The Global Categories of 21st Century Knowledge and Skills Integrated into Jordanian English Foreign Language Textbook "Action Pack"

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Abstract

This study investigated the presence of the four discussed categories of 21st-century skills and knowledge of Chalkiadaki (2018) within the outcomes of the eighth-grade Action Pack textbook. A checklist was used to analyze the outcomes of the textbook by calculating the number of occurrences of each skill category. The results revealed that three of the four main categories are integrated into the outcomes, namely: personal skill, self-development and autonomy, social skills communication- collaboration, and information and knowledge learning, whereas digital literacy confidence in the use of media and ICT is not covered at all. Depending on these results the course designer had better include digital literacy in the use of media and ICT which is very necessary as a result of the Covid-19 pandemic. Most students need to use technology to access their lessons since face-to-face interaction is impossible.

Keywords: Action Pack textbook, Content Analysis, 21st-century skills, and knowledge

أ وزارة التربية والتعليم الأردنية

الفئات العالمية للمعرفة والمهارات في القرن الحادي والعشرين المدمجة في كتاب اللغة الإنجليزية كلغة أجنبية في الأردن "حزمة العمل"

الملخص

بحثت هذه الدراسة في وجود الفئات الأربع التي نوقشت لمهارات القرن الحادي والعشرين ومعرّفة من قبل Chalkiadaki (2018) ضمن مخرجات كتاب Action Pack المدرسي للصف الثامن. حيث استخدمت قائمة مرجعية لتحليل مخرجات الكتاب المدرسي، عن طريق حساب عدد حالات كل فئة من فئات المهارات. وكشفت النتائج أنّ ثلاث من الفئات الرئيسية الأربع مضمنة في المخرجات، وهي: المهارة الشخصية، والتنمية الذاتية، والاستقلالية، والاتصال بالمهارات الاجتماعية، والتعاون، وتعلم المعلومات والمعرفة. في حين أنّ الثقة في محو الأمية الرقمية في استخدام وسائل الإعلام وتكنولوجيا المعلومات، والاتصالات غير مغطاة على الإطلاق. واعتمادًا على هذه النتائج، كان من الأفضل لمصمم الكتاب أنْ يدرج محو الأمية الرقمية في استخدام وسائط الإعلام وتكنولوجيا المعلومات والاتصالات، وهو أمر ضروري جدًا نتيجة لوباء Covid19.

الكلمات الرئيسية: كتاب اكشن باك، تحليل المحتوى، مهارات القرن الحادي والعشرين، المعرفة.

Introduction and background

Numerous academics investigated the curriculum textbooks in light of specific criteria to determine whether or not these textbooks met those criteria (see Richards, 2001; Romney & Holsworth, 2016). Curriculum evaluation is described as "the formal determination of the quality, efficacy, or value of a program, product, project, process, objective, or curriculum" by Worthen and Sanders (1987: 22). It is crucial to review the curriculum before making decisions, moral judgments, or assessments of its worth. To adapt a curriculum to the changing world, curriculum evaluation is a necessary first step. Some researchers try to answer what 21st learning is and what 21st skills are (Trilling & Fadel, 2009) while others concentrate on the role of the teachers in the classrooms in applying 21st-century knowledge and skills (Kim et al., 2019); Because 21st-century knowledge and skills are important to our students, it should be covered in our curriculum which is considered the main source of teaching. If these 21st-century categories do not exist in our curriculum how our teachers can apply them in their classrooms? A good curriculum is supposed to provide learners with ideal learning opportunities to know and practice 21st-century skills and knowledge.

One of the phrases used the most frequently in discussions about education today is "21st-century competencies." (Silva, 2009). For instance, 21st-century knowledge and skills are regarded as a set of abilities that students must possess to compete in a global economy (Kay & Greenhill, 2013). Communication, critical thinking, collaboration, and creativity are covered. The 6Cs—character, citizenship, cooperation, communication, creativity, and critical thinking—are used by Fullan & Scott (2014). Culture and education, respectively. The following Cs were then suggested by education experts: Two more Cs were introduced by Miller (2015): connectivity and citizenship.

In Canada, Maureen and Skippen (2017) mentioned the 21st 7cs, which are defined in Table 1: 1) creativity and innovation, 2) critical thinking, 3) collaboration, 4) communication, 5) character, 6) culture and ethical citizenship, and 7) computer & digital technology.

Table 1: Learning and Leading Competencies for 21st-Century Education Competency

Competency	Definition
1: Creativity & innovation	New ideas and bold possibilities
2: Critical thinking	Fresh insights and durable solutions.
3: Collaboration	Partnerships that work.
4: Communication	Making sense and expanding perspectives.
5: Character	Reaching higher and growing stronger.
6: Culture & ethical citizenship	Sharing what we value.
7: Computer & digital technology	Transforming how we learn and lead.

Despite the variety of terminologies, (Scott, 2015; Maureen & Skippen, 2017; Chalkiadaki, 2018) illustrate a reasonably clear set of knowledge and skills that are mentioned in some form in the majority of 21st-century skills literature. Five key areas were classified by Joynes et al. (2019) associated with primarily professional attributes: 1. Communication skills, including language and presentation of ideas. 2. Collaborative skills, including management of group activities and social interaction. 3. Individual learning approaches include critical thinking, metacognition, and the acquisition of new skills. 4. Individual autonomy, including flexibility, adaptability, and entrepreneurship. 5. ICT and digital literacy, including technology as tools for learning, communication, and collaboration. Moreover, this Literacy, Numeracy, and STEM-associated fields of knowledge are also featured. The majority of commentators have considered additional personal attributes as necessary to a fulfilling life in the 21st- century including physical well-being and personal health; Social and emotional skills; Social citizenship; and Cultural and creative expression.

Mohr and Welker (2017) discussed the connections between an integrated curriculum and the instruction of 21st-century skills. They developed sub-questions that helped them arrange their findings as they reviewed the data obtained from surveys and interviews to uncover themes and trends. They discovered substantiated proof of the association between integrated curriculum and 21st-century skills based on the activities and viewpoints of high school educators. Whether it is simple or not, incorporating 21st-century knowledge and skills into our classrooms becomes essential (Drake and Reid, 2018).

Mahmud and Wong (2022) investigated the importance of the 21st Century. This survey aims to find out how Malaysian undergraduate students feel about the value of 21st-century skills for job preparedness. Purposive sampling was used as part of the quantitative research design for this study. According to the research, problem-solving skills aid in the development of critical thinking skills, which in turn aid in the development of creative thinking skills, and data literacy is a necessary ability for success in the workplace. More consideration is given to recommendations.

Ültay et al. (2021) bring together national studies on 21st-century skills under the headings of "purpose, method, skill types, sampling, data collection tools, results, and recommendations". Descriptive content analysis is done for 84 national studies on 21st-century skills. Within the scope of the research, the data of each study were analyzed with the examination form. Each study was recorded in the form and then the tables were formed. According to the results of the study, the purpose of the studies with the highest frequency was "investigation of the relationship between 21st-century skills and various variables", the method with the highest frequency was "survey", and the skills that were explained as "P21 skills" had the highest frequencies. While "teacher candidates" and "teachers" were the most preferred sample groups, "scales" were the most used data collection tools. Conclusions of the studies showed that 21st-century skills were existed in our lives, education systems, and also textbooks more or less because 21st-century skills were skills not apart from life

itself. Therefore, it was suggested in the studies that it was the goal of education to raise individuals in line with the demands of the 21st century.

Noddings (2017) investigated the subject of "Is curriculum for the 21st- century best organized around the old disciplines, or is there a more viable alternative?" The greatest options, in his opinion, involve pushing back the borders that currently separate the disciplines and questioning how each of the extended subjects may be created to support new goals for the twenty-first century.

Rakhmawati and Priyana (2019) investigated the skills of the 21st century. Checklists were utilized to collect the data, which was then examined by counting the instances of each 21st-century skill and identifying the integration techniques. According to the findings, the textbook incorporates 11 skills: critical thinking, problem-solving, communication, collaboration, creativity and innovation, information and communication technology (ICT), media literacy, leadership and responsibility, productivity and accountability, social and cross-cultural, initiative and self-direction, and flexibility and adaptability.

The purpose of this study was to determine whether the outcomes of the eighth-grade Action Pack contained 21st-century knowledge and abilities through quantitative content analysis. According to the researcher, content analysis is "a research approach for the objective, systematic, and quantitative description of the evident content of communication" (Berelson, 1952). Through the development of 21st-century skills including digital literacy, communication, cooperation, critical thinking, problem-solving, decision-making, and creativity, education should equip students for lifelong learning (El Mawas & Muntean, 2018).

A versatile research technique called content analysis was created expressly to look into any issue where inferences are made based on the content of communications. Content analysis can be used for a variety of reasons, including data collection, refining curriculum, problem-solving, and problem elimination. Different definitions of content analysis and discussions of its processes are available (Erlingssona & Brysiewiczb, 2017; Kolbe & Burnett, 1999; White & Marsh, 2006). Both qualitative and quantitative content analysis is possible. According to Holsti (1969), content analysis can be both quantitative (focused on counting and measuring) and qualitative (focused on interpreting and understanding). In both types, you categorize or "code" words, themes, and concepts within the texts, and then analyze the results. To learn more about the goals, messages, and outcomes of communication content, researchers employ content analysis. They can also conclude the authors and readers of the texts they are analyzing. Quantifying the frequency of specific words, phrases, topics, or concepts in a collection of historical or modern writings can be done using content analysis. By examining the semantic relationships between words and concepts, content analysis can also be utilized to draw qualitative judgments.

To draw conclusions or pass judgment on any content we examine the aim of content analysis. Everything you do should be valid, trustworthy, and unbiased, and those conclusions should be backed up. Three main research goals can be

attained by content analysis: understanding the author's attitudes and intentions; assessing the material by its form (explicit), and analyzing the content in accordance with its subject matter (explicit) or (implicit). In general, the content analysis applies to any subject that is connected to the teaching and learning process.

The categories we employ for content analysis should be incredibly precise, satisfy the needs of the researcher, and address the study topic. Each category ought to be adaptable. The content analysis looks to see if and how much of the following general standards are covered in the curriculum: first, the containment, which refers to determining whether the content has specific values or features. The second standard is inclusion; by using it, we want to look at how much the phenomenon is covered. The third factor is realism, which refers to how closely the subject matter relates to the lives of students. Fourth, by "unity," we imply the extent of the phenomenon-specific emphasis. Fifth is the accuracy of the data. Sixth is the balance, which is how the phenomenon's various sizes are displayed. The seventh factor is relevancy, which refers to how well the curriculum's content fits the student's level and abilities. The standard of learning level is the last consideration; it is used to assess how much the material advances and develops understanding.

Jordanian students take the twelve-level Action Pack course, which takes them from the Basic to the Secondary stage. It is based on the most cutting-edge techniques for teaching language practice, with special emphasis on grammar and vocabulary as well as a thorough skill syllabus. The basic and secondary levels in Jordan, where English is a foreign language, are the basis for the general guidelines and general and specific outcomes for the English language. The general guidelines and specific outcomes for the English language document were developed in 2005 for English as a foreign language for grades one through twelve. It gives precise and detailed descriptions of the knowledge and skills students are expected to acquire at each grade. The curriculum and assessment describe the features of the new ERFKE curricula.

The framework for English as a foreign language, on which the grade-level general and specialized results are based, is presented at the start of the document. From Grade 1 through Grade 12, a wide range of knowledge, skills, and attitudes are covered in the curriculum itself. For instance, particular strategies for utilizing technology to learn have been included, such as using electronic dictionaries, and oral communication skills, and particular strategies for media-specific analysis and critical thought are discussed in detail.

The document's appendices, which include a scope and sequence, vocabulary, sample units, and reference materials, serve as its conclusion. The scope of a curriculum is the breadth and depth of content that will be covered at any one period (for example, throughout the course of a week, term, or year) for a student. Whatever you do during a specific time. Contrarily, a sequence refers to the order in which learners are exposed to knowledge throughout time. How you should go about doing it. A scope and sequence of learning work together to organize the delivery of knowledge, assisting in maximizing student learning and

providing ongoing learning opportunities. Without taking scope and sequence into account, there is a risk of ad hoc content distribution and the omission of important learning.

Examining the first page of a Module in the student's book from the eighth grade contains the following details:

1- List the outcomes of the module.

2- A selection of photographs from the module, together with some questions that aim to arouse students in the 8th-grade student books consisting of six modules each one consisting of six sections:

3- The initial test: It is found at the beginning of the activity book. By doing it, teachers can note the areas where students are weak and pay special attention to them.

4- The strategies boxes: These give students advice on how to tackle the different skills.

5- Research boxes: They are marked by a read cycle with a question mark. These are fun questions connected to the theme of the module.

6- Quotation boxes: These are quotations from famous people which are connected to different themes.

7- Extra reading: This aims to increase students' vocabulary and improve their reading skills.

8- With a project at the end of each module.

The assessment tasks:

1- Assessment tasks focus on language use in the classroom.

2- Assessment tasks focus on developing the pupils' linguistic abilities it is called "What I Can do" at the end of each module.

3- Assessment tasks are appropriate for the pupils' abilities. There are sections at the end of the 8th-grade Action Pack dedicated to presenting various assessment strategies and tools along with examples from the level itself. Moreover, each lesson contains a prepared assessment tool to help the teacher assess his students' performance in the area being taught.

4- Assessment tasks focus on language use in real-life situations.

5- Assessment tasks develop the pupils' thinking. A group of educators, led by Benjamin Bloom, identified a hierarchy of six categories of cognitive skills: knowledge, comprehension, application, analysis, synthesis, and evaluation. As students learn, they start with the knowledge level and progress through the hierarchy. Thus, advanced courses should include skills at a higher level than introductory or basic skills courses.

The Availability of English Teaching/Learning Resources:

1- Each module in the student activity book includes four sections: A- vocabulary, B- Grammar, C- communication, and D- focus on writing.

2- Course audio cassette or CD ROM.

3- The teacher's book.

The Teacher's Book consists of:

1- Detailed directions to lesson procedures are provided, the main stages of the lesson and what to do at each stage.

2- Outcomes are appropriate to the pupils' levels. Lesson outcomes are given in a box at the beginning of a lesson. Skills are also found in the box.

3- Outcomes are clearly stated.

5- Pupils' needs and interests are emphasized.

6- The teacher's book correlates with the students' text and is convenient to use.

7- A variety of learning activities to meet the needs of a wide range of pupils are provided. These activities are matching words with meanings, circling the correct form of the verbs, completing the paragraph with the correct form of the verbs in brackets, and vocabulary corners.

8- A variety of assessment tools are provided. And the way the learning process is going to be assessed.

9- Enrichment and remediation activities are provided.

10- The new language to be taught.

11- The timing of the lesson.

12- The needed aids.

Statement of the problem
Students are living in the 21st- century so they have certain demands such as using ICT technology, thinking critically, solving problems, creating new ideas, communicating, and creativity. Many teachers consider the textbook as the main source of information as a result it should reflect the needs of students.
Formally, Action Pack eighth grade is the main EFL textbook course used for teaching English as a foreign language for Jordanian eighth-grade students in public schools. The researcher thinks it is important to investigate to what extent the 21st-century skills and knowledge are integrated into the eighth-grade Action Pack outcomes.
Some researchers have analyzed the content of Action Pack from different angles: first vocabulary items (e.g. Al- Sobh, 2013; Manasrah et al., 2013), second the national identity (e.g. Al-Bzour & Smadi, 2017), third the writing

activity of the tenth-grade (e.g. Al-Qadi & Al-Qadi, 2015) and finally the color in the textbook (Abusa'aleek, 2018). The researcher followed Chalkiadaki (2018) who discussed 21st-century skills and knowledge and classified them into four categories. These categories are personal skill self-development, social skills-collaborative, information, and knowledge learning, and finally, digital literacy confidence in the use of media and ICT.

Significance of the study
The findings of the study would be useful for :(a) Teachers in many ways. First, they will concentrate more on the activities that help students to cope with life. Second, they teach students to possess skills and knowledge to encounter the challenges of the 21st- century. And third, they are more aware of the existence of this knowledge and skills. (b) Course designers: knowing what skills and knowledge should be integrated if they are not integrated. (c) Students: students' demands will be met after the analysis of this 21st- knowledge and skills.
Question of the study
This content analysis study attempts to answer the following question:
To what extent does the analysis of 21st-century knowledge and skills of Action Pack Text Book of Eighth outcomes agree with the four categories of Chalkiadaki (2018, p.9)?

Materials and Method

The Population of the Study

The population of the study consisted of the six modules of the students' Book of Action Pack for eighth grade. It is the only textbook for teaching English as a foreign language for that grade in the public schools of Jordan in the academic year 2020/2021.

List of Criteria for Analysis
The researcher adopted fully a list of criteria for evaluating the textbook and adopted the four categories of the discussed 21st-century skills from Chalkiadaki (2018, p.9).

Units of Analysis
The researcher used the whole outcomes that appeared in the textbook as the unit of analysis.

Data Analysis
The researcher adopted fully a list of criteria concerning evaluating the textbook and adopted the four categories of the discussed 21st-century skills from Chalkiadaki (2018, p.9).
Table 2: The four categories of the discussed 21st-century skills (this table is adapted from Chalkiadaki, 2018, p.9).

Main skill	Sub-skills
Personal Skills Self-Development and Autonomy	(self-management, self-organization, self-regulation, self-direction, self-reflection, independent thought, autonomous acting, ability to form and conduct life plans and projects and to defend assert rights, emotional intelligence) Creativity (curiosity, imagination, playfulness, creative production, co-creativity, innovation) Problem-solving, critical thinking (in authentic learning environments, analytical thinking, analysis and evaluation of evidence, ability to provide solutions in given challenges, higher-order thinking, sound reasoning, informed decision-making, innovation) Presence in the globalized environment (adaptability, agility, managing complexity, risk-taking)
Social skills Communication-Collaboration	(skilled oral and written communication in the mother tongue and foreign languages, team working especially in heterogeneous environments, open-mindedness, and conflict management) Cultural awareness, global awareness (ability to appreciate the value of the varied cultures and to intentionally construct cross-cultural relationships and networks) Leadership (self-motivation, initiative taking, entrepreneurship, leading by influence)
Information and knowledge Learning	(self-reflection, self-assessment, self-improvement, meta-cognition, e-learning, self-directed learning, independent learning, knowledge construction, social, and collaborative learning, intellectual risks) Information management (information literacy, data access and analysis, managing multiple streams of simultaneous information, applying knowledge to new situations, creating new knowledge, content knowledge)
Digital literacy Confidence in the Use of Media and ICT	proficiency in the use of digital tools, interactive digital skills, critical use of digital tools (analysis, critique, evaluation, and creation), and ability to attend to ethical responsibilities required in complex environments, participatory culture in technology

Reliability and validity of the study

The researcher used the same code for every outcome to ensure validity and defined the terms operationally. Also, the instruments measure what should be measured so it is valid and the researcher does the analysis for a second time after two weeks to make sure there is an agreement between the two analyses of 90% so the intra- reliability is done.

Results

The researcher found that the Action Pack eight-grade has six modules entitled as follows: first, Starting Out, second Different Cultures, and Different Lifestyles, third: what's a Hero? Fourth: we will travel to the stars, fifth: you can do it, sixth: they have endured centuries!

To answer the question of the study: Firstly, the researcher analyzed the outcomes of the Text Book of Action Pack in eighth grade depending on the adopted four categories of the discussed 21st-century skills from Chalkiadaki (2018, p.9). Secondly, the findings are presented in a checklist.

A Checklist

Module	Lesson	Outcomes	Personal skills Self-development and autonomy	Social skills Communication-collaboration	Information and knowledge Learning	Digital literacy Confidence in the use of media and ICT
1	1	•To use words and sentences to participate in a discussion about learning styles		√		
		•To demonstrate understanding of a listening text about learning styles	√			
	2 and 3	•To use a picture to make guesses about Hamzah's routines	√			
		• To use the Present Simple and the Present			√	

		Continuous tenses				
		• To use listening strategies to take notes about a profile		√		
		•To write a paragraph for a specific purpose: a profile about a friend		√		
	Lessons 4 and 5	•To refer to a picture to make guesses	√			
		• To skim and scan a text about someone's story		√		
		• To develop strategies of active listening to a text about someone telling her story to check answers	√			
		• To use context to guess the meaning of new words			√	
		• To use the Past Simple			√	
Frequency:	11		4	4	3	0
Percentage:	9.32%		3.38%	3.38%	2.54%	%0
Module 2	Lesson 1	•To use pictures to make guesses about people's lifestyles	√			
		• To use the sequence of sentences to identify the main idea while listening to people talk about their culture and		√		

		lifestyle				
		• To use context to guess the meaning of new words			√	
		• To use dictionaries and glossaries to confirm and clarify the meaning of words			√	
	Lessons 2 and 3	•To use a picture to make guesses for a reading task	√			
		• To interpret an article about a documentary maker by answering critical-thinking questions	√			
		• To use context to guess the meaning of new words			√	
		• To use dictionaries and glossaries to confirm and clarify			√	
		•To use the Present Simple and the Present Continuous tenses to ask and answer questions		√		
	Lessons 4 and 5	•To use context to guess the meaning of new words			√	
		• To use dictionaries and glossaries to confirm and clarify the			√	

		meaning of words				
		• To identify facts and opinions			√	
		• To develop strategies for listening to an exceptional poet	√			
		•To write notes about a person to use them in a presentation		√		
		•To speak clearly about an exceptional Jordanian person		√		
	Lesson 6	•To use organizational patterns to identify parts of a letter	√			
		• To write a letter about one's life in a city		√		
		• To revise written work for clarity, correctness and coherence		√		
	Lesson 7	To use sentences in the Present Simple and the Present Continuous tenses			√	
		• To use sentences in the negative and interrogative forms			√	
	Lesson 8	To use simple English reference material in			√	

		the school to do some research				
		• To write notes guided by a set of questions		√		
		• To write a report by expanding notes		√		
		•To take part in a well-prepared authentic presentation to the class		√		
Frequency:	24		5	9	10	0
Percentage:	20.34%		4.23%	7.62%	8.47%	%0
Module 3	Lesson 1	•To use pictures to make guesses about different heroes	√			
		• To develop strategies of active listening to confirm meaning in authentic descriptions of heroes	√			
		• To use context to guess the meaning of new words			√	
		•To participate in a group discussion about heroes and their qualities		√		
	Lessons 2 and 3	•To develop reading strategies to understand an authentic informational article	√			
		•To use context to guess the meaning of new words			√	

		• To use dictionaries and glossaries to confirm word meaning and clarify meaning			√	
		To differentiate between the uses of the Past Continuous and the Past Simple tenses	√			
		To role-play a situation to offer solutions		√		
		• To use connecting words (This morning, next, in the end			√	
Frequency:	10		4	2	4	0
Percentage:	8.47		3.38%	1.69%	3.38%	0%
Module 4	Lesson 1	•To use pictures to make guesses	√			
		• To respond to questions about the solar system and galaxy before, during and after listening		√		
		• To use context to guess the meaning of new words			√	
		• To use dictionaries and glossaries to confirm and clarify word meaning			√	
		•To participate in a group discussion about space		√		

		travel				
	Lessons 2 and 3	•To use mnemonics to remember the names of the planets	√			
		• To interpret a reading text about the problem of orbital debris to answer questions	√			
		• To use context to guess the meaning of new words			√	
		• To use dictionaries and glossaries to confirm and clarify word meaning			√	
		• To develop strategies of listening to check the use of the Future Simple tense	√			
		•To make predictions about the future of space travel	√			
		•To participate in peer discussion about possible space holidays		√		
	Lessons 4 and 5	•To use pictures to make guesses	√			
		• To use context to guess the meaning of new words			√	
		• To use dictionaries and glossaries			√	

		to confirm and clarify word meaning				
		• To use reading strategies to identify relevant information in an article about a trip to space		√		
		•To demonstrate understanding of a listening text about Muslim astronomers			√	
		•To use words and sentences to participate in a discussion about planets		√		
	Lesson 6	•To use a picture to make guesses about a reading text	√			
		• To participate in a group discussion about messages to space		√		
		•To use words and sentences clearly to present greetings			√	
	Lesson 7	•To use sentences in the Future Simple tense			√	
		• To identify words from definitions to complete a crossword			√	

		puzzle				
	Lesson 8	•To follow instructions to make a model of the solar system	√			
		• To take part in a well-prepared authentic presentation to the class		√		
Frequency:	25		8	7	10	
Percentage:	21.19%		6.77%	5.93%	8.47%	
module 5	Lesson 1	•To use pictures to make guesses	√			
		• To use context to guess the meaning of new words			√	
		• To use dictionaries and glossaries to confirm and clarify word meaning			√	
		• To interview peers about sports		√		
		• To use words and sentences to report to the class about each other's sports		√		
	Lessons 2 and 3	•To analyze a text about the rules of different sports to make inferences	√			
		• To use context to guess the meaning of new words			√	
		• To use dictionaries and glossaries to confirm and clarify	√			

		word meaning			
		•To use have to/don't have to and can/can't to discuss the rules of different sports			√
		•To demonstrate understanding of a listening text about a Jordanian athlete to answer questions	√		
		•To interview peers about what one has to/doesn't have to or can/can't do at home		√	
	Lessons 4 and 5	•To use pictures to make guesses	√		
		• To use context to guess the meaning of new words			√
		• To use dictionaries and glossaries to confirm and clarify word meaning			√
		• To analyze a text about the modern and ancient Olympic Games to make inferences	√		
		•To discuss solutions related to raising money for		√	

		charity				
	Lesson 6	• To read a conversation to identify relevant information		√		
		• To write an argument using organizational patterns		√		
		• To take part in a debate to present different ideas		√		
	Lesson 7	•To participate in a peer discussion about the rules of different sports and games		√		
		• To identify words from definitions to complete a crossword puzzle			√	
	Lesson 8	•To write the rules of a new game		√		
		• To use words and sentences clearly to present the game to the class	√			
Frequency:	23		7	9	7	0
Percentage:	19.49%		5.93%	7.62%	5.93%	0%
Module 6	Lesson 1	•To demonstrate understanding of a listening text by matching information with pictures	√			
		•To use dictionaries and glossaries to confirm and clarify			√	

		word meaning				
		•To participate in a group discussion about familiar historical buildings		√		
	Lessons 2 and 3	•To use a picture to make guesses	√			
		• To use context to guess the meaning of new words			√	
		• To use dictionaries and glossaries to confirm and clarify word meaning			√	
		• To develop strategies of active listening to a text about Machu Picchu to identify information		√		
		• To use the Present Perfect Simple tense to ask and answer			√	
		•To participate in a class discussion about daily activities		√		
		• To write a dialogue by expanding notes		√		
	Lesson 4 and 5	•To use pictures to make guesses	√			
		• To use context to guess the meaning of new words			√	
		• To use			√	

				√		
		dictionaries and glossaries to confirm and clarify word meaning				
		•To skim and scan an article about Jerash to identify relevant information		√		
		•To respond to simple questions during and after listening to an interview		√		
		•To interview peers about civilizations		√		
	Lesson 6	•To use pictures to compare and contrast a monument then and now	√			
		•To make connections between prior knowledge and informational material about buildings	√			
		• To participate in a discussion about the buildings in one's city		√		
		To use appropriate organizational patterns to write a report about a building		√		
	Lesson 7	•To use the		√		

		Present Perfect Simple tense to ask and answer questions				
		•To identify words from meanings to complete a crossword puzzle			√	
	Lesson 8	•To participate in a group discussion about the old and new parts of one's school		√		
		• To make a renovation plan	√			
		• To take part in a well-prepared authentic presentation to		√		
Frequency:	25		6	12	7	0
Percentage:	21.19%		5.08%	10.16%	5.93%	0%
Total frequencies	118		34	43	41	0
Total percentages	100%		28.77%	36.4%	34.72%	0%

Discussion

The checklist reveals that personal skills, self-development, and autonomy gained 28.77% of the outcomes, social skills communication- collaboration gained 36.4%, and information and knowledge learning gained 34.72% whereas digital literacy confidence in the use of media and ICT was not covered at all.

The outcomes are connected to the outputs so the textbook consists of these sections: Before you start, Reading, Grammar, Over to you (to practice grammar), the skill focus (reading, listening, speaking, and writing), find the words, what do you think? Communication Workshop, Language Development, Project, Revision of every three modules, Reading for fun (two stories), and Grammar Notes. The results are congruent with these sections since the focus is mainly on reading, writing, speaking, and writing. As a result, there is no appearance of using ICT in the outcomes at all. These outcomes apply to both the activity and the students' book but they are mentioned obviously in the students' book and the teachers' book.

The main purpose of the Activity Book is to practice the grammar and vocabulary learned in each module of the Student's Book. The modules are divided into different sections. The first section is I remember... . The second section required the actual use of the vocabulary and structures introduced in the module. The third section is a further practice, building on the Communication Workshop in the Student's Book. The focus should be on fluency rather than accuracy. The findings show that various weights are assigned to the majority of the categories. Similar findings were made by Rakhmawati and Priyana (2019), who came to the conclusion that different 21st-century abilities are being integrated. The majority of them are incorporated via the objectives, inputs, processes, teacher and learner roles, settings, and procedures.

In their examination of the 21st- century, Petra and Annette (2015) discovered similar findings that have already been included in the present Dutch curriculum. They claimed that self-control, communication, and social and cultural competencies make up the majority of 21st-century abilities. Additionally, critical thinking is given some consideration in both the reference levels and the main aims. Collaboration and problem-solving abilities receive minimal attention. Additionally, the topic of digital literacy is just briefly brought up.

The use of technology is crucial in active learning. The opportunity for pupils to improve their academic and social abilities is one reason why the use of multimedia in the classroom is crucial (Alismail & McGuire, 2015).

Limitations of the study
The sample of the study is restricted to the eighth-grade Action Pack textbook. The analysis of other classes' textbooks is suggested.

Implications for course designer
The Ministry of Education may rethink again to include digital literacy and confidence in the use of media and ICT. There is a need for ICT in blended learning because the Covid-19 epidemic is transforming this globe. The outcomes of the eighth-grade textbook must now include the inclusion of digital literacy and confidence in the use of media and ICT.

Recommendations:
In light of the study's findings, the researcher advises teachers to be more knowledgeable about this 21st-century knowledge and abilities to better prepare their students to handle life and their careers in the future.

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