

The Inclusion of Reading Strategies in Action Pack 6 Textbook

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Abstract:

This study investigated the inclusion of the reading strategies in Action Pack 6. A content analysis was conducted to answer the following question: *To what extent do the reading activities in Action Pack 6 meet the reading strategies which are stated in Brown's classification (2001)?* The content under study was the Pupil's Book (PB) and the Activity Book (AB) for sixth grade. The reading activities that were defined as units of analysis were classified according to the nine reading strategies in Brown's classification (2001) which were defined as criteria of analysis. The researcher calculated the frequencies and percentages for each reading strategy that appeared in the reading activities. The results of pilot study indicated that the research tool that used by the researcher was valid and reliable. The results of study showed that 56.8% of the reading activities used scanning text for specific information strategy, while 43.2% of the reading activities used the other reading strategies. Apart from skimming strategy, the results revealed that Action Pack did not provide students with appropriate, balanced and advanced reading activities to help them use varied reading strategies especially those strategies, which needs higher order thinking processes. This study would shed light upon the role of textbooks in developing student's abilities to use varied learning strategies.

Keywords: Action Pack textbooks, content analysis, literacy, reading, strategies.

Introduction:

Reading plays a primary role in learning English. It is the first skill that ESL/EFL students need to enhance their information, increase their vocabulary knowledge and develop other language skills especially writing. It plays an essential role in the process of language learning and teaching (Ling, 2011). Recently, reading in a foreign language is not the same as the first or second language as readers have very few opportunities to read in English. Reading is difficult for foreign language readers but it seems that many foreign language readers suffer a lot to learn how to read adequately; EFL readers may face many problems while reading such text difficultly and lack of reading strategies (Alderson 1984).

Many teachers and parents feel that reading weakness is a realistic problem that might affect students' self-confidence and motivation as well as their reading later. Reading comprehension is considered the ultimate goal of reading, it is an ongoing process in which reader constructs the meaning from the printed text through an interactive process (Snow, 2002).

According to Snow, reading comprehension requires three main interactive components that vary in the phases of reading: *pre-reading*, *while-reading*, and *post-reading*. In this regard, developing students' reading comprehension is not a simple task; EFL textbooks may provide students with different reading strategies and techniques that might help in students' reading comprehension.

Language learning strategies in general and reading strategies in specific are conscious, planned and procedural actions or steps on the part of learners that facilitate the acquisition/ learning of a second or foreign language (Oxford, 1990). They can be effectively employed to enhance performance in reading comprehension on a variety of language tasks in the domains of listening, speaking, reading, and writing. Garner (1987, p.50) defines reading strategies "as an action or series of actions employed in order to construct meaning". While Brown (2001) defines learning strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information." Brown claims that these strategies vary within individuals from moment to moment as the specific problems and contexts change.

The Brown's definition here highlights some aspects of learning strategies especially with reading:

1. They are conscious
2. They change from moment to moment
3. They are regarded as tactics (for attacking a problem)
4. Their use depends on the specific reading tasks
5. Context is a determinant factor
6. They are aimed at improving performance
7. They make up for the breakdowns in comprehension

Moreover, Rampur (2011) suggested various strategies to improve reading comprehension. He emphasized the importance of finding the appropriate place to read. At first, readers should preview the reading text such as looking into the title, introduction and sections. They might take notes, make predictions; games might play a great role in this respect since they should be selected according to the students' age. Such games might include storytelling, spelling test, and many other strategies which are beneficial to improve students' reading comprehension.

It is observed that EFL learners confront a variety of difficulties while reading. These difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccessibility, poor reading skills, lack of schemata, and so on. Students' lack of interest is another major cause of their failure in reading. Using these strategies lead to target in a faster and clearer way over the past decade, increased attention has been given to measuring EFL students' language learning strategy use in specific skill areas, including reading. Reading is an integral part of academic affairs and it is equally important outside academic contexts.

Despite the fact that reading skill is the most basic skill in a foreign language learning and teaching, some foreign language teachers have continued to teach reading just as silent reading or reading aloud. For this reason, students are still weak in English reading. Using most appropriate reading strategies that can develop the students' abilities could be a solution to this problem.

Several studies were conducted on the EFL Jordanian context. These studies found that Jordanian students face many problems during reading: their reading comprehension proficiency level is moderate and reading comprehension is also neglected by their teachers. They have difficulty in understanding what they read, lack knowledge of using reading strategies and activating them to find the meaning of the reading text. Jordanian students are poor comprehenders of reading texts. (Al-Ansi, 1992; Fraihat, 2003).

According to the *General Guidelines and General and Specific Outcomes for the English Language* (2006) in Jordan, one of the main purposes of teaching reading is to use reading strategies to understand some authentic informational and literacy texts. Therefore, In light of the *General Guidelines*, Jordanian students are expected to use various reading strategies such as reading silently, taking notes, using context clues to find the meaning, using syntax clues, predictions, utilizing their background knowledge, skimming for general information, scanning for specific information, making judgments, describing information, drawing conclusions. However, most of students and teachers do not utilize these strategies in their classrooms and ignore them.

Several systems for classifying language learning strategies have been developed over the years, with Rebecca Oxford's (1990) being the most widely recognized and utilized. Oxford's taxonomy contains six major categories of strategies: (a) memory strategies, (b) cognitive strategies, (c) compensation strategies, (d) metacognitive strategies, (e) affective strategies, and (f) social strategies.

Brown (2001) points out nine reading strategies that could be used by EFL students to make a clear comprehension of reading texts, these reading strategies are:

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up reading.
3. Use different silent reading techniques for relatively rapid reading.
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you aren't certain.
8. Analyze vocabulary.

9. Distinguish between literal and implied meanings.

Brown (2001) mentioned a number of principles which should be taken into consideration when designing reading activities, one of these principles is to design these activities according to the three stages of reading progress: 1- Pre-reading (before reading) stage activities 2- While-reading (during reading) stage activities; and 3- Post-reading (after reading) stage activities. Each one of these activities uses one or more of the reading strategies which enables students to achieve the purposes of the given exercises. Brown's classification is used as the criteria of content analysis in this study.

Content analysis is a qualitative and quantitative instrument that is used to investigate the curricula, programs, media and others to show the extent to which these fields respond to the purpose that they were designed for. Holsti (1969) offers a broad definition of content analysis as, "any technique for making inferences by objectively and systematically identifying specified characteristics of messages". Under Holsti's definition, the technique of content analysis is not restricted to the domain of textual analysis and curricula, but may be applied to other areas such as coding student drawings or coding of actions observed in videotaped studies. Therefore, it can be a useful technique for allowing researchers to discover and describe the focus of individual, group, institutional, or social attention. It also allows inferences to be made which can then be corroborated using other methods of data collection like interviews and questionnaires. Krippendorff (1980) notes that much content analysis research is motivated by the search for techniques to infer from symbolic data what would be either too costly, no longer possible, or too obtrusive by the use of other techniques

Purpose of Study

This study aims at investigating the reading strategies which are used in the reading activities in Action Pack 6. Very few studies were conducted to evaluate the reading strategies that are used in Action Pack series. Content analysis is an accurate evaluative instrument that uses qualitative and quantitative procedures to investigate the main aspects and characteristics of textbooks under study.

Question of Study

The present study is considered as an attempt to answer the following question:

- *To what extent do the reading activities in Action Pack6 meet Brown's classification of reading strategies?*

Significance of Study

The significance of study can be summed up in the following points:

- Curriculum designers and textbooks writers may benefit from this study to incorporate the reading strategies of the successful readers in Action Pack series.
- The results of the study can be helpful to the Jordanian EFL teachers through providing them with the most successful reading strategies that help in improving the students' reading comprehension.

Operational Definitions of Terms

- **Reading Strategies:** In this study, they are the tactics that are used by EFL readers to make a comprehension of reading materials and avoid any difficulties or troubles which may cause lack of understanding.
- **Skimming:** It is reading quickly to get the gist of text.
- **Scanning:** It is reading to get specific information
- **Guessing:** It is reader's ability to infer the word meaning using language cues.
- **Prediction:** It is the use of text to decide what happens next.
- **Grapheme Rules:** In this study, using grapheme which is the smallest unit used in describing the writing system in a language.
- **Semantic Mapping:** In this study, it is a visual strategy for vocabulary expansion and extension of knowledge in categories words related to another.
- **Action Pack 6:** It is a textbook taught in Jordan schools for sixth grade since 2010. It is divided into two books: Pupil's Book and Activity Book

Review of Related Studies

Most studies that deal with analyzing the reading content in EFL textbooks did not study the learning strategies that are used. These studies dealt with the effect of using a specific reading strategy on reading comprehension or analyzing the reading activities according to their types or cognitive levels.

Some researchers agree that reading strategies play an important role in developing student comprehension and reading ability. At the same time, they found that many teachers are not proficient enough in using such reading comprehension strategies (Shanahan, 2005). Therefore, the researcher believes that Jordanian foreign language teachers should be trained properly to use these strategies and to teach their students how to use them..

Al-Shaihani (2002) investigated the effect of metacognitive strategies on the reading comprehension of Omani first secondary female students. The sample of study consisted of 140 female students. An instructional program was designed to collect the data. The experimental group was taught based on the metacognitive strategies instructional program whereas the control group was taught through the traditional way. The researcher concluded that using metacognitive reading strategies are helpful in comprehension of reading texts.

Al-Rahahala (2005) investigated the reading strategies that were used by tenth grade students in the city of Salt. The sample consisted of 20 male students from the tenth grade. He divided them into two groups (high and low achievers) according to their school records. His data were collected by a think aloud protocol. The findings of the study indicated that both groups used the same reading strategies such as rereading, restating, activating prior knowledge and fixing up strategies. The results revealed that the two groups differ in their use of reading strategies such as scanning, summarizing, predicting and key words.

Al-Tamimi (2006) investigated the effect of direct reading strategy instruction (DRSI) on enhancing reading comprehension among Yemeni secondary school students. 60 male students participated in the study and were assigned to a control and an experimental group. The control group was taught by the traditional method at the school and the experimental group was taught reading through using DRSI. Four instruments were used to collect the data: Reading comprehension test, metacognitive reading strategies questionnaire, think aloud protocol,

And adult survey of reading attitudes. The findings showed that significant improvements took place in the reading comprehension of both groups compared to their pre-test performance. It is also revealed that the experimental group showed significant improvement in their awareness of the reading strategies.

Pesa and Somers (2007) studied the how to improve reading comprehension through the

Selection, application, and transfer of appropriate reading strategies with both fictional and informational texts by designing a teaching program for seventh and eighth grades middle

School students in a middle-class community in the western suburbs of Chicago, Illinois. The study revealed that students showed a needed improvement in reading comprehension related to the lack of application of reading strategies. Assessments and teams of teachers reported student difficulty in transfer of reading strategies to content area subjects. This may have been due to the absence of explicit instruction for reading strategies, in addition to unwillingness among teachers to work collaboratively in creating opportunities to use the reading strategies across curriculums.

Alsamadani (2008) investigated the relationship between Saudi EFL college-level students' use of reading strategies and their EFL reading comprehension. The participants of the study were 140 students who were selected from four Saudi universities. A reading questionnaire, a reading comprehension test and interview were used to collect the data. The results showed that EFL students in Saudi Arabia perceived significantly more the use of planning strategies than attending and evaluating strategies. They also indicated that Saudi readers are strategic and their background knowledge is an effective factor in their reading comprehension.

Al-Khawaldeh (2012) explored the reading comprehension strategies used by the secondary stage Jordanian students. A proposed multiple strategy-based instructional program was used to collect the data. The findings showed that Jordanian secondary students used many reading strategies. These strategies were: identifying the form and type of the text, reading the whole text to get the general idea, guessing, asking and answering, rereading, summarizing and drawing a picture of the text.

Solak and Altay (2014) attempted to investigate the types of reading strategies that prospective English teachers used to accomplish in their reading assignments and activities.

130 prospective English teacher from different universities participated in this study. The researchers used The Metacognitive Awareness of Reading Strategies Inventory (MARSI) to collect the data. The results indicated that participants used each strategy effectively. As the most striking strategy, subjects underlined or circled information in the text to help them remember the information. While both genders preferred to take advantage of similar strategies in common, they mostly preferred to use problem solving strategies compared to other strategies.

Similarly, Hong-Nam (2014) investigated the metacognitive awareness and reading strategies use of high school-aged English Language learners (ELLs) and the relationship between ELL reading strategy use and reading proficiency. Participants were 96 high school students in grades 9 through grade 12 in two suburban high schools in the Southwestern United States. The state-mandated Texas Assessment of Knowledge and Skills (TAKS) was used to measure students' reading proficiency. The results revealed that the participant use Problem-solving strategies, Global Reading strategies and Support Reading strategies were used more widely by advanced learners who got high scores in the test than with moderate participants. The study claimed these strategies helped the learners to be get high level of reading proficiency according to the results they achieved.

However, Huang & Nisbet (2014) discovered different finding about learners' use of strategies. Their study was on 121 ESL adult learners in order to explore the relationship between reading proficiency and reading strategy use. They examined the variables of reading strategy use and English proficiency through scores generated from the following instruments: (a) the Survey of Reading Strategies (SORS), (b) the Comprehensive Adult Student Achievement Systems (CASAS) Reading Test, and (c) the BEST Literacy Test. Huang & Nisbet found –differently from Hong-Nam- that high intermediate learners use the most strategies and advanced learners use the least strategies, while Hong-Nam found that the Advanced learners were using these strategies more widely and this could be because the participants were 99 females and 22 males, ranging in age from 19 to 67 at the time of data collection, while in Hong –Nam the participants were only seventh and eighth graders.

Previous studies examined a variety of issues with regard to reading strategies. However, the current study investigated the inclusion of the reading strategies in the Action Pack 6 and their effect on learner in reading comprehension.

This study is different from the previous studies in the sense that it analyzes the reading materials for sixth grade (Action Pack6) and the reading strategies that are used in each reading activity on one hand, and show the effect of these strategies on the learners' performance in reading skill on the other hand.

Methodology and Procedures

The researcher used a qualitative and quantitative content analysis to investigate the Action Pack 6. Teacher's book 6 (TG) suggested some helpful reading strategies that should be used by students with the reading activities in the PB and the AB, but meanwhile the TG is not under analysis. These reading strategies mentioned in the TG are also taken into account while categorizing and analyzing the reading activities. Statistical procedures were purposefully applied to count the frequencies, percentages and rank of the reading strategies which are activated in the reading activities in the two textbooks and classify them into a table. The activities which asked students to read and speak, listen or write were included in the analysis. Some reading activities might use more than one reading strategy, so they were counted more than once according to the reading strategies they used.

Criterion of study

The Brown (2001)'s classification of reading strategies is used as the criteria of the present study.

Unit of Analysis

The reading activities in the (PB) and the (AB) are the units of analysis

Validity and Reliability of the Tool

The instrument of this study mainly based on Brown's classification of reading strategies which is published and widely accepted and used in different researches, so the instrument is valid to be used in this study.

Inter-Rater Reliability was established in two stages. During the first stage, the researcher and assistant analyst (EFL supervisor in the Directorate of Amman / Maraka District) categorized the activities as a pilot analysis according to the reading strategies in Brown's classification. A random sample consisted of two units (unit 3 and unit 13) was selected and analyzed.

The frequency of agreement between the researcher and the assistant was then calculated and the reliability coefficient was determined using Holsti's equation (Holsti, 1969). The reading activities were 30. The number of coincident answers was 27. The consistency ratio was 91.6%. Therefore, the research tool was found to be reliable. In the second stage, the agreement coefficient was established as 89.6% after the total number of activities in the two books were calculated, categorized and computed by the two researchers. The inter-reliability of categorization according to Brown's classification was highly acceptable and consistent. For intra-reliability the researcher himself re-calculated and categorized the total number of reading activities after six days. The agreement coefficient was established as 92%. Therefore, the research tool used in this study was found to be reliable.

Data Collection

The researcher categorized all reading activities in the two books in a table. The number of activities listed for each reading strategy in the research tool was then calculated by each, and the frequency that each level of activity appeared was then calculated. The researcher

Re-ordered the reading strategies in hierarchical ranks according to their frequencies and percentages.

Results and Discussions

To answer the question of study, Table 1 below shows the frequencies and the percentages of all speaking activities throughout the twenty units in the two textbooks.

Table 1: Frequencies, Percentages and Rank for the Reading Strategies used in The Reading Activities in PB and AB.

Reading Strategy	Frequency	Percentage	Rank
1. Identify the purpose in reading.	6	2.88	7
2. Use graphemic rules and patterns to aid in bottom-up reading.	0	0	8
3. Use different silent reading techniques for relatively rapid reading.	11	5.23	5
4. Skim the text for main ideas.	17	8	4
5. Scan the text for specific information.	119	56.8	1
6. Use semantic mapping or clustering.	11	5.23	*6
7. Guess when you aren't certain.	21	9.95	3
8. Analyze vocabulary.	26	12.8	2
9. Distinguish between literal and implied meanings.	0	0	9
Total	211	100%	9

The results show that the presentation of the reading strategies which are used in the two textbooks appeared differently in percentages and frequencies. The reading strategy number 1 is dominant in the PB and AB. 56.8% of the reading activities meet this strategy which mainly enables the students to scan the reading materials to extract specific information. This strategy is processing bottom-up model of reading which deals with the micro details of the reading activities. Throughout the twenty units of the two books, this reading strategy was used in reading activities which mainly started with *WH question* words. For example on page 11, exercise number 6 in the PB, students are asked to read a passage about Alia's diary and answer the following questions: *How many books has she got? Why does she like books? Where does she sometimes go to borrow books? When is she going there? Which is more fun for Alia, going to the library or using the internet?* Another example on page 22,

Exercise number 6 in the PB, students are expected to read four short passages about different places in Jordan and match these passages with the pictures beside them. Then, the students answer the questions below which need to locate specific information from the texts: *How far is it from Amman to Madaba? How old is Madaba? How high is Mount Nebo? Where does the King's Highway start and finish? How old is the mosaic map of Madaba?* It is noticed that these reading activities are more micro-detailed processing activities; the scanning strategy is activated in here by urging students to investigate the specific details and read between the lines to find out the right answers. Moreover, this strategy is also used on page 41 in the PB; exercise number 6 asks students to read a text about *the kite-flying competition*, then, the students are expected to use scanning strategy to find out the correct answers to the given questions.

All of these questions are *Wh*-question and require specific details from the reading passage such as *where is the competition? When is it? What color is Ahmad's kite? What does Ahmad want to do?* Consequently, this reading strategy is also used widely in the AB in different reading activities; for example on page 15, in exercise number 9; students are asked to read a text about teacher Amen Gawaba, then they match the sentences in the first column with the correct answer from the sentences in the second column. Students' answers based on their reading comprehension on one hand, and on scanning the reading text to locate the correct answer, on the other hand. Another example on this reading strategy is on page 52, exercises number 7 and 8; students read the passages and match with pictures and complete with the correct answers. It is observed that this reading strategy meets knowledge and comprehension level according to Bloom's Taxonomy; these two levels are regarded as lower order thinking levels on one hand, and text-driven processing strategy in the bottom-up Model which relies on the reading text to construct reading comprehension.

Action Pack focuses on the activities which use scanning strategy thoroughly in the two books, this might be to enable students how to analyze the texts in details and comprehend the specific relationships between the ideas inside the reading passages; this is aligned with the necessity of micro details in the reading activities for comprehension before expanding the use of reading strategies with macro reading comprehension.

The table reveals that the criterion number 8 appears in 26 reading activities (12.8%). Action Pack 6 provides students with appropriate and authentic reading activities that enable them to use "Analyze vocabulary" reading strategy.

Learning vocabulary gains more concern from both learners and educators, so Action Pack 6 includes reading activities about the words that students need to know, gives many examples on these words, and holds students accountable for the words communicative and systematic practice activities. For example on page 19 in the AB, the exercise number 1 is entitled *Read and complete* and asks students to read a list of words and fill in the blanks with the correct answer. This activity is simple to design, but it urges students to analyze the given words, know their meanings, decide the word formation (verb, noun, adjective, adverb, and preposition) and choose the correct answer. Another example is exercise number 3 on page 43 in the AB.

In this activity, students spell the following words: *everybody*, *anybody*, *everything*, and *anything*. Spelling is analyzing words into letters. It is noticed that there is an interaction between reading, writing, speaking and grammar in this reading activity; students read the words. Understand their meanings, say them, write them and use them in a well- structured sentences. Students use "analyzing vocabulary" strategy to differentiate between the structure of *everybody* (affirmative) and *anybody* (negative) with people and the use of *everything* (affirmative) and *anything* (negative) with things. It is noticed that vocabulary and grammar are functionally used in this activity to enable students when and how to use these words communication.

According to the table, the criterion number 7 appeared in 21 reading activities (9.95%). Guessing strategy enables students to activate knowledge, comprehension, synthesis and analysis in Bloom's Taxonomy. It is not matter of "gambling"! Students are expected to use their prior knowledge, interact with the reading activity, and analyze the structure of this reading activity to guess what the answer should be. Action Pack 6 provides students with reading activities which enable them to use guessing and are appropriate to their level of proficiency and age. For example in the PB on page 22, exercise number 6 asks students to read 4 short texts about Madaba and match these texts with the correct pictures beside each one.

Students' needs to comprehend each text and guess which picture may represent which text. Another example is on page 52; exercise number 6 asks students to guess which picture represents the reading text. In the AB, there is another example on page 67 exercise 7 which asks students to read and complete with the correct word, so students may use guessing strategy to do this activity when they feel uncertain about the answer; they start analyze sentences, omitting some alternates to reduce the choices,

And using prior knowledge to interact with the current reading activity. Guessing strategy is an analytical and intuitive process that encourages students at this stage to think, analyze and guess logically.

Skimming is a strategy that helps students find out the main gist in the reading activity. The table reveals that Action Pack 6 presents 17 reading activities (8%) that meet this reading strategy, for example on page 4 in the PB, the title of the reading activity is a question: *What does the computer do?*. It is a general question used at the pre-reading stage to guide students' awareness to find out the main idea (gist) in the lesson, so students skim the reading activity to extract the main idea in this activity which is the main uses of computer in the modern life. Another example is on page 64 in the PB, the reading activity also uses a question as a title of the reading lesson; the question is: *What have you been doing today?* And students are expected to skim the dialogue and find out what Saleem has been doing today in general.

It noticed that students are using *present perfect continuous* when doing this activity; there is an interaction between grammar and reading in this activity and the students are expected to use skimming in order to understand the main ideas. To clarify, skimming is a macro-dominant strategy which helps students to have a global overview while reading and extract the essence of the reading activity. Using advanced organizers such as optical organizer (e.g. pictures, quotations, questions,...etc) is necessary to activate skimming strategy because these organizers warm up students to know what the reading activity is about and pave the way to find out what the main idea is.

However, the table shows that the criteria numbers 3 and 6 appear in 11 reading activities (5.23%). The criterion number 3 is about silent reading. It is a strategy that should be used wisely in the classroom. Students are expected to use silent reading strategy at the pre-reading and post-reading stages in order to provide a rapid and more focused reading to respond to the pre-reading or post-reading exercises. According to the TG, teacher urges students to read silently in order to scan, skim, guess, analyze and identify the purpose of the reading activities; silent reading is purposefully used with other reading strategies to enable students to comprehend the reading passages effectively. Silent reading is implicitly used in reading activities which starts with *listen and read* such as exercises on pages 8, 57 and 76 in the PB. In these reading activities, students interact with the reading materials either to answer pre-reading or post-reading activities like answering questions about Saleem's diary, or his family's visit to Madaba and so.

However, the criterion number 6 urges students to use semantic mapping and clustering by connecting words in clusters according to their meanings, functions, or forms. This reading strategy mainly appeared with vocabulary in Action Pack 6 which provides students with suitable reading activities that enable them to develop their vocabulary. For example on page 12 in the AB, exercise number 1 asks students to read the list of words and divide them into two groups (clusters): Traditional skills and computer skills, so students make word mapping and classify the words accordingly.

Another example is on page 29, exercise 5 which asks students to read the words that are listed into four groups: Adjectives, age, colour, and materials. Action Pack 6 provides students with the reading activities that help students use the words which they learnt to build communicative oral and written language patterns that they can use functionally inside and/or outside the classroom boundaries.

The table reveals that the reading strategy number 1 which helps student identify the purpose in reading appears in 6 reading activities (2.88%). This strategy meets the students ability to identify the main purpose i.e. the main function of the reading activity such as complaining, planning for future, reporting past events, reading about national themes (people, places, events...etc). This strategy is interrelated with skimming which aims at finding out the gist; both reading strategies support the macro learning techniques which help students construct a global understanding of the reading activities based on top-down reading process. Action Pack presents reading activities that enable students to use this reading strategy such as exercise number 4 on page 48 in the PB which asks students to read the short paragraph and identify the main purpose of it which is about weekend plans. In this strategy, students should learn how to read in a top-down model before going down to the specific details.

The results of this analysis reveal that the reading strategies number 2 and 9 did not appear in any reading activity in Action Pack 6. Although the bottom-up process model of reading is activated in Action Pack 6 through scanning, analyzing vocabulary and clustering strategies, using grapheme rules strategy is lacked and that because this strategy needs a higher level of students' proficiency to be fulfilled in this stage and there wide variations of these rules which require special supporting courses and learning aids.

However, the reading strategy number 9 helps students distinguish the deep meaning and the surface meaning, and this also need high order thinking and more specialized tasks that enable students to read beyond what is written and think logically about.

Inferences and Recommendations

The results show that Action Pack 6 includes many reading strategies that help students use them while doing the reading activities. However, the results reveals that though Action Pack 6 emphasizes the reading activities which need lower thinking processes of comprehension like scanning and analyzing vocabulary, it does not present any reading activity that enable students to use graphemic rules and patterns to aid in bottom-up reading. Therefore, Action Pack 6 succeeded in adapting varied reading activities which meet the reading strategies in Brown's classification, but there is a lack of balance among these activities which focus on macro reading strategies. The lack of balance and inclusion of all reading strategies among these activities causes a less effective distribution of the reading activities throughout the two books.

It is noticed that Action Pack 6 does not present these reading strategies explicitly; these strategies were activated implicitly and indirectly while students' interacted with the reading materials. The researcher claims that students may comprehend better if Action Pack mentions explicitly and directly the reading strategies that student could use during reading activities. Teachers are responsible to train their students when and how to use these strategies.

It is recommended for future research to investigate the other learning strategies in Action Pack series in speaking, listening, and writing skills to find out to what extent these textbooks include effective learning activities that help students use varied learning strategies.

Moreover, Teacher's Guide should be analyzed to investigate the main included learning strategies. The role of Teacher's Guide is very important for both teachers and students to help them use the most suitable reading strategies accurately.

To conclude, the authors of Action Pack 6 are invited in the future to vary in the reading activities and present more advanced, balanced and authentic activities that activate the reading strategies which need higher order thinking processes. These reading strategies should be explicitly and directly informed in the books.

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