they know.

6- To what extent does Action Pack 5- Teacher's Book provide suggestions to the teacher for presenting exercises and activities which integrate all four skills ?

The most advantageous and beneficial point in Action Pack 5 outcomes is the idea of integration of language skills and the cross-curricular integration. Concerning the integration of language skills, teachers can find many different activities that incorporate and integrate different language skills together. In the Pupil's Book there are eighteen different activities while there are thirty four activities in the Activity Book. In these activities, at least two skills are integrated. Some other activities incorporate three or four skills together. Here are some examples :

- 1- Listen and read (listening and reading).
- 2- Listen, complete and say (listening, reading, writing and speaking).
- 3- Read and complete (reading and writing).
- 4- Listen, repeat and circle (listening, speaking and writing).
- 5- Listen and write (listening and writing).
- 6- Complete and say(reading, writing and speaking).

When you look at these activities, you will easily discover that each exercise focuses on more than one skill. The Teacher's Book of Action Pack 5 provides teachers with a detailed description of the activities of the Pupil's Book and the Activity Book followed by clear procedures of applying and implementing these activities in the classroom (See Appendix C, pages 11- 13). For example, on page 11 of the Teacher's Book, there is an explanation of one of the activities of the Pupil's Book entitled *Listen, complete and say*. Here, teachers can find a step-by-step instructions for doing this activity. First, pupils listen to the information they hear on the audio and point to the correct picture in the Pupil's Book exercise, or they add some missing information. Then, the teacher asks pupils about what they can see in the pictures and elicits relevant vocabulary. After that, Pupils listen to the audio. They may repeat the sentences to improve their pronunciation. Obviously, this activity incorporates listening, speaking, reading and writing. Another example from the Activity Book is found on page 12 of the Teacher's Book entitled *Complete and answer*. In this activity, pupils read incomplete sentences or questions and use pictures or word prompts to write complete questions or statements. They may then go to answer the questions or say the sentences. Here, reading, writing and speaking are integrated. Teachers can also ask questions to add the listening skill to this activity.

Regarding the cross-curricular integration or the interdisciplinary teaching, there are different themes which cover various curricular areas. Here are some examples :

- 1- Mathematics : Talking about shapes (Pupil's Book, Unit 2).
- 2- Geography : Completing a survey (Pupil's Book, Units 5 and 9).
- 3- Science : Talking about animals and nature (Pupil's Book, Units 7 and 9).
- 4- Science : Talking about health and nutrition (Pupil's Book, Unit 14).
- 5- Geography : Talking about places in Jordan (Pupil's Book, Unit 17).

7- To what extent does Action Pack 5- Teacher's Book provide aids such as tape scripts, vocabulary lists ...etc?

After surveying and reading the content of the Teacher's Book of Action Pack 5 very carefully, I have found that it provides teachers with aids such as tape scripts and vocabulary lists. Also, Action Pack 5 provides a suitable language context that helps to convey meaning through using flashcards, wall charts, realia and actions. These teaching aids are

excellent way of learning because they are fun and motivating. Moreover, new vocabulary of each unit is listed followed by indicators to determine the part of speech each word belongs to. For example, in unit 1, the new vocabulary is listed like this : *a lot (n), along (adv), family (n), too(adv)* and so on. Also, the table contains some sounds with their transcriptions to help teachers to pronounce the words correctly.

Concerning the listening activities, full audio scripts of all the recorded material are provided in the Teacher's Book, including those for the listening tests (See Appendix L, pages 176-177). Moreover, some lessons have extra work in the form of photocopiable worksheets (See Appendices I and J, pages 162- 171). These worksheets provide teachers with suggested exercises and fun activities. Teachers can use these extra activities to enhance the level of week students and to create a motivating atmosphere via encouraging pupils to participate in these fun tasks.

The most interesting feature in the audio scripts in this Teacher's Book is that they are presented directly after the activities which exempt teachers from looking for the key answers. Moreover, teachers can find these audio scripts easily because they are displayed in blue.

On page 10 of the Teacher's Book, there are some instructions of using the flashcards and wall charts. Teachers are encouraged to use these flashcards and wall charts to present and reinforce new key language in the course, to review certain lessons or as a memory game in fun activities. The Teacher's Book indicates that each wall chart covers a particular topic. Because there is more than one word on the wall charts, they can best be used to check understanding.

Furthermore, at the end of the Teacher's Book on page 153, there is a wordlist in which all the new words of Action Pack 5 are listed in alphabetical order followed by the location of each word (See Appendix E, page 153). This procedure is very helpful for teachers.

To conclude, not only the Teacher's Book provides aids such as tape scripts and vocabulary lists but also it provides teachers with extra practice worksheets in a way that facilitates the presenting of different activities.

Inferences and recommendations of analysis

In conclusion, Action Pack 5- Teacher's Book provides guidance for teachers on the teaching of language items and skills. Teachers are not expected to be experienced in language teaching. On the contrary, the Teacher's Book offers clear and detailed advice and information for novice teachers in different ways :

- 1- There is a full explanation of the components of the Teacher's Book followed by details about each one.
- 2- The Teacher's Book gives teachers a very clear idea about preparing for the lessons.
- 3- There are detailed explanations of the activities and procedures in both the Pupil's Book and the Activity Book.
- 4- The Teacher's Book provides teachers with a series of tests designed to test the key skills of listening, speaking, reading and writing.
- 5- There are some assessment strategies whose main focus is improvement of learning.
- 6- There are suggested extra classroom activities and grammar games that help novice teachers to make learning-teaching process successful and motivating.
- 7- There is a table of letter formation guidelines which helps teachers and pupils to write correctly.

Concerning the aural skills, Action Pack 5- Teacher's Book provides teachers with effective material for training the students in listening and understanding the spoken language. But, it would have been better if the audio material included natural conversations and dialogues from real daily life situations so that teachers and pupils could have the opportunity to listen to spoken language as it is with mistakes, hesitations, or repetitions. This would encourage pupils and non-native teachers of English to speak more courageously in an error-free language environment. Also, Action Pack 5- Teacher's Book provides practical suggestions for teaching pronunciation and intonation. In my opinion, it would have been better if the new words in the pronunciation activities are followed by their transcriptions to help teachers to pronounce them correctly. Furthermore, Action Pack 5- Teacher's Book provides suggestions to help the teacher introduce new reading passages and various types of written work. Also, Action Pack 5- Teacher's Book provides suggestions to the teacher for presenting exercises and activities which integrate all four skills. Besides, this Teacher's Book provides aids such as tape

scripts, vocabulary lists and key answers. There are full audio scripts of all the recorded material. In addition, there is a wordlist in which all the new words of Action Pack 5 are listed in alphabetical order followed by the location of each word. Teachers can find suggested answers presented directly after the activities which exempt them from wasting time looking for the key answers. One more feature that helps teachers find the key answers easily is that they are displayed in different colours: The key answers of the Pupil's Book are in green, the key answers of the Activity Book are in pink and the audio script is in blue.

Finally, the writers of Action Pack series *are strongly recommended* to provide the Teacher's Book with alternative ways through activities, lessons or units which can be helpful when things do not go according to plan.

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تحليل محتوى نوعي لدليل المعلم الخاص بكتاب اللغة الإنجليزية للصف الخامس في ضوء قائمة (سكيسو) للتقييم

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ملخص

هدفت هذه الدراسة لتحليل محتوى دليل المعلم لكتاب اللغة الإنجليزية للصف الخامس من سلسلة (Action Pack) وفقاً لمجموعة من المعايير المختارة من قائمة (سكيسو) للتقييم. وقد تم استخدام تحليل المحتوى النوعي لاختبار وتحليل محتوى دليل المعلم لتحديد الدرجة التي يحقق فيها هذا الدليل حاجات معلمي اللغة الإنجليزية في الأردن. ولتحقيق هدف الدراسة، فقد تم اختيار سبعة معايير من قائمة (سكيسو) للتقييم تتعلق بالنواحي المنهجية والتدريسية لدليل المعلم. وقد أظهرت نتائج هذه الدراسة بأن دليل المعلم للصف الخامس من سلسلة (Action Pack) يزود معلمي اللغة الإنجليزية بالإرشادات المهمة في تدريس مهارات اللغة الإنجليزية وكذلك فإنه يوفر لهم المادة العلمية الفعالة لتدريب الطلاب على مهارات الاستماع والمحادثة والقراءة والكتابة بطريقة تدمج وتتكامل فيها جميع هذه المهارات. بالإضافة إلى أن هذا الدليل يزود معلمي اللغة الإنجليزية بالوسائل التعليمية المتنوعة والفعالة.

الكلمات الدالة: تحليل محتوى، دليل المعلم، كتاب اللغة الإنجليزية للصف الخامس، قائمة (سكيسو) للتقييم .

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