A Content Analysis of the Presentation of the Jordanian National Identity Aspects in the Pupils' Book of Action Pack Series 1-6

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Abstract
This study aimed at analyzing the content of the Pupils' Book of Action Pack series 1-6 in light of the inclusion and presentation of a number of Jordanian national identity aspects within the reading texts, dialogues, activities and drawings. The study used content analysis sheet to investigate inclusion and presentation of various aspects which represent Jordanian national identity. Frequencies and Percentages were used to present the results of the research questions. The findings revealed that the presentation of the Jordanian national identity in the content under analysis is relatively appropriate according to the analyzed reading texts while for dialogues, activities and drawings, a shortage was noticed in the focus on Jordanian national aspects. The presentation of these aspects within the six analyzed textbooks was not distributed equally. Such a result reinforced the need to integrate various aspects of the Jordanian national identity within these textbooks.

Keywords: Action Pack Series; Content Analysis; Jordanian National Identity

Introduction
Teaching English in Jordanian schools is one of the basic and compulsory school subjects. Therefore, a comprehensive textbook is an actual need to cope with the essential position which English language occupies during the digital era. The textbook taught in the Jordanian schools is Action Pack series which was written and produced in response to the general guidelines and specific outcomes published by the Jordanian Ministry of Education (2006) which stress the integral role of foreign language education in developing the Jordanian students, four language skills as well as their other psychomotor, social, cognitive and cultural domains. Therefore, Action Pack series should be content analyzed in order to investigate their appropriateness to these general and specific guidelines and more specifically in presenting the Jordanian national identity.

As a main technique of research, content analysis is viewed as a flexible research tool widely used in different fields such as media, sociology, management, anthropology and curriculum evaluation. The obvious aim of such a systematic tool is digging deeply in the entire intended material, and building a model in order to describe specific data (Elo and Kyngas, 2007). It is believable that content analysis became a crucial method of analyzing written, verbal or visual materials. Furthermore, it could be applied quantitatively, qualitatively or in a mixed method. In order to achieve its ultimate purpose, content analysis employs a wide variety of analytical techniques to specify the findings of analysis described and put them in context.
Scholars consider content analysis a valuable tool of research since it provides researchers with an objective for describing, quantifying and evaluating textbooks (Abbabneh, 2007).

The Jordanian EFL textbooks were reviewed several times to cope with the present period which is characterized by a vast technological revolution accompanied with changes in the human beings' mentalities, behaviors and identities. Consequently, a noticeable transformation in different concepts, ideas and values became apparent.

*Action Pack* is a twelve-level series starting from the first grade to the twelfth grade. As a public textbook, it is based on the modern methods of teaching languages and covers different language components and skills with a variety of activities and exercises that help students to improve their knowledge and competencies. However, selecting *Action Pack* series to be the official EFL curriculum does not only entail the inclusion of the basic four language skills and its components, but also it should present various aspects of the Jordanian national identity such as traditions, clothes, food, historical sites, its' history, political figures, etc. Therefore, an analysis of the presentation of the Jordanian national identity aspects in *Action Pack* series is of great benefit since it may enhance the Jordanian national identity and clarify the probable effect of such series on reinforcing the Jordanian symbols and figures in the students' mentalities as the researchers believe.

**Statement of the Problem**

During the globalization age, humans' mentality changed rapidly because of the evasive invasion of technology into various domains in life. Moreover, cultures, traditions and identities melted in the same crucible as a result of the global extension. In the Jordanian context, young people are mostly affected by these technological developments and the globalization waves. Therefore, the researchers believe that the Jordanian national identity has to be strengthened and presented in the school curriculum, especially the EFL one since textbooks are an essential resource to teach young learners how to keep their national identities. According to the EFL textbooks, it is clear that their main focus is on the content knowledge and the basic skills of the language such as reading, writing, speaking and listening. Education should enable and motivate students to develop themselves both academically and socially, and one of its essential role is to prepare learners to confront the global challenges which may threaten their Jordanian identity.

To the researchers' best of knowledge, the Jordanian EFL textbooks have never been analyzed in light of the inclusion and presentation of the Jordanian national identity aspects. So, the present study attempted to analyze the Pupil's book of *Action Pack series 1-6* to find out the extent to which they incorporate certain aspects of the Jordanian national identity.

**Purpose of the Study**

This study aims at analyzing the content of the Pupil's book in *Action Pack series 1-6* in light of the inclusion and presentation of various aspects that represent the Jordanian national identity within the reading texts, dialogues, activities and drawings in these textbooks. Specifically, the study tends to:

- Determine the extent to which the Jordanian EFL textbooks of *Action Pack series 1-6* include various aspects of the Jordanian national identity.
- Determine whether the textbooks present the Jordanian national identity aspects under study.

**Questions of the Study**
This study attempts to answer the following questions:
- To what extent do the Jordanian EFL textbooks of *Action Pack series 1-6* include various aspects of the Jordanian national identity?
- How do these textbooks present the Jordanian national identity aspects under study?

**Significance of the Study**
To the best Knowledge of the researchers', this study is the first to be carried out in order to analyze and evaluate the inclusion and presentation of the Jordanian national identity aspects in the Jordanian EFL curriculum, *Action pack series 1-6*. It is an innovative attempt to analyze the textbook from a new angle. This study will be useful to educators who are interested in curriculum planning and development, teachers, and textbooks writers. The findings present the strengths and weaknesses of these textbooks concerning the issue under investigation

**Definitions of Relevant Terms**
The following terms will have these definitions wherever they appear in the paper:

**Content Analysis:** According to Holsti (1969), content analysis is a method which is used for conducting scientific research based on documented information while Elo and Kyngas (2007) defined it as a research method which analyzes various texts in many areas like media, education, and curriculum. In this paper, it is the procedure of analyzing the content of *Action Pack series 1-6* for the reading texts, dialogues, activities and drawings in order to find certain Jordanian national identity aspects within these textbooks.

**Action Pack Series:** It is a series of twelve books prescribed by the Jordanian Ministry of Education from the first to the twelfth grade. It includes a pupils' book, an activity book, teachers’ book and a cassette. The Pupils' Book will be the subject of the analysis.

**Jordanian National Identity:** it is represented through a number of aspects which reflect the Jordanian identity. It could be extracted as elements from the common points in people's daily lives such as national symbols, language, colors, nation's history, blood ties, culture, music, cuisine, radio, television, national characters.

**Review of Related Literature**
Jordan is a country in which the majority of the population is Arabs, with a considerable diversity within the Arab population. The Jordanian community is divided into a series of partially overlapping groupings of mixed national, cultural, social and economic nature. Developing and representing the Jordanian national identity while at the same time trying to find the right balance in the sensitive process of incorporating refugees has always been considered as one of the main tasks of the Jordanian regime. Generally speaking, a national identity is based on the idea of a nation which is defined by Anderson (1983, p. 15-16) as “an imagined political community, with set, yet flexible, borders” As it can be inferred from this definition, the national identity entails a political dimension which is inevitable. The nationalist ideal is thus one nation in one state. In the making of a national identity, certain factors have been pointed out as particularly important. Anderson heavily emphasizes the role of language in the making of the societies. He adds other important elements like history, traditions and religion to mark a national identity. Furthermore, he states that the means
employed in the construction of national identities include mass media, the educational system and administrative regulations.

Various theories discussed the notion of the national identity. For instance, Hall (1996) argues that identities are constructed by national cultures and that the meaning of “the nation”, with which people can identify, is produced by and contained in stories being told about the nation. These stories connect a nation’s past to its present. According to Hall, the narrative of a national culture is constructed by a number of elements. Among these are the stories, contained in literature and media, which give meaning to everyday life in a nation.

While Kolakowski (1995) argued that national identity is characterized by five elements: "it contains the idea of a national spirit, a historical memory (remembering events of a nation’s past in a manner serving a specific agenda), the way a nation anticipates the future, the idea of a national body (landscapes and physical artefacts) and lastly a nameable beginning to a nation, unspecific but widely recognized such as the founding fathers" (p.25).

Wodak, de Cillia, Reisigl and Liebhart (1999) presented their own theory on what constitutes the discourse on national identity. What they present is a synthesis of Hall’s and Kolakowski’s works, as they see neither of these theories as sufficient. However, they believe that they overlap and that both make some valuable points. They present their own adapted version of the theories presented by Hall and Kolakowski which includes choosing the linguistic construction of the national spirit, the narration and confabulation of a common political past, the linguistic construction of a common culture, the linguistic construction of a common political present and future and the linguistic construction of a “national body” are the five major thematic areas of national identity construction. Yenkin (2015) also stated that national identity is not an inborn trait and it is essentially socially constructed. A person's national identity results directly from the presence of elements from the "common points" in people's daily lives: national symbols, language, colors, nation's history, blood ties, culture, music, cuisine, radio, television, and so on. Under various social influences, people incorporate national identity into their personal identities by adopting beliefs, values, assumptions and expectations which align with one's national identity. People with identification of their nation view national beliefs and values as personally meaningful, and translate these beliefs and values into daily practices.

Frisch (2002) claimed that the national identity in Jordan has been analyzed from many different perspectives, including the presence in Jordan of an eclectic nationalism that is adaptable to deal with recurrent tensions in Jordanian society as a result of immigrations from Arab countries. Additionally, Massad, (2001) discusses the role of institutions like the army and the constitution in the making of national identity in Jordan. Köprülü, (2007) and Lynch (1999) point out that there is a connection between Jordanian national identity and foreign policy, since foreign policy affects the shaping of the Jordanian national identity.

The Jordanian national identity is a crucial topic to be focused on in public textbooks because of the challenges that surround Jordan and the attempts to melt it within the multiple nationalities which reside in Jordan. However, such a crucial issue was not the subject of content analysis in the public curriculum Action Pack series, although the series from the first to the twelfth grades were structuralized widely for varied purposes. Various topics were intensively analyzed in Action Pack series according to the content knowledge or the main four skills of writing, reading, speaking and listening. Meanwhile, Jordanian national identity did not occupy a prominent place as it should be.
According to Masri, Smadi, Aqel and Hamed (2016) young learners are considered as the most productive members of the society due to their physical and intellectual capacity. However, due to the lack of guidance, training and motivation most of them are unable to recognize and utilize their potentials in an appropriate way. Today societies are rapidly becoming more diversified both demographically and politically, so young learners face multifaceted challenges. The societal demands imply for the key skills that young people need to acquire and they are – the quality of civic life, social cohesion and the proper inculcation of life skills, values and good thinking through an educational system. Education is the best tool for shaping the desired personality. Education ensures sustainable efforts to cover a large population of the country by following the strategy of integrating subject knowledge with life skills, values and other adolescents’ related elements in the content.

Many content analysis studies were carried out on Action Pack series. The content analyses have been devoted to different aspects of these textbooks, such as cultural aspects, vocabulary items, grammar exercises, reading passages and different strategies to teach and learn the textbooks contents. For instance, Autoom (2005) analyzed the cultural content of Action Pack for the first six primary grades. She explored the cultural dimension associated with learning English through Action Pack series. The researcher utilized two research instruments: a questionnaire and a content analysis checklist. The study showed that there were many western cultural aspects involved in these series which were alien to Islamic culture such as the portrayal of 18 women as liberal and independent. She concluded that the series was almost culturally-loaded.

Hamdan (2008) analyzed the first nine textbooks of Action Pack series to find out nine major aspects of gender: visibility in photos and illustrations, visibility in the text at the level of word and sentence, topic domination, jobs and occupations, grammatical function (subject), attributed personal traits (adjectives), leisure-activity types and masculine generic conception. Both content and discourse analysis procedures were adopted to reveal and verify the needed data. The results of the study revealed that the percentages of males outnumbered females in the nine investigated aspects and in the Series as a unit. Moreover, they showed some gender stereotyping especially in the aspects of occupations, personal traits and activity types. These plain results, assured that, the authors of the Action Pack Series were not guided by any specific gender checklist in the production of these instructional materials. Zawahreh (2012) analyzed the grammar activities in the six modules of the students’ book of Action Pack 7 to find out to what extent these activities meet the criteria proposed by Celce-Murcia (1991). The researcher used the following criteria: First, the appropriateness of number balance of the grammar activities, second, the accuracy of the linguistic data; third, the clarity and completeness of the grammar activities, and the fourth, the presentations of linguistic items in meaningful context. The results of the study showed that the number of the grammar activities is appropriate; all of the grammar activities meet the second criteria because all of the linguistic data are accurate and correct in details. Moreover, the grammar activities are clear, complete and meaningful.

Manasrah, Al-Sobh and AL-Jabali (2013) analyzed the vocabulary items of Action Pack 12 in order to examine whether these vocabulary items agree with the vocabulary analysis criteria proposed by Celce-Murcia (1991). The results of the study showed that: first, the vocabulary items were used in appropriate contexts. Second, they were inclusive per syllabus. Third, their accessibility was good, suitable in number and reasonable to the students' level. However, their balanced distribution concerning parts of speech was low. The researchers
recommended that the vocabulary items should have better distribution in term of parts of speech.

Al-Sayyed (2014) analyzed the cultural content of Action Pack 12. To achieve the goals of the study, the researcher collected data by means of four instruments; a cultural checklist, a student's questionnaire, a teacher's questionnaire and unstructured interviews. Results of the study showed that this textbook was heavily loaded with cultural aspects related to Arabic culture and international cultures whereas British culture was given the lowest percentage. Additionally, analysis of the results revealed that Action Pack 12 included the following cultural aspects; literature and science, history and politics, leisure time, music and arts, ecology, first names and finally, food and drinks. Many other content analysis studies (e.g. Zahrahreh, 2012) investigated the current Jordanian EFL curriculum, Action Pack series, however, none of them analyzed the inclusion or the presentation of the Jordanian national identity aspects in these series. The current study analyzes the inclusion and the presentation of the Jordanian national identity aspects within the Pupil's book of Action Pack 1-6 series. The researcher analyzes the presentation of Jordanian national identity aspects choosing the reading texts, activities and drawings for each unit. Shaping students' characteristics by taking advantage of their learning is a crucial mission which equals the importance of acquiring the content knowledge and the basic included skills. During these difficult times of conflicts, wars and humanitarian disasters, our pupils are in need to keep their Jordanian national identity.

Methodology
This section presents the procedures which were used to carry out the current analysis. In particular, it describes the content under analysis, criteria, categories, units of the analysis, the instruments and their reliability and the statistical analysis.

Content under Analysis
The Pupil's books of Action Pack series 1-6 is the subject of analysis. It is the English Public curriculum for the basic and secondary stages. The series include a Student's book, an activity book, a cassette with listening materials and a teacher's book. The Student's books are divided into different units. Each one focuses on a particular theme that is developed in different ways. After each three units, there is a review unit. Many skills and learning strategies are incorporated within the components of the student's book.

Criteria of Analysis
The criteria of the analysis are the inclusion and the presentation of the various aspects that represent the Jordanian national identity within the reading texts, activities and drawings within the textbooks under analysis.

Unit of Analysis
The unit of analysis in this study is every reading text, dialogue, activity and drawing within the Pupil's books of Action Pack 1-6.

Categories of Analysis
The aspects of the Jordanian national identity under investigation are limited to the following:
1- Jordanian geographical places and cities,
2- Jordanian figures and national characters,
3- Jordanian food,
Jordanian traditions, festivals and celebrations.

Instrument of analysis

1- The researchers used a content analysis sheet to investigate the inclusion and the presentation of the various aspects which represent the Jordanian national identity.

Reliability of the Content Analysis

In order to establish reliability of the content analysis, a repetition of the analysis after a week was done by the researchers using the same definitions, criteria, categories and units of analysis. The percentage of agreement between the two analyses was 93% which is acceptable and indicates that the analysis is reliable.

Findings and Discussion

The findings of the analysis are presented in light of the questions of the study which asks about the inclusion and the presentation of the Jordanian international identity aspects under study in the Pupil's books of Action Pack series from 1-6. In order to answer these questions, a thorough analysis of their content was carried using the content analysis sheet. Frequencies and percentages were used to report the results of analysis. Table 1 presents the number of texts, dialogues, activities and drawings in the Pupil's books of Action Pack 1-6.

Table 1: Number of Texts, Dialogues, Activities and Drawings in the Pupil's Books.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of units</th>
<th>Reading texts</th>
<th>Dialogues</th>
<th>Activities</th>
<th>Drawings</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>20</td>
<td>None</td>
<td>18</td>
<td>92</td>
<td>270</td>
</tr>
<tr>
<td>Second</td>
<td>16</td>
<td>None</td>
<td>16</td>
<td>55</td>
<td>177</td>
</tr>
<tr>
<td>Third</td>
<td>16</td>
<td>14</td>
<td>16</td>
<td>78</td>
<td>203</td>
</tr>
<tr>
<td>Fourth</td>
<td>18</td>
<td>26</td>
<td>14</td>
<td>82</td>
<td>206</td>
</tr>
<tr>
<td>Fifth</td>
<td>18</td>
<td>24</td>
<td>14</td>
<td>85</td>
<td>224</td>
</tr>
<tr>
<td>Sixth</td>
<td>18</td>
<td>23</td>
<td>14</td>
<td>113</td>
<td>228</td>
</tr>
</tbody>
</table>

The numbers in Table 1 shows that the inclusion of the reading texts, dialogues, activities and drawings within the six textbooks vary. Each unit has almost one dialogue, while it has a large number of activities and drawings. The reading texts were included sufficiently in the textbooks 3-6.

In order to measure the frequencies and the percentages of the Jordanian national identity, the researchers dealt with each unit of analysis in the six textbooks. Table 2 presents the results of the analysis of reading texts in each textbook.
Table 2: Numbers of the Reading Texts and the Jordanian National Identity Various Aspects in Each Textbook

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of units</th>
<th>Reading texts</th>
<th>Frequency of Jordanian National Identity Aspects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>20</td>
<td>None</td>
<td>None</td>
<td>0%</td>
</tr>
<tr>
<td>Second</td>
<td>16</td>
<td>None</td>
<td>None</td>
<td>0%</td>
</tr>
<tr>
<td>Third</td>
<td>16</td>
<td>14</td>
<td>4</td>
<td>28%</td>
</tr>
<tr>
<td>Fourth</td>
<td>18</td>
<td>26</td>
<td>21</td>
<td>80%</td>
</tr>
<tr>
<td>Fifth</td>
<td>18</td>
<td>24</td>
<td>19</td>
<td>79%</td>
</tr>
<tr>
<td>Sixth</td>
<td>18</td>
<td>23</td>
<td>20</td>
<td>86%</td>
</tr>
<tr>
<td>Overall</td>
<td>106</td>
<td>87</td>
<td>64</td>
<td>73%</td>
</tr>
</tbody>
</table>

Table 2 shows that Action Pack 1 and 2 did not include any reading text, therefore, no national identity aspects were found. Action Pack 3 textbook covered only four examples that reflect the Jordanian national identity within its fourteen reading texts. These four aspects were: mentioning Amman as the Jordanian capital in page 14, a song that also included the name of Amman in page 15, mentioning the name of Aqaba in a short text, in page 18, and talking about Wadi Mujib in page 44. These four aspects were geographical aspects that represent cities or places in Jordan whereas in the pupils' books of Action Pack 4, 5 and 6 the presentation of various aspects of the Jordanian national identity was richer. To begin with Action Pack 4, which included 26 reading texts with 21 various aspects of the Jordanian national identity, the results show that the contents of the reading texts include different examples of the Jordanian identity aspects. For instance, texts about Jordanian places and cities such as King Abdullah Stadium in page 10, Aqaba and Hammamat Ma'in in page 14, Ajloun Castle in page 30, Wadi Rum in page 58, Petra in page 62 and various examples.

The reading texts of Action Pack 5 also included different examples of the Jordanian national identity aspects. For instance, traditional Jordanian costumes, page 14: Royal Automobile Museum, page 22, The Jordan Museum, page 26, and many examples which represents 79% of the reading texts' content. Action Pack 6 included the highest percentage of the Jordanian national identity aspects with 86% of the reading texts content. It has texts about Umm Qais, page 6, Ajloun Castle, page 10, Jordanian festivals, page 15, The Dead Sea Marathon, page 30, King Abdullah University Hospital, page 34, a young Jordanian inventor, page 66. It is evident that the textbooks, which included the reading texts, presented varied aspects of the Jordanian national identity with a remarkable focus on various Jordanian geographical places and cities.

Dialogues were the second unit to be analyzed. Table 3 includes the number of dialogues in each textbook and the various aspects of the Jordanian national identity within these dialogues.
Table 3: Numbers of Dialogues in Each Textbook and the Frequencies and Percentages of the Various Aspects of the Jordanian National Identity within them

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of units</th>
<th>Dialogue</th>
<th>Frequency of Jordanian National Identity Aspects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>20</td>
<td>18</td>
<td>7</td>
<td>38%</td>
</tr>
<tr>
<td>Second</td>
<td>16</td>
<td>16</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>Third</td>
<td>16</td>
<td>16</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Fourth</td>
<td>18</td>
<td>14</td>
<td>8</td>
<td>57%</td>
</tr>
<tr>
<td>Fifth</td>
<td>18</td>
<td>14</td>
<td>8</td>
<td>57%</td>
</tr>
<tr>
<td>Sixth</td>
<td>18</td>
<td>14</td>
<td>6</td>
<td>42%</td>
</tr>
<tr>
<td>Overall</td>
<td>106</td>
<td>198</td>
<td>42</td>
<td>21%</td>
</tr>
</tbody>
</table>

Table 3 shows that the inclusion and the presentation of the various aspects of the Jordanian national identity is generally low. Fifty percent within the dialogues of Action Pack 2, 4 and 5, contains aspects of the Jordanian national identity whereas the presentation of the Jordanian national aspects in the dialogues of Action Pack 1, 3 and 6 was below 50%. The dialogues included geographical aspects such as mentioning Jordanian places and cities. For instance, in Action Pack 2, Amman, Zarqa and Irbid, were mentioned in page 7, while Wadi Mujib was mentioned in Action Pack 3 in page 46. Action Pack 4 contained a trip to The Childers' Museum in Amman, page 40, and a dialogue about Petra in page 60. The textbooks of Action Pack 5 and 6 also included different examples on the Jordanian national identity such as talking about a Jordanian food called Mujadara, Action Pack 5, page 44, and talking about Amman International Book Fair, page 12, in Action Pack 6.

The third unit of analysis in the current study is the activities. Table 4 presents the number of activities in each textbook and the presentation of various aspects of the Jordanian national identity within these activities.

Table 4: Number of Activities in Each Textbook and the Frequencies and Percentages of the Various Aspects of the Jordanian National Identity within them

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of units</th>
<th>Activities</th>
<th>Frequency of Jordanian National Identity Aspects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>20</td>
<td>92</td>
<td>None</td>
<td>0%</td>
</tr>
<tr>
<td>Second</td>
<td>16</td>
<td>55</td>
<td>10</td>
<td>18%</td>
</tr>
<tr>
<td>Third</td>
<td>16</td>
<td>78</td>
<td>9</td>
<td>11%</td>
</tr>
<tr>
<td>Fourth</td>
<td>18</td>
<td>82</td>
<td>12</td>
<td>14%</td>
</tr>
<tr>
<td>Fifth</td>
<td>18</td>
<td>85</td>
<td>14</td>
<td>16%</td>
</tr>
<tr>
<td>Sixth</td>
<td>18</td>
<td>113</td>
<td>16</td>
<td>14%</td>
</tr>
<tr>
<td>Overall</td>
<td>106</td>
<td>505</td>
<td>61</td>
<td>12%</td>
</tr>
</tbody>
</table>

It is evident that the inclusion and presentation of the Jordanian national identity aspects in the textbooks activities is very low. None of the textbooks from 1-6 in Action Pack series surpassed 20%. Only two textbooks got a percentage of more than 15%. They were Action Pack 2 with 18% and Action Pack 5 with 16%. The overall inclusion and presentation of various aspects of the Jordanian national identity is 12%. The textbooks which include few examples do not represent effectively the targeted aspects. They only asked about a city or a location. For instance, in Action Pack 6, there was an activity requiring students to ask and
answer questions about various monuments and sites in Jordan such as Al-Rakim Cave and River Jordan in page 9. Another activity is also presented in Action Pack 4, page 55 which entails comparing Amman now and in the past. In the same textbook, page 39, an activity entails designing a project about animals in Jordan. Action Pack 5 also includes few activities which incorporate Jordanian national aspects. For instance, an activity, page 14 entails asking and answering about various Jordanian traditions and costumes such as food and clothes. An additional example is apparent in page 58; an activity requires talking about Jordanian figures or a national character.

The fourth unit of analysis was the drawings. Table 5 presents the number of drawings in each textbook and the frequencies and percentages of the various aspects of the Jordanian national identity in these drawings.

**Table 5: Number of Drawings in Each Textbook and the Frequencies and percentages of the Various Aspects of the Jordanian National Identity within them**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of units</th>
<th>Drawings</th>
<th>Frequency of Jordanian National Identity Aspects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>20</td>
<td>270</td>
<td>9</td>
<td>0.03%</td>
</tr>
<tr>
<td>Second</td>
<td>16</td>
<td>177</td>
<td>22</td>
<td>0.12%</td>
</tr>
<tr>
<td>Third</td>
<td>16</td>
<td>203</td>
<td>19</td>
<td>0.9%</td>
</tr>
<tr>
<td>Fourth</td>
<td>18</td>
<td>206</td>
<td>66</td>
<td>0.32%</td>
</tr>
<tr>
<td>Fifth</td>
<td>18</td>
<td>224</td>
<td>65</td>
<td>0.29%</td>
</tr>
<tr>
<td>Sixth</td>
<td>18</td>
<td>228</td>
<td>56</td>
<td>0.24%</td>
</tr>
<tr>
<td>Overall</td>
<td>106</td>
<td>1308</td>
<td>237</td>
<td>0.18%</td>
</tr>
</tbody>
</table>

It is clear that the presentation of Jordanian national identity aspects within the drawings is very low. The percentages do not reach 1%. It was very low when compared with the total number of drawings in each textbook. The majority of these drawings included the Jordanian flag in Action Pack 1 pages 21 and 34; Action Pack 2 pages 15 and 24; Action Pack 3 pages 12 and 50. The analyzed textbooks also include Jordanian cities and monuments like castles and streets such as drawings in Action Pack 2 pages 8 and 9; Action Pack 3 pages 34 and 47; Action Pack 4 pages 6, 23 and 41, Action Pack 5 pages 8 and 64, and Action Pack 6 pages 4, 14 and 58. Different drawings present the Jordanian women with Hijab and long dresses such as Action Pack 3 pages 8, 28 and 29, Action Pack 4, pages 4 and 20, Action Pack 5 page 4, Action Pack 6 pages 8, 12 and 45. Different Jordanian aspects were presented in the drawings such as traditional food like Mansaf and Mujadara, in Action Pack 5 page 42, Jordanian crafts such as embroidery and weaving, in Action Pack 6 page 50. Various Jordanian figures were apparent in the drawings of the targeted textbooks such as King Abdullah the second, in Action Pack 5 page 62, Jordanian inventors such as Abdelrahman Alzzorgan, in Action Pack 6 page 66 and various examples. However, these drawings were not sufficient to represent the Jordanian identity according to their numbers within each textbook of Action Pack series 1-6.

The Jordanian national identity was presented in the series, but with different percentages. Among the four units of analysis, the reading texts occupied the highest place in representing Jordanian national identity with a percentage of 73. Even though Action Pack 1 and 2 did not include any reading text but the rest of the investigated textbooks had enough reading texts which includes various Jordanian national identity aspects. More specifically, Action Pack 4, 5 and 6 had different reading texts which include short paragraphs, letters and diaries. This
variation in the reading genres offers the opportunity to incorporate different Jordanian aspects. For instance, Action Pack 4 includes a short reading text about Hamamat Maeen, page 12 and a short diary about Aqapa, page 16. It is clear that the main focus of Action Pack 4, 5 and 6 is to build students' overall competence and their cultural knowledge as well. Students in these stages are more able to read and interact with their teachers since their competence improves gradually when compared with their first three years of learning English. Students during the fourth, fifth and sixth grades become more proficient, therefore, reading texts are more focused on in these textbooks.

Dialogues came second with a percentage of 21% in presenting various aspects of the Jordanian national identity. Such a percentage is not sufficient since each textbook includes minimally 14 dialogues. Each unit includes an introductory dialogue as an introduction to the unit. Dialogues present a continuum in the textbooks since they include the same family members. Therefore, dialogues incorporate these members and they present the topic of each unit implicitly when they interact to form a dialogue. The researchers believe that dialogues could not be specified to talk about the Jordanian national identity aspects only, but they could point out to these aspects marginally such as mentioning places or cities in Jordan or even having drawings about Jordan. Dialogues are viewed as an introduction to the units therefore their content is designed to cover the whole unit topic. Additionally, the dialogues in Action Pack 1, 2 and 3 tend to teach students very simple sentences to introduce themselves or to present simple topics related mostly to the linguistic competence. Consequently, these dialogues do not aim essentially to focus on the national aspects, but rather build students' competence.

The percentage of the Jordanian national identity presentation within the activities was also very low. It got 12% of the activities. As an actual practice of the content of units, activities come to give the students the chance to use what they learn according to the topic of each unit, either linguistically or functionally. However, few Jordanian national aspects were integrated within these activities. In Action Pack 4, an example of these activities is one about comparing ancient Amman and modern Amman in two different pictures, page 55. The main purpose of such an activity is to use the present and past simple tenses and not to describe Amman. Another example is apparent in Action Pack 6, page 9, where questions are presented about different sites in Jordan such as Raghadan flagpole in Amman, Ummayyed Palace in the desert, The River Jordan and Al-Rakim Cave. It is clear that using these places is used in order to reinforce students' participation and ask about sites that they may know. However, the essential outcome of the activity is to ask questions using how. Most of the activities are designed to serve the general topic of each unit. They are used as a practical training on using certain items or reinforce one of the basic language skills such reading, writing listening and speaking.

The lowest representation of the Jordanian national identity aspects was in drawings. The percentage was only 0.18% which means that the Jordanian national identity representation in drawings was almost marginal. Similarly to the previous units of analysis, Drawings were designed to suit the general topic for each unit. Even though, the researchers found different drawings including Jordanian national identity aspects such as castles, cities, clothes, women wearing Hijab and some Jordanian dishes such as Mansaf and Mujadara. It is apparent that the main focus of Action pack series 1-6 is varied in incorporating the various aspects of the Jordanian national identity although insufficient in certain textbooks such as Action pack 1, 2 and 3 since the purpose of the first three grades is building learners' competence with few
hints to the Jordanian national aspects such as drawings of the national flag or mentioning few cities like Amman, Irbid or Zarqa. Whereas in the textbooks of Action pack 4, 5 and 6, there is more focus on the national identity as students surpass the phase of building their basic language skills, therefore a wider presentation of the Jordanian national identity could be attempted such as talking about certain geographical places in Jordan, traditional clothes or national events. There was a remarkable difference in the presentation of Jordanian national identity aspects from grade to another as it was clear in the previous pages.

Conclusion

On the basis of the findings of this analysis, it can be concluded that the inclusion and presentation of the Jordanian national identity aspects in Action Pack series 1-6 is relatively appropriate according to the analyzed reading texts while the other units of analysis reflect a shortage in the focus on Jordanian national aspects. The presentation of these aspects within the six textbooks was not distributed equally. Moreover, the choice of certain aspects was meaningful and suitable in order to present the Jordanian national identity aspects such as various Jordanian geographical sites, traditions and costumes, food, national personalities and figures and national occasions and events. The analysis showed that the presentation of the Jordanian national identity aspects was implicit most of the time within the dialogues and the activities whereas it was explicit in the majority of the reading texts and drawings. The most prominent aspects that had the central focus were very specified and not varied, the most highlighted ones are names of cities, places and Jordanian geographical monuments. However, Jordanian characters, poets, heroes, musicians or politicians who are considered very crucial aspects of the Jordanian national identity were not focused on or even mentioned. No historical figures, politicians, scientists, musicians and other important aspects were mentioned in these textbooks.

Recommendations

In light of the findings of the current analysis, the researchers recommend the following:

1- The authors of Action Pack series are recommended to take into consideration the fair and suitable presentation and distribution of Jordanian national identity aspects within the components of the textbooks' units.

2- New Jordanian national identity aspects should be taken into consideration such as social aspects, Jordanian costumes and traditions when rewriting the textbooks. The other national identity aspects which are missing or marginally presented should be presented in Action Pack series.

3- Jordanian aspects should be explained in terms of rational and logic since the actual circumstances need more focused efforts that could help students to think about the current position of Jordan and try to keep the Jordanian national identity within the tremendous change and conflict in order not to be melted with various nationalities that live in Jordan.

4- These aspects should be presented using varied writing genres.

5- Teachers should explain the Jordanian national identity aspects directly to their students.

6- Other studies should be carried out in order to analyze the other textbooks of Action Pack Series in light of the inclusion and presentation of the Jordanian national identity aspects; similar and other national identity aspects should be the subject of this analysis.
References


Content of FLT. The first component is habits and skills which pupils should acquire, that is (listening comprehension, speaking, reading and writing). The second component is a linguistic one. It includes: Language material (sentence-patterns, pattern-dialogues, texts).

The content of teaching is laid down in the syllabus and realized in teaching materials and in the teacher’s own speech. Principles of FLT. MFLT are based on the fundamental principles of didactics. The durability is ensured by vivid presentation of the material, by constant revision of drill, by the use of the material for communicative needs, by systematic control. The principle of conscious approach to language learning implies comprehension of a linguistic phenomenon of language material by the pupil.