

The Representation of Jordanian Woman's Identity in EFL Textbooks: Teachers' Perceptions

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Abstract:

This study examined teachers' perceptions of the representation of Jordanian woman's identity in *Action Pack* series 1-10. The study included male and female teachers of English as a Foreign Language (EFL) at Al-Ramtha Directorate of Education during the academic year 2023-2024. A perception questionnaire consisting of 34 items was created and distributed to the participants. Out of a total of 300, only 168 teachers answered the questionnaire. Based on the collected data, EFL teachers expressed the highest beliefs (mean=4.43) on the need to include the Jordanian woman's identity in Jordanian textbooks, particularly at the basic stages. Furthermore, they emphasized the importance of incorporating concepts of respect for the Jordanian woman's identity into the *Action Pack* series' content.

Keywords: Action Pack, Jordanian Woman's Identity, Teachers' Perceptions.

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تمثيل هوية المرأة الأردنية في كتب اللغة الإنجليزية كلغة أجنبية: تصورات المعلمين

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ملخص:

تناولت هذه الدراسة تصورات المعلمين حول هوية المرأة الأردنية في سلسلة أكشن باك "Action Pack". " 1-10. شملت الدراسة معلمي اللغة الإنجليزية ومعلماتها كلغة أجنبية في مديرية تربية الرمثا خلال العام الدراسي 2023-2024. إذ تم إنشاء استبانة تصورات مؤلفة من (34) فقرة وتوزيعها على المشاركين. من بين 300 معلم ومعلمة، أجاب 168 فقط على الاستبانة. وبناء على البيانات التي تم جمعها، أعرب معلمو اللغة الإنجليزية كلغة أجنبية عن أعلى المعتقدات (المتوسط = 4.43) حول ضرورة إدراج هوية المرأة الأردنية في الكتب المدرسية الأردنية، وخاصة في المراحل الأساسية. كما أكدوا على أهمية دمج مفاهيم احترام هوية المرأة الأردنية في محتوى سلسلة أكشن باك "Action Pack".

الكلمات المفتاحية: أكشن باك، تصورات المعلمين، هوية المرأة الأردنية.

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1. Introduction

Identifying the cultural aspects of society that shape the values and attitudes of its members is essential, as it is a mirror that reflects their identity and/or ideology which they believe in. Nowadays, the digital revolution and globalization led to the emergence of diversity in human societies and contributed to widening the boundaries of cultural identities. Therefore, highlighting the right values of a society through its curriculum may help direct learners' attitudes toward positive social models. Accordingly, woman's issues should receive great attention, in this respect, particularly, the Jordanian woman's identity, as a cultural base that expresses the society to which she belongs. Such cultural and societal issues may precisely clarify her roles and societal image aligned with the tremendous changes that emerged in the 21st century.

Throughout history, women played a vital role in cultural formation. This influenced the social, political, and economic development as they achieved great success in all aspects of life. Thus, this success initiated radical changes in the perception of women as well as their roles in diverse fields, particularly leadership and decision-making, and charted a recently advanced path on this side. However, there is still a need for empowering women and capitalizing on their capabilities, mostly in light of the cultural and political openness witnessed in the Arab world which, in turn, sheds light on new horizons seeking to achieve sustainable development within various fields (Dababneh, 2012).

On the other hand, a Jordanian woman is the product of an Arab-Islamic civilization with her own characteristics, traits, and contribution to the humanitarian domain. Anagherh (2010) stated that woman's participation in all civil society institutions still clashes with the inherent cultural and social heritage. This has resulted in stereotypical images of women that have become entrenched in the minds of large segments of society instead of a balanced image of them. The impact of these factors still exists despite the tangible progress that has occurred in the role and status of the Jordanian woman in our society.

Such stereotypical images of the woman presented in society may be adopted based on what is presented in the curriculum as a means for shaping learners' behavior and beliefs. As each society has its own identity that specializes it from others in terms of traditions, lifestyle, and the roles played by its members, there is a need for highlighting the image of the Jordanian woman via school curriculum, as an effective means of transferring and promoting culture among individuals (Al-Smadi & Al-

Momani, 2020). This entails continuously reviewing and updating the textbooks in line with the rapid change initiated by the community and its developments, (Hindi & Elayan, 1999).

Considering the paradigm shift to reach lifelong learning, English Foreign Language (EFL) students were no longer taught linguistic input. Instead, they were immersed in the target context in a way that relates to them and their real-life experiences across all spheres (Bryman, Stephens, & Campo, 1996). Following this idea, increasing students' awareness regards identity became an integral part of the EFL learning process. This stems from the perspective that culture is no longer viewed as providing factual information, but rather as a process that shapes human behavior and interaction (Furstenberg, 2010), and a system that allows a society's members to share their beliefs and values within a learned and shared behavior (Klingner, et al. 2005). As human beings tend to construct their identity culturally in order to be distinguished from other individuals or groups (Rosida & Molalita, 2016), it is valuable to introduce it in the curriculum at all levels (Standards, 1996).

On the other hand, cultural aspects represent one of many considerable impediments that EFL learners face while learning the English curricula, this can be solved, by the hand of curriculum's designers, through the inclusion of the local culture of the students into EFL curricula (Bataineh, Qublan, & Bataineh, 2016). In this respect, MOE (1991) realized that "The English textbooks in Jordan – as an Arab Muslim country- are designed according to the Jordanian culture, values, and attitudes which are based on the philosophy of education in Jordan." (p, 19). Thus, the content presented in EFL courses should be authentic, so that learning can be effective and acculturation can take place (Dweikat & Shbeitah, 2013).

Accordingly, research (e.g., Alptekin, 1984; Byram, 1992; Hall, 1976; Lange, 1999), pointed to the idea that a language cannot be taught without explicitly referring to its cultural and local components. Yet, the cultural aspects still a cursory issue of language learning, and there has been a difficulty to integrating culture with language in curriculum although the strong commitment to do so for over 40 years (Lange, 1999). On the contrary, Al_Fahidi (2012) highlighted the need to promote the independence of the English language from any specific culture, since English is considered as a lingua-franca nowadays. Thus, it cannot be attributed to specific countries or associated with the values and norms of a given group of people.

In language learning and teaching, it is clear that there is an interdependence between culture and language since language embodies culture. Culture guarantees people's social and communal identity in varied communities and societies (Aftab, Mahmood, & Abdullah, 2022). Pedagogues found it necessary for English language learners to be cognizant of the intersection between education and national upbringing (e.g., Edensor, 2002, 2004). This entails EFL learners carefully gathering sufficient knowledge regarding their cultural identities, norms, social activities, customs, traditions, and common thought patterns around multiple personal life spheres (Alaei & Ghamari, 2013).

Recently, the questions concerning identity have taken an intense concern by scholars. This significantly influenced the numerous arguments on culture, nationality, ethnicity, gender, and sexuality (e.g., Connolly, 1991; Miller, 1995; Young, 1990). Over recent decades, research has defined identity as a phenomenon that is reinforced internally in individuals, while it is reflected externally through their actions within their societal context and communities (e.g., Brewer & Gardner, 1996; Hecht, 1993). In this thought, Fearon (1999) confirmed that identity can include either a social category or a personal identity that differentiates him/ her from others and shapes their self-respect.

In this respect, Newman (2012, p. 13) argued that each one has a trend to specialize in his/ her identity: "every human society-from the simplest to the most complex- has a means by which members differentiate themselves from one to another". In other words, one's identity is influenced by a range of factors attributed to either ascribed (e.g., nationality, race, location, mother tongue, and so on.) or achieved (including religious and political ideologies, affiliations or/and even relationship status (OCR, 2014). Thus, the word identity, generally, is a central and paradoxical concept in itself for much contemporary criticism in culture and literature. It means both sameness as well as distinctiveness at the same time.

Locally, recent studies described Jordan as a context in which the meeting of modernity and tradition led to paradoxes that affected women's lives (Edres, 2022). The inconsistency in application becomes increasingly prominent when the woman is the subject (Gardiner, 1981). Therefore, there is no consensus or any decisive definition for the woman's identity, but generally, it could be an answer about "what is meant by womanhood?", or what is the basic role of a woman. (Nyemba & Chitiyo,

2021). Such imbalance may affect the Jordanian woman's image and identity among individuals.

Despite this, it is the teachers' responsibility to realize the importance of integrating culture into language learning (Al-Amir, 2017). Many studies asserted the importance of teachers' role in teaching culture, as a part of foreign language teaching, identifying the rapport between teachers' beliefs, perspectives, and their instructional practices (Byram, 1991; Hall & Ramirez, 1993; Cook, 1996; Fang, 1996; Alptekin, 2002; Zhao, 2011; Yan, 2021; Akkari & Radhouane, 2022; Abdallah & Alkaabi, 2023).

Devoting as much time as possible to teaching culture as much as teaching language, and being exposed to its aspects, is appreciated by teachers and students alike (Brown, 2009). This problem can be overcome by identifying the teachers' perceptions regarding what they already think, believe, and actually do within the classroom, as a first step to integrate culture into language learning, namely, what they actually bring to language classes (Gonen & Saglam, 2012).

Although teachers understand the importance of culture in language teaching, many of them are not fully prepared for the challenges ahead. For teachers to integrate culture in language classrooms, they need to unpack the cultural content they deal with so that, they should consider firstly how to implement this "unpacking". Additionally, teachers need to be knowledgeable on how to critically reflect on the connection between language learning, culture, and context, so that students can do this. Thus, teachers' role and their perceptions are crucial (Yan, 2021).

Generally speaking, there is a shortage of EFL textbooks in raising students' awareness and understanding of their home culture, especially at the basic stages (Abu Nuwar, 2007). Shteivi (2003) indicated that school curricula still represent women in a stereotypical manner and to a degree that does not match the reality reflected by the situation of woman in Jordanian society. It has been noted that women work in a wide range of professions in third-world countries such as Jordan, including college deans, ministers, parliament senators, judges, engineers, lawyers, pilots, police, doctors, bio therapists, and so on. So, it was surprising to find out that the new educational series could not deal with the reality of contemporary life (Mish'al & Nofal, 2023).

Therefore, this study aims at investigating teachers' perceptions of the Jordanian woman's identity in the students' textbooks of *Action Pack* series 1-10. This allows researchers to verify whether teachers are aware of

these issues and make efforts compatible with the developments presented by this era, especially, regarding the presentation of the Jordanian woman in the basic stage, as the cultural understanding at this level is still underdeveloped. Besides, the students' attitudes as well as beliefs are still shaped. Moreover, this may direct the EFL teachers' behaviors, reinforce their attention, and raise their awareness towards paying more attention to the cultural issues related to the Jordanian community as the researchers believe.

2. Review of the Related Literature

The journey of women's activism in Jordan was full of challenges to gaining their rights and active roles in society. According to Hussein (2021), Jordan had political troubles in the 1970s, which made the country unstable. This affected many sectors in Jordan, especially the educational sector. Consequently, the 1980s and 1990s saw numerous amendments and the introduction of new content to textbooks and curricula. This aimed to alter the perception of women by limiting their roles. Some textbooks included no images of women at all. The events that transpired during those periods resulted in a gender bias in the content of curricula.

In this regard, Jordanian scholars have conducted numerous studies. For instance, Jafar (2006) conducted an analysis of words, pictures representing names, women, and social events in Action Pack series 1-6 taught in Jordan, with the aim of comparing the incorporation of foreign and Arab cultural aspects. The results showed that students at the basic stages of learning English may experience a cultural shock due to their EFL curriculum's heavy reliance on foreign culture.

Gonen and Saglam (2012) investigated teachers' perceptions of incorporating culture into Turkish EFL classrooms. They examined teachers from diverse backgrounds. They gathered data through questionnaires and a series of interviews. The results revealed that teachers are generally aware of the importance of teaching culture and integrating it within EFL classrooms, although there is no consensus about which aspects to give priority to. Furthermore, while all teachers possess a certain level of knowledge about the cultural aspects of the target culture, methodological considerations and limitations significantly shape their approach to interacting with it. Teachers highlighted the need for further preparation to equip EFL teachers with the skills to seamlessly blend culture and language in their instruction. Moreover, there is a need to provide teachers with supplementary materials to support this purpose.

Al-Bzour and Smadi (2017) analyzed the content of Action Pack series 1-6 in terms of the presentation of some aspects of the Jordanian national identity. The researchers employed a content analysis sheet to scrutinize the incorporation of these aspects as an analytical criterion. The findings showed that the content of Action Pack Series 1-6 aligns relatively well with the analyses of the reading texts, as it highlights several aspects of Jordanian national identity. Conversely, the activities, drawings, and dialogues revealed a notable lack of representation of the Jordanian identity in these textbooks.

Al-Smadi and Al-Momani (2020) investigated the role of school curricula in improving women's image in Jordanian society. The study employed a descriptive survey to achieve its objectives. The sample consisted of 201 male and female teachers. The results showed a moderate level of contribution from school curricula in enhancing the perception of women among Jordanian society members, particularly in terms of attitudes toward presenting their image and environment. The results also showed a below-average performance in the higher basic stage when it came to the role of school curricula in promoting women's political work, defining the domains of women's work, and clarifying the professional and legal equality of women with men.

Mish'al and Nofal (2023) investigated whether there are equal opportunities for representation for both men and women in EFL textbooks, their social roles within Jordanian society, and the portrayal of the roles they play in the domestic setting in general. Mish'al and Nofal (2023) employed a content analysis checklist for textbooks in Action Packs 11 and 12. The results showed that men dominate most roles, with 61 male roles and only 21 female roles. Furthermore, domestic roles occupied by females mentioned in textbooks included mother, sister, wife, and daughter.

Many other studies (e.g., Al-Amir, 2017) investigated teachers' perceptions regarding culture incorporation within EFL classrooms; others (Uyuni, Haryanti, & Izzuddin, 2023) investigated women's image in the textbooks and issues related to them (e.g., gender bias, social roles). However, none of these studies surveyed the teachers' perceptions regarding the presentation of the Jordanian woman's identity in the textbooks, particularly in Action Pack series 1–10. Shaping local understanding of the Jordanian woman's identity is crucial. Since communicative competence is the ultimate goal for students, focusing their attention on sociolinguistic competence is just as crucial as developing

other competencies, such as grammatical competence. So, students need to preserve their Jordanian identity, especially in this recent age characterized by globalization.

3. Statement of the Problem

Intercultural competence widely accepts the awareness of respect for cultural aspects, particularly women's issues and image. Since promoting culturally oriented instruction in EFL teaching is crucial, it is necessary to examine how EFL teachers perceive such issues in EFL classrooms. To the researchers' best knowledge, no other studies have explored teachers' perceptions in *Action Pack* Series 1–10, particularly in terms of the presentation of the Jordanian woman's identity.

4. Purpose of the Study

This study primarily explores Jordanian EFL teachers' perceptions of Jordanian woman's identity presentation in *Action Pack* series 1–10.

5. Question of the Study

The present study attempts to answer the following question:

1. What are the EFL teachers' perceptions about the Jordanian woman's identity in the students' textbooks of *Action Pack* series 1–10?

6. Significance of the Study

This study tries to explore teachers' perceptions from a new perspective. To the best of the researchers' knowledge, this is the first study that delves into the identity of the Jordanian woman and how teachers interpret it within the Jordanian EFL curriculum. This study could potentially heighten the awareness of curriculum designers, decision-makers, and teachers, encouraging them to prioritize these cultural issues in the design, evaluation, and selection of English language teaching materials in schools. Furthermore, the findings may open new eyes for interested researchers. It may enrich the Arab library and the Arab educational literature with new topics that contribute to educational research.

7. Limitations of the Study

Various factors limit the generalizability of the current study's results.

1. The perceptions questionnaire's results were limited to EFL teachers in the Al-Ramtha Directorate of Education in Jordan during the academic year 2023-2024. Teachers from other geographical regions, as well as other subjects, may have different responses.
2. The study had limitations in terms of gender variables for both male

and female EFL teachers. Exploring only one gender's perceptions may affect the generalizability of the results.

8. Operational Definitions of Terms

Jordanian woman's identity: it is the amalgamation of the characteristics, personal traits, values, and other aspects that guide her conduct, roles, and choices in life and set a Jordanian woman apart from other women in other societies. It also refers to the way she defines herself in light of what she believes to be right or wrong based on the Jordanian culture inspired by her Islamic faith and the philosophy of her country. It is measured by many aspects, such as religion, traditions, heritage, rituals, lifestyle, and so on (e.g., formal dress in schools; the traditional garments); and beliefs and practices inherent in Jordan (e.g., the bridal henna). Based on these aspects, a Jordanian woman formulates her code of practice, heavily influenced by her Jordanian cultural background and societal perceptions.

9. Methodology

9.1. Participants

After receiving approval to conduct the study, the researchers distributed a questionnaire to 300 EFL male and female teachers in public and private schools in the Al-Ramtha Directorate of Education in Jordan during the first semester of the academic year 2023-2024. Only 168 teachers responded to the questionnaire for the whole population.

9.2. Data Collection and Analysis

Following a descriptive design, the perceptions questionnaire with three sections was adapted based on Bassaid and Smadi (2020) and then distributed to face-to-face teachers in each school over two weeks. The questionnaire's first section, which consists of 34 items, deals with the teachers' perceptions about the Jordanian woman's identity in terms of four general axes. The questionnaire employs a five-point Likert scale, which includes the following options: strongly agree, agree, undecided, disagree, and strongly disagree. The second section focuses on answering guided and/or open-ended questions related to general and pedagogical recommendations. The third section addresses the additional remarks and/or recommendations that educators wish to incorporate. Responses were collected and calculated in terms of frequencies and percentages, analyzed qualitatively and quantitatively, and then interpreted based on the teachers' responses regarding each statement.

10. Findings and Discussion of the Results

Results Related to the Study Question:

Results related to answer the research question: “What are the EFL teachers’ perceptions about the Jordanian woman’s identity in the students’ textbooks of *Action Pack* series 1-10?”

To answer this question, the means, standard deviations, rank, and level of agreement for the EFL teachers’ perceptions about the topic were extracted. Table 1 shows the results.

Section 1: Teachers’ Perceptions about the Jordanian Woman’s Identity of the Four Domains

Table 1: Teachers’ Perceptions about the Jordanian Woman’s Identity of the Four Domains

No.	Statement	Mean	St.d	Rank	Level of Practice
1	Teachers’ General Perceptions	3.75	.63	1	High
3	Jordanian Woman’s Identity	3.58	.37	2	Moderate
2	English Language Status in Jordan	3.42	.51	3	Moderate
4	Woman’s Identity in <i>Action Pack</i> 1-10 Textbooks	3.35	.44	4	Moderate

Table 1 shows that the EFL teachers’ perceptions of the Jordanian woman’s identity in the students’ textbooks of *Action Pack* series 1-10 ranged between 3.35 and 3.75, with moderate to high levels of agreement. The “Teachers’ General Perceptions” domain ranked first, with a mean of 3.75 and a high level of agreement. While the “Woman’s Identity in *Action Pack* 1-10 Textbooks” domain ranked last with a mean of 3.35 and a moderate level of agreement.

Furthermore, the researchers calculated the means, standard deviations, rank, and level of agreement for the EFL teachers’ perceptions along the four domains. Tables 2-5 show the results:

Table 2: Means and Standard Deviations along “Teachers’ General Perceptions” Domain

No.	Statement	Mean	St.d	Rank	Level of Practice
1	The Jordanian woman’s identity should be included in Jordan EFL textbooks.	4.43	.72	1	High
3	International women’s identities are given more weight than Jordanian woman’s identity in	3.53	1.18	2	Moderate

No.	Statement	Mean	St.d	Rank	Level of Practice
	<i>Action Pack</i> series.				
2	Jordanian woman`s identity is a target in <i>Action Pack</i> series.	3.27	1.04	3	Moderate
	Overall	3.75	.63		High

Table 2 shows that the mean scores of teachers' perceptions along the "Teachers' General Perceptions" domain ranged between 3.27 and 4.43, with a moderate to high level of agreement. Moreover, teachers reported the highest level of perceptions (mean = 4.43), on the item "The Jordanian woman`s identity should be included in Jordan EFL textbooks," while they reported the lowest level of perceptions 3.27, on the item "Jordanian woman`s identity is a target in the *Action Pack* series.". This is in harmony with the findings of Al-Bzour and Smadi (2017), who indicated a noticeable shortage in highlighting several aspects of the Jordanian identity and recommended the real need for integrating various aspects that tend to represent the Jordanian identity in these textbooks.

Table 3: Means and Standard Deviations along "English Language Status in Jordan" Domain

No.	Statement	Mean	St.d	Rank	Level of Practice
5	Social roles, traditions, costumes, rituals and beliefs are parts of the cultural concepts.	4.41	.73	1	High
8	Teaching national and local matters should be one of the important roles of FL learning.	4.23	.92	2	High
7	Jordanian students struggle to understand identity matters in English.	3.77	1.12	3	High
10	The cultural content of <i>Action Pack 1-10</i> textbooks is rich in Western culture.	3.39	1.11	4	Moderate
9	Greater success can be achieved in learning the English language if its culture is set aside.	3.03	1.39	5	Moderate
*6	English should be taught as an international language with little relation to local context.	2.80	1.34	6	Moderate
4	It is possible to separate language from its culture.	2.31	1.28	7	Low
	Overall	3.42	.51		Moderate

*Reverse coded

Table 3 shows that the mean scores of teachers' perceptions along the "English Language Status in Jordan" domain ranged between 2.31-4.41 with low to high level of agreement. Moreover, teachers reported the highest level of perceptions (Mean=4.41) on the item "Social roles, traditions, costumes, rituals and beliefs are parts of the cultural concepts". On the contrary, they reported the lowest level of perceptions 2.31 on the item "It is possible to separate language from its culture." This result accords with what was reported by Gonen and Saglam (2012) who claimed that teachers are generally aware about the importance of teaching culture and integrating it within EFL classrooms. This might be due to the fact that language and culture are two sides for the same coin.

Table 4: Means and Standard Deviations along "Jordanian Woman's Identity" Domain

No.	Statement	Mean	Std	Rank	Level of Practice
15	I respect other women's identities from other cultures no matter how different they are from my own culture.	4.06	.86	1	High
13	My educational background has impacted my understanding of my national identity.	3.93	.91	2	High
12	Most Jordanian women share the same ethnicity, language, traditions, and culture.	3.64	1.15	3	Moderate
16	Learning about the Jordanian woman's identity is more useful than learning about western woman's identity.	3.64	1.21	3	Moderate
11	Women in Jordan have one particular national identity.	3.62	1.01	5	Moderate
14	My previous EFL teacher training has capitalized on national identity construction in foreign language learning.	3.54	1.05	6	Moderate
19	The western woman's identity and the Arab woman's identity need to be compared when learning the English language.	3.45	1.16	7	Moderate
*17	Teaching the Jordanian woman's identity prevents learning other identities.	3.31	1.34	8	Moderate
18	The Jordanian woman's identity is included as a part in classrooms' tests.	3.03	1.14	9	Moderate
	Overall	3.58	.37		Moderate

*Reverse coded

Table 4 shows that the mean scores of teachers' perceptions along the "Jordanian Woman's Identity" domain ranged between 3.03-4.06 with moderate to high level of agreement. Moreover, teachers reported the

highest level of perceptions (Mean=4.06) on the item “I respect other women’s identities from other cultures no matter how different they are from my own culture”, while they reported the lowest level of perceptions 3.03 on the item “The Jordanian woman's identity is included as a part in classrooms’ tests.”

Table 5: Means and Standard Deviations along “Woman’s Identity in Action Pack 1-10 Textbooks” Domain

No.	Statement	Mean	Std	Rank	Level of Practice
30	It is necessary to include the principles of respect and tolerance of the Jordanian woman’s identity in the content of the <i>Action Pack 1-10</i> textbooks.	4.01	.75	1	High
27	Jordanian woman’s identity needs to be highlighted when learning the English language.	3.88	1.06	2	High
28	The cultural content of the <i>Action Pack 1-10</i> textbooks presents the image of the Jordanian woman’s identity as it is.	3.58	1.05	3	Moderate
23	The topics related to otherness (target and international cultures) are more frequent than those related to local content in <i>Action Pack 10</i> .	3.56	.99	4	Moderate
20	The topics of <i>Action Pack 1-10</i> focus on subject matters which are personally relevant to Jordanian students.	3.56	.94	4	Moderate
22	The content of <i>Action pack 1-10</i> related to Jordanian woman’s identity fits the cognitive level of my students.	3.53	.93	6	Moderate
33	The cultural expressions in <i>Action Pack 1-10</i> textbooks help me understand the nature of the Jordanian woman’s identity.	3.46	1.08	7	Moderate
32	<i>Action Pack 1-10</i> provide students with suitable cultural content that allows them to distinguish the Jordanian woman’s identity from other identities.	3.34	1.13	8	Moderate
21	<i>Action pack 1-10</i> encourage students to use English in situations that require them to describe who they are.	3.32	1.12	9	Moderate
31	The cultural expressions in <i>Action Pack 1-10</i> textbooks help me deal with the Jordanian woman.	3.25	1.04	10	Moderate
25	The aspects of the Jordanian woman’s	3.20	1.14	11	Moderate

No.	Statement	Mean	Std	Rank	Level of Practice
	identity included in <i>Action Pack 1-10</i> are sufficient to help students develop a comprehensive understanding of the Jordanian woman`s identity.				
24	The content of <i>Action Pack 1-10</i> (pictures, texts, audios, etc.) is representative of the Jordanian woman`s identity.	3.19	.97	12	Moderate
26	The aspects of the Jordanian woman`s identity are balanced and equally represented in each <i>Action Pack 1-10</i> textbook, with no specific focus at a certain grade or level.	2.99	1.05	13	Moderate
*34	I ignore some of the foreign cultural images or/and expressions in the content of <i>Action Pack 1-10</i> because they contradict those of the Jordanian culture.	2.72	1.16	14	Moderate
*29	The quality of the cultural content of <i>Action Pack 1-10</i> textbooks contradicts the presentation of the Jordanian woman`s identity.	2.22	1.08	15	Low
	Overall	3.35	.44		Moderate

*Reverse coded

Table 5 shows that the mean scores of teachers' perceptions along the "Jordanian Woman's Identity" domain ranged between 2.22 and 4.01, with a low to high level of agreement. Teachers reported the highest level of perceptions (mean=4.01) on the item "It is necessary to include the principles of respect and tolerance of the Jordanian woman's identity in the content of the *Action Pack 1-10* textbooks." This result is in harmony with Al-Smadi and Al-Momani's (2020) report on the role of school curriculum in improving women's image in Jordanian society. However, the item "The quality of the cultural content of the *Action Pack 1-10* textbooks contradicts the presentation of the Jordanian woman's identity" received the lowest perception level 2.22. This does not accord with Mishal and Nofal's (2023) findings who claimed that school textbooks continue to portray women's roles in a stereotypical and male-dominated manner.

Section 2: General and Pedagogical Recommendations

2.1. Which educational stage should emphasize the concept of Jordanian identity?

To answer this question, frequencies and percentages about the educational stage in which the concept of Jordanian identity should be accentuated were extracted. Table 6 illustrates the results.

Table 6: Which educational stage should emphasize the concept of Jordanian identity?

No.	Theme	Frequency	Percentage
2	Key stage 1: kindergarten to 3rd grade, (lower basic stage).	33.9	37.7
4	Key stage 3: (7th , to 10th grades), (high basic stage).	16.1	17.9
5	Key stage 4: (11th and 12th grades).	11.3	12.6
3	Key stage 2: 4th ,5th ,6th grades, (middle basic stage).	10.7	11.9
6	All scholastic stages : basic and secondary.	8.3	9.3
1	Basic stages:1st to 10th grades.	5.4	6.0
7	Higher level education: (tertiary education).	4.2	4.6
	Total	89.9	100
Missing		78.1	
Total		168	

Table 6 shows that the majority of respondents reported that the highest percentage falls within the "lower basic stage" (kindergarten to 3rd grade), with a percentage of 37.7%. Conversely, a low percentage, 4.6%, falls under "tertiary education." The Table shows a concentration of responses in the lower basic stage, followed by a decline throughout the later stages, while limited responses fall under tertiary education. This aligns with Jafar's (2006) findings, which suggest that students, particularly those in the basic stages, may experience a cultural shock as a result of learning English in a foreign culture, given the cultural distance. This might be due to the fact that language and culture need to be integrated from the early stages, as students` attitudes at this level are still underdeveloped.

2.2. Accentuating if there was any difficulty in teaching Jordanian woman`s identity as part of an English language lesson, what would it be?

To answer this question, frequencies and percentages of difficulty in teaching Jordanian woman`s identity as part of an English language lesson were extracted. Table 7 shows the results.

Table 7: Accentuating if there was any difficulty in teaching Jordanian woman`s identity as part of an English language lesson, what would it be ?

N0.	Theme	Frequency	Percentage
6	No difficulty	28.0	38.8

N0.	Theme	Frequency	Percentage
3	Changing the perception about the Jordanian woman from the old-fashioned pattern to the new recent ones.	14.3	19.8
1	Lack of examples given in the textbooks which capture students` attention regarding this issue.	12.5	17.4
5	English language textbooks do not present the Jordanian woman within her new social roles linked to the real context that has changed dramatically.	10.1	14.0
2	Textbooks` exercises do not support this issue or/and shed the light towards it.	5.4	7.5
4	Highlighting the image of men over women through textbook exercises may hinder the representation of Jordanian woman's identity in all its aspects.	1.8	2.5
	Total	72.1	100
Missing	System	95.9	
	Total	168	

Table 7 shows that the majority of respondents, 38.8%, reported encountering no difficulty. Secondly, approximately 19.8% of the respondents reported on the difficulty of shifting students` perceptions from out-dated views of the Jordanian woman towards more contemporary realities. Thirdly, 17.4% of respondents reported missing examples in the textbooks that capture students` attention regarding Jordanian women's identity in their English language lessons. Over 14.0% indicated that textbooks might not adequately present the Jordanian woman within her new social roles and real-world contexts. While 7.5% of respondents reported that textbooks lack exercises that shed light on Jordanian woman's identity, they also reported that traditional textbooks may not adequately represent Jordanian women's evolving realities. Conversely, 2.5% of respondents raised concerns about how male-dominated textbook exercises could potentially impede the representation of Jordanian woman's identity. These results align with the findings of Mishal and Nofal (2023), who reported that men dominate most of the roles analyzed in English-language textbooks. Thus, the textbooks prescribe and portray women's roles as solely domestic (e.g., mother, sister, and daughter).

2.3. How often, if any, do you seek help from colleagues (language or content teachers) to discuss or seek relevant information about Jordanian woman`s identity (teachers of history, geography, social studies, Arabic, arts, and so on)?

To answer this question, frequencies and percentages for the number of times teachers asked for help from colleagues to discuss or seek relevant information about Jordanian woman`s identity were extracted. Table 8 illustrates the results.

Table 8: How often, if any, do you seek help from colleagues (language or content teachers) to discuss or seek relevant information about Jordanian woman`s identity (teachers of history, geography, social studies, Arabic, arts, and so on)?

No.	Theme	Frequency	Percentage
5	Never	23.2	33.3
2	Sometimes	21.4	31
1	Always	10.7	15.3
4	Rarely	10.7	15.3
3	When needed	3.6	5.1
	Total	69.6	100
Missing	System	98.4	
	Total	168	

Table 8 illustrates how frequently educators seek assistance from colleagues regarding Jordanian woman's identity. The results revealed that the highest percentage of responses, 33.3%, falls on "never" seeking help. This is in line with Gonen and Saglam's (2012) findings that all teachers have sufficient knowledge, to some extent, regarding cultural aspects. However, 5.1% of respondents seek help "when needed," the lowest percentage. Such noteworthy contradiction in the responses might be because English language teachers usually focus more on teaching the language than culture, and most of them still concentrate on developing grammatical competence over communicative and sociolinguistic ones.

2.4. How many times do you supply your students with extracurricular texts and/or visuals to facilitate their learning of national identity concepts and raise their interest?

To address this question, we extracted the frequencies and percentages of the times teachers provide their students with extracurricular texts and/or visuals to enhance their understanding of national identity concepts and spark their interest. Table 9 illustrates the results.

Table 9: How many times do you supply your students with extracurricular texts and/or visuals to facilitate their learning of national identity concepts and raise their interest?

No.	Theme	Frequency	Percentage
2	Often	20.8	23.3

No.	Theme	Frequency	Percentage
3	Sometimes	17.9	20.0
6	Never	15.5	17.3
1	Always	14.9	16.7
5	Rarely	13.1	14.7
4	When needed	7.1	8.0
	Total	89.3	100
Missing	System	78.7	
	Total	168	

Table 9 reveals that 23.3% of teachers, the highest percentage, "often" supply their students with extracurricular texts to facilitate their learning of national identity concepts and raise their interest. This aligns with Gonen and Saglam's (2012) findings, which suggest a greater emphasis on teacher preparation for teaching culture and the provision of supplementary materials for this purpose. However, the lowest percentage, 8.0%, was for teachers to utilize these materials "when needed."

Section 3^a: Additional Comments

Teachers included additional comments and/or suggestions to address this section. Accordingly, teachers emphasized that Jordanian women and men should be considered in parallel within the curriculum, avoiding any bias that may be involved. They also pointed out the need for a balanced focus regarding the selection of materials that present women from both Eastern and Western cultures.

Overall, the quantitative and qualitative analyses collected valuable data illustrating the perception, incorporation, and teaching of the Jordanian woman's identity in Jordanian EFL classrooms. Teachers' perceptions were not homogeneous but rather varied and diverse opinions on many key issues relating to the Jordanian woman's identity in *Action Pack* series 1-10.

11. Conclusion

This study investigated how EFL teachers perceive the presentation of the Jordanian woman's identity in *Action Packs* 1-10. The results revealed the necessity to focus on the real need to include the Jordanian woman's identity in EFL textbooks, as well as principles of respect for it, particularly at the lower basic stages. Additionally, teachers reported that it is impossible to separate the study of any language from its culture. For this reason, Jordanian culture should receive more attention in EFL text books. Thus, it is necessary for English language learners to become cognizant of the intersection between education and national upbringing.

12. Recommendations

Based on the current analysis's results, the researchers propose the following recommendations:

1. The authors of the *Action Pack* series are recommended to take into consideration the actual presentation of the Jordanian woman and her actual recent roles that she presents within society within the components of the textbooks' units.
2. Teachers should intensify their efforts, particularly, at the basic stage levels to elucidate Jordanian women's current status, given the significant changes that have occurred. So, students' awareness regarding cultural aspects increases.

13. References

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