



## The Involvement of the Twelfth Grade English Textbook in Jordan: An Analytical Study

---

**RAMI ABU SA'ALEEK<sup>1</sup>**

### **Abstract**

The English language textbook for the twelfth grade is relatively a new edition. Thus, with the importance of the textbook in language learning, this study aimed at investigating the involvement degree for the 12<sup>th</sup> grade English language textbook in Jordan through analyzing the presentation of educational contents and activities. To achieve this purpose, Rummy's (1968) method was used to collect the data. The sample of the study was 15% of the book pages to examine the involvement of the educational content. The sample also consisted of all the activities with total (136) activities. The findings of the study showed that the decrease of students' involvement in educational content in the English language textbook for 12<sup>th</sup> grade and were not in the satisfactory range adopted by Rummy's (1968) method, reaching the value to (0.18). The study also revealed that the involvement level of the activities was excellent with a coefficient (1.41). Based on these results, some implications are presented such as revising the content to focus on higher thinking skills, not fact or conclusions only.

### **Keywords**

Action pack, English textbook, Jordan, involvement, Rummy's method

---

1 A Ph.D. student at Yarmouk University in Jordan; ramiabusaaaleek87@yahoo.com



## Introduction

A textbook has taken a special place in the educational process. It is a reference that students rely on it for gaining the knowledge. It is also a basic source for students if they need information, facts, and educational exercises. So that the textbook is important for introducing educational contents and directing students for what they study (Abu Zeina, 1994). A textbook is also a fundamental pillar in learning process. It is prepared by the educational researchers, and it can be seen as an important factor in determining the appropriate materials for students according to the academic stage in order to study. An English textbook has played an essential part in the educational process for introducing content that is useful and practical for students. One of these books is the Action Pack 12 that has been adopted by the Jordanian Ministry of Education for the 12<sup>th</sup>-grade students.

Teaching process needs a textbook as a basic component in learning. Thus, it should usually be well-written, well-organized, and well-edited (Pamungkas, 2010). Also, a textbook in the teaching and learning process can be seen as an important guide for both teachers and students (Hornby, 1995). The content of the textbook is one the most highlighted elements of the curriculum because it considers the practical way of the textbook in its all goals, activities, and assessment tools. A textbook is also used in developing learners' personality, and in increasing the mental, emotional and physical maturity of learners. So that, presenting the material sequentially is urgent in the learning/teaching process (Al-Qani & Al-Jamal, 2003; Sa'ada & Ibrahim, 2011).

Furthermore, a textbook is the major guide for teacher and learner (Ibrahim, 2009), as it is one of the basic sources of learning in the third world countries on which all students depend on it for their learning (Al-Mutlas, 1997). Consequently, the textbook must be carefully published as it includes a number of units and each unit is divided into several topics and one subject that includes a number of questions, activities, and exercises in addition to the scientific content supported by pictures, forms, diagrams, experiences, and experiences of the learner (Chiappetta, Fillman, & Sethna, 1991).

A school book has a great importance for these reasons. It offers an experience in the content that fewer teachers have, and it organizes the content for some subjects logically to ensure that the material is arranged for educational purposes. Also, teachers and students are provided with some sorts of safety, by explaining to them where they will go, what they will know, what will come up in the curriculum and what will follow and where their educational journey will end. Hence, a teacher will provide questions that must be asked to the students, and will provide them with material to be used in exams, will suggest activities that students engage in, and provides teachers with answers (Eisner, 1994). Because of the importance of the textbook and the significant role that it plays in the teaching and learning process. The interest in analyzing and evaluating it in many respects is no less important than the rest of the curriculum, in order to identify weaknesses and strengths in it (Tanner & Tanner, 1998). The Ministry of Education (MoE) has given a special interest in the school textbook, and has regularly adapted it to be suitable for learning any grade. In Jordan, teaching English language is for all grades from 1 to 12 grades. English language is taught for students four and five times a week. Each class lasts for 45 minutes. Action Pack series is the official textbook for teaching English language in public schools from grade 1- 12. This textbook has students' book, activity book and teacher book with a CD. Hence, taking care of what



students learn in their textbooks is important which will inspire teachers and researchers to evaluate the components of textbooks.

The textbook is a primary source in the educational process that motivates the educational authors to take care of the book. So, it is important to take care of the textbook components. One of the most school stages is the secondary stage that builds students for advanced one. Many specialists emphasize on the appropriateness of the textbook for students, which gives them a chance for sharing and exchanging the opinions. Different trends are now calling to focus on the investigation during the preparation of the textbook. The Jordanian Ministry of Education has given an interest in the English textbooks. These textbooks have taught to students from the first to twelfth grades, with four to five classes every week. Although this vast and major interest happen, students' achievement are not acceptable.

The researcher may be due to this low achievement in the way that the educational content is presented in the textbook. This content does not involve students in their learning and presenting the knowledge easily without sharing with students. In light of the above discussion, the current study sought to examine the English secondary textbook " Action Pack 12" for the twelfth grade. This textbook is a new edition that the Jordanian Ministry of Education has developed since 2015 and 2016. This study sought to answer the following questions: What is the presentation of the educational content involvement degree in the English language textbook for the twelfth-grade students in Jordan? What is the activities' involvement degree in the English language textbook for the twelfth- grade students in Jordan?

### **Literature Review**

Analyzing a textbook must be according to the standards for evaluating the appropriateness of the book and its suitability for use, one of these standards is the use of the involvement. The involvement of the textbook is important for students in helping them deal with the developments and in finding solutions to the problems. Therefore, a textbook should be written in a way that supports the building of strong personality for the students by using active learning and encouraging students to engage in it (Al-Hashemi & Al-Ghazawi, 2006). The involvement reveals the appropriateness of the book for students without dictating the scientific material and reveals the extent to which students can deduce ideas and use the scientific inquiry methods. Hence, a book should present the materials in a way that makes students involved and active in the educational process (Al-Khataybeh, 2008). According to Al-Naji (2002), the involvement means " the degree of attracting the textbook for students and involving them in the book material through presenting the educational material, including the activities and abstracts that stimulate students to explore and discover, and challenge their ideas to be more interactive"(p. 77). Suleiman (2003) defined involvement as the book level in presenting data for students and presenting situations related to the learning environment and motivating the self- learning. Rummy (1968) who is the first peron measuring the the textbook involvment. The degree of the involvement textbook calculated through presenting the educational material, drawings, shapes, and abstracts and activities. This method can be used by randomly choosing some pages of the textbook and analyzing them to find out the degree of the involvement textbook (Abu Ena'aj, 2007).



According to Rummy (1968), the textbook content should be written in a way that allows the student engaging in the learning process as an active student (Fazlollahi & Tavana, 2010). The active content that Rummy (1968) claimed, including the following features: (1) introducing the content in a stimulating way which gives the student a positive role in the learning process, (2) asking questions which need the student to think and generate knowledge, (3) providing the enriching and reinforcing activities that stimulate students' thinking and increases in them the spirit of discovery, (4) the active content asks students to deal with the contradictory views to check these views and choose the fit for a solution (Delavar, 2007).

There are different studies that have been carried out to analyze and test the involvement level. In this regard, Al-wa'elly (2017) analyzed the involvement of Arabic language grammar textbook for the tenth grade in Jordan. To collect the data, Rummy's (1968) technique was used with 16 topics and 74 activities of the textbook. The results of the study indicated that the involvement degree of the material displayed was not in the acceptable range adopted by Rummy (1968). Also, the findings revealed that the involvement level of the activities is was (0.47), which means that these activities were within the acceptable limits. Eslaminejad and Saeid (2017) investigated the involvement of the content English language textbook for the adult in Iran by analyzing the textbook covered texts, activities, questions, and figures and diagrams. The results of their study revealed that the involvement of the texts, questions, and activities was good and encouraged students to involve in the learning process. Moreover, Fari (2016) examined the involvement of the science books for sixth, seventh, and eighth grade in Palestine through using Rummy's (1968) formula used to calculate the involvement degree. The findings showed that the content and the activities of the textbook were in a low range based on Rummy's equation (1968) with (0.4) in students' involvement in the science books. The results also showed that the pictures and diagrams were in a high range based on Rummy's (1968) equation ranged between (1.75) and (0.68). Also, Haji (2016) examined the involvement degree of the social studies textbooks for the sixth intermediate basic students in Kurdistan. After applying Rummy's (1968) method, the results showed that the students' involvement was not agreed with Rummy's (1968) method for the educational content and figures and diagrams. The finding of the study showed that the students' involvement through educational activities of the book has found in an acceptable level. Another study done by Khalaf (2015) who examined the appropriateness of the content science book for the fourth grade to the level of students in Jordan. The content analysis was used to measure the involvement level of the content presentation. The results showed that the content of the science book was suitable for only twenty percent of the students. In addition, Yahia (2014) conducted a study aiming at identifying the degree of involvement of science books for primary school students in Jordan. The population study consisted of six books of science for the first, second, and third grades of primary school, which is taught from 2014-2015. The study used an instrument consisting of three models, to assess the inclusion of presentation content, graphics, shapes, and activities. The results indicated that there were inconsistency and consistency in the direction of involving science books for students, indicating the absence of official and clear standards, and foundations for authors in the management of curricula. In Taiwan, Chen (2013) analyzed the content of three science and technology textbooks for the third, fourth, fifth, and sixth grades. 16616 sentences were analyzed and categorized into five domains. The findings showed that about



half of the total number of sentences belongs to the category of facts and description, and a quarter of the total sentences belong to the category of causal interpretations or predictive interpretations. The textbooks for grades 5 and 6 also contained causal explanatory ratios higher than the third and fourth grades. The books of all classes contained a small proportion of explanatory causal sentences, and the percentage of physics and chemistry books containing predictive explanatory sentences was higher than that of others, whereas the living books contained the highest proportion of facts compared to books.

Moreover, Nawafleh (2012) explored the involvement level of the sixth, seventh, and eighth grade science textbooks in Jordan. Rummy's (1968) method was used to calculate the students' involvement. The results of the study revealed that the content involvement of students was in an acceptable range. Also, the study results indicated that the involvement activities was low which means that the textbook did not have enough activities that allow students to develop their thinking, whereas the pictures and diagrams of the involvement were good. Alsirhani (2011) evaluated the texts' involvement level in the Arabic language textbook for the fourth grade in Saudi Arabia. To define the degree of the involvement, Rummy's (1968) formula was used. The findings of the study revealed that the text involvement was (0.40) which means that the textbook is good, and it helps students to think, analyze, and investigate. Abd El-Magieed (2011) analyzed the readability and involvement degree in the agricultural expansion book in Egypt. To measure the degree, Rummy's method (1968) was used. The results indicated that the book does not provide enough opportunities for students to think and analyze, reaching with (0.4) based on Rummy's (1968) method.

Based on the results of the previous studies, it can be concluded that the findings of some studies indicated that some books had acceptable level of the involvement such as Alsirhani, (2011), Chen (2013), and Eslaminejad and Saeid, (2017) while some studies (e.g., Al-wa'elly, 2017; Abd El-Magieed, 2011; Fari, 2016; Khalaf, 2015; Nawafleh, 2012; Yahia, 2014) indicated an unacceptable level of the textbook involvement.

## **Methodology**

Primarily, the descriptive quantitative design of the study was used to identify the involvement level of the English textbook for the 12th -grade in Jordan. Rummy's (1968) method was used to calculate the involvement degree of the textbook concerning with the presentation of educational contents and activities.

## ***Population and sample***

The population of this study was represented in the textbook of English language of 12th grade for the scholastic year (2017-2018). This book consists of ten educational units. The researcher depended on the following areas to analyze the textbook: the involvement degree of the educational content presentation and activities. The sample related to the involvement degree in the presentation of educational content was limited to 15% of the book pages. Choosing the pages was random. The study sample used for estimating the involvement in educational activities including all the educational activities in the book with a total of 136 activities.



### ***Instrument***

The instrument of the current study was through using Rummy's formula (1968) for collecting data. This formula was used to calculate the involvement degree of the Action Pack 12 as a textbook for the 12th -grade students in Jordan in dealing with the educational content presentation and activities as summarized in the following:

#### ***The first model: The involvement coefficient in the presentation of the educational content***

For analyzing the presentation of educational contents, Rummy's (1968) formula was adopted, and the sentences of the lesson are were coded as the following: code (a) facts; (b) conclusions or generalizations; (c) definitions which mean that the statements presented by the book to determine the meanings and concepts contained in it; (d) questions asked and answered by the book directly; (e) questions asking students to analyze information; (f) declarative sentence; (g) instructions that ask the student to perform and analyze an activity; (h) questions that interest the student; (i) guided sentences; (j) rhetorical sentences. Among the ten categories of analysis that are mentioned above, the categories (a, b, c, d) are inactive, which means that these categories do not encourage students to participate or use inquiry research skills. The categories (e, f, g, h) are active which means that these groups can involve students in their learning and motivate them to discover, whereas the categories (i, j) are natural which means that they cannot influence on the involvement degree, and therefore, they are not calculated in the evaluation process. The formula of students' involvement coefficient used is the involvement coefficient = (e, f, g, h) ÷ (a, b, c, d).

#### ***The second model: The involvement coefficient for the educational activities***

To measure the involvement activities, the following formula was used: the the involvement coefficient = the number of activities ÷ number of pages. According to Rummy's (1968) method, different standards were adapted to measure the involvement coefficient, and these standards were mentioned in (Azar's, 1982). They are: (1) the involvement coefficient is zero, which means that the absence of involvement, (2) the involvement coefficient is 1, which means that half the book sentences motivate students to think, and the other half does not involve them, (3) the involvement coefficient is more than 1, which means that increasing the content that requires investigation, (4) the involvement coefficient is less than 0.4, which means that the textbook is authoritarian and includes a little challenge for students' thinking, (5) the involvement coefficient is more than 1.5 which indicates that the textbook contains only questions, and it does not provide students with enough data for dealing effectively with questions, and (6) the involvement coefficient is located between (0.4 - 1.5) which means that the textbook can make students active in their learning.

### ***Validity and Reliability***

To establish the validity of the procedures, the porcedures of the study had been given to a jury of three experts in TEFL and measurement and evaluation to ascertain its



appropriateness for the purposes of the research. To find out the reliability, the researcher calculated the reliability of the presentation of educational content by using the two methods. First is the reliability of the researcher himself. The researcher re-analyzed the analysis by choosing a random sample of 6 pages of the total sample. After the first analysis had been finished, the researcher did another analysis after three weeks. The results of the two analyses compared with each other. The agreement of percentage calculated between the analyses, reaching (80) which was educationally accepted, so that the credibility was achieved. Second is the reliability of the researcher with another analyst. The researcher chose 6 pages that had been chosen randomly from the sample of the study. These pages were given to the analyst after showing and training him how the presentation of educational content analyzed according to Rummy's (1968) method. The agreements and disagreements points limited after the analysis finished. The agreement of percentage was calculated between the two analyses, reaching (0.78) which as an acceptable, as it can be considered a strong value if it is between (0.61- 0.80) according to the kappa coefficient. Reliability of the activities had not been done because of Rummy's (1968) method requiring the activities number divided by the number pages used to identify the involvement activities

### ***Statistical Analysis***

To evaluate the textbook involvement for the 12th -grade students (Action Pack 12) in Jordan, Rummy's (1968) formula was utilized to calculate and analyze the frequencies and percentages for the analysis of the two areas, which were the educational content and activities.

### **Findings and Discussion**

#### ***Results related to the first question: Determining the involvement degree of the English language book for the 12th -grade students, through the presentation of educational content***

This study aimed at investigating the involvement degree for the 12th grade English language textbook in Jordan through analyzing the presentation of educational contents and activities. To find out the degree of the involvement English language book concerning with the presentation of educational content, I analyzed the materials (study sample) based on the categories of Rummy's (1968) formula. Frequencies for each category were calculated. Table 1 presents the results of the analysis.

**Table 1.** *Frequencies and percentage of the sentences through the presentation of educational content in the English language book 12th – grade*

Category	Sentences	Frequencies	Percentage
a	facts	80	54
b	conclusions and generalization	38	25.50
c	definitions	3	2
d	answered questions directly by the book	5	3.35



e	analytical questions	3	2
f	declarative sentences	17	11.40
g	instructions	-	-
h	questions that interest the student	3	2
i	guide sentences	-	-
j	rhetorical sentences	-	-
	Total	149	100%
Involvement coefficient of the book		0.18	

As demonstrated in Table1, the involvement coefficient of the presentation of the educational content was not located in an acceptable range identified by Rummy's (1968) formula which is (0.40 -1.5) reaching (0.18). The results of the analysis show that the book is autocratic and having little intellectual challenges for the students. The book also does not reinforce the students' in their learning, and it does not promote students' thinking, analysis, research, investigation, and evaluation. Thus, it can be concluded from these results that the English language book for the 12th- grade focuses on the facts with the 80 frequencies, 38 for conclusions, and generalization, which means that the book is not attentive to the critical thinking skills and problem- solving. The study results might be due to that the authors' have little awareness of publishing the book based on the new trends that focus on students' learning. Besides, the involvement concept was not understood clearly by the authors due to their teaching .The finding of the study is consistent with the findings of the studies done by Al-wa'elly (2017), Fari (2016), and Haji (2016) who found that the involvement coefficient of presenting the educational content was low based on Rummy's formula (1968). However, the findings of this study are also inconsistent with the findings of the studies done by Eslaminejad and Saeid (2017) and Nawaflah (2012) who found that the involvement coefficient of the activities was good based on Rummy's formula (1968).

***Results related to the second question: Determining the involvement degree of the English language book for the 12th -grade students, through the educational activities.***

I counted the educational activities in the book of the 12th -grade with a total of 136 activities. To find out the involvement coefficient of the educational activities, the following formula was adopted as follows: the involvement coefficient = (136) number of activities ÷ (96) number of pages = 1.41. Table 2 shows the unit titles and the number of activities in the English book for the 12th grade.

**Table 2.** *Unit titles and number of activities for the English book of the 12th - grade*

Unit number	Unit title	Number of activities
1	information technology	14
2	a healthy life	11
3	medical advances	14
4	success stories	14
5	the arts	13



---

6	education today	14
7	lifelong learning	14
8	language	12
9	the world of business	15
10	career choices	15
Total	10	136

---

The results of the analysis showed that the involvement coefficient of the activities was 1.41, which means that the English language book for the 12th-grade students is excellent for making students active and involved in the learning process. This book also introduces linguistic activities that allow the students to take part and interact with supporting the self-learning. I was due to these results to the fact that the book might be concerned with the evaluation questions and exercises for achieving the aims of the book. These questions include the comprehension and the evaluation areas to increase students' linguistic competence. In addition, the book takes care of the activities to develop students' thinking and help them to learn the content. The result of this study is inconsistent with the finding of studies done by Fari (2016) and Nawafiah (2012). However, the result is consistent with the findings of studies done by Al-wa'elley (2017), Eslaminejad and Saeid (2017), and Haji (2016) who found that the book concerns with the educational activities.

### **Conclusion and Recommendations**

Several conclusions can be drawn from the findings. First, the involvement degree of the educational content display for the 12th -grade English textbook was (0.18). It means that the textbook is not found in an acceptable range based on Rummy's (1968) formula. This result indicates that the book does not involve the students in their learning. Second, the involvement degree of the activities is good, reaching (1.41). This study shows that the book gives educational activities that give the chance for students to practice the language. There are some implications of these results. First, the educational content for the 12th -grade students of the English language book should be improved and revised to focus on higher thinking skills, not fact or conclusions only. Second, the activities used in the English language book for the 12th grade are perfect and meet the aims of the book. Based on the findings of the study, some recommendations are proposed: (1) the educational content of the English language book should be revised to make the students involved, (2) the authors of the English textbook should be more aware of the involvement concept and its categories, and (3) conducting similar studies focusing on the involvement for different school stages either basic or secondary stage in Jordan.

### **References**

Abd El-Magieed, M. A. M. (2011). Readability level and involvement degree of agricultural extension textbook among the bachelor students of some educational programs in faculty of agriculture. *Journal of Agricultural Economic and Social Science*, 2(5), 541-560.



- Abu Ena'aj, T. (2007). *The degree of involvement of the physics book of the student in the basic stage* (Unpublished Master Thesis), Amman Arab university for graduate studies, Amman, Jordan.
- Abu Zeina, F. (1994). *Mathematics curriculum and their teaching*. Kuwait: Al Falah library.
- Al-Hashemi, A., & Al-Ghazawi, F. (2006). *Studies in Arabic language curricula and teaching methods*. Jordan: Dar Al-Waraq for publishing and distribution.
- Al-Khatibah, A. (2008). *Science education for all*. Amman, Jordan: Dar Al- Maserah for publication.
- Al-Mutlas, A. (1997). *Analysis of curricula*. Sana'a, Yemen: Al-Manar for Printing.
- Al-Naji, H. (2002). Level of reading and the degree of involvement of the Arabic language book for the sixth grade in the United Arab Emirates. *Seminar on curriculum- foundations and principles, college of education, King Saud university*, 19 (20), pp. 515-552.
- AL-Qani, A., & Al-Jammal, A. (2003). *Glossary of educational terms: knowledge in curriculum and teaching methods*. World of Books for publication, Cairo, Egypt.
- Alsirhani, A. (2011). *The readability level and degree of involvement of the texts of Arabic language text book of the fourth grade in Saudi Arabia* (Unpublished Master Thesis), Mut'ah University, Mut'ah, Jordan.
- Al-wa'elly, S. (2017). Involvement of Arabic language grammar book for the tenth grade students in Jordan (An analytical study). *Al-Ustath Journal*, 2(223), 69-90.
- Azar, F. E. (1982). *Analysis of science textbook used in Iranian upper secondary school* (Unpublished Doctoral dissertation), University of Illinois at Urbana.
- Chen, J. (2013). An analysis of elementary school science and technology textbooks: An examination of causal explanation and predictive explanation. *Journal of Textbook Research*, 6(1), 57-85.
- Chiappetta, E. L., Sethna, G. H., & Fillman, D. A. (1991). A quantitative analysis of high school chemistry textbooks for scientific literacy themes and expository learning aids. *Journal of Research in Science Teaching*, 28, 939-951.
- Delavar, A. (2007). *Theoretical and practical foundations of research in humanities and social sciences*. Tehran: Roshd.
- Eisner, E. W. (1994). *The educational imagination*. New York: Macmillan Publishing Co. Inc.
- Eslaminejad, T., & Saeid, N. (2017). Analysis of English language textbooks of the Iran language institute in order to specify the student's involvement index of the teaching learning process. *Modern Applied Science*, 11(4), 91-102.
- Fari, A. (2016). *The extent of the general science books' contribution in the engagement of basic level students in learning from the point of view of teachers in Jenin Governorate* (Unpublished Master Thesis), An-Najah National University, Nablus, Palestine.
- Fazlollahi, S., & Tavana M. (2010). Methodology of content analysis techniques with emphasis on text readability assessment and determination of the coefficient of conflict. *Pazhuhesh*, 2(1), 71-94.
- Haji, S. (2016). The degree of students involvement in the social studies textbook for six intermediate basic school in Krdistan region study and analysis. *The Eurasia Proceedings of Educational & Social Sciences*, (5), 328-338.
- Hornby, A.S. (1995). *Oxford advanced learner's dictionary of current English*. Oxford: Oxford University Press.



- Khalaf, M. (2015). Analytical study of the content of the book of science for the fourth grade in Jordan in the light of the development stage for students. *Al-Manarah journal*, 21(4), 197-230.
- Nawafleh, W.(2012). Involvement level for general science textbooks for intermediate basic school students in Jordan, *An-Najah University Journal for Research*, 26 (10), 2370-2398.
- Pamungkas, D.A. (2010). *The quality of the English textbook used by international standard Junior high school* (Unpublished Master Thesis), The State University of Malang, Indonesia.
- Pelteret, C., Kilbey, L., & Greet, J. (2015). *Action Pack 12 twelfth grade: Student's book*. London: York Press.
- Sa'ada, J., & Ibrahim, A. (2011). *The modern school curriculum*. Amman, Jordan: Dar Al Fikr.
- Suleiman, I. (2003). *Level of reading texts of the Arabic language book for the sixth grade in the province of Nablus* (Unpublished Master Thesis), An-Najah National University, Nablus, Palestine.
- Tanner, D., & Tanner, L.N. (1998). *Curriculum development Theory*. New York: Macmillan Book company.
- Yahia, S. (2014). Involvement of the science books for primary school students in Jordan. *Journal of Educational Science*, 22 (4).
- 

### **Biographical note**

**RAMI ABU SA'ALEEK** is currently a Ph.D student at Yarmouk University, Jordan, Faculty of Education, Department of curricula and instruction. His research focuses on TEFL, teacher education, and CALL.