



*Representation of Cultural Identities in “English for Palestine”  
Textbooks for 11-12 Grades*

تمثلات الهويات الثقافية في كتب المنهاج الفلسطيني للغة الانجليزية في المرحلة الثانوية

By

Asma' Naji Rajabi

Advisor

Dr. Jehad Alshwaikh

Birzeit University

Birzeit, Palestine

February 2021

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By

Asma’ Naji Rajabi

A Thesis Submitted in Partial Fulfillment of the Requirements for the  
Master’s Degree in Education from the Faculty of Graduate Studies Birzeit  
University

Birzeit University, Palestine

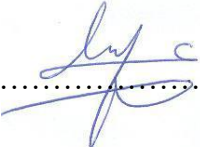
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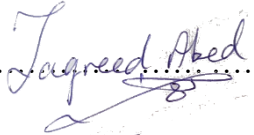
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Asma’ Naji Rajabi

Committee Members:

Dr. Jihad Alshwaikh .....  ..... Chair

Dr. Tagreed Abed .....  ..... Member

Dr. Ahmad Aljanazrah .....  ..... Member

Birzeit, Palestine

February 2021

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## **Dedication**

This work is dedicated

To the soul of my dear father, who has always taught me how to believe in myself,

To my mother, sisters and brothers, for their endless love, help and support,

To my beloved husband, for his big heart, his endless love and support

To my dear children, whom I wish better present and future

To all my family, and my dear friends



## **Acknowledgement**

I would like to thank my husband, my family and my friends for being patient, inspiring and helpful through my journey of the Master's program at Birzeit University.

I would like to sincerely acknowledge the patience and everlasting support of my supervisor, Dr Jihad Alshwaikh, who has encouraged and supported me throughout the time we worked on this piece of work. He taught me how to stay strong, and never give up.

I am, also, thankful and grateful for the committee members, Dr Tagreed Abed, and also Dr Ahmad Aljanazrah, for their support, and the time that they kindly have given to read this work and give their feedback.

I would also express my deepest appreciation to all supervisors, colleagues and friends at Birzeit University, for their help, support and cooperation.

## Abstract

This study investigated the representations of cultural identities in *English for Palestine* secondary-level textbooks (11-12 grades). It also aimed to explore the kinds of activities that the Palestinian secondary-level students are engaged within these textbooks; and the way students' role is viewed in these activities. To achieve that, content analysis methodology was used to analyze *English for Palestine* 11 and 12 textbooks. Forty reading comprehension texts (with their activities) were analyzed, and five semi-structured interviews were conducted with secondary-level English teachers from Jerusalem and Ramallah. The content analysis was informed by Halliday's Systemic Functional Linguistic Approach. The interviews aimed to explore teachers' attitudes and practices when they teach English in the secondary-level, they also aimed to find out how teachers see learners' identities in English for Palestine textbooks.

The results of study show three main cultural identities represented in *English for Palestine* textbooks. These are social-learner-identity, global-learner-identity, and active-thinker-identity. The results of both content analysis and interviews confirmed that the quality of discussion activities in *English for Palestine* 11-12 textbooks offer students with the opportunity to promote their identity as active learners. Results show that this is not reflected in teachers' practices, as teachers mentioned in the interviews and that they face many challenges, especially the pressure of time as they have to cover the whole curriculum within a specific period of time. This challenge makes it really difficult for teachers to cover all the discussion activities that help promote learners' active learning, especially in Grade 12 in which students are supposed to take the General National Exams (Tawjihi). Teachers relate these restrictions that they face to the policies of the Ministry of Education which focus on

preparing the secondary-level students for the Tawjihi exams, and equipping them with linguistic competences more than the communicative competences.

The study recommended that more attention should be paid by the Ministry of Education towards the expected outcomes from *English for Palestine* curriculum, and if needed, redefine these outcomes. Also, it is important that curriculum designers and policy makers modify the policies, especially those which affect teachers' practices, so that teachers can develop their classroom practices to go along with the expected outcomes. The study also recommended conducting future studies which take students into consideration in their samples.

Furthermore, it is important to pay more attention to developing students' communicative competences which students need in this globalized world. It is also important that policy makers focus on developing students' both cultural and national identities.

## Arabic Abstract

### المخلص

هدفت هذه الدراسة إلى التعرف على تمثيلات الهويات الثقافية في كتب اللغة الانجليزية English for Palestine للمرحلة الثانوية (الصفوف:11-12). كما سعت الدراسة أيضاً للتعرف على دور الطلبة في الكتاب المدرسي من خلال تحليل الأنشطة في كتب المرحلة الثانوية. بالإضافة إلى نظرة معلمي اللغة الانجليزية لهوية طلبتهم الثقافية المتمثلة في كتب اللغة الانجليزية في المرحلة الثانوية. لتحقيق هذه الأهداف، استُخدم منهج البحث الكيفي لجمع البيانات. تم استخدام تحليل المحتوى لتحليل أربعين درساً من دروس فهم المقروء من كتابي المرحلة الثانوية (11-12)، بالإضافة لأنشطة المناقشة التي تتبع هذه الدروس. كما تم عمل مقابلات شبه منظمة مع خمسة من معلمي اللغة الانجليزية للمرحلة الثانوية، يعملون في مدينتي القدس ورام الله، بهدف الكشف عن كيفية رؤية معلمو اللغة الانجليزية لتمثيلات هوية طلبتهم من خلال الكتب الفلسطينية. تم تحليل محتوى الدروس باستخدام منهج هاليدي Systemic Functional Linguistic Approach.

بحسب نتائج الدراسة، تظهر عدة هويات ثقافية متمثلة في كتب المرحلة الثانوية للغة الانجليزية، أبرزها أن الطالب متعلم اجتماعي. كما أن دور الطالب في الكتاب دوراً تفاعلياً يعتبر في الطالب متعلماً ومفكراً نشطاً. كما ذكرت نتائج الدراسة أن الهوية الثقافية العالمية للطالب كانت بارزة جداً في مواضيع الكتاب مقارنة بالهوية الوطنية الفلسطينية. بالإضافة إلى أن نوعية الأنشطة التي تتبع دروس فهم المقروء أيضاً تعزز دور الطالب كمتعلم نشط ومبدع. لكن هذا لا ينعكس في ممارسات المعلمين والمعلمات، إذ ذكروا أنهم في المرحلة الثانوية يعانون من ضغوطات عديدة أبرزها إنهاء محتوى المناهج في وقت محدد، والذي يجعل من الصعب على المعلمين والمعلمات تنفيذ جميع أنشطة المناقشة والتي تهدف لتعزيز دور الطالب كمفكر ومتعلم نشط. كما عزا المعلمون والمعلمات هذه القيود التي يعيشون فيها عند تدريس اللغة الانجليزية لسياسات وزارة التربية والتعليم، والتي تهدف من خلال تركيزها على تحضير طالب المرحلة الثانوية لامتحان الثانوية العامة (التوجيهي) إلى التركيز على اكتسابه للكفاءات والمهارات اللغوية أكثر من اكتسابه كفاءات الاتصال والتواصل.

أوصت الدراسة وزارة التربية والتعليم بضرورة الانتباه للأهداف المرجو تحقيقها من تدريس الكتب الفلسطينية English for Palestine، وإعادة تعريفها إن اقتضت الحاجة. كما أوصت النتائج لجان المناهج وصناع القرار إلى ضرورة تعديل السياسات التربوية، خاصة السياسات التي تخص الممارسات الصفية لمعلمي

اللغة الانجليزية، كي يتمكنوا من تطويرها كي تتلائم مع الأهداف العامة للمناهج. أوصت الدراسة أيضاً بدراسات مستقبلية تأخذ الطلبة بعين الاعتبار في عينة الدراسة.

علاوة على ذلك، أوصت النتائج إلى ضرورة التركيز على مهارات الاتصال والتواصل عند التدريس لتعزيز الدور النشط للمتعلمين. من المهم أيضاً أن ينتبه صناع القرار لتطوير هويات الطلبة الثقافية والوطنية.

## Chapter One: Research Problem

### 1.1 Introduction

A considerable number of studies in the field of foreign and second language acquisition confirm the strong relationship between language, culture and identity (Hyland, 2010; Tas, 2010; Ivanič, 1998; Kramsch, 1993). This relationship, however, has been a hotly debated issue, and “social identity” has been considered a major area of sociolinguistic investigation (Mahmoud, 2015) since learning a second language is not only the mastery of its forms, but also a process of identity formation and self-positioning in the second language (Kim, 2012).

Globalization, superdiversity, intercultural communication, and global cultural flows have escalated the importance of studying language and identity in today’s world (Hyland, 2002). Given that English has become the lingua franca of the world, and the universal language of communication (Hyland, 2010; Tas, 2010), it is clear that the spread of English in most countries including the Arab world, makes it inevitable that people everywhere have to learn this language (Mahmoud, 2015). Currently, the necessity to learn a foreign language goes far beyond learning grammar forms veiled in communicative functions (Gómez-Rodríguez, 2015). In consequence, foreign language teaching and learning must develop learners’ intercultural awareness to fit into a globalized world in which people from different cultural backgrounds establish international relations and become intercultural speakers (Sačić, 2018).

Dörnyei and Ushioda (2009) stress that with the rise of technology and globalization, the characteristics and motivations of second language learners have changed. Sociocultural diversity and communication patterns encouraged researchers in examining self and identity, and notions like social identification.

For decades, the sociocultural theory has been regarded as one of the most respected philosophical frameworks in education and in foreign language teaching (Tarhan, 2014). According to this theory, learning process is defined as a dynamic and complex social activity structured in and through a physical and social context (Johnson & Johnson, 2009). It is also believed that cultural identity has an impact on learners' understanding of the self and the other (Sa'ad, 2017).

Cortez (2008) thinks that second language learning is an effort of belonging to new communities. It is also believed that language learning and teaching is interrelated with cultural and social identity (Wardhaugh, 2010) because "second language learning in some respects involves the acquisition of a second identity, and second language learning is often second culture learning" (Brown, 1986, p. 33). In other words, learning a foreign or a second language means gaining a new identity as a speaker of the target language (McKay, 2004; Kramsch, 2002; Norton, 2000).

Culture and identity are considered as an important part of the structure of a society. Culture can be defined as the life style of that society (Altugan, 2015), while identity is defined as a dynamic phenomenon constructed through individuals' interaction with their social environment and through language as a means of self-representation (Ivanič & Camps, 2001; Ivanič, 2006; 1998).

It is worth mentioning that linguists' interest in investigating language learning and identity started back in the late 20th century. Norton (1995; 2000), for instance, studied the relation between language and identity. Using intertextual analysis, Norton found that learners' identity is complex, contradictory and multifaceted. Moreover, Norton believes that the construction of one's social identity is the relationship between the individual and the larger social world; this relationship is mediated through institutions such as families, schools, and workplaces. Other

factors have impact on the individual's identity, such as race, ethnicity, gender, religion, occupation, physical location, social class, kinship, leisure activities, and so on (Kramsch, 2002). Hence, an identity can be modified by the circumstances of our living changes (Wardhaugh, 2010).

Furthermore, language classes require interactions that promote meaningful communication in the target language, probe learners' prior learning and interpretations of new concepts about language and culture, and engage learners with texts and resources that reflect language and culture in context (Lobatón, 2012).

Likewise, linguists believe that language is a social practice that acts beyond linguistic features to construct identity in socio-cultural contexts (Hyland, 2010; Wardhaugh, 2010; Edwards, 2009; Norton, 2000; Ivanic, 1998). Therefore, learning a language involves learning different aspects of cultural values over certain sociolinguistic, cultural and ideological dimensions (Juan, 2010; Wang, 2016; Brown, 2001).

Research in second and foreign language acquisition and the social identity has revealed that learning a second or a foreign language has different impacts on many aspects of learning (Tarhan & Balban, 2014). For example, Altugan (2015) stresses that there is a strong relationship between foreign language learning, identity, and motivation towards learning. Motivation is an essentiality in second language learning, and it is the prominent explanation for second language acquisition success (Danila, 2018). However, this motivation has an impact on learners' identities, because classroom activities focusing on personal learning goals could increase learners' self-efficiency and personal development, which promote learners' motivation, hence, forming different identities (Dörnyei & Ushioda, 2011).



The interest in discovering the cultural identity of foreign-language learners has also spread to investigate foreign-language textbooks, which are probably the most popular teaching media used in foreign language classes (Cortazzi & Jin, 1999). They have also been one of the most effective sources to which both teachers and learners refer to in teaching and learning process (Mayangsari, Nurkamto & Supriyadi, 2014). They not only prescribe how English should be spoken, but also what cultural practices are appropriate (Cortez, 2008).

Apple (1999) argued that the centralized textbooks have an identity-shaping discourse because they embody the official version of dominant cultural knowledge and particular constructions of the social world. Therefore, language textbooks are officially selected and legitimated to socialize foreign-language learners. Therefore, students' new identities are shaped in part by what they read in the textbooks, especially second and foreign language textbooks (Kim, 2012).

In Palestine, English has been taught for grades 1-12 since 1995 (Dajani & McLaughlin, 2009). Since then, the Palestinian Ministry of Education has stressed the importance of developing learners' intercultural understanding and appreciation towards their own culture, the target language culture and other cultural backgrounds (General Administration of Curricula, 2015). One of the main aims of the vision of the Palestinian Ministry of Education is to raise learners' cultural awareness, which is important to help develop learners' cross-cultural communications. Moreover, it is believed that those who study foreign cultures and the languages of those cultures are considered active thinkers (General Administration of Curricula, 2015).

By contrast, it is argued that these aims are not well reflected in the *English for Palestine* textbooks. For example, in a study of Al-Ja'bari (2010) aiming to investigate the cultural presentation in *English for Palestine* textbooks, results show

that despite the fact that of culture in EFL classes is recognized in the guidelines for *English for Palestine* curricula, this recognition does not seem to be well reflected in the textbooks and teachers' practices; which means that there is a gap between the ministry guidelines for the syllabus and reality (Al-Ja'bari, 2010).

Therefore, the current study investigates “English for Palestine” 11-12 textbooks, aiming to explore the cultural identities represented in these textbooks, and find out the kind of activity which learners are engaged in. Content analysis (applying Halliday's Systemic Functional Linguists (SFL)) was used to analyze the textbooks in order to find out the identities represented to Palestinian students. In addition, semi-structured interviews were conducted to explore teachers' attitudes, beliefs and practices, and how these could affect learners' identities.

## **1.2 The Research Problem**

As the trend of globalization continues to grow, language learning assumes even greater significance. Today, learning a second or a foreign language is not only the knowledge of its forms, but also a process of identity construction and self-positioning in this language (Varzande, 2015). “English” is recognized worldwide as the major international language (Getie, 2020).

In our dynamic, technological and multicultural world, it is crucial to build students' tolerance, empathy and appreciation towards their culture as well as other cultures and other people (Tas, 2010). It is also important to build learners' cultural competence which should reinforce learners' awareness that being different does not mean being wrong (Sačić, 2018). Moreover, learners should feel that they are culturally accepted and appreciated (Hébert, 2011).

According to Mahmoud (2015), learner's culture plays a vital role in determining acceptance or rejection of learning a foreign language. Therefore, it is

important to raise learners' cultural awareness in English classroom, as the cultural context in foreign language teaching and learning cannot be denied (Sačić, 2018).

Researchers and linguists believe that identity formation is a complicated process and is gradually developed in social surroundings (Altugan, 2015). Similarly, they believe that learning and communicating in a foreign language is challenging if the culture of the native language and the target language are too distant (Elachaci, 2015). Indeed, there are many aspects which affect identity-formation, such as the historical and geographical distances, customs, traditions, religions, norms and many other dimensions which result in many cultural differences between people, and therefore constructing different identities (Al-Ju'beh, 2019). This means that teaching English language for Palestinian learners can result in constructing different identities because they are two different cultures (Cesari, 2010).

Despite the fact that the Palestinian Ministry of Education aims to develop learners' cultural awareness and sensitivity to the target language culture and other cultural backgrounds, as well as developing students' respect and appreciation for others (General Administration of Curricula, 2015), it has been argued that these goals are reflected neither in the textbooks nor in the teachers' practices or even students' awareness (Al-Ja'bari, 2010). In addition, Orouq (2018) argued that the *English for Palestine* textbooks do not manifest authentic interactions, which are important to raise learners' cultural awareness, and assist learners in developing a positive attitude towards the target culture.

Moreover, the Ministry of Education believes that it is important to equip students with skills and abilities which aim to develop their intercultural communicative competence (General Administration of Curricula, 2015). Learners' intercultural communicative competence is comprised of knowledge, skills, and

motivation needed to interact effectively and appropriately with persons from different cultures (Liva, 2015). Improving learners' communicative as well as sociolinguistic competences help students perform language functions correctly, and behave appropriately in sociocultural interactions, and also encourage them to be autonomous and critical thinkers (Montes, Barboza & Olascoaga, 2014).

As I reviewed the literature, little is known about Palestinian studies that investigated the cultural identities in "English for Palestine" textbooks. Therefore, this study aimed to investigate the identities represented in *English for Palestine* textbooks, and the kind of activities in which these textbooks engage learners. The study also aimed to find out whether Palestinian secondary-level students are thinkers or scribblers.

### **1.3 Research Questions**

This study aimed to investigate the cultural identities represented in *English for Palestine* 11-12 textbooks. It also explored the kind of activities these textbooks get learners involved in, since it is believed that the quality of activities of foreign-culture classroom has an impact on learners' identities (Gómez-Rodríguez, 2015). Moreover, this study aimed to explore how teachers view their students' identities within textbooks. This study attempts to answer these questions:

1. What are the cultural identities represented in "English for Palestine" 11 -12 textbooks?
2. What is the expected role of learners while doing the activities in the textbooks?
3. How do English teachers view their secondary-level students' identity in the textbooks?

## 1.4 Significance of the study

Despite the fact that numerous international studies have asserted the important relationship between culture, identity and language teaching and learning (Hyland, 2010; Norton, 2000; Ivanič, 1998), little is known about Palestinian studies investigating “English for Palestine” textbooks in terms of sociocultural identity. On the other hand, I found few Palestinian studies which aimed to investigate the cultural content of *English for Palestine* textbooks. One of these studies is the study of El Shawa (2011) which aimed to investigate the cultural elements of English for Palestine textbooks. El Shawa found that about half of the activities of *English for Palestine* 11 and 12 textbooks are culturally oriented, but they show bias to the target culture more than both the Palestinian culture and the international cultures. Another one is the study of Al-Ja'bari (2010) which shows irrelevance between cultural goals in the Palestinian English textbooks and both teachers’ practices and students’ awareness towards culture-diversity.

Because of the lack of studies that investigated the cultural identities in Palestinian English curriculum, this study is expected to fill this gap, as it focuses on investigating “identity” in “English for Palestine” 11-12 textbooks, aiming to find out the cultural identities represented in these textbooks. Moreover, it analyzes the kind of activities that the textbooks get learners involved in, aiming to find out whether the Palestinian students are thinkers or scribblers. I hope that this study will help English teachers reflect on their teaching practices inside classroom, because teachers need to be culturally aware of teaching styles (Teng, 2020) which help to promote learners’ active learning (Cortez, 2008). Furthermore, the study is expected to inform curriculum designers and policy makers about the limitations and restrictions that the secondary level teachers face when teaching secondary-level students.

## 1.5 Defining concepts of the study

Representation means “using language to say something meaningful about, or to represent, the world meaningfully, to other people” (Hall, 1997, p.1). Hall (1997) believes that representation connects meaning and language to culture. According to Hall, language is a system of signs, sounds, images, written words, paintings, photographs, etc., which we use to express or communicate ideas. Language is a key that people use to tell others about their ideas and their cultures.

However, culture is defined as values, ideas, beliefs, and knowledge that are shared by a group of people, it is the connection between people in society (Tas, 2010). But identity, according to Hall (1997), is a process of becoming and positioning. It is a sense of who we are and how we relate to the social world (Norton 2000). In this study, “identity” is considered to be created from the texts we engage in and the linguistic choices we make (Hyland, 2010). Moreover, it is the stances that we make towards the issues and topics we discuss in our classroom debates, and the actions that we try to take towards these issues.

In this part, I will define some main concepts that will be mentioned later in the study, especially in the theoretical framework. This study focuses on analyzing texts, so it aims to study everything within a text. First, there is meta-function. Halliday (1985) claimed that any statement or clause people use when they interact have three meanings. These meanings are called meta-functions. They are ideational, interpersonal and textual (they will be discussed in details in Chapter 2). In the interpersonal meta-function, there is Mood which is defined as the topic of information or service in a clause, and whether it is giving or demanding and the tenor of the relationship between interactants (Halliday and Matthiessen, 2004).

In the textual meta-function, Halliday (1985) focuses on the Theme-Rheme relationship. The Theme includes the message in a text, indicating the identity of text relations. The Theme is “the element which serves as the point of departure of the message; it is that which locates and orients the clause within its context. The remainder of the message, the part in which the Theme is developed, is called in the Rheme” (Halliday & Matthiessen, 2004, p.64).

## **Chapter Two: Theoretical Framework & Literature Review**

### **2.1 Overview**

It is not surprising that “culture” appears at the fore of academic discussions in the field of English language teaching and learning (Weninger & Kiss, 2013). It is argued that there is an ongoing interest of applied and sociocultural linguists in understanding the impact that culture has on different aspects of language teaching and learning including language and identity (Pennycook, 2007).

Many studies have confirmed that learning a foreign or a second language is a very important aspect of modern global contexts, which affects students’ understanding of the self and the others, and thus building different identities (Altugan, 2015). Still, “language, culture and identity” has been a hotly debated issue among sociolinguists and researchers, and these debates involve school curricula, language teachers and language learners (Raigon – Rodriguez, 2018; Kramsch, 2013; Tas, 2010). However, language learners are considered as social beings with multiple and changing identities (Norton, 2000). Therefore, learning a foreign language is seen as an important component in forming learners’ new identities, and maybe changing students’ previous identities, which are resulted from the interaction of the key components of the learning process: students, teachers and materials (Kramsch, 1993; McKay, 2000).

This chapter presents the theoretical framework that underpins this study, and a review of previous literature on identity and culture in English as a foreign language (EFL) teaching and learning process. I classified the literature review into four sections to give a clear scope of “identity” in ESL / EFL research. The first section tackles the importance of textbooks in the EFL classrooms, as this study aims to investigate the cultural identities in *English for Palestine* textbooks. The second



section reviews literature about language, culture and identity for the purpose of showing the important relationship between these three concepts. The third section is about cultural identity and its representations in English textbooks. It aims to review the literature concerning culture and identity representations in English materials. The last section aims to debate the way teachers' beliefs, attitudes and practices could affect their students' identities.

## **2.2 Theoretical framework**

### **Systemic Functional Linguistics (SFL)**

The theoretical framework that underpins this study is the Hallidayan Systemic Functional Linguistics (SFL). It was developed by the Linguist Michael Halliday back in the 1960s (Halliday, 1985). According to Halliday, language is used to interact or “exchange”, and this exchange is the result of social circumstances and our experiences which consist of a flow of events which are modelled as a figure of happening, doing, sensing, saying, being or behaving (Halliday & Matthiessen, 2014; Halliday & Matthiessen, 2004; Halliday, 1985).

Halliday's SFL framework is designed to explain the inter-relationship between culture, society and language use (Burns & Coffin, 2001). It asserts that everyday language use plays an important role in shaping the social and cultural contexts in which it operates (Adetomokun, 2012). In Halliday's SFL, language as a social phenomenon is functional, it is concerned with the mechanism of text structure, function and meaning of language (Haratyan, 2011).

Halliday's SFL studies the functional and situational organization of language in the social context (Halliday, 1985). This semantic and functional orientation leads to the conceptualization of language as a cultural resource rather than a set of rules (Adetomokun, 2012).

The Halliday's (1994) Systemic Functional Linguistics (SFL) theory is a powerful concept for the study of texts. The framework studies language from the outside as well as the inside, because it analyses language as used naturally in any social settings. Halliday (1978) argues that the crucial characteristic of SFL is its orientation outside linguistics towards sociology. This orientation brings with it a view of language as social semiotic. Hence, it can equip us to discover tendencies and patterns in texts which would otherwise remain hidden through description, interpretation and making meaning of texts (Adetomokun, 2012).

Halliday's systemic model claims that English lexico-grammatical system falls into three major subsystems which are called Meta-functions: ideational, interpersonal and textual (Halliday, 1985). Although they cannot be separated, Halliday tried to study each function independently. The ideational meta-function deals with language users telling their experiences of the world (Halliday, 1994). While interpersonal meta-function refers to the use of language to enact social relationships and is associated with the grammatical system of Mood by looking at choices of modality, formality and degrees of certainty. Finally, the Textual meta-function enables language to be packaged and presented as an integrated whole. It is a way we use language to construct logical and coherent texts by looking into the choices of Theme and Rheme, and cohesive devices in the text.

According to Halliday & Matthiessen (2004), the ideational meta-function provides grammatical resources at clause rank to construe the inner and outer experience of the word. In the ideational meta-function, Halliday (1985) focuses on the verb because it determines a process. In Halliday's SFL terms, transitivity is a major component in the ideational "experiential" function which deals with different experiences (processes). "Transitivity" is normally understood as the grammatical

feature, which indicates if a verb takes a direct object or not. Halliday confirms that there are three components of what Halliday calls a “transitivity process”: a process (verb), participants and circumstances (Halliday, 1985).

However, the interpersonal meaning (influenced by tenor of discourse) is a means for acting with the others, and is realised through mood and modality. As he studied the language which we use to transmit a message, Halliday said that “exchanged language” usually consists of two types of speech roles: giving and demanding, and these could be achieved by asking questions, telling commands, saying statements or offering (Halliday & Matthiessen, 2014; 2004). This what Halliday called “Mood” and was the main topic discussed in the interpersonal meta-function.

The Mood element constituted by the Subject (pronouns) and the Finite (auxiliary or lexical verb), determine the Mood of a clause. Speech-functional roles help meaning to be achieved through Mood such as statement or question requesting, commanding and offering. Semantic dimensions of functions, such as declaration dealing with information exchange (statement), asking information (question), and demanding service (commands), define the three kinds of Mood: declarative, interrogative and imperative.

In addition, the interpersonal meta-function is concerned with the aspects of grammar which enable interactions between interlocutors. Moreover, this meta-function reveals the active role of everyday language use in shaping the social and cultural contexts in which it operates. Thus, it concentrates on social roles and relations through formality degree, modality, the order of the Subject and Finite which determine clausal mood whether declarative, imperative or interrogative (Halliday & Matthiessen, 2004). In the academic field, it is believed that texts are always produced

within socio-cultural contexts, and we gain a better understanding of them by taking these contexts into account. Taking into consideration the contextual issues surrounding texts helps understand the social relationship between writers and readers (Adetomokun, 2012).

In the textual meta-function, Halliday (1985) tried to understand the flow of argument, and how each element in the sentence could help a person to transmit the message to get an optimal meaning. Thus, Halliday studied the relation between every element in any clause, focusing on Theme and cohesion. According to Halliday and Matthiessen (2014; 2004), “Theme” includes the message in a text, indicating the identity of text relations. Then comes the “Rheme” which appears to expand, justify and provide additional information to preceding one (Theme).

Theme is considered as the glue that structures the ideational, interpersonal and textual meanings. Moreover, it plays a crucial role in focusing and organizing the intended message of the text (Halliday, 1994).

In addition, Halliday’s textual meta-function is concerned with text “Coherence” which relates to the “semantic ties” or relations of meaning within a text. These cohesive components are referencing, substitution and ellipsis, conjunctions and lexical cohesion. Here is a brief explanation of each cohesive device. Referencing is the use of some words and phrases that aim to define prementioned information throughout the text (Eggins, 1994).

Substitution and ellipsis are used to avoid the repetition of a lexical item through grammatical resources of the language (Halliday & Hasan, 1976). Substitution words have the same function such as “one and ones” for nouns and “do” or “so” for verbal, nominal, and clausal substitutions (Haratyan, 2011).

Different application of conjunction leads to different textual styles. Conjunctions are classified into categories of additive, adversative, clausal and temporal. Conjunction as a semantic cohesive element links the pieces and clauses of a text together to give meaning to the text (Halliday and Matthiessen, 2004).

Lexical cohesion is the last part of cohesive devices in the textual meta-function of Halliday. Lexical cohesion is divided into: repetition, synonymy, antonymy, metonymy, hyponymy and collocation (Halliday, 1985) where pair of same event or environment lexical items co-occur or found together within the text (Haratyan, 2011). When these lexical items are closer, the text enjoys higher degree of cohesion. A text can be “tight” with many cohesive ties, or “loose”, with fewer cohesive ties (Halliday and Hasan, 1976).

The summary of the Systematic functional linguistics (SFL) is that it is a theoretical approach that analyzes the relationship between social contexts and linguistic aspects (Halliday & Matthiessen, 2014). It aims at understanding how people use the language in context and how they express and organize what they say to get an optimal meaning, in addition to their feelings and social roles that they perform in interactions. Halliday (1985) describes three types of meanings as language meta-functions: ideational, interpersonal, and textual. These three kinds of meanings are integrated in the structure of a clause, which help to understand the functional and situational organization of language in the social context (Halliday & Matthiessen, 2014).

## **2.3 Literature review**

### **2.3.1 The importance of Textbooks in EFL classrooms, and beyond**

Textbooks play a pivotal role in the realm of language teaching and learning. They are considered as crucial as a teacher. They are used in most of the world as

language teaching materials in spite of the existence of other numerous teaching materials (Cortazzi & Jin, 1999).

Textbooks are a key component in most language programs. They serve the basis for much of the language input learners receive and the language practice that occurs in the classroom (Richards, 2001). Second and foreign language textbooks are important as a primary tool which help students enrich their linguistic knowledge, practice the skills that they are expected to gain, and raise their cultural awareness (Trisha, 2016).

In addition, Trisha (2016) added that although the internet today plays an important role in foreign and second language acquisition (SLA) with its vast websites and resources, textbooks are still the main resource and reference in English classrooms around the world.

McKay (2004) argued that textbooks act as major sources for both linguistic, and cultural materials which portray the existed ideology of EFL / ESL countries. It is believed that cultural content is one of the most important aspects that should be included in the process of textbook decision making (Karima, 2017). Furthermore, Wang (2016) states that textbooks are by their nature ideological. Hence, they are not only considered as effective instruments in the teaching – learning process, but also as a reflection to values, ideas, and cultures of nations (Wang, 2016).

Of course, literature on how the culture content can be analyzed within textbook is rich. Many researches have different opinions regarding the way how foreign language textbooks should deal with the target culture, as well as the native and other cultures (Weninger & Kiss, 2013). Amara (2017) believes the way these different cultures are debated in textbooks could form different ideologies.

Cortazzi and Jin (1999) distinguish between three types of cultural aspects that should be presented in culturally – oriented textbooks. They believe that an ideal textbook is a combination of the three types of these cultures: source culture, target culture, and international cultures. The source culture materials refer to the learners' native culture. Benahnia (2012) believes that EFL learners should be exposed to their mother-tongue culture, since it gives them self-confidence and ability to talk to others about their own culture. However, it is believed that textbooks' bias to the mother-tongue culture will not foster learners' intercultural communicative competence (Ajideh and Panahi, 2016). On the other hand, the target culture materials relate to the culture of the countries where the target language (English) is practiced as a first language, e.g., American or British. Méndez García (2005) emphasized that including target culture materials in EFL textbooks enhances students' knowledge of the world and of their foreign communities, and also promotes learners' attitudes of respect and tolerance to their own culture and other cultures. Finally, international cultures materials refer to various cultures where English is used as a global language, namely "lingua franca". This can familiarize students with the most salient behavioral patterns of the different societies. It also helps promote students' intercultural competence which is an important part of learners' communicative competence (Kramersch, 2002; Byram, 1997).

Furthermore, the impact of textbooks is not only on English learners who form multiple identities (Norton, 2000), but also on those English teachers who use these textbooks in the classroom (Alshammri, 2017). Therefore, teachers are not only influenced by the textbooks they teach, they also form complex identities (Teng, 2020).

Weninger and Kiss (2013) argue that analyzing the cultural as well as the ideological content within textbooks is not an easy task because researchers could use different approaches to analyze textbooks. Some may focus on texts, others prefer to focus on visuals, and some others would analyze both texts and visuals. Bucholtz and Hall (2008) believe that whatever approach is chosen to analyze the cultural content in textbooks, the focus of analysis should not examine the cultural meaning as locked in a text or a visual, but as a component that reinforces the cultural beliefs and values that come out of learners' engagement with learning materials.

In Palestine, English textbooks are considered as the main and basic reference for the Palestinian English teachers to plan their teaching, interact with learners and for assessment as well (Abu Younes, 2015). However, textbooks are not only considered a source of not only linguistic knowledge, but also of different cultural aspects as well (Al-Sofi, 2018; Cortez, 2008).

Therefore, I hope that the current study will be significant as it provides an opportunity to investigate the cultural identities of the Palestinian English textbooks, as they are considered the main source of information for both Palestinian teachers and students (Abu Younes, 2015). It also aims to explore the way teachers view their students' identities in textbooks, so that they could reflect on their beliefs, attitudes and practices in English classroom.

### **2.3.2 Language, culture and identity**

Until the 1960's, culture was seen as the literacy or humanities component of language study and was associated with the grammar-translation method of teaching foreign languages (Kramsch, 1993). In the 70's and 80's, following the communicative turn in language pedagogy, there had been several efforts to include "culture" in language education (Kramsch, 2013). In sequence, sociolinguists' interest



in researching the field of culture has developed to investigate cultural identity, which appeared simultaneously with the growth of globalization, in the late 20th century (Elachachi, 2015). They aim to understand the role of language in shaping the ways in which an individual relates to one another, to the society and to the whole world. These ways of knowing and being are the basis on which people shape their identities (Riley, 2007).

Language can be defined as the system of communication comprising codes and symbols which is used by humans to store, retrieve, organize, structure and communicate knowledge and experience (Kim, 2003). Language is the primary means of communication. It is through language communication, spoken or written, that we are able to share our ideas, opinions, views, and emotions with other people (Rabiah, 2012). In this globalized world, learning a foreign language has become a must. Learning English as a foreign language has also become necessary with its wide spread use among both natives and non-natives (Getie, 2020).

Hyland (2010) stresses that with the increase of learning English as a “lingua franca”, interests of linguists and sociolinguists to understand the relationship between second and foreign language, culture and identity have also increased. Wang (2016), however, stresses that learning a language involves learning different aspects of cultural values over certain sociolinguistic, cultural and ideological dimensions.

Culture is defined as the systems of knowledge including values, beliefs and attitudes, notions of appropriate behavior, statuses, and role expectations shared by a group of people (Tüm & Uğuz, 2014; Brown, 2000; Jiang, 2000; Kramsch, 1993).

Culture is considered as one of the challenges of social cohesion (Kramsch, 2013). Many linguists argue that language and culture are inseparably acquired together, and teaching a foreign language should not be separated from teaching the

cultural context in which it is used (Çelik & Erbay, 2013; Tas, 2010; McKay, 2004; Alptekin, 2002).

Nowadays, learners' awareness of own culture and others' cultures is one of the aspects of becoming interculturally competent (McKay, 2002). This competency is not only defined as the ability to communicate and interact with people from different cultures using a foreign language, but also the ability to use this language in socially and culturally appropriate ways (Byram, 1997). Byram (2003) confirms that the acquisition of cultural knowledge in language learning is defined as intercultural competence, which is an important component of creating learners' communicative competence.

Kim (2003) believes that learning a foreign language with its culture has an impact on a learner's identity. Identity is used in two linked senses: social and personal (Adetomokun, 2012). In the former sense, an identity refers to a social category, a set of persons marked by a label and distinguished by rules deciding membership, and characteristic attributes. In the second sense of personal identity, an identity is considered as some properties that makes a person feels special (Bucholtz, 1999). It is "how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future" (Norton 1997, p. 410).

It is believed that identity formation is a dynamic, complex and ongoing process that is gradually developed in social surroundings (Altugan, 2015; Kim, 2003). Indeed, linguists argue that many factors affect people's identities, such as language, values, beliefs and cultural background (Wang, 2016; Grimson, 2010; Hyland, 2010). However, sociolinguists argue that identity is a socially constructed self that people continually co-construct in their interactions (Byram, 2003).

Linguists and those who are interested in the field of sociology tried to study the whole range of society's intellectual input, including its beliefs, ideologies, collective representations, culture, and its social structures and practices (Riley, 2007). They argue that there is a strong relationship between language, culture and identity (Sačić, 2018; Hyland, 2010; 2002). This relationship is seen as complex and highly interrelated one, with profound implications for both teaching and language policy. Culture and its related factors play a complex and a pivotal role in second language acquisition (Grimson, 2010). By understanding its role in shaping identity, teachers get better knowledge that enables them to implement strategies and activities in order to help their learners achieve higher levels of success (Cortez, 2008). Moreover, it is stressed that the identity of learners affects their motivation, as it is a way understand the social world around of them (Altugan, 2015).

Many research studies are significant in examining how the socio-cultural context impacts upon the learners' social and cultural identities in learning English as a foreign or second language (Kim, 2003). Ivanič and Camps (2001), for instance, investigated learners' identities in thesis writings. They argue that the lexical, syntactic, organizational and even the material aspects of writing construct identity. Hyland (2010), also, focused on identity construction in thesis acknowledgments, doctoral prize applications, and bio statements. He believed that our identity is created from the texts we engage in and the linguistic choices we make.

Rahimivand and Kuhl (2014) investigated writers' identities in some research articles. They found that identity is a critical aspect of writing, and that it should be brought into the mainstream of second / foreign language writing pedagogy through consciousness raising and the specific teaching of certain features.

Norton and Toohey (2011) have also been interested in the field of identity and language learning and teaching. They underlined the importance of understanding that learners live in globalized sociocultural worlds. Such understanding requires consideration of the global social structures that impinge on the identity of language learners and their learning.

The interest in investigating identity in ESL / EFL context has also spread to language textbooks, which has become an international trend in EFL researches around the world. These researches aim to investigate identities of students, teachers, and even textbook authors and publishers. For example, Rashidi and Zolfaghari (2018), investigated identity in nine commonly used EFL textbooks in Iran, using the Hallidayan SFL approach. The study revealed that the Iranian EFL textbooks focus mainly on the mother-tongue culture, and the target culture, forming rich ideological identities.

Cortez (2008), for instance, investigated identity and language ideologies in a global EFL textbook used in Mexico. She found that future - teachers' understanding of English ideologies helps them visualize where they situate themselves as language users, as well as provide the necessary background to understand how they relate to textbooks and what they expect from them.

Teng (2020), as well, has investigated the identities of South Korean teachers. Teng confirmed that foreign language teachers' identity is complex, and could be affected by many factors, some are internal, others are external. He found that three aspects usually form teachers' identities. These are: agency, which is defined as the teachers' capacity to make their own free choices amidst cultural and societal constraints. Authority, which refers to teachers' ability to make choices without hesitation. And the last one is vulnerability, which refers to anxiety or fear of the

decisions (that might be incorrect or dangerous), that a teacher may encounter in an array of contexts.

Furthermore, Gray (2002) analyzed the particular worldview represented in many best-selling English Language Teaching textbooks worldwide, and explained how publishers have undergone many pressures to be politically correct according to Western standards.

As mentioned, the interest in investigating identity in Teaching English as a Foreign Language (TEFL) has comprised not only teachers and authors, but also learners. Many researches have focused on the impact of EFL textbooks on learners' identity construction. Sačić (2018), for example, explored the extent to which English language textbooks promote and reflect teaching about identity, and how language learners' identity is being developed within classroom settings. She found that the textbooks used in Sarajevo, Bosnia and Herzegovina, include materials related to learners' own culture, and also target culture, encouraging the development of learners' multiple identities.

Many Arab studies have also investigated the cultural identities in EFL context. For example, Alshammri (2016) has investigated cultural identities in six EFL textbooks used in Saudi Arabia. Karima (2017) investigated the Moroccan EFL Textbooks to find out gender bias in these textbooks. Also, Hopkyns (2017) investigated the effects of global English on cultural identity in the United Arab Emirates. The study revealed Emirati cultural identities to be complex, multifaceted and at times conflicting. Hybridity in identity construction was prominent in terms of differentiated bilingualism, code switching and use of an informal creative written language combining English and Arabic.

This field of interest has also comprised Arab students who learn in western countries. For instance, Britto and Amer (2007) explored cultural identities of Arab learners who live in America, which were categorized into three identity groups: high bicultural, moderate bicultural, and high Arab cultural.

In contrast, little is known about Palestinian studies that investigated the cultural identity in Palestinian EFL context. I believe that it is vital to investigate *English for Palestine* textbooks, first, to bridge the gap in Palestinian research. And secondly, to form an understanding on how students' cultural identities are represented in *English for Palestine* 11-12 textbooks.

### **2.3.3 Culture and identity, and their representations in English textbooks**

Culture, identity and language are closely related (Byram & Morgan, 1994). Language does not only function as a meeting point between speakers, it is also a profound indicator of identity (Sačić, 2018). Moreover, knowing a foreign language implies knowing a different culture (Cortazzi and Jin, 1999). Therefore, the EFL field has considered culture to be a dynamic entity that represents the main collective sociocultural norms, lifestyles, and values that are learned, shared, and transmitted by a group of people (Gómez -Rodríguez, 2015).

Sačić (2018) believes that identity stands for the person's tiniest characteristics, feelings and beliefs, and the connective tissue that links the person to a group. Norton and Toohey (2002) believe that the identity has a complex nature, specifically for learners and as well as speakers of the target language.

Consequently, the language classroom requires interactions that promote meaningful communication in the target language, and deep understanding of target cultures (Kramsch, 2005). Knowledge of the target culture has positive impacts on the

foreign-language classroom, for example, it can facilitate foreign-language learning (Farzaneh, Kohandani & Nejadansari, 2014; Tas, 2010; Alptekin, 2002). Thus, many researchers stress the relationship between second language interaction and identity construction (Cortez, 2008; Hyland, 2002).

Weninger and Kiss (2013) argue that in order to understand the different dimensions of the cultural identity in any textbook, it is important to analyze the “activity” which is considered as a unit of cultural potential of language teaching material. In addition to the texts, images and tasks (whether they are provided by the textbook itself or created by the teacher) should be analyzed to draw the cultural and ideological interpretations.

In this regard, language textbooks play a vital role not only in helping students develop their linguistic competences, but also introducing them to understand their own and others’ cultures, forming different cultural identities and ideologies (Rashidi & Zolfaghari, 2018; Alshammri, 2017). The willingness to accept behaviors and values of others’ cultures enables learners to develop openness toward the target culture, thereby facilitating language learning and reducing cultural biases (Byram & Morgan, 1994).

Moreover, the including of the different cultures (mother-tongue, target and international cultures) in textbooks have different impacts on students’ cultural awareness. For example, a study of Amara (2017) has shown the inclusion of the students’ native culture in the curriculum enhances learners’ sense of identity, self-worth, and comfort, which is important for promoting academic success, motivation, and meaningful learning. Also, the including of both mother-tongue and target cultures in language textbooks helps to overcome the problem of stereotypes and general assumptions about foreign cultures (Sherman, 2010). On the other hand,

including the target and international cultures in teaching materials promotes learners' knowledge of different cultures, which helps reinforce learners' values of respect, appreciation and tolerance to other people (Sačić, 2018). In addition, the awareness of the target cultures helps develop learners' intercultural competence (Byram, 2006). Also, it is indicated that "those who study foreign cultures and the languages of those cultures are more active thinkers" (General Administration of Curricula, 2015, p. 6).

Despite the increasing use of technology, which facilitates language learning in many ways, classrooms are still the main place and resource of language learning (Cortez, 2008). It is argued that culture should be taught in the EFL classroom in a way that explores the deep, complex elements of culture (Hyland, 2010; Kim, 2003). This helps students become more critical about the controversial cultural dynamics that exist in every nation (Gómez-Rodríguez, 2015).

Thus, with the focus on the nature of cultural identity, and the awareness to make a balance between teaching native and target cultures (Amara, 2017), students are given the chance to appreciate the cultural heterogeneity, and compare and contrast their culture with other cultures (McKay, 2004; Ivanič and Camps, 2001; Ivanič, 1998).

However, learning and communicating in a foreign language is challenging if the culture of the native language and the target language are too distant (Elachaci, 2015). Indeed, the historical and geographical distances, the variation of customs, traditions, religions, norms and many other dimensions result in many cultural differences between people, and therefore constructing different identities (Al-Ju'beh, 2019). Likewise, it is believed that those differences may create cultural barriers for learners. Therefore, raising learners' awareness of these differences will help them transcend these cultural barriers (Basabe, 2004).



In Palestine, *English for Palestine* textbooks are designed by local and international experts; Macmillan team. The “1-12” curriculum is designed with the assistance of Macmillan publishing house and a group of Palestinian supervisors from the Palestinian Curriculum Center (MoHE, 2020; English for Palestine, 2020).

Statistics show that there are about 150,000 secondary-level students every year (MoHE, 2020), in both the academic and the vocational disciplines. All students who apply for the Palestinian General National Exam “Tawjihi”, have to study the *English for Palestine* curriculum (MoHE, 2020). Thus, I believe -as a researcher-, and -a teacher- that it is worthy to investigate the cultural content of *English for Palestine* 11-12 textbooks to find out the cultural identities that are represented to the Palestinian students.

The current study does not only fill in the gap in the Palestinian studies, but also offers a grasp on the way learners’ identities and ideologies are formed within the Palestinian English textbooks. This study also offers teachers an opportunity to reflect on their attitudes, beliefs and classroom practices that may affect their students’ identities.

### **2.3.4 How teachers’ beliefs, attitudes and practices could affect students’ identity**

Teachers’ beliefs, attitudes and practices are important for understanding and improving educational processes. Research in SLA confirms that teachers’ beliefs and practices have an impact on learners’ identity formation (Aoyama, 2017). Beliefs help us make sense of the world, depict memories and adjust our understanding of occurrences (Cheung & Hennebry-Leung, 2020). Beliefs are judgments and

evaluations that we make about ourselves, others, and the world around us (Khader, 2012).

Beliefs and attitudes form part of the process of understanding how teachers shape their work which is significant to understand their teaching methods and their decisions in the classroom (Gilkajani & Sabouri, 2017). Teachers' beliefs and attitudes towards teaching and learning have a key role in language teaching (Li, 2012), they are important in shaping their personal and professional knowledge (Abdi & Asadi, 2015). However, these beliefs have an impact on teachers' decision making, strategies and classroom actions and interactions (Gilkajani & Sabouri, 2017), especially the interactions with their students which affect the students' identity (Djoub, 2018).

However, teachers' beliefs, attitudes as well as practices have an impact on different aspects of students' learning process, such as motivation, student engagement and entertainment (Alugan, 2015). Many researchers believe that teaching should foster active, self-regulated and collaborative ways of learning, (Vermunt, Mikki, Warwick & Mercer, 2017).

Many studies aimed to investigate the role the ESL / EFL teacher has in a classroom. The constructivists, for example, argue that the teachers' role in foreign-language classroom is to employ student-centered pedagogies which encourage and accept student autonomy, and promote their active thinking (Keiler, 2018). Teachers who apply student-centered strategies, aim at promoting students' active role in the learning process rather than being passive recipients of information, in addition to developing their students' 21st century skills (Keiler, 2018).

Furthermore, the relationship between teachers and students is an important aspect in understanding the hidden curriculum (Jackson, 1990). Hidden curriculum is

defined as a curriculum outside the official curriculum (Oron Semper & Blasco, 2018), which includes values, attitudes, beliefs, and communication styles of interactants (Sari & Doganay, 2009). Aspects of the hidden curriculum have influences on learning and learners' identity (Mossop, Dennik, Hammond and Robbe', 2013).

It is believed that the kind of students' learning that teachers promote is dependent upon their beliefs and values, and how they view their as well as their students' identities (Gilkajani & Sabouri, 2017). Research on student learning has shown the importance of cognitive, regulative and affective processes mediating between a learning environment and the learning outcomes that students achieve (Dinsmore, Alexander & Loughlin, 2008).

Furthermore, research on identity in ESL / EFL classroom claims that not only students form identities from the interaction in foreign language classroom, but also teachers form identities. Castañeda (2014), who investigated teachers' identity from two interconnected dimensions (what teachers do and know), claimed that teachers' social recognition which they form, is affected by their beliefs, motivation, and emotions.

Therefore, students' identity is not only formed by the interaction with the materials they study (Basabe, 2004), but also with their teachers' beliefs and practices that they carry out and show inside classroom (Aoyama, 2017). However, there is an important relationship between students' achievement and performance. This relationship is confounded by the extent to which teachers consider their students as a part of the social interactions in the classroom, and the quality of classroom experiences that help students develop their identities (Tas, 2010).

Many studies stress the strong relationship between teachers' beliefs and practices, many studies. For example, Siyyari and Mardali (2019) aimed to investigate the differences between second language vocabulary teaching beliefs and practices of novice and experienced English teachers. Their results show consistency between teachers' beliefs and practices in classrooms.

However, other studies highlighted the inconsistency between teachers' stated beliefs and observed practices (Mohamed, 2014). Such studies have shown imbalance in teachers' beliefs and practices, as teachers often claim their devotion to current theories of teaching but fail to put this into practice. For example, Cheung and Hennebery (2020) in their case study aimed to investigate a teacher's beliefs and practices about teaching literary texts. They found that teachers' emotions are important factor in understanding the dynamic nature of teacher's cognition. Their study results show that there are several factors which lead to inconsistency between teachers' beliefs and practices, such as the need to complete the prescribed syllabus and prepare students for examinations.

## Chapter Three: Methodology

### 3.1 Overview

This chapter concentrates on the research methodology, that has been used to achieve the goals of the current study. First, I describe the context of the study (3.2). Then I describe the methodology that I used in this study; which was the qualitative method (3.3). The methodology section is divided into two subsections: the first is content analysis (3.3.1), which focused on “the clause” -as a unit of analysis-. The analysis was based on the three meta-functions of Halliday’s SFL (ideational, interpersonal and textual). The second subsection is dedicated for the semi-structured interviews (3.3.2) which aimed to investigate teachers’ beliefs, attitudes and practices in English classroom. The interviews aimed to explore teachers’ attitudes towards the cultural content of *English for Palestine* 11-12 textbooks, and also find out whether teachers’ practices match with findings of the text-analysis. The chapter also highlights the study sample (3.4) which consisted of the corpus (3.4.1), and participants (3.4.2). Finally, the chapter discusses data analysis (3.5) of the textbooks “the clause” (3.5.1) and of the interviews (3.5.2).

### 3.2 Context of the current study

This study aimed to investigate the cultural identities represented in English for Palestine curriculum, especially the secondary level textbooks (grades 11 and 12).

In Palestine, as aforementioned in Chapter 2, the English curriculum “English for Palestine” is designed by local and international experts. The whole curriculum “1-12 textbooks” is designed with the assistance of Macmillan publishing house and a group of Palestinian supervisors from the Palestinian Curriculum Center (MoHE, 2020).

In the secondary level, as the General Administration of Curricula (2015) stated, two books are usually taught to Palestinian students, the main one is the Pupil's Book, which includes lessons designed to help students develop their knowledge of the four skills of English. The second one is the Reading Plus textbook, and it includes lessons and literary texts that focus on the skill of reading.

It should be mentioned that the Reading Plus textbook is only taught to students of the literary stream (students from other streams only study the Pupil's Book textbook). Therefore, in this study, I decided to analyze the Pupil's Book, as it is taught to all students from different streams.

The designers of the curriculum and the Ministry of Education have set many goals for the *English for Palestine* curriculum. First, this curriculum aims to develop students' communicative competence as it is considered as one of the core goals for all levels. It also aims to enhance students' awareness of many dimensions which make up Palestinian culture and other cultures. Furthermore, in the secondary level, the Ministry of Education aim specifically to develop social interaction and communication skills, and develop students' understanding and appreciation of cultural attitudes and values (General Administration of Curricula, 2015).

I have chosen *English for Palestine* curriculum to analyze for many reasons. First, it is the national curriculum for most Palestinian students in Jerusalem, West Bank and Gaza (MoHE, 2020). Secondly, I have been teaching this curriculum since I started working as an English teacher eleven years ago. Thirdly, these textbooks are the second series of *English for Palestine* textbooks which are developed with Palestinian efforts, since Palestinians assumed control of their educational system in 1994, following hundreds of years of outside rule (Dajani & McLaughlin, 2009). Furthermore, according to the vision of the Palestinian Ministry of Education and

Higher Education (MoHE) which aims to improve the educational sector in Palestine, the Palestinian English Curriculum should not only equip students with the requisite linguistic and communicative skills, but also develop their awareness and tolerance towards their own and others' cultures, (Education Strategic Plan, 2014; 2017; General Administration of Curricula, 2015). Therefore, analyzing the cultural content of English for Palestine 11-12 textbooks is expected to provide a deep insight of the identities represented in the Palestinian English Curriculum, specifically for the students of the secondary level.

### **3.3 The Sample of the study**

The sample of this study was divided into two parts: the corpus, which was English for Palestine 11-12 textbooks. This sample of the study was chosen for content analysis in order to investigate the cultural identities that are represented in these textbooks. The second sample was the participants for the semi-structured interviews, who were five teachers.

#### **3.3.1 The Corpus**

As mentioned in details in section 3.2 above. The corpus that I analyzed in this study was English for Palestine, textbooks 11 and 12. The study covered all the reading comprehension lessons in both textbooks (of Grades 11 and 12). Ten units are included in each textbook, with two reading comprehension lessons in each unit. So, this study aimed to analyze 40 reading comprehension lessons (with their activities), covered in both textbooks, in order to find out the cultural identities that are represented in these textbooks.

#### **3.3.2 Participants**

The participants that were chosen for the semi-structured interviews were five English teachers who teach the secondary level (11-12) students, from Jerusalem and

Ramallah. The participants were chosen purposefully. Four of them are female teachers, two of them were colleagues who worked with me at the same school. The other two were friends of mine who work at other schools. And one of the participants was a male teacher, he was a colleague in the TEFL Master's Program at Birzeit University. Most of the teachers have an average experience of nine years in teaching.

### **3.4 Qualitative Methodology**

In this research, I used the qualitative methodology to collect and analyze data. Unlike quantitative methods, which try to understand phenomena with providing specific answers (Uher, 2018), the qualitative methodology helps understand a particular phenomenon of interest without formulating any hypotheses (Strauss & Corbin, 1990), thereby the researchers themselves will be a part of the research (Silverman, 2010). Also, qualitative methods help elicit deeper insights into the field of interest being investigated (Rahman, 2017; Maxwell, 2005).

It is argued that language assessment cannot be set apart from context, culture and values of where it is used (McNamara, 2001). Thus, the use of qualitative methodologies in language researches helps focusing the issues that need an analysis of content-related variables (Rahman, 2017). In this regard, I used two qualitative research techniques: content analysis, which helped investigating identities represented in *English for Palestine* 11-12 textbooks, and interviews, which helped explore beliefs, attitudes and practices of teachers who teach these textbooks.

#### **3.4.1 Content Analysis**

To conduct this study, content analysis method was used. This method helps to determine, organize and elicit meanings of certain words, themes, and concepts, and then draw realistic conclusions from them (Hsieh & Shannon, 2005; Creswell, 2003).



This study mainly aimed to investigate the cultural identities that are represented in *English for Palestine* 11-12 textbooks. Following Halliday's Systemic Functional Linguistics (SFL), which was introduced in Chapter 2, my content analysis focused on three meta-functions: ideational, interpersonal and textual. For analyzing the textbooks, one instrument was used, it was a developed framework, combined from Alshwaikh and Morgan (2013) and Ivanič and Camps (2001: 15) (Table 3.1).

This instrument was divided into three parts. In order to investigate the ideational meta-function, three main areas were being focused on: the issues and topics of the textbooks, the stances that are made in the textbooks by the authors themselves, and finally, the opportunities that the textbooks offer for learners to take actions towards issues. These were achieved through analyzing the topics of units and lessons, which determined the themes of the textbooks, and also the use of verbs (processes) and lexical choices which determined the stances as well as the actions that were found in the textbooks.

To investigate the interpersonal meta-function, I explored three areas: authority, formality, and the kind of activity learners are engaged in. These helped to understand students' roles in the textbook, since the interpersonal meta-function aims to understand the social roles between readers and writers (Halliday and Matthiessen, 2014). Such areas could be understood when exploring pronouns, clausal Mood, the use of evidence and justifications in texts, and finally, the use of modal markers of certainty.

According to Ivanič and Camps (2001), the use of first-person pronoun (I) and second-person pronoun (you), in addition to the bare minimum use of evidence show high sense of authority. Also, authoritativeness can be conveyed by the use of evaluation and of modal markers of certainty. However, degrees of certainty do not

only show authority, but also determine modality (Halliday and Matthiessen, 2004; 2014).

Moreover, the use of different Moods determined different power relationships between the writer and the reader, which aimed to understand formality (Ivanič & Camps, 2001). Furthermore, the analysis of the interpersonal meta-function aimed to explore the role of the learners in activities provided in the textbooks, it aimed to find out whether the Palestinian learners are thinkers or scribblers.

Finally, to investigate the textual meta-function, the Theme-Rheme relationship was explored, in addition to cohesive devices, which all helped to understand how the text was structured.

*Table 3.1: A framework for content analysis of the clause / combined from Alshwaikh and Morgan (2013), and Ivanič and Camps (2001: 15)*

<i>Meta-functions</i>	<i>In relation to</i>	<i>Indicators</i>
<b>Ideational meta-function</b>	- Different interests, objects of discussion	- Titles of units / lessons - Main themes / issues mentioned in the text
	- Different stances towards topics: values, beliefs and preferences	- <b>lexical / syntactic choices:</b> - generic terms (which express identity) - different verbs / processes (whether mental, material, or relational.....) - the use of active or passive verb forms
	- Does the textbook afford any opportunity for learners to take an action towards these topics, values, issues?	- verbs that show processes of research, thinking, making decisions - presence of human agents / obscuring of agency through active voice or passive voice
<b>Interpersonal meta-function</b>	- different degrees of certainty (Authority)	- The bare minimum of evidence or justifications for claims - The use of evaluation and of modal markers of certainty and authority - The first-person pronoun (I / we)
	- different power relationships between the writer and the reader (Formality)	- The use of first-person plural “we” - Clausal mood (imperative, declarative or interrogative)
	- What kind of activity is the learner expected to engage in? (Activity)	- The role of learner in these activities: A “thinker” or “scribbler” learner (imperatives / “you”.....)
<b>Textual meta-function</b>	- Different views of how the text is structured	- Theme – Rheme - Cohesive devices: repetition, ellipsis, substitution, lexical cohesion..... etc. (the flow of the text)

### 3.4.2 Semi-structured interviews

Semi-structured interviews were conducted to interview English teachers. These interviews aimed to explore teachers' attitudes, beliefs, and their practices in English classroom. Another goal of the interviews was to find out how secondary-level English teachers view their students' identities in the textbooks.

I divided my interviews into two parts, the first one was a brief of concepts, and a mention of the main findings of the study. The second part of the interviews was the questions. They are five predetermined open-ended questions, with other questions emerging from the dialogue between the researcher and the participants.

The participants were five secondary-level English teachers who all were contacted with text messages to determine the date and time that are appropriate for carrying out the interviews. Four interviews were conducted via phone, one was conducted as voice messages between the researcher and the participant. Conducting telephone interviews was more convenient because face to face meetings were restricted as a result of Covid-19 quarantine. After that, all interviews were transcribed, and analyzed through different cycles of reading and coding (this is explained in the data analysis section in details).

#### **The questions of the interviews are:**

1. Do you think that the topics and issues that you teach in “English for Palestine 11-12 textbooks” match your students' interests?
2. Do you find these topics and issues are relevant to the Palestinian culture? What do you usually do with irrelevant subjects (if they are found) in the textbooks?
3. Do you think that the discussion questions (which usually follow the reading comprehension texts) promote active learning? Why / Why not?

4. As an English teacher of the secondary level, how do you usually engage your 11th and 12th grades students in such activities -either inside or outside classroom-?
5. How -do you think- the textbooks are affecting students' identity? How are your students influenced by the topics and issues of the textbooks?

As the aim of the interviews was to investigate the teachers' beliefs and attitudes as well as their practices in their English classrooms, I aimed to show this focus in the questions. The first two questions explored teachers' attitudes and beliefs towards the content of *English for Palestine* 11-12 textbooks, the third and fourth questions aimed to explore teachers' practices, and their role in promoting their students' active learning. These four questions, besides the content analysis, answered the first and second research questions, which aimed to investigate the cultural identities that are represented in the Palestinian English 11-12 curriculum, and also find out the students' role that the activities in the textbooks offer.

The last question aimed to find out teachers' attitudes towards the identity that the textbooks represent for Palestinian students, and also aimed to answer the third research question of this study, which was: "How do English teachers view their secondary-level students' cultural identities in the textbooks?"

Pertaining the validity of the interview questions, all the questions of the interviews were cross-validated against the research study questions and the purpose of the study. My supervisor, and two other colleagues at the TEFL Master Program of Education at Birzeit University, who are also English teachers, reviewed the interview questions for more validation.

For reliability, another researcher was asked to perform the analysis of the interviews to check the degrees of agreement between both types of analysis, and to

make sure that the results are consistent and triangulated. The results of the researcher's analysis were very close to my own analysis.

### **3.5 Data analysis**

#### **3.5.1 Analysis of textbooks – focus on “the clause”**

Data analysis involves working with the data, organizing it, breaking it into manageable units, and searching for patterns (Hsieh & Shannon, 2005).

Data collected via the aforementioned instrument in (Table 3.1) were analyzed qualitatively. In regard to this study, the unit of analysis was “the clause”. Systemic functional text analysis allowed to analyze linguistic features at lexical, grammatical and discourse levels. The triad roles of language including representation (ideational), exchange (interpersonal), and message (textual) were considered to explore depictions of ideological identities in the corpora.

The initial stage of analysis of the three meta-functions was an overview of the general themes and issues presented in the textbooks. This helped me find the different interests and objects of discussion. Then, more specific analysis for the used lexis and verbs (processes) was conducted to give me a firm scope on the stances towards the issues and topics presented, and also to find out if the textbooks offered learners with any opportunities to take actions towards these topics and issues (see Appendix 1 for a sample unit from Textbook 12 and Appendix 4 for a sample unit from Textbook 11). Furthermore, investigating Mood, pronouns, and modal markers of certainty helped me explore authority, modality and the kind of activity learners were engaged in (see Appendix 2 for a sample unit from Textbook 12 and Appendices 5 for a sample unit from Textbook 11). Finally, exploring the Themes of the textual meta-function, and cohesive devices in the text helped me understand the flow of the

text and how the text was structured (see Appendix 3 for a sample unit from Textbook 12 and Appendix 6 for a sample unit from Textbook 11).

The second stage of the analytical approach was for coding, arranging, ranking and ordering data according to their categories and similarities. This was done for each meta-function separately, then for the three meta-functions together in order to determine the themes and paradigms that help to identify the identities in textbooks. This stage was for linking notes of coding, in order to get an initial overview of the themes which determine the different cultural identities presented in the textbooks.

The last stage of coding was for organizing and making relations between themes that come out of each textbook. This stage provided a comprehensive overview of the way the cultural content of the textbooks was designed and organized, this helped to make generations of the themes of the cultural identities that were represented in both textbooks.

### **3.5.2 Analysis of the interviews**

Data collected via the semi-structured interviews were also analyzed qualitatively. Recorded calls and voice messages were transcribed into written data. Collected data were analyzed through several cycles of coding (Auerbach & Silverstein, 2003). In the first cycle of coding, transcripts of the interviews were read to get a general overview of the categories resulted from the data.

In the second cycle of coding, I re-read the transcripts of interviews in order to determine the categories, and the way they related to each other. These categories were mainly teachers' beliefs, attitudes and practices, and how these could affect learners' cultural identities.

In the last cycle of coding, I grouped data which have been classified into specific categories to form themes which helped form that deep and last overview of the teachers' points of view towards the discussed issues.

Finally, a combination of both types of analysis was crucial as it aimed to see the extent to which the results of the content analysis and the interviews correspond with each other. Relations, similarities and differences were defined in order to determine cultural identities in textbooks, and the way teachers view these identities within textbooks.

### **3.6 Ethical considerations**

In general, I followed Birzeit University regulations for academic research (Birzeit University, 2015). The collected data were only used for this research which I have done for the TEFL Master's Program at Birzeit University. I honestly reported the data, the instruments and the results without any fabrication.

Pertaining the interviews, I explicitly informed the participants about the nature and the purpose of the study, and they were fully informed about the procedures, timing and instruments of the research. They were also informed about their rights, such as, their right to freely participate or withdraw. Before conducting the interviews, teachers were pre-informed that their opinions and beliefs are highly appreciated. Also, they were informed that their privacy and confidentiality were approached by protecting from any unauthorized observation.

## Chapter Four: Findings

This chapter shows the findings of the study. They are discussed in light of their analysis according to Hallidayan SFL. Following Halliday and Matthiessen (2014), I analyzed the identities represented in *English for Palestine* 11-12 textbooks according to three meta-functions: ideational, interpersonal and textual. In the ideational meta-function, I analyzed verbs and lexical choices which play important roles in defining the authors' stances, as well as chances presented to learners to make their own stances. In the interpersonal meta-function, I analyzed pronouns, Mood, and degrees of certainty which determine the texts' authority and modality. As the textual meta-function focuses on how both ideational and interpersonal functions are presented as a written text, I analyzed Theme/ Rheme relationships, as well as cohesion, which are the components of the textual meta-function framework.

In addition to the text-analysis, this chapter discusses the findings of the semi-structured interviews that I held with five Palestinian secondary-level English teachers. The interviews aimed to investigate teachers' beliefs, attitudes and practices, which explored how they view their students' cultural identities within English secondary-level textbooks.

### 4.1 Ideational meta-function analysis

In this study, ideational function is defined in light of three aspects: topics and issues of the textbooks, the authors' stances towards these topics and issues, and the opportunities presented to learners to take actions towards the issues. Thus, this part analyzes processes (verbs) and lexical choices which are used to show authors' stances, and opportunities presented to students to take actions towards issues.



### 4.1.1 Issues, topics and interests of the texts

*English for Palestine 12* textbook has revealed four themes of issues and topics. Four units talked about social life-skills issues: *adaptation to new starts – comfort zones, worries that make people feel under pressure, funny events in a person’s life – coincidences, and making and keeping friends*. Another four units discussed some business issues, some are local: *The importance of starting ICT businesses in order to make Palestinian economy grow*. The others are international issues: *communication technologies and their effects on our lives, the world of work “dream jobs”, and life of football stars*. The other two units argued some cultural issues: *aspects that make up someone’s identity, and things that define people’s culture*.

On the other hand, the textbook of grade 11 has revealed different topics. Only two units discussed some life-skills issues: *learning styles, accident prevention in the home*. In contrast, five units have discussed some international issues: *The importance of education for economic success, political systems, News and newspapers, healthy food vs genetically modified food, international folk and fairy tales*. And there are three units which discussed different topics; one discusses a scientific issue: *Amazing animals*. Another one discussed tourism: *Step-on tour guides*. And the last one has talked about *the nature of Palestine and also introduced “walking” as a healthy activity*.

### 4.1.2 Stances

Ideational positioning goes beyond just having particular interests and associating one’s identity with particular objects of study (Ivanič & Camps, 2001). Thus, the analysis of the ideational meta-function aims to find out stances presented in *English for Palestine 11-12* textbooks.

“Stance” is defined as the attitude that the writer has towards the topic of his or her message. According to Conrad & Biber (2000), stances convey attitudes, feelings and judgements. However, the stance that someone takes greatly determines the tone of the message and the words that the writer chooses.

Stances were analyzed through the analysis of authors’ lexical choices, and also the verbs (processes) of the texts. As I read the reading comprehension texts in both textbooks, I focused on lexical choices and verbs that show authors’ stances towards the topic. (see Table 4.1 for a sample lesson analysis from Textbook 12), it focuses on the analysis of stances that are made by authors towards the topic of the text.

*Table 4.1: A sample lesson in Textbook 12 shows the ideational meta-function analysis of stances of the text*

<i>Unit 4: The shrinking world</i>	<b>Stances taken by the text:</b>
	Lexical choices are <i>italicized</i> . Processes (verbs) are in brackets
Pages (38-39)	- parents are <i>worried</i> ” (panic) about <i>the effects</i> of communication technology on the young.
<b>Topic:</b>	
Communication technology	- <i>Young people</i> (spend) hours on <i>social media</i> . - <i>Bad effects: the ability of using language properly, addiction, wasting time, other potential dangers!</i> - A recent study in the US found that nearly a quarter of teenagers (use) <i>social media sites</i> at least ten times a day. - The Old’s worries (are justified), but this justification is not adopted by the writer -Dr Amy Lehane-: “If you look back, you (find) the same <i>panic reaction</i> from older people to the growth of the telephone or television.” - Research (indicates) that young people are <i>quite capable</i> of (telling) <i>the difference between the online world and the real world</i> .

In many parts of Textbook 12, the authors’ tried to reveal their stances towards issues by lexical choices. For example, in the previous example that is mentioned in Table 4.1. The text discusses the topic: “communications technology” and their

effects on young people. The authors used phrases like “wasting so much time”, “the ability of using language properly”, “become addicted to technology”, “other potential dangers”. The authors seem to focus on the negative effects of technology, this shows that their stance is against the young’s overuse of communications technology.

Staying with the same textbook, with another example of showing stances through lexical choices, is when the authors discussed the topic of “coincidences”, they use such lexical choices: “Coincidences are evidence for something mysterious happening, some kind of hidden plan outside our knowledge.”, and “The scientific explanation is less exciting, ... that’s why some people are reluctant to accept it.” The authors’ use of words and phrases like mysterious, and hidden plan outside our knowledge shows that this topic could not be easily discussed or even understood. Even though the authors tried to interpret the scientific explanation for coincidences, it seems to be unpersuasive as they used the adjective less exciting to evaluate it. Also, the repetition of that coincidences are strange and mysterious events justifies why the authors think that many people are reluctant to accept the scientific explanation of coincidences.

Examples of lexical choices for showing stances are so many in this study. For example, the text used words like *genuine* and *guarantee* when they talked about friendship, as if friendship was a kind of service or a product which has to have some aspects to be guaranteed. These words reinforce the authors’ stance towards friendship, that it is *a complex process which needs efforts*.

Another example is the use of the adjective *expensive* when the text talked about business “*Lack of experience costs expensive mistakes*”. The authors of the text wanted to tell business makers that experience is something valuable, and lack of it is so costly, which will make a business maker lose a lot of money. I think that this is a

good choice to warn business makers against “*lack of experience*”, because one of the aims of making business is *to make profit*.

Another example, but from textbook 11, is the text’s choice of words like: *preserve, treasures, irreversible changes*, and *at least in words*, when the text discussed the topic “the nature of Palestine”. Here, the text talks about the negative changes that the Israeli occupation caused to the beauty of Palestine’s nature. As the author felt that these changes are *irreversible*, he found that the best way to *preserve* these *valuable treasures* is to put them in a book “*at least in words*”.

One more example from Textbook 11, is in unit 9, which talks about folk stories and fairy tales. The authors mentioned two stances: the first one: *is that fairy tales encourage children to believe things that do not exist in the real world*. This stance was not strongly adapted by authors, because they relate the stance to “*some*” unknown “*people*” in the sentence “*some people believe that fairy tales encourage children to believe things that can’t happen in the real world.*”. This means that the authors themselves do not accept what those “*people*” believe. But the other stance, which is adapted by authors, says that fairy tales are extremely *important, as they develop children’s imagination, help children to be intelligent, and help them get good exam results at school*. The authors justify this stance which they adapt with different justifications, and references to quotations of famous people such as the scientist (*Albert Einstein*) and the writer (*Gillian Poulson*).

It is not only lexical but also syntactic choice which aligns writers within particular stances (Ivanič and Camps, 2001). For example, the use of *passive voice* also aligns writers within particular positioning. Anyway, the passive voice was not used very often in both textbooks, but I feel I have to mention some of the examples that used passive voice in the textbooks.

The use of passive form when talking about issues shows authors' view of knowledge as an objective enterprise (Rashidi & Zolfaghari, 2018). Such example is in Textbook 11, unit 5, in the text of "Disappearing beauty": "*Beauty was being destroyed, olive trees and grapevines were pulled up, old stone building and villages were pulled down by Israeli occupation.*" In the previous quotation, although the author mentioned that the Israeli occupation did all these actions, (with the use of passive voice) the author seems to focus on these negative actions more than the subject, as if there is a consensus among readers *that the Israeli occupation has actually done all these actions.*

Another example from Textbook 12, unit 10: "*There are various ways a brand can be harmed, or even destroyed.*" Here, by choosing passive form, the authors are implying the responsibility of some (*unnamed*) agents for what could happen to a brand.

As mentioned earlier, ideational positioning is not only identified by lexical choices, but also by processes (verbs). Different processes were used in both textbooks including mental, material, relational, behavioral, verbal and existential ones.

According to the Hallidayan Transitivity system, *Material processes* convey a strong sense of dynamic activity (Fairclough, 1993). These processes encourage readers (learners) to be actors (*take actions*) towards the discussed issues: "*Stepping outside your comfort zone*", "*The Old try to protect children from harm, control them, and put limits on their behavior.*", "*young Palestinians are starting small technology companies that could help the Palestinian economy to break free from the restrictions placed on it by the Israeli occupation.*"

Mental processes also appeared in both textbooks. *Mental processes* show the author's subjective position toward the stated facts, these express thinking, feeling and sensing processes. For example: “*People often think experiences like this are evidence of something mysterious happening.*”, “*The author explains: to form close friendship, we need to trust others.*”, “*Head teacher believes it's worth it.*”, “*Hashem thinks that a business maker should first understand the market, do a market research to know who are the competitors.*”, “*Experts agree that there are three basic learning styles.*”, “*She argues that we should move money away from universities and put it into early-years education.*”

In addition to the use of mental and material processes, it should be mentioned that Relational processes were overused in the textbooks. According to Ivanič (1998), the overuse of relational processes shows authors' preferences for mentioning undeniable facts and general truths. Using such verbs shows the authors' objective position, as well as their certainty and self-assurance (Ivanič & Camps, 2001; Ivanič, 1998). Examples: “*figures of footballers' salaries are astonishing.*”, “*The clear winner was finding a job.*”, “*identity is based on consumption.*”, “*there is a consensus among experts that the definition of an individual is a combination of genetics and upbringing.*”

### **4.1.3 Actions**

Asking for others' opinion (toward issues), or asking them to take a stance (to express what they think about a certain topic and issue) is considered “an action” in this study. Learners are given different chances to make stances and take actions towards topics in both *English for Palestine* 11 and 12 textbooks.

Lightbown and Spada (1999) confirmed that language learning as a process takes place within conversational interactions between the learners. They added that

acquisition occurs because learners in a classroom are able to interact and negotiate meaning in order to understand each other. However, this type of interaction can be particularly beneficial if students are involved in a conversation.

Therefore, in this section of text-analysis, I focused on the activities that offer students the opportunities to discuss, negotiate and take actions towards topics, and interact with each other. These are particularly discussion activities that start with the process “*Discuss*”. In most of the units, learners are offered such chances to make stances towards topics (see Table 4.2 that shows Action activities in Textbook 12), this shows the action activities that were offered in Unit 4, which was analyzed in (Table 4.1) above.

*Table 4.2: A sample lesson that shows the activities that offer "action" chances in Textbook 12*

<i>Unit 4: The</i>	<b>Action activities that are offered by the texts:</b>
<i>shrinking world</i>	They are usually (Discuss) activities which precede or follow the reading comprehension text.
Pages (38-39)	- Activity (# 5): Discuss why it (is) not good to post an idea like “I’m having a party next week” on the internet?
<b>Topic:</b>	
Communication	- Activity (# 6): (Do) a poll in the class about the most common technology communication method, social media websites / apps, hours that are spent on social media.

In Textbook 12, many chances were offered for students to take actions towards the topics and issues of the texts. For instance, when introducing the issue of University Clubs and Societies Fair, the textbook gives learners the opportunity to take actions towards this topic: “*Discuss which of these societies you might be interested in. Why?*”. Another example when discussing the topic of “Under pressure”, the unit introduces things that make people feel under pressure, and

introduces tips to reduce pressure of time management. The activity was: “*Discuss: Which of the tips (if any) would you (find) useful?*”, “*Discuss: How results would be different if young Palestinians answered a poll like this?*” In this discussion activity, students are given a good chance to decide their own preferences and stances. They are also offered with a chance to evaluate their Palestinian situation and think how Palestinian people would answer if they were asked to answer a similar poll.

In another unit that talks about business, the unit offers good opportunities to learners to take actions towards the topic and also justify their actions: “*What qualifications and personal qualities do you think are needed to be a successful business person? Do you think you have the right character and attitudes to succeed in business?*” I think such activity offers a chance to learners to understand the world of business and the qualities that a business person needs. It also encourages learners to make stances towards the issue of making business in a young age (as most of the examples in the lessons were for teenage – business makers), and also evaluate their abilities and skills as students who may enter the world of business later.

Some other chances are offered to learners as requests to do experiments and polls in their classrooms to take actions towards topics. Such as a chance offered in textbook 12, unit 3, which talks about coincidences. The activity was: “Do an experiment (to test) the writer’s idea about shared birthday “coincidences”. Another chance in unit 4, which I mentioned in (Table 4.2), the activity was: “*Do a poll in the class about the most common communication method, social media websites / apps, hours that are spent on social media.*”

In most of the aforementioned examples, students’ identity is formed as *active learners*, because the textbooks offer students a chance to make stances and justify



their preferences towards issues. This help promote learners' active and independent thinking, too.

However, some opportunities were limited, learners are not given chances to take real actions and stances towards topics. e.g: in the lesson that talks about "Coincidences", the book introduces two stances and asked learners to choose one of them to adapt, they were not given chances to make their own stances: "*Which of these opinions are closest to yours?*" The same chance is given to learners in the unit that talks about things that make our culture; the activity introduced two opinions, and asked students to discuss the one they agree with. Here, the textbook restricts students' thinking, and focuses their choices within two options.

In another unit that talks about sports, when introducing the topic of Olympic Games, the lesson gives learners a chance to take actions, but this chance is restricted because the lesson does not ask learners to justify their choices: "*Can you (think) of other sports that are not really serious? What other sports should or shouldn't be included in the Olympic Games?*" In this lesson, the text mentions some international rules to include or drop a sport from the Olympic Games. The author of the text also mentions his or her own personal rules of judging a sport. But in the discussion activity that the book offers, students are only asked to think about any sport that they think it should be included or dropped from the Olympic Games, but without asking them to justify their choices, or even think about their own rules to judge sports. Here, students' identity is still seen as *active learners* (at least they have the chance to make stances), but with a restricted role, - in my opinion- it was better if the textbook added a part to the questions as "why / why not" to help students make their own judgement rules which help them justify their preferences.

In general, many of opportunities that are presented in Textbook 11 offer learners a restricted role. Because many of the activities introduce two ideas or stances and ask learners to choose one of them to adapt. On the other hand, many other offered opportunities which encourage students to take their own actions towards the topics and issues. Many of these opportunities offer learners an *active role*. For example, in the unit that talks about political systems and the democracy report, the activity mentions a statement and asks learners to give their opinion about it: *“The voting age in both countries is 18. Do you think this is the right age, or should it be higher or lower? Why?”* Another activity asks learners to compare the situation mentioned in the text of the democracy report with the situation we have in Palestine: *“How does the situation described in the text, especially the attitude of young people, compare with the situation in Palestine?”* I think these activities reinforce learners’ self-confidence when they are asked to think, evaluate, and search for new solutions, and also defend their choices (Robinson & Sexton, 1994).

On the other hand, students are considered as passive learners in many other units, in which they are not given any opportunities to make any stances or actions towards topics. The lesson presents the text without any preceding or following discussion activities. These are found in Textbook 11 more than in Textbook 12. For example, in Textbook 11, unit 2, the book introduces the topic “The importance of education for economic growth” without any offered opportunities to take actions towards it. Another example is in unit 3, in “Accident prevention in the home”.

## **4.2 Interpersonal meta-function analysis**

Ivanič and Camps (2001) stated that interpersonal positioning indicates degrees of self-confidence and assurance, people’s perceptions about their authority, and their relations with their interlocutors. These show authority and modality, which

are concluded through the analysis of pronouns, mood, and degrees of certainty. For more details about how I analyzed the interpersonal meta-function in lessons, (see Table 4.3), which shows the whole interpersonal meta-function analysis a sample lesson in Textbook 11.

*Table 4.3: A sample lesson that shows the interpersonal meta-function analysis in Textbook 11*

<i>Unit 8: Amazing animals</i>	Detailed analysis, with examples from the lessons
<p><b>Topic:</b> Pandas</p> <p>Pages (88-81)</p>	
<p><b>Authority:</b></p> <p><b>Pronouns:</b></p> <p>Different use of pronouns shows different levels of authoritativeness.</p> <p><b>Tenses of the verbs:</b></p> <p>the use of present simple tense shows authors' authoritativeness because they present information as universal truths</p> <p><b>References and justification:</b></p> <p>the bare minimum of evidence or justification for claims makes writers appear authoritative</p>	<p>- Different pronouns were used in the text. The pronoun (<b>they</b>) was used 10 times: (<b>They</b> struggle to survive., <b>they</b> don't really help themselves., <b>They</b> only eat one thing., They aren't as pretty as pandas.)</p> <p>- The pronoun (<b>we</b>) was used 6 times: (<b>We</b> all know that giant pandas are an endangered species., obviously <b>we</b> can't preserve every species., so <b>we</b> need to make some hard economic choices.)</p> <p>- The pronoun (<b>I</b>) which was mostly used in the comments section, was used 6 times: (<b>I</b>'m shocked to read this..., <b>I</b>'m an animal lover., <b>I</b> don't want pandas to disappear.)</p> <p>- Most of clauses are in the <b>present simple tense</b>: (We all <b>know</b> that giant pandas are an endangered species., they <b>seem to find</b> it very difficult to produce baby pandas., they all <b>play</b> an important part in the complex network of life on earth., so we <b>need to make</b> some hard economic choices)</p> <p>- <b>Justification</b> was used in the writer's comment:  "Of course I'm an animal lover, and of course I don't want pandas to disappear. But speaking as a professional biologist, I think that there are lots of things like insects and plants that are just as important, even if they're less lovable to us humans."</p>
<p><b>Formality, and authority:</b></p> <p><b>Mood:</b></p> <p><b>Declarative form:</b></p> <p>performing mild impositions of authority over the reader</p> <p><b>Imperative form:</b></p>	<p>- Most of clauses are <b>declaratives</b>:  (Organisations like the World Wildlife Fund, which uses the panda on all its publicity, spend millions of pounds trying to preserve this one animal. / Extinction is part of the Earth's history. / The biggest problem for all endangered species, including pandas, is loss of habitat.)</p> <p>- <b>Interrogative Mood</b> was also used 4 times:</p>

shapes writers' high sense of authoritativeness	(Everyone likes pandas, don't they? / But they don't really help themselves, do they? / Are they really worth it? / Are you really suggesting that we should just leave pandas to die out?)
<b>Interrogative form:</b>	
establishes a relationship of equality with the reader	
<b>Degrees of certainty:</b>	- (Everyone likes pandas, don't they? And of course, that includes me. / But, quite honestly, they don't really help themselves. / They only eat one thing. / Are they really worth it? / in fact, some of them are definitely rather ugly. / Obviously we can't preserve every species. / Are you really suggesting that we should just leave pandas to die out? / Of course, I'm an animal lover, and of course I don't want pandas to disappear.)

### 4.2.1 Pronouns

In this part, pronouns were analyzed to find out authority which is represented in the textbook. As Halliday (1985) argues, the use of pronouns determines degrees of authority represented in the texts. According to Ivanič & Camps (2001), the use of the first-person plural pronoun “we” expresses equality of power between readers and the writer. It introduces the author and readers as partners in performing acts of learning and knowing. e.g: “*We're often told in 'self-help' books that it's a good idea to do things that are outside our comfort zones*”.

For example, the use of first-person singular pronoun “I” identifies the authors as authorities in the issues they discussed. This has been shown in many texts in the textbooks. e.g: “*I'm becoming increasingly worried about the effect communications technology is having on young people.*”, “*I treat my customers more like students than tourists.*”.

Not only the use of the pronoun “I” shows high authority, but also the use of the second-person pronoun “you” in any text shows its authoritative voice. e.g: “*The*

*thing you know you should be doing.”, “If you are the kind of person who talks to strangers, you will definitely come across coincidences.”*

However, the use of third-person singular and plural pronouns “he, she, it and they”, as the literature argues, shows an objective point of view with no preferences or biases. e.g. “They were asked what products they always bought and would never exchange for another brand.”, “He taught himself how to program and started making his own software programs.”, “She refused to learn any English, so she found herself stuck in the house most of the time.”

In both textbooks, the majority of pronouns used are the third-person pronouns “he, she, it and they”. This shows that the authors prefer to debate issues from an objective point of view (Ivanič & Camps, 2001). They prefer to list issues with medium sense of authority.

#### **4.2.2 Mood**

Ivanič (1998) stated that interpersonal positioning indicates degrees of self-confidence and assurance, people’s perceptions about their authority, and their relations with their interlocutors, which help explore authority, as well as formality.

In the present corpus, the dominant Mood in the analyzed corpus was declarative. The dominance of declarative Mood indicates that authors are more likely to give information and make statements (Banda, 2005). According to Ivanič and Camps (2001), the declarative Mood shows mild levels of authority. It also respects and reinforces learners’ identity as thinkers and givers of information. Examples: “*Coincidences are events that unexpectedly happen at the same time for no clear reason.*”, “*but throughout history older generations have always tried to put limits on the behavior of the young.*”

Imperative Mood, however, signals higher levels of authority among readers (Ivanic & Camps, 2001). e.g: *“Think of Scotsmen in New Zealand who wear kilts. Listen to French people who speak almost perfect English.”* In this example, the authors try to persuade readers with these aspects that define people’s identities. Here, the authors use high authoritative style to tell readers that clothes and language are actually important aspects of people’s identity. Another example for the use of imperative Mood is: *“Don’t encourage them to read books that you think they should.”* In this sentence, when the authors were discussing the benefits of reading fairy tales to children, they used high authoritative style to warn parents against recommending books to their kids, they seem to tell parents that doing so is dangerous on children’s desire to read.

In contrast, the interrogative Mood involves readers in the discourse, and shows equal levels of power between writers and readers (Rashidi & Zolfaghari, 2018): e.g: *“Are today’s young sports stars overpaid?”*, *“How often do you hear people say things like ‘I always buy X’, where X is a type of phone, car or washing powder?”*, *“Could Ramallah become an Arab World technology hub?”* In these examples, the authors try to involve students in the issues, they try to make students think about the topic and share their own points of view.

Interrogatives are typically used to initiate an exchange by requesting information from others (Adetomokun, 2012). For example, in Unit 5 in Textbook 12, when discussing the topic of communications technology: *“Is there a danger that they could become addicted to technology? What potential dangers are out there in the online world?”* In the previous example, the authors encourage students to think about a hot debated issue in their lives “the overuse of communications technology”. The text does not only tell readers that parents are worried about the effects of

communications technology on their children, it also tries to encourage students understand and justify these parents' worries. Here, the text encourages students to make their own stances towards this topic. However, Interrogatives were the least used Mood in the present corpus.

### 4.2.3 Degrees of certainty

Authoritativeness can also be conveyed by the use of evaluation and of modal markers of certainty. However, degrees of certainty do not only show authority, but also determine modality. Modality, according to Halliday and Matthiessen (2004), is defined as the intermediate degrees between "yes" and "no". These are not only possibilities, there are various kinds of indeterminacy that fall in between, such as 'sometimes' or 'maybe'.

Also, these two polarizations of modality (yes-no), could be construed as the text formality., which is defined as the avoidance of ambiguity by minimizing the context-dependence and fuzziness of expressions (Heylighen & Dewaele, 1999).

According to Halliday and Matthiessen's (2004), the use of explicit judgements with stating the source of conviction shows writers' high authority, with subjective position, such as "*I'm convinced that there is a connection*" or "*I'm sure you'll find that your friends find other ways to define themselves.*", "*I'm not sure my job is what people were thinking of.*", "*The same kind of need, I believe, happens with language.*"

Whereas using explicit judgements without stating the source of the conviction shows writers' low authority, with objective position. e.g: "*It's inevitable that things don't always go as well as you expect them to.*", "*It used to be thought that friendship was something that 'just happened' between people.*", "*It's almost inevitable that something will go wrong at some point.*"

In the examples below, the authors show their authority implicitly through the use of different markers of certainty: “*Obviously, staying inside your comfort zone has many benefits.*”, “*Actually, the chances are better than you might think.*”, “*Inevitably, this has led to panic among parents, teachers and other adults.*” In these examples, the authors show that they are sure about what they have been talking about, so with the use of words like “*actually, obviously and inevitably*”, they try to reassure readers with their conclusions about the discussed topics.

By contrast, the text seems less assertive by the use of frequent references and justification for positions taken: “*A recent study in the US found that nearly a quarter of teenagers use social media sites at least ten times a day and 75% own mobile phones.*”, “*Many studies by social scientists have shown that becoming friends with another person is a complex process.*” These examples show that the authors invoke to the authority of other writers to confer validity on assertions.

Still, the use of modal verbs, which are a part of degrees of certainty, shows authority. For example, the use of the modal verb “must”, shows high authority. e.g: “*I think strange coincidences must mean something.*”, “*so we must be doing something right.*” However, it is not used very often in both textbooks.

On the other hand, the use of modals of probability shows low authority. e.g: “*I’m sorry to say that you may have made an error.*”, “*Is there a danger that they could become addicted to technology?*”, “*young Palestinians are starting small technology companies that could help the Palestinian economy.*”

The interpersonal analysis shows that the authors used a medium sense of authority when they talk about issues. They also prefer to discuss topics with high sense of self-assurance, which also shows the text formality. This promotes learners’



role to be active and independent learners; they could take their own actions towards the topics without feeling the pressure of text-authority.

### **4.3 Textual meta-function analysis**

We may assume that in all languages the clause has the character of a message, it has some form of organization whereby it fits in with, and contributes to, the flow of discourse (Halliday & Matthiessen's, 2014; p.88). Textual resources are of two kinds: (i) structural: Theme – Rheme relationship, (ii) cohesive: the extent to which a discourse is perceived to 'hang together' rather than being a set of unrelated sentences. There are four ways by which cohesion is created in English: by conjunction, reference, ellipsis, and lexical organization.

#### **4.3.1 Identification of Themes**

According to Halliday & Matthiessen (2014), the Theme is the element that serves as the point of departure of the message; it is that which locates and orients the clause within its context. The speaker chooses the Theme as his or her point of departure to guide the addressee in developing an interpretation of the message.

There are then two basic ideas underlying the analysis of Themes: (i) the fact that thematic choice is meaningful, and (ii) the fact that by choosing the information which is to appear in thematic position, the addresser is trying to control the addressee's reaction to the text. If we understood the interpersonal meaning as social relations, and the textual meaning as creating relevance to context (Halliday 1985), we should, therefore, bear in mind, that thematic structure does not only fulfil a textual function, but also performs interpersonal meanings (Sanz, 2000).

Halliday & Matthiessen (2014) considered three kinds of themes: Topical (ideational), interpersonal and textual. Following Halliday (1994), Theme will include everything up to the first topical (ideational) element. A topical Theme can be realized

by (i) a Circumstantial Adjunct, e.g. *in October, tonight, tomorrow*, etc., (ii) a participant, e.g. *The Minister of Education, the program*, etc., or (iii) a process, e.g. *Decide, Think of, Develop*. Topical Theme is a term used to refer to any of the above features which are found in the Theme of a clause.

Interpersonal Themes function to explicitly construe writer's view-point, they are realized by Modal Adjuncts. e.g: *Unfortunately, generally speaking, in my opinion*. While Textual Themes help structure the text by developing links to other clauses, they are realized by Conjunctive Adjuncts such as: *and, but, however*. They also include conjunctions, e.g: *before, after*. For more details, (Table 4.4) shows the analysis of themes in a sample lesson in Textbook 12.

*Table 4.4: A sample lesson shows Themes analysis in Textbook 12*

<i>Unit 1:</i>	<b>Types of themes (in bold),</b>
<i>A new start</i>	<b>with examples (italicized) from the text</b>
<b>Topic:</b> Comfort zone <b>Pages</b> (6-7)	<p>Different themes were used in the text. The dominance was for (Topical themes): (<b>Topical:</b> <i>Your comfort zone</i> is, as the name suggests, the area where you feel comfortable.), (<b>Topical:</b> <i>We all</i> have one), (<b>Topical:</b> <i>We all</i> want to improve ourselves).</p> <p>Textual themes were also used, some were multiple (textual and topical): (<b>Textual:</b> Obviously, staying inside your comfort zone has many benefits), (<b>Textual:</b> <i>On the other hand</i>, we're often told in 'self-help' books that it's a good idea to do things that are outside our comfort zones.), (<b>Textual / Topical:</b> <i>In fact, many studies</i> have shown that...).</p> <p>Interpersonal themes were also used: (<b>Interpersonal / Topical:</b> <i>Unfortunately, people</i> often get stuck in their comfort zones)</p>

In the present corpus, the majority of the used Themes are topical and textual. According to Halliday and Matthiessen (2014), a topical Theme is an obligatory part

of Theme. While Textual Themes function is to relate the clause to the preceding text, they also help to organize the text and signal its coherence. However, Interpersonal Themes which function is to reflect writer's judgement on topics, were not used very often in the corpus. I think that authors used to express their stances implicitly, with the least use of interpersonal Themes (which aim to express the writer's own point of view). I can interpret this in two points, the first one is that authors express their stances with a medium sense of authority. The second is that they do not want their own stances to affect students' stances, and therefore, aiming at forming an active-role of students.

However, several texts use one kind of themes more than the others. For example, in Textbook 12, unit 8, in the topic of: "Seven steps to starting your own business". In this lesson, interpersonal Themes were used very often as the text expresses some personal stories because the text interpret people who talk about their personal experiences in business. But in lessons like "coincidences", "comfort zones", and "Who am I?" which are essay-like texts, the most often used themes are topical and textual. The authors interpret the information in these texts as facts, as if they do not want to mention their own points of view, or change the students' own points of view. I think that this way of writing helps learners to understand how to stay related to the topic and the goal of writing when they practice the writing-skill, especially in essay-writing, since essays are one of the requirements in the General National Exam (Tawjihi).

### **4.3.2 Cohesion**

Textual meta-function does not only study the Theme-Rheme relationship, but also focus on cohesive devices. Their function is to show text cohesiveness. These are: conjunctions, references, substitution and ellipsis, and finally, lexical cohesion.

The last consist of repetition, synonymy, antonymy, metonymy, hyponymy and collocation (Halliday, 1985).

Conjunctions have the function of continuity and help organize the text. e.g: “*I’ve been studying English for many years, but this is like being a beginner.*”, “*You won’t reach your full potential if you only do what you know you are able to do.*”, “*Once you’ve made the effort, though, the door to new experiences will be open and you’ll probably wonder...*”, “*Because of changes in the job market, there is more and more pressure on young people nowadays.....*”

However, references help understand relations within the text. e.g: “*older people generally don’t really understand this new world of social media, so they’re unable to control it.*”, “*Most schools claim to prepare students for the world of work.... Before they even join the school...*”, “*Mustafa was always good at art and languages, and when he finished school everyone advised him to study English at university.*”

Text cohesiveness is also determined by lexical cohesion. One important aspect of lexical cohesion is Repetition. e.g: “that financial problems have taken over from the *environment* as the main concerns for young people. while the *environment* was only the seventh greatest worry.... when *environmental worries* came first. The fall in the number of young people concerned about *the environment*. It’s not that *environmental concerns* are less urgent than before.” The repetition of the idea that the “environment” was the seventh worry, or became less urgent, or was the first worry 15 years ago. This emphasizes the authors’ stance that people should be more aware of the environment.

Another example of Repetition is when authors talked about “Communication technologies”: “this has led to *panic* among parents, teachers and other adults. If you

look back, you find the same *panic* reaction from older people.” This repetition emphasizes the idea that communication technologies caused *panic* among parents and old people. There is another Repetition with the same topic: “we can say for sure is that new information and communications technologies are a force for social change and *economic development*”, “it’s the single most powerful way to *extend economic opportunities* and services to millions of people.”, “small technology companies that could help the Palestinian *economy*.” This repetition shows the authors’ emphasis on the importance of the use of Communication Technologies to develop economics. These two examples show two stances of authors which say that even though parents and the old generation panic about the effects of Communication technologies on young people, they are also considered an important force for economic growth.

(See Table 4.5) for detailed analysis of cohesive devices in a text in Textbook 11.

*Table 4.5: A sample lesson analysis that shows the analysis of cohesive devices in Textbook 11*

<i>Unit 2: Education for success</i> Page (14-15)	<b>Example of cohesive devices in the text (italicized)</b>
<b>Conjunctions:</b>	(, <i>and</i> all students between 7 and 16 get the same education), (One important difference, <i>however</i> , is in national tests,)
<b>References:</b>	(...often look at <u>Finland</u> and Taiwan. <i>The first</i> is a small country.), (often look at Finland and <u>Taiwan</u> .... <i>the second</i> is a very small island...), ( <u>Finnish Education Minister Tuula Haatainen</u> certainly believes ..., <i>she</i> says....), (One important difference, however, is in <u>national tests</u> , <i>which</i> are very important in Taiwan...)
<b>Substitution and Ellipsis:</b>	Substitution: ( <u>One important difference</u> , however, is in <i>national tests</i> .), ( <u>applying one country’s system to another</u> isn’t a simple solution to all problems.) Ellipsis: ( <u>students</u> choose either an academic or vocational path. Very few [ <u>s: students</u> ] choose to leave school.)
<b>Lexical cohesion:</b>	( <i>Year after year</i> , they also score highly in educational results)
<b>Repetition:</b>	

My textual meta-function analysis shows that the most common used cohesive devices in *English for Palestine* corpus are referencing, conjunctions and repetition. Synonymy is also used many times, but the other cohesive devices were rarely used. I think I can justify this as that teenage-students which are non-native speakers of English could easily understand and relate references, conjunctions, repetition and synonyms. But it will not be easy for them to relate and work out the meaning of other semantic ties like ellipsis, substitution and collocations.

Since the aim of the textual meta-function is to study how both the ideational and interpersonal meta-functions are put together as a text. And is considered as a means to create relevance to context. The summary of the textual analysis shows that the authors choices and preferences of focusing on topical and textual themes, have impacts also on the interpersonal meanings. The least use of interpersonal themes, for example, states the authors' preference to negotiate issues objectively.

### **Summary:**

Although there are some differences between the two textbooks, but the general analysis confirms the following results: The three meta-functions analysis shows that there are different cultural identities that are represented for *English for Palestine* 11 and 12 learners. First, the identity of a social- learner, as about 40% of the topics focus on the social-life skills issues. Secondly, an identity of a globalized or an international learner. The themes in both textbooks show that texts focus on improving learners' international-cultural identity since about 50% of the topics of both textbooks debate international issues. Even the focus on business-issues in Textbook 12 include focusing on international examples. In contrast, the analysis shows that the Palestinian national-identity was absent in both textbooks. Another identity is mainly found in textbooks, it is the identity of being an active learner.

Since the textbooks offer students the chance to be independent thinkers, with a good space to develop their independence and self-confidence.

#### **4.4 Results of the semi-structured interviews**

As mentioned in Chapter 3, the aim of the semi-structured interviews was to investigate the attitudes as well as the practices of secondary-level English teachers in their English classrooms, in addition to how these teachers view the identity of the Palestinian students in the *English for Palestine* corpus.

As mentioned in chapter 3, five questions were asked to teachers, they are:

1. Do you think that the topics and issues that you teach in “English for Palestine 11-12 textbooks” match your students’ interests?
2. Do you find these topics and issues are relevant to the Palestinian culture? What do you usually do with irrelevant subjects (if they are found) in the textbooks?
3. Do you think that the discussion questions (which usually precede or follow the reading comprehension texts) promote active learning? Why / Why not?
4. As an English teacher of the secondary level, how do you usually engage your 11th and 12th grades students in such activities -either inside or outside classroom-?
5. How -do you think- the textbooks are affecting students’ identity? How are your students influenced by the topics and issues of the textbooks?

Teachers believed that generally the topics of Textbook 12 are more interesting than the ones of Textbook 11. But in general, according to teachers, the topics and issues of both *English for Palestine* 11 and 12 textbooks are relevant to our Palestinian culture. Furthermore, the diversity of issues in both textbooks match the different interests of students. Teachers said that many topics help to raise students’ awareness of the present and the future, such as “Communications Technology” in

Textbook 12, and “Education for economic growth” in Textbook 11. Other topics provide students with opportunities to develop knowledge of social and political conflicts, such as the topic of “Who am I?” in Textbook 12, and “Political systems” in Textbook 11.

Moreover, teachers think that the textbooks offer some topics that help students respond positively and creatively, such as “Education for success” in Textbook 11. In this unit, the text introduces two successful educational systems (Finland and Taiwan), and shows how these two countries were able to overcome all the challenges they had and they managed to be amongst the best countries in the field of education worldwide. In this lesson, students could learn, compare, reflect and suggest ideas to improve their Palestinian education system. Furthermore, teachers find that the different life-skills issues that are debated in both textbooks help develop learners’ awareness of their own personal qualities and characters. Such as “learning styles” and “tips for smarter learning” in Textbook 11, and “time-management” and “comfort zone” in Textbook 12.

Other units help learners appreciate their own and others’ cultures, such as the topic “Clinging to culture” in Textbook 12, which aims to show learners how people always prefer to define themselves as parts of a specific society or culture. Another topic is “Who am I?” in the same textbook. In this lesson, the text introduces the concept of people’s “identity”. The lesson tries to introduce different definitions and stances about one’s identity. It also tries to say that people today, claim that they have multiple identities, especially in this era of the internet in which the whole world live now.

In general, teachers think that most topics are interesting and relevant to be taught to Palestinian students, except one or two topics which they find boring such as “The



democracy report / elections”, and “Political systems” in Textbook 11. Teachers said that they sometimes substitute these lessons with other articles from the internet, or ask students to make reflections on these subjects with reference to the Palestinian context. It should be mentioned that teachers could only do this with Grade 11, because they can’t delete or substitute any topic or lesson in Grade 12 because all units and lessons of Textbook 12 are included in the General Tawjihi National Exams.

However, some teachers felt that some issues do not match some students’ interests, such as “the life of football stars”. Although this lesson presents a business issue: “football stars’ high-salaries”, some teachers who teach female students said that this unit does not match female students’ interests. On the other hand, the male teacher that I interviewed had a different opinion as he thought that the unit matches his male students’ interests.

Moreover, the teachers feel that the textbook’s focus on both life-skill and business issues, helps to prepare students for their life after graduation: university life and work life as well. According to teachers, it is important to focus on issues that equip students with the needed skills to be socially accepted, and help them understand the world of business which they will engage in later.

Although teachers said that there is a diversity in the topics of Textbook 11, they found that the topics of Textbook 11 is less interesting than the topics of Textbook 12. They also believed that the textbook itself is less organized. I agree with the teachers as there are different topics presented in the same unit; which make it challenging to decide one theme for the whole unit.

Moreover, teachers said that some texts introduce some stances which really contradict with the students’ reality and beliefs, such as the lesson of “the death of newspapers” in Textbook 11. In this lesson, the text mentions that newspapers will

never die, and that people will leave the internet and social media sites and go back to read news from newspapers. Teachers see that such a stance contradicts the reality that the students live in these days, and also contradicts the graph that precedes the text, which shows that people nowadays get most of their news from the internet and social media websites not from newspapers and televisions.

Answering the third and fourth questions, all teachers agreed that the discussion activities have an important impact in promoting students' active learning. All teachers believed that these activities are really interesting, and help break the ice in the classroom. They also help improve learners' self-confidence, and reinforce students' motivation towards learning. Teachers confirmed that these activities develop learners' writing and speaking skills, as these skills are required in discussions, either they are written or spoken.

The teachers added that they prefer to carry out the discussion activities in groups or in pairs, so that they could develop active interaction between students themselves, and between the students and the teacher, and so develop students' communicative competence. Teachers said that carrying out such activities in groups or pairs could help change learners' attitudes towards English language, especially those who think they cannot perform well in English classes.

Although all teachers stressed the importance of carrying out discussion activities in the English classes, they regrettably said that they cannot do these activities all the time, especially in Grade 12. They said that the discussion activities are not included in the National Tawjihi Exam, and students in Grade 12 usually care about the marks, and about the activities that help them pass the Tawjihi exam.

In contrast, the teachers confirmed that Textbook 11 does not provide so many discussion activities in all units, so teachers usually try to create their own discussion activities for the purpose of making their English classes interesting and interactive.

In question 5, which is about the cultural identity of students, I see that four of the teachers connected the question with the national identity. I tried to clarify the aim of the question, that the cultural identity of students may not only be a national identity. Still, two of the teachers answered the question connecting the identity with the national aspect. On the other hand, some teachers believed that defining students' identities in the textbooks is not easy, especially with Grade 12 students, who focus on passing exams more than the value of the issues that they learn about.

The teachers found that the national identity is not presented enough through the topics of the textbooks, except in one unit in Grade 12: Unit 6 in the Reading Plus Textbook which talks about the history of Palestine, and about the Palestinian catastrophe (Nakba) in 1948. It also presents some stances and positions of some famous National symbols, such as Yassir Arafat, Mahmoud Darwish, Hisham Sharabi and Edward Sa'id. Since the Reading Plus textbook is only taught to the students of the literary discipline, this means that not all students are exposed to this national issue. Moreover, the Reading Plus textbook is not the main textbook, that's why we can argue that the national identity is absent in the textbooks.

Three teachers stress that the international identity of students is so clear through the topics and issues of the textbooks. In their opinion, this is good as we live in an international world. And today, with the internet and communication technologies, we cannot live with one identity, even if it was our national identity. The teachers think that Palestinian students need to experience the up-to-date issues

that the whole world experience, so that they could develop their intercultural communicative competences.

Three teachers added that Unit 11 in Textbook 12 which is about people's identity, does not introduce this topic aimlessly. The topic strongly stresses that people nowadays build multiple identities, and the world of the internet makes this process go on faster than before. As a result, we as teachers, should encourage our students to adapt to the modern and multiple identities that they build through their lives, especially their academic lives.

Moreover, two of the teachers think that although students gain identities when studying a foreign language, teachers also gain identities which in turn could affect their students' identities. For example, one of the teachers said that although the book offers learners the opportunity to be active learners, teachers' practices sometimes contradict this, especially when teachers work under the pressure of covering the whole curriculum within specific time, added to the many demands of the teaching career, as preparing lessons, and designing and correcting exams.

One of the teachers believes that we as teachers sometimes affect our students' identities negatively. We also restrict their active role when we carry out the activities of the textbook in a traditional way, without any sense of creativity, and without paying attention to the modern learning theories and schools which aim to make students as active and independent learners. On the other hand, the interviewed teacher called (those teachers) as "oppressed teachers", or "victims of policies", as they really cannot do anything to these policies except obeying them.

All teachers agreed that the identity of Grade 11 students can be defined and promoted as active learners, but unfortunately, this could not be continued in the same way in Grade 12. They think that the restricted role that Grade 12 students have may

have a bad impact on students, especially after school, when they join universities. In universities, students might be shocked as they discover that much more independence is needed as learners. All the teachers think that the policies of Ministry of Education, ignore the importance of the Palestinian students' role as active learners. This may affect students' cultural identities as dependent learners, and make them devoted to spoon-feeding teaching strategies.

To sum up, this section shows that teachers believe that students' cultural identities are affected by the topics and issues they are introduced to throughout the units, the stances they make towards these topics, their attitudes towards English language, and by their teachers' practices in the language classes which either activate or deactivate students' creativity and active thinking.

## **Chapter Five: Discussion, Conclusions and Recommendations**

### **5.1 Introduction**

The main purpose of this research was to investigate the cultural identities represented in *English for Palestine* 11-12 textbooks. Data of the study were collected by two qualitative tools: content analysis, and semi-structured interviews with secondary-level English teachers.

This chapter discusses the results mentioned in the previous one. It also clarifies in details the identities that are found in *English for Palestine* 11-12 textbooks. These were: a social identity, an international identity, and an active-learner identity. This chapter also discusses the kind of activity that Palestinian secondary level learners are engaged in, which affects learners' identities, too.

### **5.2 The identities of Palestinian learners in *English for Palestine* textbooks**

#### **5.2.1 A social identity**

Discussing the diversity of topics and issues debated in Grade 12 textbook, the whole picture of analysis shows that Textbook 12 focuses on students' social life skills, with about 40% of the topics debate social life skills issues. Teachers highly appreciated and approved this focus of the textbook as they think that these skills are important to develop learners' qualities as social persons.

However, the situation seems to be a little bit different in Grade's 11 textbook because only 20% of the units discuss social life skills issues. the book presents other issues under the international theme, such as fairy tales and global stories in unit 9 in Textbook 11 "Once upon a time". Even though this unit debates the topic with an

international point of view, it also tries to show how different stories could define ideologies of specific societies and cultures. Moreover, the topic of “step-on tour guides” covered the cultural and social skills a tour guide needs to be successful in this career.

Teachers confirm that the diversity and the kind of the social life-skills issues presented in the textbooks are important to create good, successful and socially accepted people who can behave appropriately in social circumstances.

For example, topics like “comfort zone”, “making and keeping friends”, “under-pressure” or even “learning styles” help to make students aware of their own personalities, and respect others’ differences. These topics also help students appreciate their own and others’ confidentiality. They become socially and culturally aware that people are not always the same, they could be different, and being different does not mean being wrong.

In addition, the analysis of the interpersonal meta-function shows different social roles of learners. The overall analysis of the interpersonal meta-function shows that the textbooks offer learners the opportunity to be socially- accepted and appreciated learners. Starting with the text’s overuse of the declarative Mood, to the dominance of using the third-person pronouns “he, she, it and they” which show authors’ objective point of view with no preferences or biases (Rashidi & Zolfaghari, 2018).

Not only interpersonal meta-function helped to identify the social-identity of Palestinian learners, but also the ideational meta-function. With the involvement that most activities offer for students in (discussion activities), learners seem to be agents in the classroom. Such agency is understood in the chances that they have to debate and discuss their points of view in pairs, or in groups. Such involvement promotes

students' role as social learners because this role is seen to happen in a social context, and also as active learners as students are seen as producers of knowledge, not only recipients.

### **5.2.2 An international identity**

Staying with the topics and issues of the analyzed corpus, it is clear that *English for Palestine* 11-12 textbooks focus on some up-to-date, international issues. With 50% of these in Textbook 11, and 40% of them in Textbook 12. However, the focus on topics like “the internet and communications technology”, or “business issues” -as teachers confirmed-, are very important to help learners understand some of the current issues in this globalized world. Moreover, issues like “education for success” help students think positively towards the importance of education for them as individuals and for the economic growth of their country. They are also provided with an opportunity to evaluate and reflect on the Palestinian education system, and may suggest new ideas to improve it.

Another example of international issues that Textbook 12 focuses on is “dream jobs”, this is debated from both an international and economic points of view. The text shows that there are top-ten dream jobs which many people wish to have as their own jobs. However, since they are considered as the top-ten dream jobs which many people demand and desire, they are expected to provide the best salaries.

There are other examples from Textbook 11 that present international issues, such as “political systems” which introduces different kinds of political systems in the world. Despite that four of the teachers found this topic as not interesting, one of them thought that the topic offers students with an opportunity to understand the similarities and differences between political systems, and compare between them with the Palestinian one.



More examples that covered international issues are the topics of “Amazing animals – Pandas”, and “Genetically-modified world”. In these topics, learners are given chances to show respect to animals and plants. The unit asks students to suggest solutions to save the pandas and other animals, and recommend alternatives to stop the spread of the genetically modified food which have negative effects on human health.

With these opportunities, I see that the textbook is trying to form an identity of an active thinker, who is aware of such important world-wide issues. Such topics and activities promote the students’ role as responsible-humans who care about the nature, and other creatures that share us this world.

### **5.2.3 An active-learner identity**

Commenting on the opportunities that are offered by the textbooks, and analyzed in section 4.1.3 in Chapter 4, under the topic of “actions”. Learners are considered as active learners most of the times in both textbooks.

Chapter 4 has shown that different opportunities were offered to learners to take actions towards topics and issues in the textbooks. In addition, in many units in both textbooks, learners are given more than one chance to take actions towards the same issue. For example, in Textbook 12, in unit 2 which is about worries that make Australian people feel under pressure, the opportunities are: “*(Discuss): Which worries do you (think) are higher, and which are lower? (Discuss): How “results would be different” if young Palestinians (answered) a poll like this?*”. Here in this example, the textbook provides two opportunities to learners to take actions towards the topic. This reinforces students’ role as active learners.

Another example from the same textbook, is unit 8 which is about “Business start-ups”, the textbook provides good opportunities to learners to take actions

towards the topic of the lesson: “(Discuss) the questions: What problems might you (face) when starting a new business? Are there any particular problems a new business might have in Palestine? In Palestine, why might an Internet-based company be easier to start than other companies?”. Here, students can think and reflect on examples of business makers in their families, or their friends. This topic might be very relevant to them, especially with the increase of online businesses these days, students can also reflect and evaluate the topic within the Palestinian context.

I mentioned earlier that some teachers found that the text’s stance contradicts with students’ reality such as in the case of unit 11 in Textbook 11: “The death of newspapers”. In this lesson. The writers declare that people gradually leave away the internet and go back to read news from newspapers. It is very clear that people, especially young people, refer to the internet to get their news more than newspapers.

In this regard, the textbook offers learners an opportunity to take actions and judge others’ stances, particularly the author’s stance: “(Discuss) How does the situation described in the text, especially the attitude of young people, compare with the situation in Palestine.” In all the aforementioned examples, the book does not only give learners opportunities to make stances towards the topics, but it also asks them to make reflection on the situation that they live in here in Palestine.

Despite the textbook offers an opportunity to students to take actions, I see that the textbooks do not put digitalization into focus. It is thought that digitalization has a direct impact on constructing students’ multiple identities nowadays (Delahunty, 2012).

These chances that are provided by the discussion activities aim to form students’ identity as active learners and problem solvers. Because they offer students with opportunities to make stances towards issues, defend their preferences, judge

their Palestinian situation, and suggest solutions to the problems they have (as Palestinians).

Students' identity as active-learners is not only seen in the opportunities that are offered for them to take actions towards topics, but is also viewed in the analysis of the three meta-functions. For example, as mentioned in chapter 4, the overuse of Relational processes in both textbooks rather than mental or material processes, shows authors' preferences for mentioning undeniable facts and general truths (Ivanič, 1998). In addition to the authors' preference to debate issues with a medium sense of authority, and the use of different modals of certainty that were analyzed through the textbooks – these evidences show the text's medium sense of authoritativeness. All these show the authors' objective position (Ivanič & Camps, 2001), which give students the space to take their own actions, and reinforces their active roles.

### **5.3 The expected role of learners that the activities in textbooks offer**

Activities that students are engaged in have important impact on their identity (Keiler, 2018). According to the analysis of both the ideational and interpersonal meta-functions which are mentioned in details earlier, the text-analysis and the interviews showed that the activities in the reading-comprehension lessons in both *English for Palestine* 11 and 12 textbooks are good enough to build an active-thinker-student.

The content analysis shows that the design of the lessons, and the style of writing (which is analyzed in details through the analysis of the three meta-functions), in addition to the quality of the discussion activities which precede and follow the reading comprehension lessons, all make students' role active. That was supported by the use of "Discuss" or "Think about" activities. Such activities which usually precede the reading comprehension texts, aim to stimulate students' knowledge. Moreover,

these pre-text activities encourage students to think about the issues that they are exposed to later in the texts, and may give learners the opportunity to make the first stance towards the issue that the text discusses later. Then there are the reading comprehension texts, with their different topics, issues, stances, Moods, degrees of certainty, Theme-Rheme and cohesive devices- as analyzed earlier.

All these determine different roles of learners, and therefore they determine their multiple cultural identities. Later, there are the post-text discussion activities, which usually ask students to take actions towards the topic of the lesson. All these details have an impact on the learners' identities. Text-analysis found that the cultural identity of Palestinian secondary-level students is being active learners.

The same role is also mentioned by the teachers in the interviews. The teachers highly acknowledged the diversity and the modernization of the topics of the textbooks. They confirmed that both the topics and the discussion activities that the textbooks offer, promote active learning. Such activities provide students with a space to express their own stances far from the power of the texts. The teachers said that discussion activities have an important impact on students' characters. In addition of being active learners, these activities help students overcome their shyness, develop their writing and speaking skills, and also promote their presentation-abilities. Hence, such activities help to promote the identity of an active-learner. Within the results of the content analysis and the interviews, the Palestinian student is not considered as a scribbler anymore.

#### **5.4 How English teachers view their students' identity in the textbooks**

All teachers confirmed the textbooks offer students with the chance to be agents, this agency is seen in the active role students assume through the activities.

They stressed that the identity of Palestinian learners is that they are active learners. However, all the teachers stressed the importance of the discussion activities which have an important impact on promoting such identity. They always try to reinforce their students' self-confidence and creativity, with offering them the opportunities to think, interact with the each other and also with the materials.

But the English teachers that I interviewed mentioned a serious obstacle that they usually face in teaching the secondary level, especially Grade 12. They cannot always carry out the discussion activities in their classrooms for many reasons. The first reason is the time-pressure, and the pressure, as teachers are under the pressure of covering the whole curriculum within specific time. The second reason why discussion activities are not always done in the class is because such activities are not usually included in exams, especially the General Tawjihi National Exam. Thus, teachers and students usually focus on teaching / studying grammar, vocabulary, reading comprehension and writing skills, which are usually the main focus of the Tawjihi National Test. This obstacle restricts teachers' active role, and also prevents learners from practicing the agency provided originally by the book and limits their chances to be creative and independent learners.

The teachers mentioned that they wish they could carry out all of those activities in their English classes, but they all said that such activities demand time that they could not devote in the Tawjihi final year. The teachers said that they devote their time to work on other skills, especially the reading comprehension skills, which weigh about 40% of the Tawjihi National English Exam (MoHE, 2020).

## **5.5 My own reflection**

As a researcher, I think that the current study offers me with a great chance to reflect on my practices as a teacher. First of all, I believe that 11 and 12 textbooks

provide an active role for learners most of the time. The variety of the topics and the discussion activities helps to reinforce the awareness of students of many social as well as international issues, which are important in shaping a member of a society who can behave properly in social and international interactions.

In addition, I agree with the teachers that the secondary-level English teachers are restricted with the policies of the Ministry of Education, as we really cannot be so creative because of the pressures that we deal with, especially with Grade 12. Moreover, the Ministry of Education indirectly shows ignorance for the discussion activities because they never include them in the Tawjihi National exams despite their significance on students' language development and active learning.

Also, as a teacher of Grade 12, I don't always carry out these activities because some of them need time that I can't always afford, such as: (Do a poll activities). I have to cover the whole curriculum within a specific period of time to give students enough time to prepare themselves for the national exams.

Another evidence why the MoEHE does not give the discussion activities enough interest is the teaching modules that the MoEHE designed for students during the Covid-19 lockdown. Because of the closures that were imposed on schools during the academic year 2019-2020, the Ministry of Education decided to make a teaching module for all grades. These modules are designed from the origin textbooks, with some edits for some lessons or activities. In the modules of Grades 11 and 12, all the deleted activities were the discussion activities. This gives an indication that the Ministry of Education itself does not give much attention to these activities despite the fact that they have an important impact on students' active learning.

Thus, I think that the problem in this level of education is neither in the design of the textbooks, nor in the teachers' attitudes or practices. I think that policy makers in

the Ministry of Education should reconsider their policies regarding this stage (the secondary stage) and try to develop them in a way that give secondary-level students a space to practice the activities that the textbooks themselves offer.

I also recommend that policy-makers have to reconsider the content and the aims of the General Tawjihi National Exams, as many teachers consider these exams as restricting to their practices, and to their students' creativity. This may help improve the strategies that secondary-level teachers use in teaching English, and also develop teachers' attitudes towards teaching English for secondary-level. I also believe that policy makers should redefine the aims of the English 11-12 textbooks, in a way that does not only aim at preparing the students to pass the Tawjihi exams, but also raising students' awareness towards their creative and active role as secondary-level students, and also develop their cultural awareness and intercultural communicative competence.

## **5.6 Conclusion**

The aim of this study was to investigate the cultural identities represented in *English for Palestine* corpus, specifically the secondary level (11 – 12) textbooks. The study also aimed to investigate the kinds of activities that *English for Palestine* secondary-level learners are engaged in, as well as the way the teachers view their students' identities within the textbooks. I decided to adopt Halliday's SFL approach which aims to analyze any text specifically at clause-level, and also carry out semi-structured interviews with five English teachers.

It was claimed that some of the main goals of the *English for Palestine* curricula are to raise learners' awareness to their own culture, show respect to other people's cultures, and develop students' intercultural communicative competence. The text-analysis shows that the topics of the textbooks help raise students' awareness

towards their and others' cultures, and also develop their communicative competence. Moreover, the cultural identities that the textbooks represent respect learners' active roles. However, these results are not reflected most of the time in the practices of English secondary-level teachers. Teachers focus more on linguistic competences, mainly reading comprehension skills, grammar and vocabulary activities, which are the focus of the General National Tawjihi Exam (Madbouh, 2011).

The analysis shows that there is a gap between the goals of the *English for Palestine* curricula and teachers' practices in their English classrooms. Teachers attribute this gap to the policies of the Ministry of Education, which focus on linguistic competences more than the communicative competences, especially in Grade 12. This makes English teachers sometimes ignore the activities which focus on discussions, despite the fact that teachers themselves believe that these activities are important as they aim to develop students' communicative competence. Moreover, I believe that teachers' practices will have an impact on their students' beliefs. Therefore, students themselves will not give these activities much attention since they observe their teachers ignore them and know that such activities will not be included in the Tawjihi Exam.

As a researcher, and as an English teacher of the secondary-level, I believe that the space that the teachers have to be creative and to develop their students' active roles as well as their communicative competence is so restricted in the secondary-level. Because we – as teachers – struggle to manage the timing issue, we also have to cover the whole textbook material within specific time. Moreover, we are expected to literally follow the textbook material, and prepare students for the Tawjihi Exams. I think that if the Ministry of Education develops the policies of teaching English in the secondary level, the attitudes and practices of teachers will also be



developed, as it is believed that teachers' beliefs and practices could be changed depending on their experience (Djoub, 2018), and this will positively be affected on promoting students' identities as active learners.

In conclusion, it is crucial to redefine the expected outcomes from the *English for Palestine* materials, and to modify the aims of the curriculum and classroom practices to go along with these outcomes. It is important that these modifications take into considerations that in one or two years, these secondary-level learners are expected to join the universities, or be involved in work-life, or even travel to study abroad. So, it is important that curriculum designers and policy makers pay more attention to developing students' communicative competences which students need to communicate and live in this globalized world.

### **5.7 Limitations of the study**

This study has some limitations. The first is the sample of the study. I only investigated the Pupil's Book of the *English for Palestine* textbooks, I wish I could also investigate the Reading Plus books, which are also taught in the secondary-level, but these books are only taught to the students of the literary stream. Another limitation is that I only investigated the cultural identities that are represented in the reading comprehension texts of the Palestinian English 11-12 curriculum. I think it would be better if I includes all the books' lessons such as writing and listening, which I think would help to form a better picture of the cultural identities of the whole textbooks. Finally, the sample of the semi-structured interviews was only five teachers, I believe that if there were more than five, the results of the interviews will be richer, and different teachers' attitudes and practices will be explored.

## **5.8 Recommendations for future research**

The current study has investigated the cultural identities that are represented in English for Palestine 11-12 curriculum. To achieve this goal, I analyzed the Pupil's Books of the secondary level, I recommend future studies which explore the cultural identities in the Reading Plus textbooks, too. This will form a firm grasp of the cultural identities of the Palestinian secondary-level students.

As my research aimed at analyzing the text, I recommend future studies which analyze both texts and visuals as I wish I could do this, but the timing pressure prevented me from doing so.

Moreover, future studies could investigate the cultural identities in the English textbooks of other levels like the primary or elementary levels. I think this will be a good chance to explore the students' cultural identities represented in the Palestinian English curricula in all levels.

I also suggest conducting future studies with students in their sample, in order to explore how Palestinian-students view their roles as well as their identities in English for Palestine textbooks.

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## Appendices

### **Appendix 1: The ideational meta-function data collection of Textbook 12 Unit 1:**

#### Unit 1 period 1: A new start

Topics / issues: Adaptation to new starts

Stances: The text introduces the solutions that Mahmoud has found to solve the problem of the feeling of loss when he travelled to study abroad. The first week was a time of “settling in”: (join) different clubs and societies, (join) “Palestinian society”, so I’ll have connection with “home”

Actions: Activity (#1): (Discuss) The picture was taken at a college ‘Societies Fair’. What do you think is happening? Activity (# 5): (Discuss) which of these societies you might be interested in. why?

#### Unit 1 period 2: Comfort zone

Topics / issues: Comfort zone

Stances: The title: (Stepping) outside your comfort zone., Benefits of stepping outside CZ: (develop, feel positive, improve, be more creative), Reasons / excuses of not stepping outside CZ: (being afraid, failing, “I will never change”), The authors used some particular verbs to show their stances: Your comfort zone is, as the name (suggests), the area where you feel comfortable., Many studies (have shown) that an important factor in helping people (feel positive) about themselves is the feeling that they are (developing) and (making progress) in their lives., Many people (think) ‘This is the way I am and I’ll never change.’

Actions: Activity (#1): Read the quotation then discuss the questions: “Life begins at the end of your comfort zone.” What do you think the phrase ‘comfort zone’ might mean? Why do you think people are often advised to move outside their comfort zones? Activity (# 4): (discuss) which of these activities are inside your comfort zone and which are outside.

## **Appendix 2: The interpersonal function data collection of Textbook 12 Unit 1**

### Unit 1 period 1: A new start

Authority: Most of pronouns used are the first personal pronoun (I), it is used 10 times of 15 pronouns in the text: (I'm beginning to get used ..., I've joined..., I'll have some connection) / Most of clauses are in the present simple tense: (so many things are different, Lectures don't start., There's actually a Palestine Society., They have guest speakers.) / No justification or reference were used.

Formality: Mood: most of clauses are declaratives: (the first week has nearly passed. / It hasn't been easy though. / I've been studying English for many years / but this is like being a beginner all over again)

Degrees of certainty: There's actually a Palestine Society (I've joined of course)

### Unit 1 period 2: comfort zone

Authority: Most of the pronouns used are the second personal pronoun (you). It is used 15 times of 31 pronouns in the text: (Your comfort zone is the area where you feel comfortable., You won't reach your full potential if you only do what you know you are able to do.) / The other used pronoun is (we), it is used 9 times: (We all have one, whether we know it or not., we're confident that we can manage., we're often told in 'self-help' books., We all want to....). / All the clauses are in the present simple tense: (We all have one, that make us feel safe) / No reference or justifications used. / Even the quotation was written without a reference.

Formality: Mood: most of clauses are declaratives: (staying inside your comfort zone has many benefits. / it's the set of routines and known abilities that make us feel safe. / people often get stuck in their comfort zones and don't feel able to try different things.) / Degrees of certainty: Obviously, In fact, we're often, we're confident that, They may be, it's sometimes necessary to, you'll probably wonder

### **Appendix 3: The textual meta-function data collection of Textbook 12 Unit 1**

#### Unit 1: A new start

Themes: (*Textual / Topical:* Well, the first week has nearly passed), (*Textual / Topical:* As you know, I've been studying English for many years.), (*Textual / Topical:* Still, I'm beginning to get used to hearing English all around me.), (*Topical:* Lectures don't start till next week.), (*Textual / Topical:* so this week has been a time of settling in), (*Topical:* There's actually a Palestine Society which I've joined)

#### Cohesive devices:

Conjunctions: (I've been studying English for many years, but this is like being a beginner), (Lectures don't start till next week, so this week has been a time...), (They have guest speakers and discussion groups, .....)

Reference: (the first week has nearly passed, with no real problems..... It hasn't been easy though.), (I've been studying English for many years, but this is like being a beginner), (There's actually a Palestine Society which I've joined of course. They have guest speakers).

Substitution & Ellipsis: Substitution: (It seems as if everyone is speaking a different language from the one I studied at school!), (There's the language. I've been studying English for...)

Lexical cohesion: Repetition: (There's the language. I've been studying English for many years. It seems as if everyone is speaking a different language from the one I studied, .....to get used to hearing English all around me.), (...settling in, joining clubs and societies. There's a Palestine Society which I've joined of course. I've joined two other clubs)

#### Unit 1 period 2: Comfort zone



Themes: (*Topical*: Your comfort zone is, as the name suggests, the area where you feel comfortable.), (*Topical*: We all have one), (*Textual*: Obviously, staying inside your comfort zone has many benefits), (*Textual*: On the other hand, we're often told in 'self-help' books that it's a good idea .....), (*Textual / Topical*: In fact, many studies have shown that...), (*Topical*: We all want to improve ourselves), (*Interpersonal / Topical*: Unfortunately, people often get stuck in their comfort zones)

Conjunctions: (it's the set of routines and known abilities that make us feel safe because we're confident that we can manage and are unlikely to be challenged....), (You won't reach your full potential if you only do what you know you are able to do.), (people often get stuck in their comfort zones and don't feel able to try different things.), (This is the way I am and I'll never change.), (Once you've made.....)

Reference: (helping people feel positive about themselves is the feeling that they are developing ... in their lives.), (people often get stuck in their comfort zone.),

Substitution & Ellipsis: Substitution: (Your comfort zone is..... the area where you feel comfortable. We all have one.), (people often get stuck in their comfort zones. There are various possible reasons for this.), (Many people think 'This is the way I am and I'll never change', using this as an excuse .....), (it's sometimes necessary to force yourself to do something you'd rather not do. you'll probably wonder why you thought it was a problem.) / Ellipsis: (it's the set of routines and known abilities that make us feel safe because we're confident that we can manage [∅ : these routines and known abilities])

Lexical cohesion: Repetition: (Life begins at the end of your comfort zone. Stepping outside the comfort zone. It's a good idea to do things that are outside our comfort zones.) / Synonymy: (people feel positive about themselves is the feeling that they are developing and making progress in their lives. We all want to improve ourselves,)

## **Appendix 4: The ideational function data collection of Textbook 11 Unit 1**

### Unit 11 period 1: Learning styles

Topics / issues: Different learning styles: visual, aural, physical, social & solitary

Stances: Experts (agree) that there are three “basic” learning styles., “Visual learners” (prefer) learning by seeing. “Aural learners” (learn) by hearing words or music, while “physical learners” (tend to learn) by doing, they (use) their bodies and sense of touch. Person’s own learning style (is) neither “simple” nor “fixed”.

Actions: Activity (#1): (Discuss) these questions in pairs or small group: Which of these ways of studying do you prefer? ▶ making your own written notes ▶ watching a video recording ▶ reading textbooks ▶ discussing subjects with other students ▶ listening to the teacher ▶ practising by yourself / Do the other members of the group have similar preferences? Activity (# 3): (Discuss) Think about the ways you prefer to learn. What kind of learner do you think you are?

### Unit 11 period 2: Tips for smarter learning

Topics / issues: smarter learning

Stances: (Becoming) more aware of your “personal learning style” can (help) you to “take control” of your learning. The lesson introduces tips on how to (adapt) your study to your learning style. It mentions “techniques” for each learning style: visual, aural and physical.

Actions: Activity (# 3): (Discuss) Is there anything in the diagram that surprises you?

What?

Does your experience of learning and remembering things support what the diagram suggests?

## **Appendix 5: The interpersonal function data collection of Textbook 11 Unit 1**

### Unit 1 period 1: Learning styles

Authority: Pronouns: Ten pronouns were used are in this text, five of them were the pronoun (you): (you may work best either on your own or with others., you can make efforts to improve your learning in styles that you are less good at.) The pronoun (they) was used three times: (physical learners tend to use their bodies., Many people find that they have one style that suits best., others use different styles according to what they are studying.) The pronoun (we) was used once: (Each of us has a mixture of learning styles.)

Most of clauses are in the present simple tense: (Visual learners prefer learning by seeing., Aural learners learn best by hearing words or music., Each of us has a mixture of learning styles., Many people find that they have one style that suits them best.)

Reference was used, but without mentioning the owner of the idea: (Most experts agree that there are three basic learning styles.)

Formality: Mood: most of clauses are declaratives: (Aural learners learn best by hearing words or music, while physical learners tend to use their bodies and sense of touch / others use different styles according to what they are studying. / a person's own learning style is neither simple nor fixed.)

Degrees of certainty: but obviously it's impossible to be both a social and a solitary learner. In reality, though, a person's own learning style is neither simple nor fixed.

### Unit 1 period 2: Tips for smarter learning

Authority: Pronouns: Most of the pronouns used are the second personal pronoun (you). It is used 10 time: (Becoming more aware of your personal learning style can help you to take control of your learning by using techniques that work well for you., Turn your notes into pictures., Read textbooks aloud when you're alone.) While the

pronoun (they) was used 5 times: (they may be neither slow nor especially clever, but if they are treated differently, they may begin to believe the label that others put on them.).

All the clauses are in the present simple tense: (schools tend to use particular teaching methods., Pupils who learn well with these styles are often seen as clever., here are some tips on how to adapt your study to your learning style.)

No reference or justifications were used.

Formality: Mood: most of clauses were in the imperative form: (Use mind-maps, spidergrams. / Don't have things around you that might distract your attention. / Discuss ideas with other students. / Listen to quiet music while studying. / Take frequent breaks when studying alone. / Work while standing up.) Many other clauses were declaratives: (schools tend to use particular teaching methods. / Pupils who learn well with these styles are often seen as 'clever', while those who use different styles may find themselves in lower classes. / but if they are treated differently, they may begin to believe the label that others put on them.)

Degrees of certainty: Pupils who learn well with these styles are often seen as 'clever'., In reality, they may be neither slow nor especially clever., but if they are treated differently, they may begin to believe the label that others put on them.

## **Appendix 6: The textual meta-function data collection of Textbook 11 Unit 1**

### Unit 1 period 1: Learning styles

Themes: (*Topical:* Visual learners prefer learning by seeing), (*Topical:* Aural learners learn best by hearing words or music.), (*Textual:* but obviously it's impossible to be both a social and a solitary learner.), (*Textual:* In reality, though, a person's own learning style is neither simple nor fixed.), (*Topical:* Many people find that they have one style that suits them best), (*Textual:* Also, you can make efforts to improve ....)

Cohesive devices: Conjunctions: (but obviously it's impossible to be both a social and a solitary learner)

Reference: (Many people find that they have one style that suits them best), (while others use different styles according to what they are studying)

Substitution and Ellipsis: Ellipsis: (you can ... improve your learning in styles that you are less good at [s : styles]).

### Unit 1 period 2: Tips for smarter learning

Themes: Many themes were *interpersonal* "You" as many clauses were imperatives: (Turn your notes into pictures, Don't have things around you, Record lectures, Discuss ideas with other students, Take frequent breaks) / Other themes: (*Topical:* Pupils who learn well with these styles are often seen as clever.), (*Textual:* but if they are treated differently.), (*Textual:* But it doesn't have to be that way.)

Cohesive devices:

Conjunctions: (, but if they are treated differently.), (But it doesn't have to be that way.)

References: (Pupils ..., while those who use different styles may find themselves in lower classes.)

Lexical cohesion: Synonymy: (techniques – methods)