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**TOWARDS INTERCULTURAL COMPETENCE
FOSTERING ESOL LEARNERS' CULTURAL AWARENESS IN
IRELAND THROUGH LEARNING MATERIALS**

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Abstract

NAGY, GYÖRGY. Towards Intercultural Competence: Fostering ESOL Learners' Cultural Awareness in Ireland through Learning Materials. (Under the supervision of Dr Freda Mishan and Dr Marta Giralt.)

The promotion of intercultural competence plays an important role in language education and this study focuses on one aspect of this, cultural awareness. Fostering cultural awareness has an even more central role in teaching English to Speakers of Other Languages (ESOL) since efforts are critical to preparing learners to be successful participants in their new society. In these efforts, learning materials are a crucial stimulus for cultural awareness. There is little dedicated material for ESOL in Ireland, and the cultural content of what little there is has not yet been systematically researched. This study contributes to filling this gap by investigating teachers' views on the cultural content in a most often used material of their choice, and through the researcher's analysis and evaluation of the cultural content in the most frequently used Irish published textbook *The Big Picture*, and non-Irish (UK) published textbook *New Headway Pre-Intermediate* as identified by this study. The study ascertains the degree to which these materials promote cultural content knowledge, and engage cognitive and affective processing of cultural content.

To estimate the potential of materials used in ESOL provision in Ireland for fostering learners' cultural awareness, mixed methods were used in the form of a survey questionnaire and materials evaluation analysed via thematic and content analysis. Data collection and analysis were supported by the frameworks developed by the researcher for analysing materials for (1) the promotion of cultural content knowledge, (2) activation of cognitive and (3) stimulation of affective processing of cultural content as the three components of intercultural competence that foster cultural awareness. This study tested the validity and reliability of these frameworks as well.

The study revealed the suitability of one frequently-used resource designed for the Irish context as it promoted appropriate cultural content knowledge via cognitively engaging and affectively stimulating activities; however, another, a UK-produced ELT coursebook was found not to be very helpful in this due to its lack of cultural content appropriate to the Irish context. It also emerged that teachers must put in a lot of effort to compile resources and materials to meet learners' needs. The findings will contribute to the ongoing research into the needs of, and development of ESOL materials by offering insights into the cultural content of the materials currently in use, and providing practical guidelines in the form of frameworks to evaluate existing and create suitable materials as regards promoting cultural awareness, not only for the Irish ESOL context but also for language teachers in other international contexts.

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List of Abbreviations

ACELS	Accreditation and Coordination of English Language Services
ACTFL	American Council on the Teaching of Foreign Languages
AHSS	Arts, Humanities and Social Sciences
CEFR	Common European Framework of Reference for Languages
CPD	Continuous Professional Development
CSO	Central Statistics Office
CUP	Cambridge University Press
DES	Department of Education and Skills
DMIS	Developmental Model of Intercultural Sensitivity
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ETB	Education and Training Board
ETBI	Education and Training Board Ireland
FETCH	Further Education and Training Course Hub
ICT	Information and Communication Technology
IILT	Integrate Ireland Language and Training
INCA	Intercultural Competence Assessment
IVEA	Irish Vocational Education Association
KET	Key English Test
LESLLA	Literacy Education and Second Language Learning for Adults
L1	First Language
L2	Second Language
NALA	National Adult Literacy Agency
NGL	National Geographic Learning
NNS	'Non-native Speaker'
NS	'Native Speaker'
NSFLEP	National Standards in Foreign Languages Education Project
OUP	Oxford University Press
PET	Preliminary English Test
RTÉ	Raidió Telefís Éireann
SPIRASI	Spiritan Asylum Services Initiatives
SPSS	Statistical Package for the Social Sciences
TBLL	Task-based Language Learning
TESOL	Teaching English for Speakers of Other Languages
TL	Target Language
UFR	User Friendly Resources
UL	University of Limerick
VEC	Vocational Education Committee
YOGA	Your Objectives, Guidelines, and Assessment

CHAPTER 1 – INTRODUCTION

We exchange information. We talk. We compare.

(An Irish ESOL teacher's view on learning about cultures in the classroom)

This study arose out of my genuine interest as I have experienced the status of being both an English language learner and an English language teacher in Ireland. I experienced the ups and downs of a Hungarian migrant's effort to assimilate into Irish society at first hand when I arrived in Ireland in 2006. As a language learner, it was not only the language that was strange for me, although I spoke relatively good English at that time, but also the ways people in Ireland did things, viewed things and felt about things. To give an example, when I met people and they asked me 'how are you?', I would give them a detailed description of the state of mind I was in at that moment as it would be a conventional response in Hungary. Gradually, not only did I learn that the most proper response to 'how are you?' would be 'fine, thanks, and you?', but by using it deliberately, I also started to feel better and happier when interacting with people. As a language teacher, I am quite certain that migrant learners go through similar experiences in their work to be happy in Ireland, thus I consider the facilitation of learners' successful interaction with people in Ireland as one of the main goals in my language classrooms. This dual nature of my status in Ireland provided impetus to delve into this research.

In 2018, approximately 90,300 immigrants from a wide range of different countries arrived in Ireland (Mishan 2019) whose successful integration depends not only on the development of their English language skills but also on their abilities to adjust to a new cultural environment. Private schools and universities offer language courses predominantly for those who come to Ireland to perfect their language skills and learn about Ireland, but do not intend to settle. These schools operate under the supervision of the Accreditation and Coordination of English Language Services (ACELS) as a legacy function of Quality and Qualifications Ireland (QQI) – Ireland's State agency responsible for promoting quality and accountability in education and training services. In contrast, English for Speakers of Other Languages (ESOL) provision for (mainly) adult migrants is managed and operated by the Education and

Training Boards (ETBs), which are government-funded, and coordinated by the National Adult Literacy Agency (NALA). These courses are also accessed by migrants from EU and Commonwealth countries, but primarily the learner cohort are usually those with refugee or asylum status (Mishan 2019; see also Section 1.3.2 *ESOL provision in Ireland*). This is the learning context for the present study.

In the first half of the twenty-first century, the ESOL provision of ETBs in Ireland face the tough challenge of preparing the increasingly diverse array of migrant learners ‘to be more successful and more active participants’ (Kett 2018: 1) in Irish society. The ESOL provision of ETBs is a governmental response to this challenge. The Herculean tasks of the provision include not only the improvement of learners’ English language competence but also the promotion of learners’ cultural awareness, and by this, the development of learners’ intercultural competence. In this study, *cultural awareness* refers to the abilities that emanate from learnings and perceptions in the areas of cultural content knowledge, and the cognitive and affective processing of cultural content through learning materials, and that help to be sensitive to the geography, people, products, practices and perspectives of the host and one’s own country. Cultural awareness, as a crucial element, could enhance *intercultural competence* which is operationalised in this study as the abilities to effectively and appropriately interact with people who are linguistically and culturally different. (These concepts will be elaborated in Section 2.2.2 in Chapter 2, and further relevant concepts will be discussed in Section 3.1 in Chapter 3.) In the effort to foster learners’ cultural awareness, and by this their intercultural competence, learning materials, defined as the combination of texts/illustrations and activities, play a decisive role (further concepts related to learning materials will be elaborated in Section 2.3.4).

There is an enormous range of English language teaching (ELT) materials and resources readily available in either paper-based, digital or online format that ESOL teachers can refer to; and they can, of course, devise their own materials. Do the materials and resources support teachers in their efforts to help learners become successful in Ireland? And if they do, to what degree? Is the cultural content in the materials and resources suitable for helping learners be more active participants in Irish society? And if so, to what extent? Do the materials and resources have the

potential to support the successful integration of adult migrant learners into Irish society? And if they do, to what degree? This study takes a step towards addressing such questions through the collection and analysis of data on the materials in use in the ESOL provision of ETBs in Ireland, and the cultural content provided in these materials from the perspective of fostering learners' cultural awareness as part of their intercultural competence, a key factor for successful integration into a new society. In an effort to explore the materials, this study offers theory-based frameworks for intercultural competence in teaching ESOL in Ireland that were designed by the researcher, and then implemented in the empirical research presented here. Thus, the present study intends to join the 'conversation' between ESOL teachers and learners in Ireland on the topic of learning about cultures in the classroom so that we can together *exchange information, talk, and compare*.

1.1 STATEMENT OF THE RESEARCH PROBLEM

As cultural awareness is one of the major 'elements of integration/resettlement' (Mishan 2019: 9), its promotion is viewed as a necessity of the curricular objectives of migrant learners' language education (Farrell and Baumgart 2019). The exploration of the learning materials in use in the ESOL provision in Ireland and their cultural content is needed to ascertain the potential they have for promoting adult migrant learners' cultural awareness. Namely, to what degree do materials foster learners' cultural awareness as part of their intercultural competence? To answer this, two underlying questions must be answered: (1) Do materials support teachers in fostering the development of learners' cultural awareness and if so, to what extent? (2) Is the cultural content in the materials suitable for promoting the development of learners' cultural awareness and if so, to what extent? In other words, what cultural content do materials offer for fostering adult migrant ESOL learners' cultural awareness in Ireland?

Some of the concerns of this study can be observed in the UK ESOL context as well (Mishan 2019), for example, regarding the 'dearth of ESOL resources/materials' and 'inadequate preparation and training of ESOL teachers' (Mishan 2019: 368). Hann (2011) discusses ESOL materials in the context of employability (for and in the

workplace through case studies) in the UK, and concludes that ‘there are hardly any ESOL for employability materials which are readily available’ (178). It is also highlighted that ‘there is a need to address cultural knowledge and norms’ (180) in the classrooms. Hann (2013) also stresses that ESOL ‘learning materials need to reflect the linguistic and cultural realities learners will encounter outside the classroom (310).

1.2 PURPOSE OF THE STUDY

Immigrant learners ‘face challenges on a daily basis outside the classroom’ (Simpson 2019: xvi), as the researcher’s own experience at the beginning of this chapter illustrated, comprising serious challenges such as racism and gender discrimination (*Ibid.*) as well as everyday difficulties (e.g. being able to join conversations on topics of Irish interest). In overcoming the difficulties experienced in a new cultural environment, fostering ESOL learners’ cultural awareness through suitable learning materials can help since the development of abilities to better understand emerging problems, either more or less serious ones, can help to respond to these challenges more successfully.

Therefore, firstly, this study aims to discover the materials currently in use in the ESOL provision of ETBs in Ireland, and explore the cultural content in the most frequently used materials. The purpose of this discovery and exploration is to determine the suitability of the materials for fostering learners’ cultural awareness, as part of their intercultural competence, which can facilitate learners’ successful integration into Irish society.

Secondly, this study intends to pilot the frameworks designed by the researcher and used for the exploration of the cultural content in the most commonly used materials in an effort to test their validity and reliability. Thus, this study aims to assess the potential of the proposed frameworks for application by ESOL or ELT practitioners as cultural awareness assessment tools.

1.3 CONTEXT OF THE STUDY

It is important to set the context of this study through a brief overview of migration to Ireland, ESOL provision in Ireland, the theoretical aspects involved in ESOL learners' integration into Irish society, and materials in use in the ESOL provision in Ireland. By looking at these key areas, emerging gaps in current knowledge could be identified which this study endeavours to address within its scope.

1.3.1 Migration to Ireland

Although the Republic of Ireland is located on the westernmost edge of Europe, and the European Union, surrounded by the Irish Sea and the Atlantic Ocean, the effects of modern migratory tendencies in Europe and worldwide are profound on Ireland. This has led to annual increases in immigration to Ireland (CSO Ireland 2019) with a projection that in the future Brexit will intensify the impact on Ireland's demography (Varadkar 2017). The increased migration into Ireland is illustrated in Figure 1.1 below.



Figure 1.1. Migration to Ireland (CSO Ireland 2019)

According to the results of the latest census of population (CSO Ireland 2017), there were 183 nationalities living in Ireland in 2016. At that time, ten nationalities accounted for 70% of the non-Irish nationals (11% of the total population of Ireland which was 4.7 million people), comprising Polish (22.9%), UK (19.2%), Lithuanian (6.8), Romanian (5.4%), Latvian (3.7%), Brazilian (2.5%), Spanish (2.3%), Italian (2.2%), French (2.2%), and German (2.1%) nationals (CSO Ireland 2017). However, these numbers are likely to have changed in the last few years due to the influx of new arrivals as a result of the Syrian War (2011 to present). On the other hand, the effects of the travel restrictions caused by the pandemic of coronavirus disease 2019 (COVID-19) during 2020 are likely slow down the inflow of migrants into Ireland for a certain period of time at least.

The incredible diversity of migrants can also be detected in the classrooms of ESOL provision in Ireland, not only in terms of nationality, but also in ethnic background, educational achievement, literacy levels and residential status (Kett 2018; Mishan 2019), as well as the English language competency levels of learners on entry to ESOL provision. Surveys (presented in Kett 2018) show that the majority of learners (62.6%) are basic users of English, at elementary and pre-intermediate levels (CEFR levels A1 and A2); nearly a quarter of the learners (23.5%) are independent users of the English language, at intermediate and upper-intermediate levels (CEFR levels B1 and B2); and only 6.06% of the learners are proficient users of English, at CEFR levels C1 and C2. This study focuses on the exploration and examination of materials designed for these variegated migrant learners at pre-intermediate level (CEFR level A2) which level is broadly equivalent to *Entry levels 2 and 3* of the five-level ESOL standards used in England, Wales, and Northern Ireland, and which was adopted by Ireland, too (Mishan 2019).

1.3.2 ESOL provision in Ireland

One of the objectives of the Further Education and Training (FET) Strategy 2014-2019 (SOLAS 2014) focuses on ‘active inclusion’ of migrants, and particularly prioritises low-skilled and unemployed migrants. ‘Active inclusion’ is one of the FET Strategy’s five high-level strategic goals where the development of processes to

assess language levels on entry to ETB provision is also included as an objective. The FET Strategy document also notes that ‘ESOL classes are provided across the country (in ETBs) to meet the needs of learners who may be highly educated with professional and skilled backgrounds’ (SOLAS 2014: 145). In Ireland, ESOL policies are still evolving compared to the UK or Scandinavian countries (Mishan 2019), especially with regard to the two-way nature of migrant integration (*Ibid.*, as presented in Section 1.3.3).

The voices of teachers and learners in the papers collected in the state-of-the-art volume on the ESOL provision in the UK and Ireland (Mishan 2019) clearly indicate that ESOL (both in the UK and Ireland) is much more than language learning since it is concerned with promoting ‘social cohesion’ as well (as pointed out by Mallows on the cover of the volume). It is claimed that ESOL learners’ needs go well beyond the acquisition of the English language which publishers tend to forget about (Aldridge-Morris 2019) not only in a UK but also an Irish ESOL context. Therefore, the ESOL centres of ETBs in Ireland, as well as in the UK, attempt to cater for migrant learners’ outside-the-classroom needs in their new ‘homeland’. Learners aims are to gain English language skills not only for progression to higher education, but also for employment and integration (Benson 2019). Moreover, ESOL encompasses addressing learners’ literacy needs which also highlights that ESOL is more than language learning (as we will see in the presentation of the findings of the survey questionnaire in Section 5.1.3 in Chapter 5). This study focuses on the cultural aspect of learning materials from the angle of cultural awareness as it excludes focus on the development of learners’ linguistic, sociolinguistic, pragmatic competences and literacy skills (as will be presented in Section 2.2.1.2 in Chapter 2). In relation to this, it is claimed that ‘the lack of cultural awareness might affect the individual’s communicative competence (Troncoso 2011: 85) as well. At the same time, it must be emphasised that the linguistic and literacy aspects of learning materials need to be explored in future research in order to overcome the delimitation of this study and to gain a more accurate understanding of the suitability of the materials in use.

As mentioned earlier, the ESOL provision of the Education and Training Boards (ETBs) in Ireland is a response to the growing number of immigrants to Ireland in an

effort to address migrants' language needs 'as the key to integration' (Mishan 2019: 2). Kett (2018) claims that the ESOL provision developed in the absence of a national strategy, and ETBs developed their own ESOL programs 'in response to demand at local level' (Arnold *et al.* 2019: 27). It started to operate on an ad hoc basis in former Vocational Education Committees (VECs) which then were replaced by 16 ETBs across Ireland in 2013 (see Appendix 1 for map of ETBs in Ireland). ETBs are statutory education authorities which manage and operate second-level schools, further education colleges, pilot community national schools and a wide range of adult and further education centres that deliver education and training programmes, including ESOL provision for asylum seekers and migrant workers (Education and Training Board Act 2013).

In general, the term 'ESOL' has basically replaced 'ESL' (English as a Second Language) in Ireland (Mishan 2019). As Mishan states:

'ESOL' is today used to denote the specific government-funded English language provision for adult migrants, typically sought by those with refugee or asylum status, but also by migrants from the EU or Commonwealth countries.

(Mishan 2019: 2)

In line with Mishan's definition of ESOL (2019), ESOL in Ireland is provided by the ETBs under the National Adult Literacy Programme which is co-funded by the Irish Government, mainly the Department of Education and Skills (DES) and the European Social Fund, coordinated by the National Adult Literacy Agency (NALA) (Kett 2018; Mishan 2019) being 'an independent organisation with charitable status' (Mishan 2019: 3). This clearly shows that 'ESOL teaching has been incorporated with the teaching of literacy' (Mishan 2019: 3) which makes the challenge that ESOL centres face even tougher as referred to earlier.

'ESOL is a dynamic, developing field, preparing to march into the coming years of the twenty-first century' (Mishan 2019: 380), 'despite being, sadly, rooted in human misfortune', as Mishan concludes (*Ibid.*).

1.3.3 ESOL learners' integration into Irish society

ESOL learners at ETBs must be over 21 years of age, unemployed, and receive social welfare benefits for at least six months (Benson 2019). In addition, learners must be EU nationals, have refugee status, or be granted Leave to Remain in Ireland (*Ibid.*).

Mishan (2019) and Kett (2018) point that 'ESOL is important for social integration' (Kett 2018: 29), and at both European and Irish levels, integration policies emphasise the importance of fostering migrant learners' cultural awareness in the language classroom (*Ibid.*). Cultural awareness is the most powerful dimension of intercultural competence (as we will see in Chapter 2), and by this, it is an important factor that contributes to migrant learners' successful integration process. According to Milton J. Bennett (1986, 1993, 2017), this integration process moves from ethnocentrism to ethno relativism through six stages of experiencing cultural differences (Figure 1.2), where cultural awareness plays an important role in the final stage (Bennett 2017) as discussed below.



Figure 1.2. Developmental Model of Intercultural Sensitivity (DMIS)
(Bennett 1986, 1993, 2017)

Sourced from Intercultural Development Research Institute, <https://www.idrinstitute.org/dmis/> [26/04/20]

As stated by Bennett (1986, 1993, 2017), ethnocentrism is when, in the beginning, one's own culture is central to relativity, while other cultures are denied (*denial*). The next stage is when one's own culture is defended against any other cultures as being the only good one (*defence*), and the final stage of ethnocentrism is when cultural differences are minimised by making one's cultural views universal (*minimisation*).

Ethnorelativism, however, starts with the stage when one's own culture is viewed in the context of other cultures, and cultural differences are accepted (not necessarily agreed on, neither denied) and respected (*acceptance*). Next, constructs of other cultures become included in one's own worldview and behaviour (*adaptation*). The final stage *integration* denotes that status when the self is able to move 'in and out of different cultural worldviews' (Hammer *et al.* 2003: 425) which implies that cultural awareness is integrated into everyday interactions (Bennett 1993). This 'in and out' cultural movement is the ultimate goal of ESOL provision in Ireland, corroborating the definition of integration by The Irish Vocational Education Association (IVEA), according to which integration is:

the ability to participate to the extent that a person needs and wishes in all of the major components of society, without having to relinquish his or her own cultural identity.

(IVEA 2005: 6)

Viewed from the perspective of Irish society, Kett (2018) points out that interculturalism, as is emphasised in *The White Paper on Adult Education* (Department of Education and Science 2000), is a major 'principle underpinning policy and practice in education' (3). The concept of interculturalism by IVEA highlights the benefits of the integration of migrants for Irish society (cf. two-way integration in Section 1.3.2) since interculturalism refers to the:

acceptance not only of the principles of equality of rights, values, and abilities but also the development of policies to promote interaction, collaboration and exchange with people of different cultures, ethnicity or religion living in the same territory [...]. Interculturalism is an approach that can enrich a society and recognises racism as an issue that needs to be tackled in order to create a more inclusive society.

(IVEA 2005: 6)

This is echoed in the *Migrant Integration Strategy* (Department of Justice and Equality 2017) where it states that the promotion of migrant integration is 'a key part of Ireland's renewal' (2) and it is 'an underpinning principle of Irish society' (*Ibid.*). As a side note, it is welcomed that equality and the fight against racism form a central part of the IVEA conceptualisation of interculturalism, especially during these

turbulent times in 2020 when the anti-racist ‘Black Lives Matter’ movement (formed in 2013 in the USA) gained tremendous momentum in the Western world.

This study attempts to contribute to the knowledge on the potential of the materials in use in Irish ESOL provision for the fostering of learners’ cultural awareness as a central element that can enhance learners’ successful integration into Irish society. However, as the present study explores only the participating teachers’ and the researcher’s perspectives on the cultural content in the sample materials, the views of ESOL learners on the potential materials offer for enhancing learners’ successful integration are vital to be explored in future research as emphasised earlier.

1.3.4 ESOL materials in Ireland

As mentioned earlier, learning materials play a decisive role in helping Irish ESOL learners integrate into their new country, and teachers are supported by an array of different English language teaching materials (Benson 2019). (This is reflected in the findings of this study presented in Section 5.1.2 in Chapter 5, too.) Furthermore, NALA provides up-to-date materials and resources through their website (nala.ie), focusing on both English language and literacy teaching, that contain mainly worksheets. However, the results of a survey carried out by IVEA ‘highlighted concerns around key areas such as [...] lack of materials’ (Kett 2018: 5) – in addition to lack of teacher training, and inadequate funding and poor conditions (*Ibid.*). Internationally published textbooks (for example, from Oxford University and Cambridge University Presses) seem to be the main sources of the curriculum (Kett 2018). Furthermore, Čatibušić *et al* (2019) argue that the content in the materials available may not be appropriate for migrant learners in Ireland. This has led to the unfortunate situation that ESOL learners are not provided with appropriate learning materials (in fact, it is true of the ESOL provision in the UK as well; Mishan 2019), which stresses the need for dedicated ESOL learning resources and materials (Mishan 2019).

To give an example of inappropriate content, the cultural dimension of Irish English is different from many aspects from other inner circle Englishes (Kachru 1991); and

indirectness is a good example as it is ‘a key feature of the pragmatic system of Irish English’ (Clancy and Vaughan 2012: 226). Therefore, as language is ‘an integral part of culture’ (Risager 2018: 9) serving as ‘a road map of culture’ (Brown 1989: 61) (as we will see in Section 2.1.3), other Englishes, for example, British English or American English that international textbooks and materials usually offer, might confuse learners’ compass on their way to discover and understand Irish culture. (This phenomenon is echoed by the teachers in the findings of the survey questionnaire of this study, presented in Section 5.1.3.2 in Chapter 5).

Taken together, the need for appropriate ESOL materials in Ireland is paramount (Mishan 2019), and this study attempts to contribute to the joint effort of practitioners to develop culturally appropriate and effective materials for use in the ESOL provision in Ireland by using the suggested frameworks for the promotion of cultural awareness.

1.3.5 Gaps in current knowledge

As mentioned earlier (in Section 1.3.3), cultural awareness is a crucial element of intercultural competence (Byram 2012, see more in Chapter 2). It is ‘a holistic alternative to intercultural competence’ (Risager 2004 cited in Baker 2015: 133), and ‘that part of [learners’] intercultural competence that has to do with accessing information for themselves and with creating their own insight into the life of the countries where their target language is the first language’ (Risager 2012: 8). Several research studies have been carried out on the conceptualisation of intercultural competence (e.g. Byram 1997; Byram *et al.* 2002; Deardorff 2006; and Fantini 2009; see 2.2.2 in Chapter 2), as well as on the assessment of intercultural competence. The latest assessment tools include, for example, the *Intercultural Development Inventory* (Intercultural Communication Institute 2007), *Intercultural Readiness Check* (Van der Zee and Brinkmann 2004), *Cross-Cultural Adaptability Inventory* (Williams 2005), and *Intercultural Profile* (INCA 2007). There are also models designed for the analysis of the cultural content in language learning materials, for example, the three P’s of culture (NSFLEP 2015), and the nine minimum areas of culture (Byram and Morgan 1994), as we will see in Section 3.2.1 in Chapter 3. However, these

conceptualisations of intercultural competence, together with the assessment tools, are predominantly devised for general application, and mainly in the USA; furthermore, they do not seem to be suitable in such a specific language learning context (i.e. ESOL provision in Ireland) where the promotion of the successful integration of learners into the target culture is one of the main educational goals.

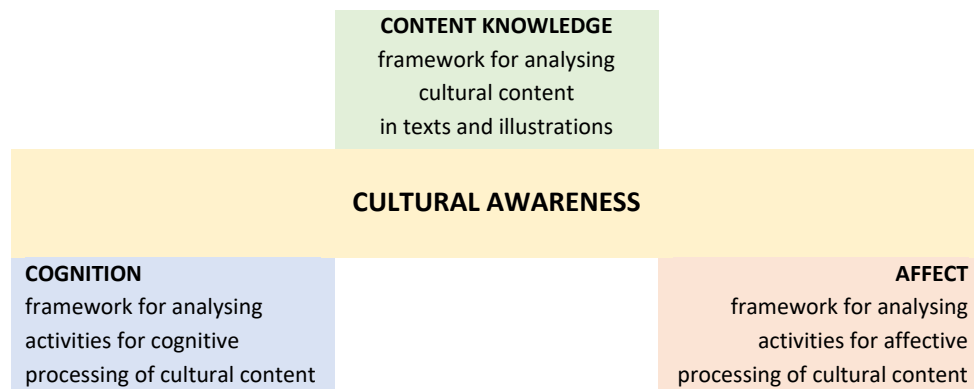
Firstly, there seems to be a gap between the goal of migrant integration in Ireland and the suitability of the materials in use in ESOL provision in Ireland for achieving this goal. Some studies have begun to address this issue (e.g. Ćatibušić *et al.* 2019; Mishan 2019; Farrell and Baumgart 2019; Kett 2018), but it is clear that more research is needed. Therefore, this study attempts to narrow this gap by offering and implementing a model for intercultural competence in ESOL and practical frameworks for the components of intercultural competence in ESOL that could assist practitioners in the design of new materials, or the modification of existing materials in order to make them suitable for fostering Irish ESOL migrant learners' cultural awareness.

Secondly, there seems to be a lack of a systematic and principled analysis and evaluation of the cultural content of the most commonly used materials in the ESOL provision in Ireland at the time of this research, which this study attempts to fill.

Thirdly, there seem to be no models and frameworks developed for the specific components of intercultural competence promoting cultural awareness: cultural content knowledge, cognition, and affect (based on Byram 1997; Byram *et al.* 2002; Deardorff 2006; and Fantini 2009), that integrate the different levels of cognitive learning outcomes (Bloom *et al.* 1956; Anderson and Krathwohl 2001) and affective learning outcomes (Krathwohl *et al.* 1964; Lynch *et al.* 2009), especially in the context of ESOL learning materials. The existing models and frameworks for intercultural competence (elaborated in Section 2.2 in Chapter 2), however, are mainly designed for general educational purposes in the context of internationalisation, international living and language learning in general (Byram 1997; Byram *et al.* 2002), and they do not focus on the special needs of migrant language learners (as stated above). Also, the frameworks for the cognitive and

affective learnings outcomes (discussed in Sections 3.3 and 3.4 in Chapter 3) provide conceptualisations of the objectives in general terms. Therefore, this study endeavours to fill this gap by offering such practical frameworks that are specifically designed with an Irish ESOL context in mind. The frameworks can be used for analysing cultural content in the materials for ESOL learners, and analysing activities for their potential to activate cognitive processing of cultural content and stimulate affective processing of cultural content, where the country-specificity of the content is emphasised Table 1.1 below shows that structuring of these frameworks elaborated in Chapter 3.

Table 1.1. Structuring of frameworks for fostering cultural awareness



1.3.6 Scope of the study

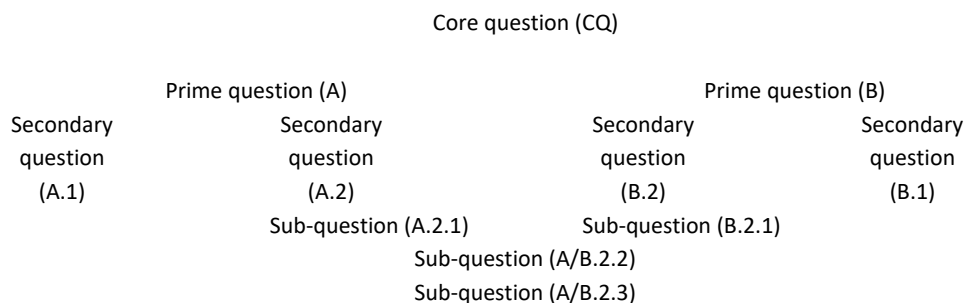
This study involved the participation of 33 in-service teachers at the ESOL centres of ETBs across Ireland offering ‘live’ programmes (i.e. ongoing ESOL courses) for adult learners when the empirical research was conducted in the spring of 2019. The teachers were asked to take part in an anonymous online survey questionnaire. The results of the questionnaire provided not only insights into the teachers’ perspectives on the research problem (as stated in 1.1 above), but they also determined the materials to be analysed and evaluated by the researcher which provided a further opportunity to explore the research problem. Also, it is important to add that the examination of ESOL materials from the aspect of literacy learning is beyond the scope of this study.

1.4 RESEARCH QUESTIONS

The structure of the research questions mirrors the complexity of the purpose of this study (as stated in 1.2 above) as well as the research methodology (complex mixed methods approach by means of survey questionnaire and the researcher’s materials analysis and evaluation, presented in Chapter 4).

This study is guided by a core research question (CQ) that comprises two prime questions (A and B). Each prime question consists of two secondary questions totalling four secondary questions (A.1, A.2, and B.1 and B.2). Two of the secondary questions are stand-alone questions (A1 and B.1). The other two secondary questions (A.2 and B.2) contain three sub-questions each: one sub-question belongs to each of the secondary questions (A.2.1 and B.2.1), and two of the sub-questions are shared by both secondary questions (A/B.2.2 and A/B.2.3). Table 1.2 below illustrates this complex structuring of the research questions.

Table 1.2. Structuring of research questions



Below are the specific research questions that are explored by this study:

CQ. To what degree do materials in use in the ESOL provision of ETBs in Ireland foster learners’ cultural awareness?

A. To what degree do materials in frequent use in the ESOL provision of ETBs in Ireland support in-service teachers in fostering learners’ cultural awareness?

- A.1. What materials are in use?
- A.2. What are in-service teachers' perspectives on the cultural content in the materials in frequent use?
 - A.2.1. To what extent are different countries present in the materials?
 - A.2.2. To what extent do materials activate cognitive processing of cultural content?
 - A.2.3. To what extent do materials stimulate affective processing of cultural content?

- B. To what degree is the cultural content of the materials in frequent use in the ESOL provision of ETBs in Ireland suitable for fostering learners' cultural awareness?
 - B.1. What is the provenance of the materials in use?
 - B.2. What potential do materials offer for the development of the components of intercultural competence to foster learners' cultural awareness?
 - B.2.1. To what extent do materials promote cultural content knowledge?
 - B.2.2. To what extent do materials activate cognitive processing of cultural content?
 - B.2.3. To what extent do materials stimulate affective processing of cultural content?

To answer the first set of research questions (A), a survey questionnaire was designed (as will be presented in Section 4.2 in Chapter 4) to explore the materials in use (as a prerequisite for the researcher's materials analysis and evaluation) and to map the countries where learners were from. In the questionnaire, teachers were also asked to express their views on the strength of the presence of different countries in a freely chosen material to ascertain the extent of exposure to cultural diversity as a central factor of fostering cultural awareness (based on Barrett *et al.* 2013; discussed in Section 2.2.2.2 in Chapter 2). Furthermore, teachers were requested to comment on the development of different levels of the cognitive and affective domains of learning in relation to learning about cultures in this material.

In order to answer the second set of research questions (B), an analysis of the most frequently used Irish produced textbook and the most often used non-Irish (UK) published textbook was performed by the researcher. The analysis was carried out by the means of the proposed frameworks for cultural content knowledge, and the cognitive and affective processing of cultural content (as will be elaborated in Section 4.3 in Chapter 4). The results of the analysis and of the survey questionnaire were triangulated and compared to the findings of other studies to enhance validity and reliability (as will be discussed in Chapter 6).

1.5 SIGNIFICANCE OF THE STUDY

This study attempts to contribute to research on ESOL provision, especially in an Irish context, and add to research on the analysis and evaluation of language learning materials (see 1.3.5). There are several studies that focus on mapping the ESOL landscape in Ireland and the materials in use (e.g. Mishan 2019; Benson 2019; Kett 2018), but they do not seem to provide an in-depth examination of the cultural content in the materials from the aspect of fostering cultural awareness. There are also various studies on the exploration of cultural content in language learning materials (e.g. Bateman and Mattos 2006) including studies that focus on the development of intercultural competence (e.g. Mason 2010; Byram and Masuhara 2013). However, there seems to be no research on the cultural content of materials used specifically in Irish ESOL provision from the perspective of the promotion of cultural awareness.

Consequently, there are several important areas where this study could make an original contribution to the development of Irish ESOL learners' cultural awareness as part of their developing intercultural competence. Firstly, the study attempts to provide fresh insights into what materials are currently in use, and what cultural content the materials offer. Thus, it is hoped that the present study will contribute to the research on ESOL provision in Ireland. Secondly, it is the researcher's sincere hope that the frameworks offered in the present study can contribute to the development of materials urgently needed for ESOL in Ireland, as well as elsewhere,

by supporting practitioners in evaluating existing materials and designing new materials.

An original aspect of this study is that it includes the creation and implementation of practical frameworks for a '*systematic and principled*' (Mishan and Timmis 2015: 56, emphasis in original) analysis of the cultural content of the materials in use in Irish ESOL provision from the angle of fostering learners' cultural awareness as an important element of intercultural competence. Also, as the concepts of the proposed frameworks could be generalised, the frameworks might be applied to any other ESOL, or even ELT context in the world.

1.6 OUTLINE OF THE THESIS

Thus far, this chapter has described the research problem (1.1), presented the purpose of the study (1.2), provided a brief review of the context of the study (1.3), stated the research questions (1.4), and explained the significance of the study (1.5). In this final section, the remaining six chapters of the seven chapters of this study are outlined.

Chapter 2 *Review of the literature* explores the place of culture in language learning with a focus on the 'essentialist' view of culture which forms the underlying perspective of this study, it explores the conceptualisations of culture, and it reviews the relationships between language and culture. The chapter discusses the conceptualisations of intercultural competence and cultural awareness highlighting the models and approaches from Byram (1997), Byram *et al.* (2002), Deardorff (2006), and Fantini (2009) that form the theoretical foundation for the model for intercultural competence in ESOL proposed in the present study. The chapter discusses the conceptualisations of language learning materials as the objects under examination in this study. The chapter also establishes the operational definitions of terms used throughout the study.

Chapter 3 *Towards a model for intercultural competence in ESOL and frameworks for fostering learners' cultural awareness* presents the proposed model for intercultural competence in ESOL adopted for this study, and discusses the

theoretical foundation for the three frameworks developed for and implemented in this study, and presents the frameworks. First, the theories (NSFLEP 2015; Byram and Morgan 1994) behind the framework for analysing cultural content in texts and illustrations are explored, and the framework is presented. Second, the cognitive domain of learning (Bloom *et al.* 1956; Anderson and Krathwohl 2001) is discussed as the foundation for the framework for analysing activities for the activation of cognitive processing of cultural content, followed by the presentation of the framework. Third, the affective domain of learning (Krathwohl *et al.* 1964; Lynch *et al.* 2009) is explored which constitutes the foundation for the framework for analysing activities for the stimulation of affective processing of cultural content, followed by the presentation of the framework. In addition, the chapter presents the operational definitions of further terms used in this study.

Chapter 4 *Research design and methodology* provides a justification for the research design and the methodology used for the survey questionnaire with in-service ESOL teachers at the ETBs in Ireland, and the researcher's analysis and evaluation of the materials most frequently used by the teachers currently. The chapter outlines the research paradigm (Saunders *et al.* 2019) for this study, highlighting that both quantitative and qualitative methods are used to answer the research questions by means of a complex mixed methods approach and triangulation. The chapter presents the questionnaire design and the criteria for materials analysis and evaluation, and justifies the selection method of the participants for the survey, and the sampling method of the materials for analysis and evaluation. The chapter also justifies the instruments and procedure used for data collection and analysis. In addition, ethical considerations, limitations, as well as validity and reliability regarding both the survey questionnaire and the researcher's materials analysis and evaluation are discussed.

Chapter 5 *Research findings* reports the results of the empirical study based on the findings of the survey questionnaire and the researcher's materials analysis and evaluation. The chapter presents the demographics of teacher respondents, and the materials currently in use, in addition to the teachers' perspectives on the cultural content in the materials in frequent use of their choice, the presence of different

countries, as well as the engagement of cognitive and affective processing of cultural content in these materials. Then, the chapter reports the findings of the researcher's own analysis and evaluation of the most frequently used Irish produced textbook *The Big Picture*, and the most commonly used non-Irish published textbook *New Headway Pre-Intermediate 4th Edition Student's Book* as identified by the teachers. The chapter provides details on the description and outline of the textbooks, as well as the cultural content in texts and illustrations, together with the evaluation of the levels of engagement of cognitive and affective processing of cultural content through activities. The chapter includes raw data to provide further detail.

Chapter 6 *Discussion of research findings* synthesises and discusses the results based on the findings of the survey questionnaire and the researcher's materials analysis and evaluation to answer the research questions. The findings are also linked with theories and research studies in order to further explore the research questions. The materials in use and their provenance are discussed, together with the presence of different countries in the materials. The potential that materials could offer for the promotion of cultural content knowledge, the activation of cognitive processes and the stimulation of affective processes regarding cultural content is explored, and some conclusions are drawn. The chapter suggests the extent to which materials in use in the ESOL provision of ETBs in Ireland are suitable to foster adult migrant learners' cultural awareness within an Irish context, and by this, develop their intercultural competence.

Chapter 7 *Conclusions* summarises the findings in this research, and discusses the implications and limitations of the present study. Recommendations for practice and suggestions for future research are provided seeking to ground this research in its application to Irish ESOL provision and ESOL/ELT practice in other countries.

The next chapter (Chapter 2 *Review of the literature*) explores what is already known about the topic of this study, and outlines the key ideas and theories that have formed the theoretical basis of this thesis.

CHAPTER 2 – REVIEW OF THE LITERATURE

This study attempts to determine the degree to which materials in use in Ireland for teaching ESOL could foster the development of adult migrant learners' cultural awareness as a key component of intercultural competence and an underlying factor of learners' successful integration into Irish society by analysing the cultural content of the most frequently used materials. This chapter explores and analyses the theoretical underpinnings of the model for intercultural competence in ESOL developed and proposed by the researcher (presented in 3.1 in Chapter 3); and the frameworks, also developed and suggested by the researcher, for analysing ESOL learning materials for their potential to promote cultural content knowledge (see 3.2), activate cognitive (see 3.3) and stimulate affective (see 3.4) processing of cultural content which contribute to the development of cultural awareness.

This chapter starts with the role of culture in language learning (2.1) by briefly discussing the 'essentialist' view of culture (2.1.1), and exploring and analysing the conceptualisations of culture (2.1.2), as well as the relationships between language and culture (2.1.3). Then, this chapter explores and analyses the fundamental theories of intercultural competence highlighting cultural awareness as its core element (2.2) by discussing theories of intercultural communicative competence (2.2.1) that help to conceptualise cultural awareness and intercultural competence in Section 2.2.2. Next, the theoretical background of materials in language learning is discussed in Section 2.3. This section explores the conceptualisations of learning materials (2.3.1), discusses authentic materials (2.3.2) and textbooks (2.3.3) in order to arrive at a brief review of materials evaluation (2.3.4) (which is elaborated in Section 4.3 in Chapter 4). This chapter also includes suggested operational definitions of terms used in this study. The chapter ends with a conclusion of the reviewed literature (2.4).

The search process of key conceptualisations included using the paper-based and online resources available at the Glucksman Library at the University of Limerick; as well as internet and research database searches for research works, including books, chapters, articles, conference presentations mainly within the last two decades. This chapter intends to present a critical review of the results of this search

by the synthesis of the theories that guided the design of the model and frameworks proposed (see Chapter 3) and implemented (see Chapters 4 and 5) in this study.

2.1 CULTURE IN LANGUAGE LEARNING

To better understand the conceptualisations of cultural awareness and intercultural competence in a language learning context (reviewed in Section 2.2), it is helpful to briefly discuss the role of culture in language learning. This study predominantly relies on the so-called ‘essentialist’, or national view of culture (Holliday 2011, 2019), which is developed in the next section (2.1.1) – as opposed to the ‘non-essentialist’ view, since the presence of Irish culture in the materials is of central importance as explained below. Also, this study considers five conceptualisations of culture (in Section 2.1.2), from Kroeber and Kluckhohn (1952), Spencer-Oatey (2012), Baldwin *et al.* (2008), in addition to the cultural iceberg from Ting-Toomey and Chung (2005), and the cultural onion from Hofstede and Hofstede (2005). These conceptualisations of culture are believed to underpin the ‘pentagon of culture’ developed by the researcher (see Figure 3.4 in Chapter 3); comprising geography, people, products, practices, and perspectives; which serves as the basis of the proposed framework for analysing cultural content in texts and illustrations in learning materials (see Table 3.3 in Chapter 3) in order to ascertain the degree to which they foster cultural awareness by the promotion of cultural content knowledge. This section (in 2.1.2) offers an operational definition of culture based on the discussed literature. As the focus of this study is on the cultural content in language learning materials, the relationships between language and culture are also discussed briefly (in Section 2.1.3) based on the views of Liddicoat (2004), and Weninger and Kiss (2013).

2.1.1 ‘Essentialist’ view of culture

As stated by Holliday (2011), ‘essentialism presents people’s individual behaviour as entirely defined and constrained by the cultures in which they live’ (4). It may be true that this essentialist view of culture can create stereotypical statements about a culture (Lessem *et al.* 2016), but they argue that identification of the essential features

of cultures could provide a good starting point in language teaching (*Ibid.*). Zhou and Pilcher (2018) advocate that essentialism is always present in the development of intercultural competence since learners ‘will inevitable and often ineluctably be drawn towards’ (141) essentialist conceptualisations due to their ‘structuralist explanatory potential’ (*Ibid.*) as a frame of reference. However, as noted above, the danger of cultural stereotypes as a result of cultural essentialism is acknowledged in this study. It must be added that the so called ‘soft essentialist’ or ‘neo-essentialist’ view of culture respects diversity, but ‘large-culture boundaries do not go away’ (Holliday 2019: 115). Table 2.1 below illustrates the key differences between the ‘essentialist’ and ‘non-essentialist’ approaches to culture according to Holliday (2011).

Table 2.1. Essentialist and non-essentialist views of culture (Holliday 2011: 5)

Essentialist view of culture	Non-essentialist view of culture
a physical place with evenly spread traits and membership	a social force which is evident where it is significant
associated with a country and a language	complex, with difficult to pin down characteristics
has an onion-skin relationship with larger continental, religious, ethnic or racial cultures, and smaller sub-cultures	can relate to any type or size of group for any period of time, and can be characterised by a discourse as much as by a language
mutually exclusive with other national cultures: people in one culture are essentially different from people in another	can flow, change, intermingle, cut across and through each other, regardless of national frontiers, and have blurred boundaries
What people say (example) – adapted	
‘People from Hungary cannot ... when they arrive in Irish culture.’	‘There is something culturally different about ... in Hungary and Ireland.’

Based on Holliday (2011), as Table 2.1 above shows, the ‘essentialist’ view associates culture with a geographical place defined by a country and its language(s), states that it has an ‘onion skin’ structure (cf. Hofstede and Hofstede 2005 in Section 2.1.2 below), and emphasises that people from one cultural are different from people from other cultures. For example, it might be said that many Irish people tend to drink tea with milk, whereas many Hungarians usually drink it with sugar or honey only. On the contrary, according to the ‘non-essentialist’ view, cultures are more affected by societies than boundaries, cultural characteristics are more difficult to define precisely, and they are more dynamic in place and time than static. For instance, it could be said that tea drinking in Ireland and Hungary appears to be different. The

marginal relevance of boundaries and the difficulty to define cultural characteristics could further justify the choice of the ‘essentialist’ view of culture ‘operationalised’ in the suggested framework for analysing cultural content in texts and illustrations (see Section 3.2 in Chapter 3).

2.1.2 Conceptualisations of culture

According to a nearly 150-year-old conceptualisation, culture includes ‘knowledge, beliefs, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society’ (Tylor 1871: 1). Yet, culture still seems to be a term that is ‘a sign, an empty vessel waiting for people – both academicians and everyday communicators – to fill it with meaning’ (Baldwin *et al.* 2008: 4). In spite of this, everyone might have an ‘intuitive definition’, according to which, for example, culture may simply be the manifestation of the human way of life (Wuketits 2003). In the 1950’s already, there were 164 different definitions of culture compiled (Kroeber and Kluckhohn 1952 in Spencer-Oatey 2012) which number almost doubled to 313 in the beginning of the millennium (Baldwin *et al.* 2008) (the conceptualisations of culture offered in these studies are discussed below). The reason behind the wide range of different definitions mainly comes from the multidisciplinary and dynamic nature of culture. Culture can be examined from the perspectives of, for example, sociology, psychology, political science, cultural studies, communication studies, and language learning; but culture, at the same time, tends to constantly change to make the capture of the essence of culture even more difficult. In order to arrive at the working definition of culture for this thesis, five characterisations of culture from theorists are explored, and then analysed below.

Kroeber and Kluckhohn (1952)

To discover the essential characteristics of culture, Alfred Louis Kroeber and Clyde Kluckhohn (1952) identified six different aspects of culture in close relationship with each other after having examined 164 definitions from, for example, anthropologists, sociologist, psychologists, and philosophers. The six aspects from Kroeber and Kluckhohn (1952) reflect the ‘essentialist’ view of culture as discussed above:

- 1) DESCRIPTIVE ENUMERATION – culture is a list of ‘any relatively concrete phenomena’ (46), for instance, behaviours, ideas, and beliefs;
- 2) HISTORY – culture is (inherited) social heritage or (passed) tradition, and tradition makes it dynamic;
- 3) NORMS – culture contains rules and ideals that are learned by following prescriptions and values which are to help people act appropriately in different cultural situations;
- 4) PSYCHOLOGY – culture requires members to learn habits and how to act effectively in different cultural situations, for instance, solving problems, achieving goals, and adjustment;
- 5) STRUCTURAL – the elements of culture are organised and connected in patterns or structures;
- 6) GENESIS – culture comprises products, including symbols, and ideas, as well as artefacts that are considered as ‘origins’ of culture.

Taken together, according to the findings of Kroeber and Kluckhohn (1952), culture could be viewed as an organised and dynamic list of connected products, practices, and perspectives that are learned, inherited and passed on to help people act appropriately and effectively in different cultural situations. Products, practices, and perspectives are reflected in the ‘three P’s of culture’ and serve as guidelines for teaching about cultures in the USA, and was issued by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Standards in Foreign Language Education Project (NSFLEP 2015) (elaborated in Section 3.2.1.1 in Chapter 3). The ‘three P’s of culture’ (products, practices, perspectives) is a categorisation of cultural items, and are important elements of the framework for analysing cultural content in language learning materials as proposed and implemented by the researcher in this study (see 3.2.2.3). Also, appropriate behaviour

(norms) and effective behaviour (psychology) towards others from a different culture highlighted by Kroeber and Kluckhohn (1952) are core aspects of intercultural competence (see 2.2.2 in this chapter).

Baldwin et al. (2008)

John R. Baldwin and his colleagues (2008) collected 313 definitions of culture that mainly comprise more recent definitions from different disciplines, for example, anthropology, organisational communication, cultural communication, intercultural communication, critical theory, cultural studies, philosophy, justice studies, and sociology. As a result of the study, Baldwin *et al.* (2008) claim that there can be seven themes identified that commonly appear in the definitions of culture which also resonate with the ‘essentialist’ view of culture:

- 1) STRUCTURE OR PATTERN – the accumulation of the element lists of culture defines different structures or patterns of the way of life, cognition, behaviour, signification (e.g. symbol systems, including language), relations, social organisations, and abstractions to describe a group of people;
- 2) FUNCTION – culture is a tool to achieve goals by means of cultural guidance, learning to adapt, creating a sense of group identity (or difference from other groups), expressing values, stereotyping, and by means of control;
- 3) PROCESS – culture is an ongoing practice of its structures and functions (see ‘structure or pattern’ and ‘function’ above);
- 4) PRODUCT – culture consists of products and artifacts of deliberate meaningful activities (e.g. art), and undeliberate representation or significance (e.g. foods);
- 5) REFINEMENT – culture supports the elevation of the intellect and morality of individuals or groups;

6) POWER OR IDEOLOGY – culture implies the fact that some groups dominate other groups from a political and ideological perspective;

7) GROUP MEMBERSHIPS – culture is connected to a place (e.g. country), or a group of people (e.g. society).

These common themes of culture, according to Baldwin *et al.* (2008), suggest that culture is an ongoing, dynamic practice of patterns of the way of life including the use of different products, it functions as a tool to achieve goals and refine the intellect (perspectives), implies power relations, and connected to people and geography. This conceptualisation of culture clearly reflects products, practices, and perspectives (the ‘three P’s of culture’ by NSFLEP 2015, see 3.2.1.1 in Chapter 3), as well as geography, and people that constitute the ‘pentagon of culture’ (see 3.2.2.1) developed by the researcher.

Spencer-Oatey (2012)

The conceptualisation of culture by Helen Spencer-Oatey (2012) goes beyond the national borders as it identifies the important influence of social groups on culture and takes the combination of etic and emic elements of culture into consideration (see below), therefore it might be regarded as a ‘neo-essentialist’ view of culture (Holliday 2019: 78, as referred to in Section 2.1.1 earlier). According to Spencer-Oatey (2012), there could be twelve distinctive, but overlapping, characteristics of culture specified:

1) LAYERS OF DEPTH – culture manifests itself at three different levels; the lowest level *observable artifacts* includes everything that can be sensed in the physical world via seeing (e.g. dress code), hearing (e.g. music), tasting (e.g. drinks), smelling (e.g. food), touching (e.g. clothes), or feeling (e.g. art); *values* can be found at the second level, and refers to the conscious reasons behind behaviour which reasons are ‘debatable, overt, and espoused’ (3), while *underlying assumptions* at the highest

level refers to unconscious reasons of behaviour that are ‘ultimate, non-debatable, and taken-for-granted’ (*Ibid.*);

2) EFFECTS ON BEHAVIOUR AND INTERPRETATION OF BEHAVIOUR – the invisible meanings of physically visible aspects of culture can influence behaviour in different ways, while the behaviour caused can be interpreted in various ways, too;

3) UNIVERSAL HUMAN NATURE VS. UNIQUE INDIVIDUAL PERSONALITY – culture is learned and specific to a group or category of people, and situates between inherited universal human nature (e.g. ability to think and feel), and inherited and learned unique individual personality (e.g. racial identity);

4) INFLUENCE ON BIOLOGICAL PROCESSES – culture has an effect on the natural way the human body functions; for example, what, when, how, with whom, and how much people eat;

5) SOCIAL GROUPS – culture is shared by at least two people, and manifests itself at different levels: national, regional, ethnic, religious, linguistic, generational, organisational, or according to role categories such as social classes, and gender;

6) INDIVIDUAL AND SOCIAL CONSTRUCT – ‘culture is a derivative of individual experience, something learned or created by individuals themselves or passed on to them socially by contemporaries or ancestors’ (Avruch 1998: 5 as cited in Spencer-Oatey 2012: 9);

7) FUZZY FEATURES OF CULTURE – there will never be an absolute set of features that precisely distinguish one cultural group from another as culture is always socially and psychologically distributed;

8) COMBINATION OF ETIC AND EMIC ELEMENTS – culture is a combination of universal (etic) and local (emic) elements; culture does

not only relate to ‘national culture, but also to the cultures of all kinds of other groupings, including ethnic, minority, and regional groups, as well as communities of practice’ (Spencer-Oatey and Kádár 2016: 74);

9) LEARNING – culture is learned from other individuals who one interacts with;

10) GRADUAL CHANGE – culture dynamically changes due to both internal and external factors;

11) INTERRELATION BETWEEN PARTS – the elements of culture are interrelated to an extent, and form an integrated whole;

12) DESCRIPTIVE NATURE – cultures are equal; there can be similarities or differences between cultures to a degree, but it does not imply evaluation of the cultures (inferiority/superiority).

Taken together, according to Spencer-Oatey (2012), culture could be briefly defined as an individual and social construct of interrelated observable products, and conscious and unconscious perspectives behind practices; culture is learned, inherited, and shared by at least two people, and it manifests at universal and local levels; culture is free of power relations, and it gradually changes. This conceptualisation of culture highlights the rejection of inferiority and superiority among cultures (cf. ‘power or ideology’ aspect of culture from Baldwin *et al.* 2008, presented above; also cf. the ‘Black Lives Matter’ movement mentioned in 1.3.3 in Chapter 1). The characteristics of culture identified by Spencer-Oatey (2012) include products, practices, and perspectives (the ‘three P’s of culture’, NSFLEP 2015), in addition to people, which are fundamental components of the proposed framework for analysing the cultural content in texts and illustrations (see Table 3.3 in Chapter 3) based on the ‘pentagon of culture’ (see 3.2.2.1) proposed in this study.

Ting-Toomey and Chung (2005)

Stella Ting-Toomey and Leeva C. Chung's (2005) cultural iceberg visualises the combination of the factors pertinent to culture (many of which discussed earlier in this section) placed at different levels. The cultural iceberg consists of three layers (Figure 2.1), and is visualised as an iceberg that sits on the ground of *universal human needs*.

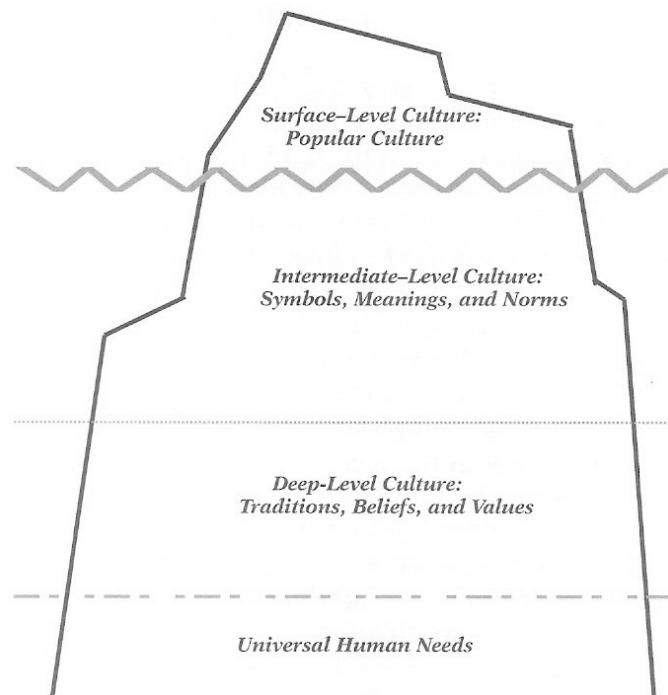


Figure 2.1. The cultural iceberg (Ting-Toomey and Chung 2005: 28)

The only visible layer is the tip of the iceberg which represents *surface-level culture*; under the tip layer, the invisible *intermediate-level culture* can be found; and the most hidden layer of the iceberg indicates *deep-level culture*. The layers of the cultural iceberg (Ting-Toomey and Chung 2005) can be briefly presented as follows:

- 0) UNIVERSAL HUMAN NEEDS – basic needs; for instance, love, security, and respect, that are shared across cultures despite many other differences between cultures; and in which, *deep-level culture* is rooted;
- 1) DEEP-LEVEL CULTURE – traditions (e.g. ways of behaving), beliefs (e.g. worldviews and assumptions), and values that are the ‘motivational

bases for actions' (35), and which are shared by members of a group, underpinning *intermediate-level culture*;

2) INTERMEDIATE-LEVEL CULTURE – symbols, meanings, and norms; for instance, language can be seen as a system of symbols with attached meanings, whereas norms are 'collective expectations of what constitutes proper or improper behaviour' (32); serving the basis of *surface-level culture*;

3) SURFACE-LEVEL CULTURE – products and practices of popular culture that can be easily and directly observed in everyday life; for example, clothes (product), or wedding celebrations (practice); being the visible tip of the cultural iceberg.

According to Ting-Toomey (1999), culture is 'a complex frame of reference that consists of patterns, traditions, beliefs, values, norms, symbols, and meanings that are shared to varying degrees by interacting members of a community' (10). This definition together with the cultural iceberg (Ting-Toomey and Chung 2005) indicate that culture is a combination of products, practices, and perspectives of people belonging to the same group, therefore this conceptualisation could also well underpin the proposed 'pentagon of culture' (see 3.2.2.1 in Chapter 3).

Hofstede and Hofstede (2005)

'Hofstede (1991) is probably the most popular protagonist of the essentialist view' of culture according to Holliday (2000: 38). The sophisticated onion model of culture by the late Geert Hofstede, and his son Gert Jan Hofstede (2005) has also influenced the theoretical foundation of this study. The cultural onion model comprises four layers in a form similar to an onion (Figure 2.2). This visualisation incorporates the characteristics of culture (some of which already explored in this section) placed upon different layers, and from this structural aspect, bears resemblance to Ting-Toomey and Chung's cultural iceberg (2005). According to Hofstede and Hofstede (2005), culture consists of *values* as the core coated with three layers from *rituals*

(inner) through *heroes* (in-between) to *symbols* (outer) ‘subsumed’ (Hofstede *et al.* 2010: 9) by sets of *practices* in which rituals, heroes, and symbols become visible.

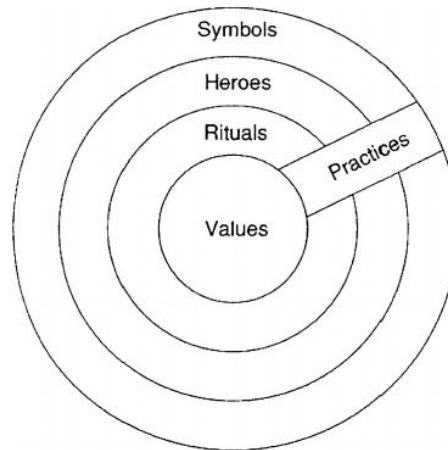


Figure 2.2. The cultural onion (Hofstede and Hofstede 2005: 7)

In more detail, the layers and sets of practices of the cultural onion model (Hofstede and Hofstede 2005; Hofstede *et al.* 2010) refer to:

- 0) VALUES – core tendencies in preference of a specific state of affairs over other possible state(s) of affairs, for example, preferring individualism over collectivism, or hierarchy over equality; and represent ‘the deepest manifestations of culture’ (Hofstede *et al.* 2010: 7);
- 1) RITUALS – essential recurring social activities through practices performed in order to achieve an aim, and change the unconscious mind, for instance, celebrating birthdays, or greeting others;
- 2) HEROES – dead, living or imagined people who possess highly valued characteristics by members of a group, and are considered behavioural models in practice; the Pope for Catholics, or Steve Jobs for computer scientists could be good examples.

3) SYMBOLS – for instance, words, images, gestures, or objects that tend to come and go during time; and ‘represent the most superficial [...] manifestations of culture’ (Hofstede *et al.* 2010: 7);

❖ PRACTICES – visible parts of culture that are learned throughout a lifetime and involves the acquisition of new symbols, acquaintance with new heroes, and communication by means of new rituals (Hofstede *et al.* 2010); however, their cultural meaning is invisible.

According to Geert Hofstede’s suggestive definition (1980), culture is ‘the collective programming of the mind that distinguishes the members of one group or category of people from others’ (21). The mental programs are called ‘patterns of thinking, feeling, and acting’ (Hofstede *et al.* 2010: 5) and the mental programming takes place through the *values* as the core, and the three layers of *rituals*, *heroes*, and *symbols* via *practices*. At this point, a mention must be made of the heavy criticism of Hofstede’s conceptualisation of culture. According to Fang (2010), one of the main critics of the Hofstede model besides, for example, Holden (2002) and McSweeney (2002), a major weakness of the model is that it ‘offers little insight into the dynamic’ nature of culture (Fang 2010: 158). At the same time, a major strength of the model is ‘its clarity and consistency in identifying cultural differences and juxtaposing one culture against another along cultural dimensions to facilitate cross-cultural comparison’ (Fang 2010: 158). This strong characteristic of the model supported the researcher in his effort to explore the cultural content in the examined textbooks (see findings in Section 5.2 in Chapter 5).

Synthesis of conceptualisations of culture

Together the studies of Kroeber and Kluckhohn (1952), Spencer-Oatey (2012), Baldwin *et al.* (2008), as well as Ting-Toomey and Chung (2005) and Hofstede and Hofstede (2005) provide important insights into the conceptualisation of culture, from mainly an ‘essentialist’ viewpoint as defined by Holliday (2011, 2019) and presented in Table 2.1 in Section 2.1.1.

Collectively, according to Kroeber and Kluckhohn (1952), Spencer-Oatey (2012), and Baldwin *et al.* (2008), culture can be seen as a *description*, a *process*, or a *construct*. Firstly, culture can be a *description* of learned behaviour, ideas, social heritage, traditions, norms, artifacts and other elements in a structured form with interplay between the elements to help to achieve goals (based on Kroeber and Kluckhohn 1952). Secondly, culture can be a *process* occurring in a given place or a group of people in which structured elements including products are practised, refined and used to achieve goals dominating other groups (based on Baldwin *et al.* 2008). Thirdly, culture can be a learned and gradually changing, dynamic individual and social *construct* practised in social groups; which is a combination of the traits of universal human nature and unique individual personality, and a fusion of interrelated universal and local elements at different layers of depth that can never be absolutely specified; and which influences biological processes, behaviour and their interpretation (based on Spencer-Oatey 2012). All in all, it might be concluded that culture can be seen as the *description of a dynamic construction process* of products, practices, and perspectives of a group of people who are connected to a place. Expanding this conceptualisation, the cultural iceberg (Ting-Toomey and Chung 2005) and the cultural onion (Hofstede and Hofstede 2005) conceptualise culture with emphasis on its elements situated on invisible and visible layers that are built on each other. Interestingly, this invisibility/visibility continuum of culture can be observed in the way culture becomes apparent in language (Liddicoat 2009) as discussed in Section 2.1.3 below.

Operational definition of culture

The brief review of the literature on the conceptualisations of culture has attempted to provide insights into the major works that have had an important impact on the approach to culture adopted in this study to support the theoretical background of this research. Drawing on this literature, the following definition of culture is proposed as a working definition for this study:

CULTURE refers to information that describes (1) the traditions, beliefs, values, norms, symbols, artefacts, and meanings (products and perspectives) being constructed and shared by interacting members of a

category of people connected to a geographical place (country); (2) the way members act, think and feel in relation to the constructed and shared patterns of information (practices); and (3) distinguishes members of a category of people connected to a country from others (based on Ting-Toomey and Chung 2005; Hofstede *et al.* 2010).

The establishment of an operational definition of culture is hoped to support the researcher in situating this study in the context of learning about cultures and fostering cultural awareness, and to increase the validity and reliability of both the frameworks developed and proposed by the researcher (see Chapter 3), and the research findings (presented in Chapter 5).

Among the elements of culture, language – regarded as a symbol situated at the intermediate level in Ting-Toomey and Chung’s model (2005) and at the level of symbols in Hofstede and Hofstede’s model (2005), is a central one because culture is closely related to language through which much of it is ‘transmitted’ (Schiffmann 2002: 9) as discussed in the following section.

2.1.3 Relationships between language and culture

A considerable amount of literature has been published on the relationships between language and culture, and there seems to be a strong consensus among scholars that language and culture are inseparable and interwoven. Drawing on Aristotle (*De Interpretatione* 16a 4-5) and Hofstede and Hofstede (2005), a language is the representation of the software of the mind. In second language acquisition, for example, Kramsch (2004, 2011) advocates ‘the mutual dependency of linguistic forms and cultural worldviews’ (2011: 305) drawing on the Sapir-Whorf hypothesis (Sapir 1962) which Kramsch identifies as ‘the best known formulation of the relation of language, thought, and culture’ (2004: 237). This hypothesis sees language as a ‘guide to social reality’, and it ‘powerfully conditions’ one’s ‘thinking about social problems and processes’ (Sapir 1962: 68). This is supported by the idea from Everett (2012), according to which language is an amalgamation of cognition, culture, and communication. From another perspective, ‘language is the road map of culture’

(Brown 1989: 61) as ‘it tells you where its people come from and where they are going’ (*Ibid.*). Taken together, two important themes emerge from these studies: (a) language is ‘an integral part of culture’ (Risager 2018: 9), and (b) language is a manifestation of culture (see an example of the relationship between Irish English and Irish culture from Clancy and Vaughan 2012 in Section 1.3.4). This is how the relationship between language and culture could be briefly and holistically outlined.

It is argued that ‘the instances of language use in communication (linguistic acts) are inseparable from the cultural context in which they are created and in which they are received’ (Liddicoat 2009: 115). The interrelationships between language and culture in communication, especially in intercultural communication, appear through ‘points of articulation’ (Crozet and Liddicoat 1999: 116) at different levels in a continuum where the levels shade into each other. At the one end of the culture-language continuum, culture is the most apparent construct, while at the other end, it is language that is the most apparent construct (Table 2.2).

Table 2.2. Points of articulation between language and culture in communication (Liddicoat 2009: 116)

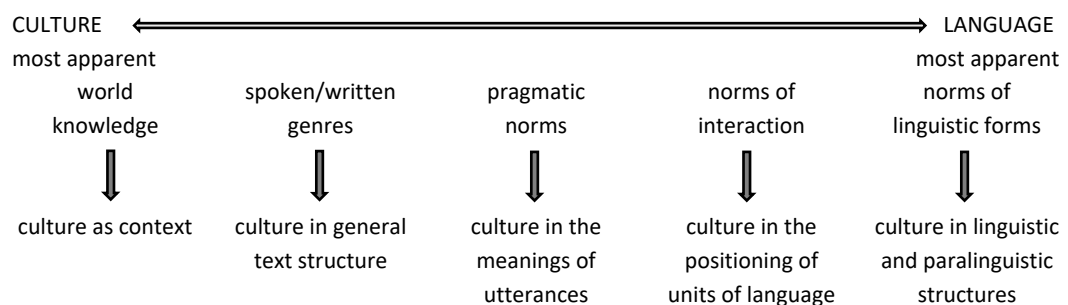


Table 2.2 above highlights that there can be five levels, from the macro level ‘world knowledge’ to the micro level ‘norms of linguistic forms’, where the interrelationships between language and culture can be observed in communication.

According to this model by Liddicoat (2009), the levels can be outlined as follows:

- 1) CULTURE AS CONTEXT – knowledge that speakers have about the world around them and the way of life; connotative and associative *meanings* specific to cultures that often prevail over general denotive

meanings; for example, 'football' could refer to European football or American football which differ significantly;

2) CULTURE IN TEXT STRUCTURE – *forms of meanings* in communication, and the way meanings are interpreted, including oral and written genres, textual features, and purposes of textual features ('text' means any form of language production here); for example, the importance of story-telling in some cultures, and telling stories in a circular or linear way for different purposes;

3) CULTURE IN THE MEANINGS OF UTTERANCES – phenomenon that equivalent *pragmatic norms* (units of language) can have different meanings in different contexts of use; the positive 'thank you' in reply to being offered a drink, and the negative 'thank you' in response to being left out of a round of drinks in a pub with friends could be good examples;

4) CULTURE IN THE POSITIONING OF UNITS OF LANGUAGE – still within pragmatics, influences of culture as to where and how *norms of interaction* are used in communication; for example, opening a conversation with the question 'how are you?' would probably result in different reactions from an Irish person (e.g. 'fine, thanks') and a Hungarian person (e.g. 'my medical examination results are really bad');

5) CULTURE IN LINGUISTIC AND PARALINGUISTIC STRUCTURES – *norms of linguistics forms* (e.g. lexicon, grammar, morphology, syntax, and semantics) that are culturally coded meaningful elements embedded in any utterances within a culture; for instance, English distinguishes 'he' from 'she', but Hungarian does not make a distinction as it uses 'ő' for third person regardless of the gender.

As claimed by Liddicoat (2009), during communication, culture is the most apparent at the context level (world knowledge), and less directly noticeable in linguistic and paralinguistic structures (norms of linguistic forms). However, language and culture

are always present in the language-culture continuum but to a varying degree. This study focuses on the ‘culture as context’ level of the language-culture continuum (Liddicoat 2009), where culture is the most ‘visible’, by attempting to identify meanings specific to Irish and other cultures.

Although the inseparability of language and culture seems well underpinned by the studies presented thus far, they ‘can in certain respects be separated’ (Risager 2006: 2). At the generic level, language and culture cannot be separated because ‘human culture always includes language, and human language cannot be conceived without culture’ (Risager 2006: 4). However, at the differential level, there are various specific languages and various specific cultures, which spread across each other in a global perspective entailing that ‘linguistic and cultural practices change through social networks [...], principally on the basis of transnational patterns of migration and markets’ (Risager 2006: 2). English is a prime example of this since it is a global language and a lingua franca, and it includes different Englishes. Taking migration as an example, language can be separated from its original culture when people move from one cultural context to another, or when people describe their culture in another language (Risager 2006). This separative approach to the relationship between language and culture has central importance in the case of English language education since cultures, including the culture(s) of the target language, can be more explicitly learned about, and the same can be true when migrant learners describe their own culture in an ESOL classroom.

Another distinction-driven conceptualisation of culture must be mentioned – but mainly within one culture rather than between different cultures, is the theory of *Big C* and *little c* culture (Halverson 1985) that differentiate cultural themes. *Big C* culture, also referred to as ‘achievement culture’ (Tomalin and Stempleski 1993: 6) includes history, geography, art, and literature as cultural products, whereas *little c* culture embraces customs, traditions, and other practices. This conceptualisation of culture is implicit in the ‘three P’s of culture’ (NSFLEP 2015) as presented in Section 3.2.1.1 in the next chapter.

The role of culture has always been a delicate issue in language education. Culture is often inappropriately considered a fifth skill, as an ‘add-on’ to speaking, listening, reading, and writing skills (Liddicoat 2004; Pulverness and Tomlinson 2013), since:

[culture] is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them.

(Kramsch 1993: 1 as cited in Pulverness and Tomlinson 2013: 445)

In the opinion of Weninger and Kiss (2013), there could be three different approaches to teaching about culture in an English as a Foreign Language (EFL) context that have evolved and changed over time. The approaches are described according to their aims as follows, with headings worded by the researcher based on the descriptions of Weninger and Kiss (2013):

1) CULTURE AS NATIONAL (1950-1990) – the aim is to help learners become a member of the target language community by means of teaching a set of facts and artifacts about the target culture and its community;

2) CULTURE BETWEEN NATIONAL AND TRANSNATIONAL (1990-2000) – the aim is to help learners become successful communicators in the target language by means of learning about everyday practices (cf. *little c* culture above) of the target culture; then, questioning the existence of the target-language culture should occur;

3) CULTURE AS TRANSNATIONAL (2000-present) – the aim is to help learners become ‘politically conscious citizens of modern society’ (698) by means of developing critical reflexivity through developing intercultural communicative competence.

Among the three approaches to culture in language education from Weninger and Kiss (2013), the oldest approach (culture as national) represents a static view of culture. This approach reflects the essentialist ‘culture as a nation’ conceptualisation

(e.g. Hofstede and Hofstede 2005). At the other end of the timeline, the third and most recent approach (culture as transnational) is a dynamic view of culture as engagement in different intercultural practices appear to dominate, and language and culture are closely related. This could relate to the ‘non-essentialist’ view of culture (see Table 2.1 in Section 2.1.1). The in-between second approach (culture between national and transnational) is a rapid transformation period (taking only about ten years) between the static and the dynamic views of culture in language education. The approach that this study has adopted towards teaching about cultures in an ESOL context in Ireland could be best described by the characteristics of this in-between view of culture.

The three-stage evolution of the relationship between language and culture seems to show a shift of emphasis from cultural products through cultural practices to cultural perspectives (see the ‘three P’s of culture’ by NSFLEP 2015, as presented in 3.2.1.1); but it does not mean that the ‘third P’ of culture (perspectives) embraces the transnational concept of culture as defined by Weninger and Kiss (2013). However, the three-stage evolution of the relationship between language and culture (Weninger and Kiss 2013) does seem to reflect the tendency that the approaches evolved towards the development of intercultural communicative competence (concept elaborated in the following section), which is particularly important in an era when both global and local needs (glocalisation) appear to emerge in a language classroom. This tendency undoubtedly sets a new challenge not only for EFL teachers and learners, but also for ESOL tutors and learners since it underlines the importance of fostering learners’ cultural awareness which paves the way towards their intercultural competence.

2.2 TOWARDS INTERCULTURAL COMPETENCE THROUGH CULTURAL AWARENESS

Fostering migrant learners’ cultural awareness in an ESOL classroom plays a pivotal role as it is a crucial element of integration and settlement (Mishan 2019; see Chapter 1). The empirical research of this study explored the cultural content in the materials in use in the ESOL provision of ETBs in Ireland in the light of their potential to foster learners’ cultural awareness. Fostering migrant learners’ cultural awareness in an

Irish ESOL classroom plays a pivotal role in the development of learners' intercultural competence which can help them to become 'more successful and more active participants' in Irish society (Kett 2018: 1) as also pointed out in Chapter 1. Therefore, it is necessary to discuss the conceptualisations of 'cultural awareness' and 'intercultural competence' – by exploring them within the broader term 'intercultural communicative competence', as these concepts form the theoretical foundations of this research study, as well as the research methodology. This section also suggests an operational definition of these terms.

2.2.1 Intercultural communicative competence

Intercultural competence is usually considered a subfield of intercultural communicative competence (Deardorff 2004). Thus, it is helpful to briefly highlight the holistic approach towards intercultural communicative competence from Chen and Starosta (1998), and discuss a seminal model offered by Byram (1997) in more detail before turning to the conceptualisation of cultural awareness and intercultural competence.

2.2.1.1 Chen and Starosta (1999)

Guo-Ming Chen and William J. Starosta's model of intercultural communication competence (1999) serves as a stepping stone to the conceptualisation of intercultural communicative competence due to its holistic view. According to this triangular model from Chen and Starosta (1999), developed in the context of intercultural teaching in the USA, intercultural communication consists of three interrelated components of different aspects: *intercultural sensitivity*, *intercultural awareness*, and *intercultural effectiveness/adroitness* (Figure 2.3).

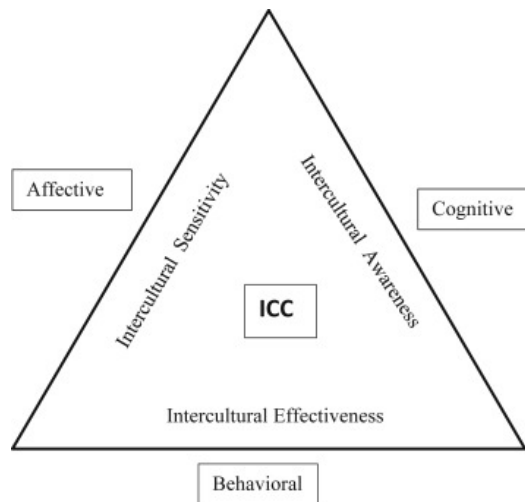


Figure 2.3. Triangular model of intercultural communication competence (Chen 2014: 19)

As stated by Chen and Starosta (1998, 1999), *intercultural sensitivity* denotes willingness to understand and appreciate different cultures in intercultural communication. This affective aspect is echoed in the proposed framework in this study for analysing activities for their potential to stimulate affective processing of cultural content (see Table 3.7 in Chapter 3). *Intercultural effectiveness/adroitness* constitutes the behavioural aspect in relation to necessary skills to effectively communicate in intercultural settings (Chen and Starosta 1998, 1999). It can be seen that Chen and Starosta (1999) consider effectiveness and appropriateness crucial factors in successful intercultural communication (cf. Deardorff 2006; Fantini and Tirmizi 2006 in Section 2.2.2 below). *Intercultural awareness* refers to the understanding of cultural conventions affecting the way of thinking and behaving, and is closely related to cognition (Chen and Starosta 1998, 1999). This dimension, however, is a central factor in Byram’s model for intercultural communication (see Table 2.3 in Section 2.2.2.1), and in Fantini’s A+ASK model of intercultural competence (see Figure 2.10 in Section 2.2.2.3), as well as is in the model for intercultural competence in ESOL proposed in this study (see Figure 3.1 in Chapter 3).

2.2.1.2 Byram (1997)

From the perspective of this study, Michael Byram's much-cited model of intercultural communicative competence (1997) is considered the most influential model as it is rooted in language learning. In *Teaching and Assessing Intercultural Communicative Competence*, Byram (1997) proposes a comprehensive model of intercultural communicative competence which combines two aspects: communicative skills and intercultural abilities. This was a groundbreaking model, especially for language education, because 'intercultural competence' appeared as a separate but integral component of intercultural communicative competence, together with linguistic, sociolinguistic, and discourse competences (Figure 2.4). By contrast with the intercultural communication model from Chen and Starosta (1999), Byram's model emphasises the learner's own identity, language and culture, and highlights the importance of the influence of these 'learner factors' on intercultural interaction (Byram 1997, Byram *et al.* 2002). This makes this model a significant approach towards the conceptualisation of intercultural competence from the ESOL perspective of this study.

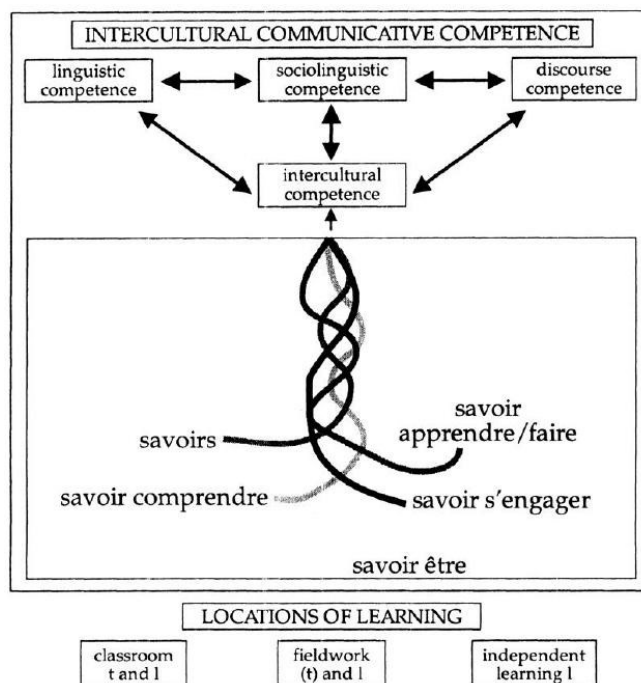


Figure 2.4. Byram's intercultural communicative competence model (Byram 1997: 73)

The four components of Byram's model of intercultural communicative competence (1997, Byram *et al.* 2002) can be briefly outlined as follows:

1) LINGUISTIC COMPETENCE – the ability to interpret and produce spoken and written language by means of the application of linguistic knowledge of the target language;

2) SOCIOLINGUISTIC COMPETENCE – the ability to understand meanings that are taken for granted by either an L1 (first language) or non-L1 speaker as an interlocutor, and negotiate meanings with the interlocutor;

3) DISCOURSE COMPETENCE – the ability to discover, negotiate and use strategies to interpret and produce language by means of conforming to the interlocutor's cultural conventions or negotiating the meanings imbedded in the language as an intercultural text;

4) INTERCULTURAL COMPETENCE – one's 'ability to interact in their own language with people from another country and culture, drawing upon [...] knowledge about intercultural communication, [...] attitudes of interest in otherness and skills in interpreting, relating, and discovering' (Byram, 1997: 70); it must be highlighted that intercultural competence here implies communication in one's own language, whereas intercultural communicative competence refers to communication in a foreign language (Byram and Zarate 1997). (See more on the component *savoir s'engager*, critical cultural awareness, of intercultural competence elaborated in Section 2.2.2.)

Byram's (1997) model reflects another aspect of the importance of the learner during the development of intercultural communicative competence by specifying three language learning locations where the model can be applicable. The three locations imply different degrees of learner participation: (1) in the classroom, the learner's participation is likely to be lower; whereas (2) in another country (called 'fieldwork'

in Byram's model), the learner's responsibility is usually much higher; while (3) in independent learning, the learner should take full responsibility for the study process. This indicates that materials (and teachers) have increased responsibility in a language classroom (e.g. Bolitho 1990; McGrath 2013; Mukundan 2009; Tomlinson and Masuhara 2018), especially in an ESOL context (Mishan and Timmis 2015).

An important theme that emerges from the conceptualisation of intercultural communicative competence from Chen and Starosta (1998) and Byram (1997) is that mere knowledge of cultures is not enough for interacting with people from different cultures because the competence to establish good intercultural communication includes, for example, 'the ability to effectively and appropriately execute communication behaviours that negotiate each other's cultural identity or identities in a culturally diverse environment' (Chen and Starosta 1998: 231).

Operational definition of intercultural communicative competence

Drawing on Byram's (1997) and Chen and Starosta's (1999) models, the following operational definition of intercultural communicative competence is proposed for this study:

INTERCULTURAL COMMUNICATIVE COMPETENCE refers to one's 'abilities to interact with people from another country and culture in a foreign', or second/third/... language, effectively and appropriately by means of utilising one's linguistic, socio-linguistic and discourse competences in relation to the language used; using skills in interpreting, relating, and discovering; and expressing interest in otherness (based on Byram 1997: 70).

The establishment of a working definition of intercultural communicative competence helped the researcher to conceptualise cultural awareness and intercultural competence (see next section) within the concept of intercultural communicative competence.

2.2.2 Conceptualisations of cultural awareness and intercultural competence

Having arrived at Byram's (1997) model of intercultural communicative competence in a language learning context in the previous section, where intercultural competence is specifically named as a component, it is helpful to briefly explore the different conceptualisations of intercultural competence with emphasis on its cultural awareness element as a focus in this study. This section particularly considers the works of Byram (1997), Byram, Gribkova and Starkey (2002), Deardorff (2006, 2009) and Fantini (2009, 2019). Figure 2.5 below illustrates the place of intercultural competence within intercultural communicative competence drawing on Byram's (1997) model of intercultural communicative competence.



Figure 2.5. The place of intercultural competence within intercultural communicative competence (based on Byram 1997)

Although there appears to be a wide range of terms used in the literature referring to the concept of intercultural competence – for example, global competence, cross-cultural awareness, transcultural communication, and multicultural competence (Fantini 2009), this study uses *intercultural competence* because it ‘is not bound by any specific cultural attributes’ (Kim and Ruben 1992: 404); thus, it can be applied in language learning in general; furthermore, because the term is ‘most often shared by those who see intercultural competence as a personal development’ (Rathje 2007: 258) which is considered an ultimate goal of teaching ESOL besides language competence. Also, the prefix *inter-* implies the presence of a minimum of two cultures (for instance, a migrant learner’s own culture and the host culture), as opposed to *cultural competence* which only refers to one’s abilities developed

gradually from birth that help to become a member within one's own society (Fantini 2012). In other words, *cultural competence* refers to the mastery of one's 'native language-culture (linguacultural) system' (Fantini 2012: 270). Cultural competence could expand to *intercultural competence* when one starts to learn about a culture different from one's L1 ('native language') culture, including its language, regardless of the location of learning.

2.2.2.1 Byram (1997) and Byram *et al.* (2002)

Byram (1997) underlines the importance of the development of intercultural competence in language learning, which is further emphasised by Byram and his colleagues Bella Gribkova and Hugh Starkey (2002). 'Language teaching with an intercultural dimension' does not only help learners acquire linguistic competence, but this approach also develops learners' abilities 'to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality' (Byram *et al.* 2002: 9-10). Byram (1997) proposes a five-component framework for intercultural competence embracing knowledge, abilities (skills), and attitudes, with awareness as a central component (Figure 2.6).

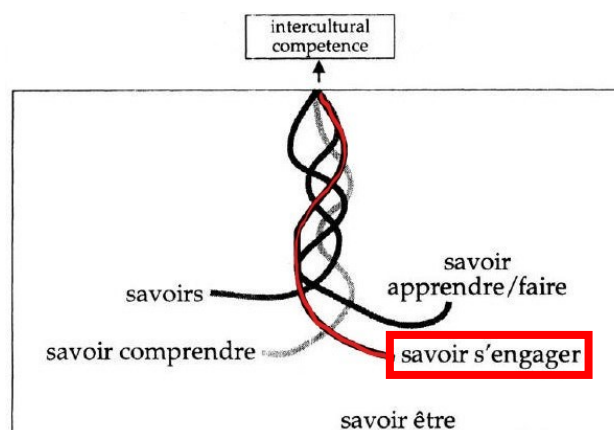


Figure 2.6. Byram's intercultural competence model (extracted and adapted from Byram 1997: 73)

The five components of intercultural competence (Byram 1997; Byram *et al.* 2002) are named in French as different *savoirs* (meaning knowledge and abilities one can have) and could be delineated as follows:

1) SAVOIRS – knowledge of other social groups, their products and practices, and knowledge of the illustrations of these in interactions, including the way one is likely to be perceived by others during interactions;

2) SAVOIR S'ENGAGER (CRITICAL CULTURAL AWARENESS) – knowledge of one's own values (which could influence how the values of others are viewed), and ability (skills) to critically evaluate 'perspectives, practices and products in our own and other cultures and countries' (Byram 1997: 53) based on explicit criteria; it is noted that some scholars 'miss in their analysis the centrality of cultural awareness, or more exactly, critical cultural awareness' (Byram 2012: 7) which 'embodies the educational dimension of language teaching' (Byram 2012: 9); thus, this *savoir* takes a central position in the model (as highlighted in red in Figure 2.6 above and Table 2.3 below) due to the fact that the other components of the model cannot be acquired 'without critical cultural awareness' (*Ibid.*), regardless of their being linguistic or cultural;

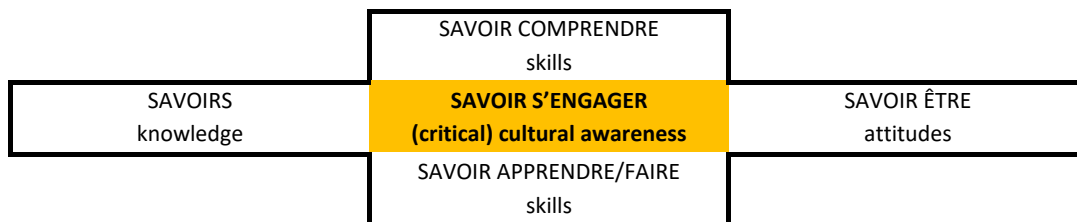
3) SAVOIR COMPRENDRE – ability (skills) to interpret and explain meanings from another culture, and to compare and relate them to meanings from one's own culture so as to avoid cultural misunderstandings;

4) SAVOIR APPRENDRE/FAIRE – ability (skills) to discover new knowledge of a culture as well as its practices and perspectives and the ability to interact in real-time communication using the acquired knowledge;

5) SAVOIR ÊTRE – willingness (attitude) to ‘decentre’ (Byram *et al.* 2002: 12) by suspending one’s disbeliefs about other cultures and beliefs about one’s own culture by means of being curious, open, and ready to relativise one’s own values, beliefs, and behaviours.

It is important to re-emphasise that Byram (2012) points out that many models for intercultural communicative competence ignore the central importance of (critical) cultural awareness which, therefore, was symbolically placed in the centre of Byram’s diagram of intercultural communication (1997) in the way as illustrated in Table 2.3 below.

Table 2.3. Factors in intercultural communication (based on Byram 1997: 34)



Byram *et al.* advocate that the aims of the development of the intercultural dimension in language teaching are:

- to give learners intercultural competence as well as linguistic competence;
- to prepare them for interaction with people of other cultures;
- to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours;
- and to help them to see that such interaction is an enriching experience.

(Byram *et al.* 2002: 10)

It must be noted that this concept became the top-rated institutional definition of intercultural competence in Deardorff’s (2006) research on the conceptualisation of intercultural competence. The section below (2.2.2.2) includes further discussion of this research by Deardorff.

2.2.2.2 Deardorff (2006)

Darla K. Deardorff's doctoral study (2004) aimed to determine the definition of intercultural competence as agreed on by intercultural scholars (together with the determination of the appropriate assessment methods of intercultural competence) and the findings were 'validated by a sample of higher education administrators' (2006: 241) who developed and prepared students to become global citizens. This was the first research- and consensus-based conceptualisation of intercultural competence which offered two complementary models consisting of the same elements but viewed from different aspects. The Pyramid model (Figure 2.7) highlights the structural composition, while the Process model (Figure 2.8) focuses on the on-going process of the development of one's intercultural competence.

As mentioned before, according to Deardorff's (2006) findings, Byram's definition of intercultural competence from 1997 (as presented above) became the most preferred definition for internationalisation strategies (denoting efforts to incorporate international contents into teaching for preparing students to become global citizens). The most often cited elements of intercultural competence by institutions also reflect the central place of cultural awareness that encompasses self- and other awareness:

- awareness of, valuing, and understanding cultural differences;
- and awareness of one's culture.

(Deardorff 2006: 247)

Based on the responses of 23 intercultural scholars, including Byram, from various disciplines (e.g. communication, education, psychology, and anthropology), according to Deardorff's (2006) study, intercultural competence is 'the ability to communicate effectively and appropriately in intercultural situations based on one's knowledge, skills, and attitudes' (247-248). Regarding the components of intercultural competence, among which cultural awareness also emerges as highlighted above, the following elements were often mentioned by scholars:

- personal attributes (e.g. curiosity, openness, respect for other cultures);
- cultural awareness;

- cultural knowledge (culture-specific and deep);
- adaptive traits;
- skills (e.g. listen, observe; thinking skills: compare, analyse, interpret, relate; cognitive flexibility; critical thinking skills).

(Deardorff 2006: 247-248)

Deardorff (2006) concludes that scholars seem to agree that, of the above elements of intercultural competence, ‘one component alone is not enough to ensure competence’ (248). Although assessing learners’ intercultural competence is beyond the scope of this study, it is also noteworthy that participants seem to agree on the importance of the assessment of intercultural competence, mostly by means of ‘observation by others/host culture, case studies, judgements by self and others, and student interviews’ (Deardorff 2006: 250) through the combination of qualitative and quantitative measures (Deardorff 2006).

The Pyramid model of intercultural competence (Figure 2.7) has been constructed on the results of Deardorff’s research findings and contains the main components categorised into three lower-level groups: (1) *requisite attitudes* as a foundation of the interactive relationship between (2) *knowledge and comprehension* and (3) *skills* at the same level, and two successive upper-level categories: *desired internal outcomes* and *desired external outcomes*.

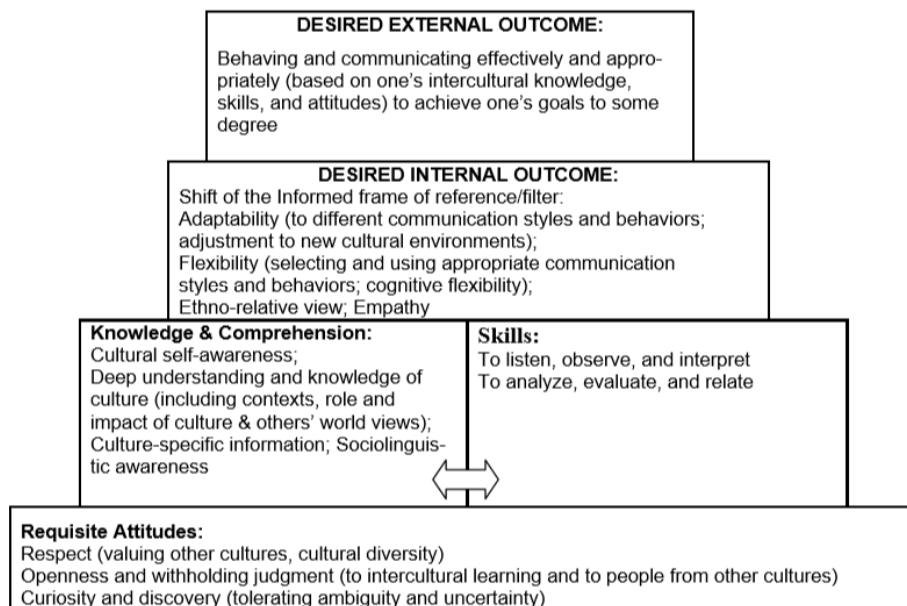


Figure 2.7. Pyramid model of intercultural competence (Deardorff 2006: 254)

Figure 2.7 above illustrates the groups and levels of the Pyramid model of intercultural competence (Deardorff 2006). The base level of *requisite attitudes* corresponds to the ‘affect’ component of the proposed model of intercultural competence for ESOL in this study (see Figure 3.1 and Section 3.4 in Chapter 3) reflecting the categories of the affective domain of learning (Anderson and Krathwohl 2001; Krathwohl *et al.* 1964). The level *knowledge and comprehension* correlates to the ‘content knowledge’ component (see Figure 3.1 and Section 3.2 in Chapter 3) as it constitutes culture-specific information including, for example, worldviews that corresponds to the ‘perspectives’ component of content knowledge as proposed in this study (see Section 3.2.2.3 in Chapter 3). At the same level, *skills* relates to the ‘cognition’ component (see Figure 3.1 and Section 3.3 in Chapter 3) since it contains lower-order cognitive skills (Bloom and Krathwohl 1956), for example, ‘listen’, ‘observe’, and ‘interpret’; and higher-order thinking skills (Bloom and Krathwohl 1956), for instance, ‘analyse’, and ‘evaluate’ (see Section 3.3.1 in Chapter 3).

The *desired internal* (personal) and *external* (interpersonal) *outcomes* as defined in Deardorff’s (2006) Pyramid model could also refer to an overall aim in an ESOL classroom: to promote learners’ ‘internal shift of frame of reference’ (Deardorff 2006: 255), and their adjustment to new cultural settings including communication, flexibility, empathy, and an ethno-relative view (i.e. acceptance, adaptation, and integration, see Bennett 1986 in 1.3.3 in Chapter 1), which could be expressed through effective and appropriate behaviour and communication to achieve their goals (Deardorff 2006). These outcomes are based on the development of attitudes, skills, and knowledge and comprehension, and as Deardorff (2006) argues ‘the more components acquired and developed increases the probability of greater degree of intercultural competence as an external outcome’ (255).

As stated by Deardorff (2006), the Pyramid model of intercultural competence (Figure 2.7) integrated into the Process model of intercultural competence (Figure 2.8) helps to understand the process of the development of intercultural competence better. The process begins at the individual level with an individual’s positive attitudes (Deardorff 2006). From this point, an individual has a firm basis for

acquiring and developing knowledge and comprehension as well as skills in order to develop a desired internal outcome embedded in a shift of one's frame of reference at the 'invisible' personal level which is manifested in desired external outcome at the 'visible' interpersonal level through interactions with others (cf. visible and invisible components of culture in Ting-Toomey and Chung 2005, Hofstede *et al.* 2010, Spencer-Oatey 2012 as presented earlier). The desired external outcome, then, can be a driving force for the further development of one's attitudes (found at the starting point of the cycle).

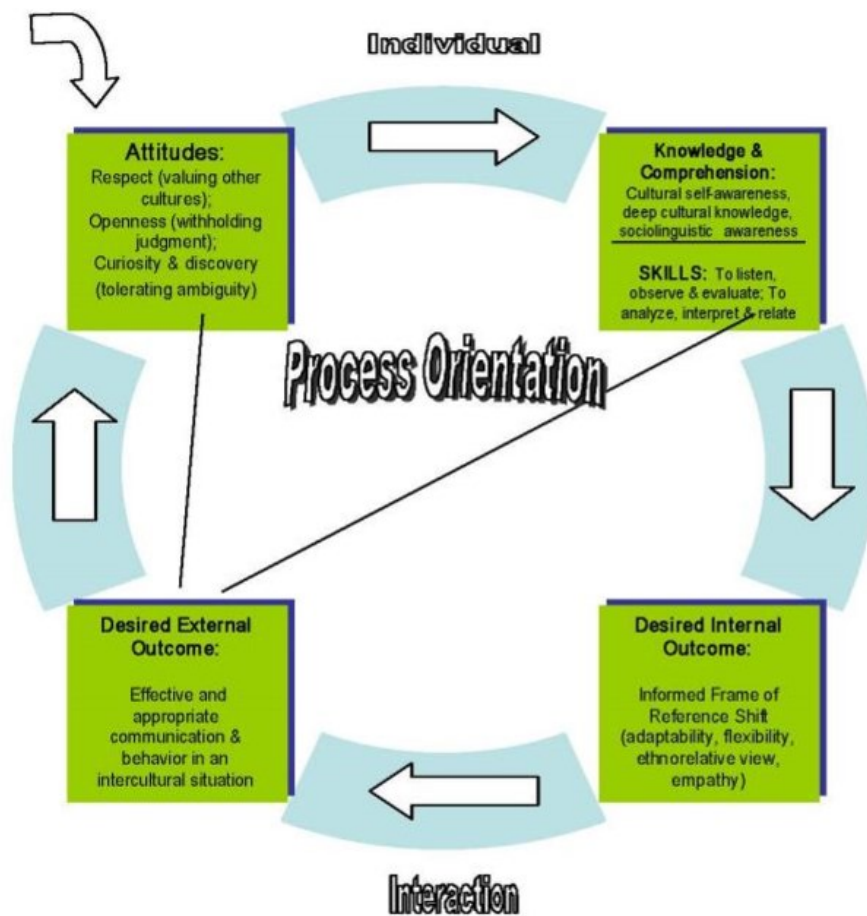


Figure 2.8. Process model of intercultural competence (Deardorff 2006: 256)

According to Deardorff (2006), it is not necessary to go through all the four stages of the Process model of intercultural competence (Figure 2.8 above) because one can move from *attitudes* or from *knowledge and comprehension* straight to *desired external outcome*; however, 'the degree of appropriateness and effectiveness of the

outcome may not be nearly as high as when the entire cycle is completed and begins again' (Deardorff 2006: 257).

Deardorff (2011) adds that the 'infusion of intercultural competence and global learning' (69) offers one 'multiple cultural perspectives' (69), and being exposed to cultural diversity is central to the development of intercultural competence (Barrett *et al.* 2013).

The validity of Deardorff's findings may be confirmed by the fact that it involved a wide range of contemporary interculturalists, and the same could be stated of the study carried out by Fantini (2009) discussed next.

2.2.2.3 Fantini (2009)

Alvino E. Fantini's (2009) conceptualisation of intercultural competence is also, as Deardorff's (2006), based on a compilation of more than 200 publications from different intercultural scholars including Byram and Deardorff themselves. It reflects the context of international living, working and studying, and it provides the basis of the YOGA (Your Objectives, Guidelines, and Assessment) form designed to assess learners' intercultural competence (Fantini 2009) which is beyond the scope of this study as stated earlier. At the same time, it is useful to examine this approach to intercultural competence as well because it also serves as a fundamental basis of the model for intercultural competence in ESOL proposed in this study (see Figure 3.1 in Chapter 3).

Based on Fantini's (2009) holistic conceptualisation, the model identifies three *domains* of abilities, four *dimensions*, four developmental *levels*, as well as eleven of the most commonly cited attributes or personal *traits*, and underlines the importance of the *host language* proficiency (Figure 2.9).

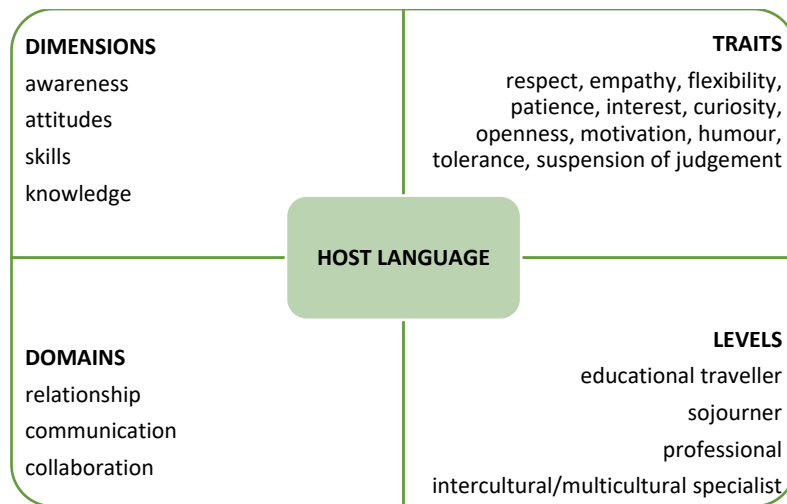


Figure 2.9. Fantini’s model of intercultural competence (based on Fantini 2009)

As Figure 2.9 above presents, of the three *domains* of interrelated domains of abilities, the first domain helps to develop and maintain ‘relationship’; the second domain enhances effective and appropriate ‘communication’ where the goal is to minimise loss or distortion; while the third domain of abilities assists in attaining compliance and obtaining ‘collaboration’ with others, according to Fantini (2009). These intercultural abilities are often traced through behavioural traits (Fantini 2009) and could manifest in internal and external outcomes (Deardorff 2006). Fantini (2009) differentiates four *levels* of the development of intercultural competence: (1) ‘educational traveller’ which relates to participants in short term cultural immersion, (2) ‘sojourner’ that implies longer cultural immersion, (3) ‘professional’ that denotes working in an intercultural or multicultural context, and (4) ‘intercultural/multicultural specialist’ which indicates individuals working in intercultural/multicultural training. The personal *traits* commonly cited in the publications investigated by Fantini (2009) comprise ‘respect, empathy, flexibility, patience, interest, curiosity, openness, motivation, a sense of humour, tolerance for ambiguity, and a willingness to suspend judgement’ (28) which often occur as individual’s descriptors or commonly found in ‘cross-cultural inventories’ (*Ibid.*). The *host language* informs the *domains*, *levels*, and *traits* of intercultural competence discussed thus far, as well as the *dimensions* of intercultural competence explored below.

Figure 2.10 below illustrates Fantini's (2009) four *dimensions* of intercultural competence (also see Figure 2.9 above) where Fantini places 'Awareness' (A+) in the focal point of the diagram – similarly to Byram's (1997) model of intercultural communication (see Table 2.3 earlier), 'surrounded' by 'Attitudes', 'Skills', and 'Knowledge' (ASK).

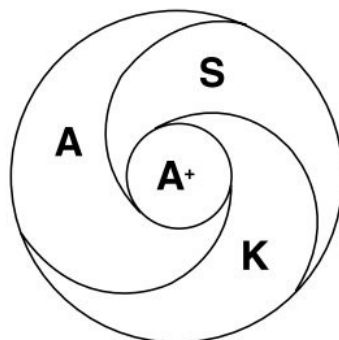


Figure 2.10. A+ASK model of intercultural competence (Fantini 2009: 28)

Fantini (2009) refers to the taxonomies of educational objectives (Bloom and Krathwohl 1956), and relates 'attitudes' to 'affect', 'skills' to 'behaviour', and 'knowledge' to 'cognition' (Fantini 2009: 28). Fantini's A+ASK model as illustrated in Figure 2.10 above is mirrored in the model for intercultural competence in ESOL proposed in this study (see Figure 3.1 in Chapter 3), where awareness is also a focal point. Fantini (2009) points out that 'awareness emanates from learnings in the other areas [attitudes, skills, and knowledge] while it also enhances their development' (28). Fantini (2009) concludes that 'many interculturalists see awareness (of self and others) as the keystone on which effective and appropriate interactions depend' (28), advocating that the development of self- and other-awareness is the most important task in education. The present study endeavours to address this keystone.

The definition of intercultural competence from Fantini and Tirmizi (2006) focuses on the external outcomes of intercultural competence (cf. Deardorff's Pyramid and Process Models in Figures 2.7 and 2.8 above) as it defines intercultural competence as 'a complex of abilities needed to perform *effectively* and *appropriately* when interacting with others who are linguistically and culturally different from oneself' (12).

Synthesis of conceptualisations of intercultural competence and cultural awareness

The definitions of intercultural competence from Byram (1997), Deardorff (2006), and Fantini and Tirmizi (2006) are presented in Table 2.4 below. According to this, Byram and Deardorff emphasise the significant role of attitudes, knowledge and skills. Deardorff and Fantini highlight that intercultural competence could ensure effective and appropriate communicative interactions in intercultural situations, and its development is a process taking places at different levels. Deardorff underlines that the development of intercultural competence is a life-long process.

Table 2.4. Definitions of intercultural competence from Byram (1997), Deardorff (2006), and Fantini and Tirmizi (2009)

Scholars	Definitions
Byram (1997: 34)	'knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviours; and relativising one's self'; where 'linguistic competence plays a key role'
Deardorff (2006: 247-248)	'the ability to communicate effectively and appropriately in intercultural situations based on one's knowledge, skills, and attitudes'
Fantini and Tirmizi (2006: 12)	'a complex of abilities needed to perform <i>effectively</i> and <i>appropriately</i> when interacting with others who are linguistically and culturally different from oneself'

Byram's definition provides a sophisticated account of the elements of intercultural competence, Fantini's definition concentrates on the desired outcomes, while Deardorff's definition briefly combines both the elements and the outcomes. Overall, these definitions guided the researcher in his attempt to devise the model for intercultural competence in ESOL as well as the frameworks for analysing the potential of ESOL materials to foster cultural awareness (presented in Chapter 3) since these definitions clearly articulate the desired and ultimate goals of teaching ESOL in Ireland: to help migrant learners to settle and integrate (Mishan 2019).

As it was mentioned in the previous section (2.2.1.2), it must be noted again that Byram highlights the significance of L1 in the context of intercultural competence, and emphasises the use of L2 in relation to intercultural communicative competence (Byram and Zarate 1997). This study, however, adopts Deardorff's and Fantini's

approaches as regards the language factor since they point out the significance of L2 in intercultural competence.

The models of intercultural competence from Byram (1997), Deardorff (2006), and Fantini (2009) are among the most influential intercultural competence models in the literature (Jackson 2019) and, as pointed out earlier, they have received special attention in the design of this study, too. Table 2.5 below attempts to highlight the key features of these models by grouping them into four categories that the models share: knowledge, skills, attitudes, and awareness. This categorisation influenced the components of the model for intercultural competence in ESOL proposed in this study: content knowledge, cognition, affect, and awareness as a central element (see Figure 3.1 in Chapter 3). The key features presented in Table 2.5 have also served as theoretical background for the frameworks for analysing cultural content in ESOL materials suggested and implemented in this study (see Chapters 3 and 4).

Table 2.5. Features of models for intercultural (communicative) competence from Byram (1997), Deardorff (2006), and Fantini (2009)

Scholars	MODEL FEATURES			
	knowledge	skills	attitudes	awareness
Byram (1997), Byram <i>et al.</i> (2002)	<ul style="list-style-type: none"> • products, practices and perspectives of own culture/country • products, practices and perspectives of interlocutor's culture/country 	<ul style="list-style-type: none"> • interpret • relate • discover • interact 	<ul style="list-style-type: none"> • curiosity • openness • relativisation • willingness to decentre 	<ul style="list-style-type: none"> • critical • self • other
Deardorff (2006, 2009)	<ul style="list-style-type: none"> • own identity and worldviews • others' identity and worldviews • culture-specific information 	<ul style="list-style-type: none"> • listen • observe • interpret • analyse • evaluate • relate 	<ul style="list-style-type: none"> • respect • openness • curiosity • suspend judgement • willingness to discover 	<ul style="list-style-type: none"> • self • other • sociolinguistic
Fantini (2009)	<ul style="list-style-type: none"> • self • other 	<ul style="list-style-type: none"> • relate • communicate • collaborate • think critically 	<ul style="list-style-type: none"> • respect • empathy • flexibility • patience • interest • curiosity • openness • motivation • humour • tolerance • willingness to suspend judgement 	<ul style="list-style-type: none"> • self • other

As Table 2.5 above shows, Byram, Deardorff, and Fantini agree on the importance of knowledge of the self and others which is fundamental for promoting the comparative aspect of learning about cultures as advocated by Byram and Morgan (1994, see 3.2.1.2 in Chapter 3). This comparative aspect has been incorporated into the frameworks proposed in this study as well (see Chapter 3). Byram highlights the importance of knowledge of products, practices, and perspectives; Deardorff emphasises the knowledge of worldviews (perspectives) and identity. These features corroborate the ‘three P’s of culture’ by NSFLEP (2015, see Figure 3.3 in Chapter 3) on which the framework for analysing cultural content in texts and illustrations has been built on (see Table 3.3 in Chapter 3). Byram, Deardorff, and Fantini agree on the important roles of both lower- and higher-order thinking skills (Bloom and Krathwohl 1956) which aspect is expressed in the framework for analysing activities for their potential to activate the cognitive domain of learning (see Table 3.5 in Chapter 3). Similarly, the three scholars highlight the significance of willingness to, for example, decentre, discover and suspend judgement in the interest of the development of positive attitudes as an important factor of intercultural competence. The proposed framework for analysing activities to stimulate affective processing of cultural content attempts to reflect these notions (see Table 3.7 in Chapter 3). Concerning awareness, in the view of these scholars, the domains of knowledge, skills, and attitudes lead to self- and other-awareness, where Byram and Fantini emphasise the importance of cultural awareness, while Deardorff underlines the significance of sociolinguistic awareness as well.

The studies on intercultural competence discussed so far have focused mainly on intercultural interactions and intercultural living, i.e. living the life of a global citizen ‘somewhere’ in the world, but not on ESOL education (as pointed out in Chapter 1); especially not on Irish ESOL education where learners as local citizens, presumably in the long run, face challenges in their everyday life specific to Irish culture.

As this study advocates fostering ESOL learners’ cultural awareness by the development of learners’ content knowledge, cognition, and affect through learning materials, it is helpful to pinpoint the difference between cultural awareness and cultural knowledge. Tomlinson and Masuhara (2004a) make a clear distinction

between cultural awareness and cultural knowledge. It is argued by Tomlinson and Masuhara (2004a) that cultural knowledge is *information* about one's own and other people's culture which can be acquired externally (given by someone else), is static and modified by experience, articulated (reduced to the limitation of words that can express it), stereotypical (referring to general norms instead of specific instances), and reduced (omits information about other variations). But cultural awareness, according to Tomlinson and Masuhara (2004a), is claimed to be *perceptions* of one's own and other people's cultures internally developed in the mind, is dynamic (constantly changes by adding and modifying), variable as experience modifies it, multi-dimensional by means of cognitive operation of the mind and affective associations, and interactive (perceptions connect and inform each other). In addition, Baker (2012) points out that *cultural awareness* is closely related to a specific culture and its language, and it basically denotes 'a *conscious understanding* of the role culture plays in language learning and communication' (72, emphasis added), as is used in Byram's (1997) model of intercultural competence.

A final remark must be added to the conceptualisations of intercultural competence regarding the origin of the models presented above. These models (as well as the model and frameworks developed and proposed by the researcher in this study), and most of the often-cited conceptualisations of intercultural competence represent a Western approach towards intercultural competence which might not be suitable in other parts of the world (Jackson 2019). Deardorff (2009) explains that, in the Eastern literature, the focus of intercultural competence tends to shift towards interpersonal relationships at a group level as opposed to the individual level in Western approaches. Although Deardorff (2009) notes that the majority of elements of intercultural competence seem to be the same, the differences must not be overlooked because it could hinder effective and appropriate interactions between people from the West and the East.

Operational definition of cultural awareness and intercultural competence

Drawing on Byram (1997), Byram *et al.* (2002), Fantini (2009), and Tomlinson and Masuhara (2004a), the following operational definition of cultural awareness in an ESOL context is proposed in this study:

CULTURAL AWARENESS refers to the abilities that emanate from learnings and perceptions in the areas of content knowledge, cognition, and affect, and that help to be sensitive to the geography, people, products, practices and perspectives (see the ‘pentagon of culture’ in 3.2.2.1 in Chapter 3) of the target and one’s own culture and country; and could enhance effective and appropriate interaction with people of the target culture (i.e. intercultural competence).

Cultural awareness is considered a crucial element (Byram 2012) and ‘the most powerful dimension’ of intercultural competence (Fantini 2009: 28), but more importantly, it is viewed as a ‘holistic synonym’ of intercultural competence (Risager 2004 as cited in Baker 2015: 133). Therefore, the operational definition of intercultural competence, drawing on Byram (1997), Byram *et al.* (2002), Deardorff (2006, 2009), and Fantini (2009), proposed in this study could be viewed as the expansion of the working definition of cultural awareness above:

INTERCULTURAL COMPETENCE refers to the abilities to effectively and appropriately interact with people who are linguistically and culturally different by means of knowledge of cognitively and affectively processed cultural content about the target culture and the learner’s own culture as well as other cultures.

As this study examined the cultural content of ESOL learning materials in order to estimate the extent to which they have the potential to promote the development of learners’ cultural awareness, it is essential to explore the literature on materials in language learning as well so as to further establish the theoretical background that underpins this study.

2.3 MATERIALS IN LANGUAGE LEARNING

To understand better the examination of cultural content in language learning materials, it is useful to review the core concepts related to language learning materials. This section, therefore, reviews the literature on learning materials, as well as authentic learning materials, textbooks, in addition to a brief review of materials evaluation (which is elaborated in Section 4.3 in Chapter 4). The section finishes with operational definitions of core concepts related to language learning materials pertinent to this study.

2.3.1 Conceptualisations of learning materials

It seems that ‘learning materials’ is a clear concept since practitioners in language education are likely to have an intuitive definition of learning materials (Tomlinson 2013). Many might say that learning materials are textbooks, coursebooks, books, newspapers, magazines, films, music, menus, leaflets, recipes, news portals, *YouTube* videos, or realia such as (relevant to this study’s Irish context) a shamrock itself. In fact, defining ‘learning materials’ precisely is difficult as the examples are intended to suggest it. Although this list of examples seemingly supports the general idea that ‘*anything* which is used by teachers or learners to facilitate the learning of a language’ (Tomlinson 2011: 2, emphasis added) can be considered learning materials, it is important to highlight in Tomlinson’s view that only those *things* can be regarded as learning materials that are ‘deliberately used to increase the learners’ knowledge and/or experience of the language’ (*Ibid.*). Hence, focusing on the facilitation of second language acquisition could really make anything a learning material.

In the context of this study, learning materials are proposed to constitute texts and illustrations conveying information that is to be processed cognitively as well as affectively through the accompanying activities (see Figure 2.11, based on Mishan and Timmis 2015). Thus, also drawing on Tomlinson’s definition of materials (2011), learning materials are resources (*things*) with a ‘pedagogic purpose’ added to it (Mishan and Timmis 2015: 3); consequently, a *YouTube* video remains a resource (or a text) only until tasks based on it are devised and implemented. However,

especially in the case of the presentation of the findings of the survey questionnaire (in Section 5.1 in Chapter 5), resources are often referred to as ‘materials’ in this study, but the researcher attempts to comply with the distinction between resources and materials by references made.



Figure 2.11. Learning material: combination of texts and illustrations, and accompanying activities (based on Mishan and Timmis 2015)

Mishan (2005) claims that a text is data that ‘can be paper-based or electronic (audio or visual) which can be in graphic, audio or print form’ (xiii) and include ‘video, DVD, television, computer-generated or recorded data’ (*Ibid.*). Texts serve as a basis for the accompanying task(s) which is a ‘learner undertaking in which the target language is comprehended and used for a communicative purpose in order to achieve a particular outcome (goal)’ (*Ibid.*). Mishan’s concept of text is refined by Weninger and Kiss (2015), according to which written and spoken data are called *text*, but visualised data is termed *image*. This study adopts this distinction because images, called ‘illustrations’ in this study, became important in the materials analysed and evaluated by the researcher (see Section 5.2 in Chapter 5).

At the same time, there seems to be no consensus on the differentiation of the concepts of *task*, *exercise*, and *activity* in the literature. The concepts *task* and *activity* have not yet been delineated, and they often appear to be used interchangeably (for example, Carter and Nunan 2001, Barrett *et al.* 2013, Weninger and Kiss 2015). However, due to the significant presence of communicative language learning, especially task-based language learning (TBLL), the difference between *task* and *exercise* have been outlined more precisely. In TBLL, the primary focus of a ‘task’

is on expressing meaning in order to achieve a specific communicative outcome by filling in a communicative gap using one's own resources of the target language (Ellis 2009). According to a similar conceptualisation, the primary units of language constitute 'categories of functional and communicative meanings as exemplified in discourse' which are reflected in the structure of the language uses in an effort to facilitate the expression of meaning through 'interaction and communication' (Richards and Rodgers 2014: 89-90). On the other hand, an *exercise* focuses on language form (Prabhu 1987), and drawing on the conceptualisations of *task*, it involves more control over the target language by practising predetermined language structures and, as there is no explicit communicative purpose, there is no direct communicative gap to fill in either. *Activity* could be considered an 'umbrella' term for *task* and *exercise* as it simply, or rather vaguely, describes 'any procedure in which learners work towards a goal' (Richards, n.d.). Table 2.6 below illustrates the comparison between *task/activity* and *exercise* according to their focus, gap to be filled in during their undertaking, language resources used, and outcome (based on Ellis 2009).

Table 2.6. Comparison of task/activity, and exercise (based on Ellis 2009)

	Learner undertaking	
	task/activity	exercise
<i>focus</i>	meaning	language form
<i>gap</i>	communicative	linguistic
<i>resource</i>	learner's own L2	L2 provided
<i>outcome</i>	communication	language use

The terms *task* and *activity* are used interchangeably in this study with both meaning: a goal-oriented communicative activity with a specific outcome where the emphasis is on exchanging meanings, not producing specific language forms; however, the use of *activity* is considered more preferable to avoid the connotative meaning of *task* in TBLL.

According to Bolitho (1990, 2019), 'learning materials' is part of an interactive triangle of stakeholders in a language classroom besides teachers and learners (Bolitho 1990, 2019). Bolitho (1990) and McGrath (2013) argue that there exist four

types of bonds between materials, teachers, and learners: (1) a linear connection starting from materials through teachers to learners, (2) a hierarchical interrelation where teachers and materials are at the same level above learners, (3) a circular (same-level) interplay, and (4) an interactive relationship which could be represented by a triangle of often unequal sides denoting closer or farther identification with the other two stakeholders as Figure 2.12 below illustrates.

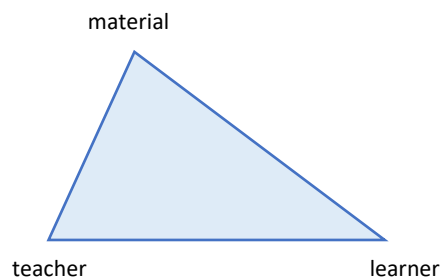


Figure 2.12. Scalene triangle of stakeholders in a language classroom
(based on Bolitho 1990, McGrath 2013)

The unequal relationship between materials, teachers, and learners (as Figure 2.12 above shows) refers to the tendency that ‘learning materials’ often dominate teachers and learners (Bolitho 1990; McGrath 2013). In fact, Mukundan (2009: 96) goes as far as to say that learning materials could easily make teachers ‘animal trainers’, and learners become the ‘caged animals’ to be trained in a ‘zoo-like environment.’ Therefore, it appears pivotal to (constantly) investigate learning materials in order to ensure that they are suitable for both the teachers and the learners not only in teaching ESOL, but also in any English language teaching (ELT) context.

Language learning materials can take various forms when delivered, in different modes. Firstly, materials can be commercially published, or teacher-made, consisting of *textbooks* (or coursebooks), *digital materials*, *supplementary materials* that add further language experience to textbooks, and *self-accessed* materials where the learner studies the language without anybody to monitor the process of language learning (Tomlinson and Masuhara 2018). Secondly, materials can be delivered by the teacher only, through blended learning (learning via traditional face-to-face as well as online/digital teaching), and can be processed by the learner in the form of

self-accessed materials (Mishan 2012). As materials can be presented in different modes, and in their combinations, the potential to ‘enrich the repertoire of the learner’s communication resources’ (Alfonso and Giralt 2013: 117) can be increased by using a variety of different modes. This multimodality in language learning is particularly important in a digital age, especially when, for the first time in history, education including language learning, was forced to move online due to the COVID-19 pandemic during 2020; which is likely to have a substantial long-term impact on the modes of communication outside the virtual classroom, too.

It is unsurprising that materials have gained such an important part in language education since they themselves constitute the learning and teaching content. Unlike in teaching History, for example, language is only used to convey content, but in language learning materials, language *is* the content. Accordingly, materials fulfil several unique roles that are indispensable to language learning. As *learning* materials, they ‘inform the learner about the target language’, ‘guide the learner to practise the language’, ‘provide the learner with experience of the language use’, ‘encourage the learner to use the language’, and ‘help the learner to make discoveries about the language’ (Tomlinson 2012: 143 cited in Tomlinson and Masuhara 2018: 2). In parallel, as *teaching* materials, they provide the teacher with information about the target language, and guidance on how the language can be used, practised and discovered. Besides providing exposure to the language, materials are ‘vehicles of information’ (Mishan and Timmis, 2015: 6) about the culture(s) of the target language, and other cultures – the aspect that this study focuses on; materials can be seen as a psychological aid for learners by creating motivation and an organised way of progression; and materials stimulate other activities performed by learners or devised by teachers (Mishan and Timmis 2015). Last but not least, materials are an important part of teacher education (*Ibid.*) as teachers could develop if they create their own materials (Masuhara 2019). Creating own materials is pivotal in an ESOL context (where there is a shortage of appropriate ready-made materials and where, therefore, there is a growing need for tailor-made materials) to meet the needs of learners from diverse cultural backgrounds (Kett 2018; Mishan 2019; see 1.3.4 in Chapter 1). Self-made learning materials often exploit authentic written and audio-

visual texts (discussed below) which is echoed in the findings of the survey questionnaire presented in Chapter 5.

2.3.2 Authentic learning materials

Authentic learning materials are believed to be among the most efficient materials for developing language learners' cultural awareness and, by this, their intercultural competence (Byram *et al.* 2002). The term 'authentic', however, seems to be a subject of debate among scholars.

According to Will (2018), there are four potential criteria that define a text authentic in language learning. The first criterion is that the provenance of the text should be outside language education, i.e. the text is 'not produced for teaching a foreign language' (27). Mishan (2005) adds the importance of authorship and original socio-cultural context of the text but does not explicitly place them outside language education. According to Will (2018), the outside-language-education provenance of the text will guarantee inherent non-pedagogic textual qualities as the second criterion; however, 'the language itself might be very difficult to tell apart from pedagogic text' (28) in certain cases. In this regard, Mishan (2005) highlights the 'original communicative and socio-cultural purpose of the text' (18) as a key factor. The third criterion from Will (2018) relates to the post-production of the text, which means that the text remains authentic if it does not undergo 'linguistic simplification [...] to make it suitable to the learners' level of language proficiency' (Will 2018: 29). The final criterion established by Will (2018) refers to the use of the text. Texts can be processed through activities ('activity' used here as an 'umbrella' term), and Mishan (2005) highlights that the use of 'learning activities engendered by the text' (18) could affect 'learners' perceptions of and attitudes to the text' (*Ibid.*). Furthermore, Mishan (2005) emphasises that the task based on the text becomes authentic if the accompanying activities 'reflect the original communicative purpose of the text' (75), which seems to resonate with Will's 'outside-language-education' notion. Will (2018), however, argues, that the text does not need to be authentic to produce authentic activities. Authentic activities, according to Mishan (2005), are intended to 'approximate real-life tasks' (75) by reflecting 'the original

communicative purpose of the text’ (as mentioned above), being ‘appropriate to the text’, eliciting ‘response to/engagement with the text’, activating ‘existing knowledge of the target language and culture’, and involving ‘purposeful communication between learners’ (Mishan 2017: 17).

Taken together, authentic materials could have the potential to ‘mirror communication in the world outside the classroom’ (Nunan 2004: 212) and, by this, they are likely to narrow the gap between the classroom and the outside world. Additionally, authentic materials might have more potential to bring unaltered and unbiased imprints of the target culture, the learner’s own culture, as well as other cultures into the classroom than, for example, textbooks (as discussed below). Thus, the use of authentic materials in an ESOL classroom could substantially contribute to the facilitation of the development of language learners’ cultural awareness (Mishan 2005). This is corroborated by the rationale Mishan (2005) establishes for the use of authentic materials in language learning since authentic materials could stimulate affective involvement with the target culture, including motivation to a greater extent than, for example, textbooks; also, they tend to hold more currency, denoting ‘up-to-date-ness and topicality’ (Mishan 2005: 55), than textbooks.

2.3.3 Textbooks

Many experts criticise the treatment of culture in language learning textbooks, especially in English language teaching (ELT) ones. ELT textbooks tend to have an unstated ‘hidden curriculum’ (Cunningsworth 1995: 90) which embeds and projects Western practices and perspectives, predominantly within a white and middle-class British/American setting through the English language that is considered a British/American product, according to, for example, Mishan and Timmis (2015). Also, international EFL textbooks often advocate consumerism and liberal cosmopolitanism (Peutrell 2020). This could imply that learners are ‘expected to accept and act within the parameters’ of the British/American cultures (Mishan and Timmis 2015: 45). In addition to this, in the turbulent times of 2020, when ‘systemic racism’ seems to come into the forefront in the news (as referred to by the ‘Black Lives Matter’ movement in 1.3.3 in Chapter 1), the apparent dominance of Western

white culture in the textbooks could ignite intense debate among both textbook designers and users.

In spite of the above discussed anti-textbook arguments regarding the cultural content in language textbooks, a considerable majority of language teachers still appear to use textbooks in their teaching (Tomlinson and Masuhara 2018; Tomlinson 2012), especially at lower levels, from beginner to early intermediate (Risager 2018). Thus, textbooks seem to remain the ‘default mode of delivery for language learning materials’ (Mishan 2012: 287) serving as a ‘main aid to learning a second or foreign language’ (Tomlinson and Masuhara 2018). By virtue of this, it implies that textbooks are likely to dominate the forms and modes of language learning materials as well.

In a similar way to the conceptualisation of materials, it is not easy to find consensus on the role of ‘textbook’ either. (Many practitioners refer to a textbook as a coursebook as well, therefore, the terms are used interchangeably in this study, too.) First, a textbook can be a guide for teachers (teaching material) in teaching, and a tool for learners (learning materials) to review their knowledge (Hutchinson and Torres 1994). Second, a textbook could serve as ‘the “skeleton” for the teaching taking place in a language classroom’ (Mishan and Timmis 2015: 46) as it provides teachers and learners with a syllabus which reflects predetermined language objectives (Tomlinson and Masuhara 2018) and prescribes ‘what is to be taught and learned’ (McDonough and Shaw 2013: 11). Finally, it is a source of spoken and written ‘presentation materials’, and activities for ‘practice and communicative interaction’; it is ‘a reference source’ and ‘a resource for self-directed learning or self-access work’ for learners; and it supports ‘less experienced teachers who have yet to gain confidence’ (Cunningsworth 1995: 7).

Concerning the content of textbooks, it can refer to what is included in (or excluded from) the textbook in terms of language, culture, and pragmatics (Harwood 2014). Content, thus, comprises the combination of language systems, cultural representations, and contexts in which the target language is used by means of texts, illustrations, and their accompanying activities and exercises. Drawing on Harwood

(2014), cultural content denotes the representations of culture in the materials (see operational definition of ‘cultural content’ for this study in Section 2.3.4).

Provenance of textbooks

The provenance of textbooks (and learning materials in general) also plays an important role in language education, not only from a language, but also from a socio-cultural aspect with regard to the place where the textbook is in use (also see above). According to Bao (2008), textbooks can be *foreign* textbooks (non-Irish textbooks in the context of this study) that originate from a country different from the country where it is in use, for example the *Headway* series (by Soars and Soars, OUP) when used in Ireland (see 5.2.2.1 in Chapter 5); *local* textbooks that are produced in the country where it is used, for example, *The Big Picture* (Halkett and Michael 2005) in use in Ireland (see 5.2.1.1 in Chapter 5); and *regional* textbooks that are written in a country but exported to several other countries, for example, *A Piece of Cake* (Boesen and Rosendal 2011) for the Scandinavian market (Risager 2018).

As stated by Mishan and Timmis (2015), Asian countries tend to use American textbooks, while European countries, including Ireland, show a tendency towards the use of British textbooks (see findings of this study regarding materials in use in the ESOL provision of ETBs in Ireland in 5.1.2 in Chapter 5). Many of these textbooks are designed for the global market (e.g. the *Headway* series), but some critics say that they are still not appropriate and/or relevant for their intended audience (Harwood 2014), and this was shown to be the case in the Irish ESOL context (see 1.3.4 in Chapter 1, and see Chapter 6).

2.3.4 Materials evaluation

As materials evaluation is a central part of the methodology of this study, the basic theories of materials evaluation are discussed in this section, but the implementation of it in construction of the research methodology instruments is elaborated in Section 4.3 in Chapter 4.

As discussed earlier (in 2.3.3), textbooks seem to be the most frequently used learning and teaching aids in language education (Mishan 2012, Tomlinson 2012) and they ‘play an important role in language learning’ (Mishan and Timmis 2015: 57). In fact, materials ‘potentially represent a significant professional, financial and/or political investment’ (*Ibid.*, based on Sheldon 1988) as well. Consequently, it is crucial to examine the efficiency of textbooks from different aspects, including their content along with provenance, as has been carried out for this study. Additionally, ‘materials evaluation can be a powerful professional development activity for those who engage in it’ (Mishan and Timmis 2015: 57), as is the case with the author of this study.

The examination of the presence of culture in language learning materials is problematic, therefore rigorous, systematic and principled approaches are needed (e.g. Masuhara *et al.* 2008; Tomlinson 2012; Mishan and Timmis 2015; Kiss and Rimbar 2017) since the evaluation of learning materials in a ‘*systematic* and *principled*’ (Mishan and Timmis 2015: 56, emphasis in original) way ensures that the findings are valid and reliable. Evaluation is *systematic* if informed evaluation criteria are developed which are to facilitate a focused, intuition-free evaluation process (see criteria used in this study in Chapter 4); it is *principled* if the criteria and the evaluation process draw on current principles from second language education and language teaching (Mishan and Timmis 2015) (see references to this relevant literature throughout this study).

According to Tomlinson and Masuhara (2018), ‘many experts writing about materials evaluation mix analysis and evaluation’ (55). As stated by Tomlinson and Masuhara (2018), ‘materials evaluation is a procedure that involves attempting to predict or measure the value of the effects of language-learning materials on their users’ (52). The procedure can be carried out before the materials are used, while the materials are being used, and after the materials were used (Mishan and Timmis 2015; Tomlinson and Masuhara 2018). Pre-use evaluation refers to the prediction of the degree to which materials are likely to be suitable for teachers and learners; whilst-use evaluation denotes observation of the extent to which teachers and learners could find the materials suitable, as in the case of this study (see Chapters 5 and 6);

and post-use evaluation means the measurement of the extent to which teachers and learners found the materials suitable (Tomlinson 2013; Mishan and Timmis 2015).

Evaluation is also suggested to include the examination of the context in which the materials will be, are being, or were used, including cultural, institutional, course-specific factors, as well as teacher and learner factors (McGrath 2002; Littlejohn 2011; Mishan and Timmis 2015; Tomlinson and Masuhara 2018). This is referred to as the ‘consumption’ level of textbook research by Harwood (2014). Furthermore, at the ‘production level’ (Harwood 2014), materials need to be examined as to ‘how teachers and learners use textbooks’, and ‘how textbooks are shaped, authored, and distributed [...] in the textbook industry’ (Harwood 2014: 2). The investigation of ‘what textbooks include or exclude in terms of topic, linguistic information, pedagogy and culture’ (*Ibid.*) should also be included in materials evaluation being the ‘content’ level of textbook research. These aspects of textbook research are addressed in this study by exploring the cultural content of the examined textbooks (‘content’ level), describing the teachers and learners who use the textbooks in the Irish ESOL provision in Ireland (‘consumption’ level), and identifying the provenance of the materials (‘production’ level) (see findings in Chapter 5).

The conceptualisation of materials evaluation was intended to be briefly discussed here, and as mentioned earlier, the implementation of materials analysis and evaluation in the context of this study is elaborated in Chapter 4 (in Section 4.3).

Operational definitions regarding learning materials

The review of the literature in this section has so far provided insights into the major works that relate to language learning materials with more focus on the context of this study. Generated from this review, the key concepts for this study are attempted to be established as follows:

TEXT refers to information in written or spoken forms (based on Mishan 2005; Weninger and Kiss 2015).

ILLUSTRATION denotes information in still or moving images (based on Mishan 2005; Weninger and Kiss 2015).

EXERCISE relates to learner undertaking in which the emphasis is placed on the comprehension and practice of language forms in a structured format – often at sentence level, in the target language (based on Prabhu 1987; Mishan 2005; Ellis 2009; Richards and Rodgers 2014).

ACTIVITY is a learner undertaking that excludes language form as main focus and includes meaning as main focus, provides more learner control of L2 language use during the fulfilling of a communicative purpose (based on Prabhu 1987; Mishan 2005; Ellis 2009; Richards and Rodgers 2014).

MATERIAL denotes the combination of texts/illustrations, and activities based on the texts/illustrations (based on Mishan 2005; Weninger and Kiss 2015).

CULTURAL CONTENT refers to information provided by texts and illustrations and elicited by activities that represents (1) the traditions, beliefs, values, norms, symbols, artefacts, and meanings (products and perspectives) being constructed and shared by interacting members of a category of people connected to a geographical place (country); (2) the way members act, think and feel in relation to the constructed and shared patterns of information (practice), and (3) distinguishes members of a category of people connected to a country from others (based on Mishan 2005; Ting-Toomey and Chung 2005; Hofstede *et al.* 2010; Harwood 2014; Weninger and Kiss 2015; also see operational definition of ‘culture’ in Section 2.1.2).

The establishment of the working definitions in relation to language learning materials based on the reviewed literature is intended to place this study in the

academic field of language learning materials, and facilitate the reliability as well as the validity of this research.

2.4 CONCLUSION

As the main objective of this study is to explore materials in use for teaching ESOL in Ireland from the perspective of fostering learners' cultural awareness as a key dimension of intercultural competence, the brief review and discussion of the relevant literature in this chapter aimed to explore the core concepts in relation to culture in language learning (2.1) with a focus on the 'essentialist' view of culture (2.1.1) containing discussion on the conceptualisations of culture (2.1.2), and the inseparable relationships between language and culture (2.1.3). The review of the approaches to the development of learners' intercultural competence through fostering cultural awareness (2.2) attempted to explore and analyse existing models and frameworks of intercultural communicative competence from Chen and Starosta (1999), and Byram (1997) in Section 2.2.1, and conceptualisations of cultural awareness and intercultural competence from Byram (1997), Byram *et al.* (2002), Deardorff (2006), and Fantini (2009) in Section 2.2.2. The chapter briefly reviewed the core conceptualisations of materials in language learning (2.3), highlighting the approaches to the concepts of learning materials (2.3.1), the importance of authentic materials in fostering learners' cultural awareness (2.3.2), the role of textbooks (2.3.3), and the fundamental approaches to materials evaluation while highlighting its importance (2.3.4). Another purpose of the review of the literature was to provide working definitions of the core concepts used in this study.

This chapter established the basic theoretical underpinnings of the model for intercultural competence in ESOL in the context of this study, and the frameworks for analysing ESOL materials for their potential to foster adult migrant learners' cultural awareness, developed by the researcher, and presented in the next chapter (Chapter 3), where the elaboration of the theoretical foundation of this study continues.

CHAPTER 3 – TOWARDS A MODEL FOR INTERCULTURAL COMPETENCE IN ESOL AND FRAMEWORKS FOR FOSTERING LEARNERS’ CULTURAL AWARENESS

In the previous chapter (*Review of the literature*), the conceptualisations of culture, intercultural competence and cultural awareness, together with materials in language learning were reviewed and discussed as the first part of the theoretical foundations of the present study. This chapter endeavours to present literature-based frameworks developed by the researcher as the second part of the theoretical foundations of this study. The frameworks are based on existing models and taxonomies and were designed to explore the potential in learning materials for fostering learners’ cultural awareness in an Irish ESOL context.

This chapter, first, presents a theory-based model for the components of intercultural competence in ESOL (3.1). Then, in three sections, it shows how models and taxonomies from the literature have informed the formation of the proposed frameworks for analysing cultural content in texts and illustrations (3.2), activities for their potential to activate cognitive processing of cultural content (3.3), and activities for their potential to stimulate affective processing of cultural content (3.4). In each section from 3.2 to 3.4, after presenting the theoretical background for the developed and proposed framework (3.2.1, 3.3.1, and 3.4.1), the framework as implemented in this study is discussed (3.2.2, 3.3.2, and 3.4.2). The chapter ends with a conclusion in Section 3.5.

3.1 MODEL FOR INTERCULTURAL COMPETENCE IN ESOL

As discussed in Chapter 2, different researchers have constructed different models for intercultural competence (see Section 2.2.2). A model was developed by the researcher drawing on the intercultural (communicative) competence models of Byram (1997), Deardorff (2006), and Fantini (2009) (as explored in Section 2.2.2) since these models share basic similarities that could be grouped into four categories: knowledge, skills, attitudes, and awareness (see Table 2.5 in Section 2.2.2). This

allowed the researcher to work towards a model for the components of intercultural competence in, particularly but not limited to, an ESOL context. The model was constructed out of the dimensions of intercultural competence and their conceptualisations advocated by the above-mentioned scholars (as explored in Section 2.2.2), and consists of four components: *content knowledge*, *cognition*, *affect*, and *awareness*. The existing models from the theorists referred to above are believed to add to the validity of the model of intercultural competence in ESOL proposed in this study. The devised model can be seen in Figure 3.1 below.

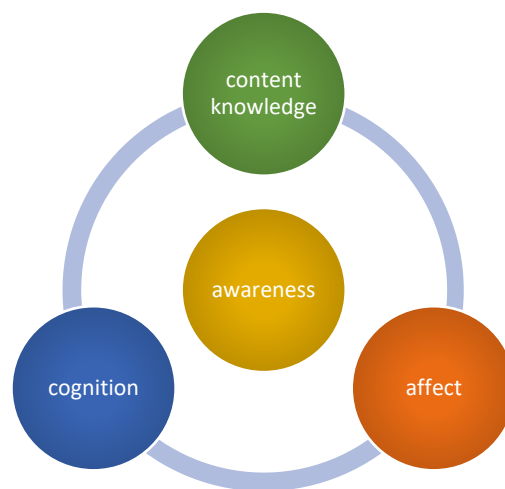


Figure 3.1. A model for intercultural competence in ESOL

The four elements of the proposed model for intercultural competence in ESOL (Figure 3.1) can be described as follows:

(CULTURAL) CONTENT KNOWLEDGE (see framework for analysing cultural content in texts and illustrations later, in 3.2.2) is acquired cultural content (for ‘cultural content’ see 2.3.4 in Chapter 2). It entails information about the *geography, people, products, practices* and *perspectives* of the target culture (i.e. Irish culture in the context of this study), as well as the learner’s own culture and other cultures through texts and illustrations (based on Byram and Morgan 1994; Byram *et al.* 2002; NSFLEP 2015).

COGNITION (see framework for analysing activities for cognitive processing of cultural content later, in 3.3.2) refers to abilities to cognitively process cultural content at different levels through activities in relation to the target culture (i.e. Irish culture in the context of this study), the learner's culture as well as other cultures. The cognitive domain of learning constitutes lower- and higher-order thinking skills (Anderson and Krathwohl 2001; Bloom *et al.* 1956) belonging to six hierarchical categories that help to *recall*, *comprehend*, *apply*, *analyse*, *evaluate* and *create* cultural content.

AFFECT (see framework for analysing activities for affective processing of cultural content later, in 3.4.2) denotes the willingness and desire to value cultural content at different levels through activities. The affective domain of learning implies a certain level of affective process of cultural content in relation to the target culture (i.e. Irish culture in this case), the learner's culture as well as other cultures. The domain consists of five categories of (lower- and higher-level) affective processing (Anderson and Krathwohl 2001; Krathwohl *et al.* 1964) of cultural content: *receive* (motivation), *respond* (interest), *value* (appreciation), *organise* (development of life philosophies) and *internalise* (adjustment).

Based on the discussion of intercultural competence in the previous chapter (see Section 2.2.2), *cultural awareness* refers to the abilities that emanate from learnings and perceptions in the areas of *content knowledge*, *cognition*, and *affect*, and it is a crucial element of intercultural competence. Drawing on Deardorff's (2006) argument; according to which 'the more components acquired and developed increases the probability of greater degree of intercultural competence as an external outcome' (255) (as quoted in Section 2.2.2.2); the more content knowledge is developed, cognitive processes are activated, and affect is stimulated in relation to cultural content in materials suitable for the Irish ESOL context, the greater is the possibility to foster learners' cultural awareness, and by this, promote the development of their intercultural competence and successful integration into Irish society.

3.2 CULTURAL CONTENT KNOWLEDGE

Materials ‘should provide learners with the content knowledge and linguistic and cultural skills which they need to communicate successfully’ (Byram and Morgan 1994: 69) with someone from a different cultural background. In the context of this study, cultural content knowledge (also referred to as ‘content knowledge’) means the acquisition of country-specific cultural content through texts and illustrations in language learning materials. It is argued in this study that extensive and sophisticated cultural content knowledge increases cultural awareness to a greater degree (based on Deardorff 2006).

3.2.1 Cultural content in texts and illustrations: theoretical background

This section reviews the existing models for the three P’s of culture (NSFLEP 2015) as theoretical foundation of the ‘pentagon of culture’ (3.2.2.1) developed by the researcher, and the nine minimum areas of cultural content (Byram and Morgan 1994) as theoretical foundation of the ‘fields of culture’ (3.2.2.2) also developed by the researcher. Thus, the models from NSFLEP (2015), and Byram and Morgan (1994) have served as foundation for the proposed framework for analysing cultural content in texts and illustrations (presented in Table 3.3 in Section 3.2.2.3) as it is the combination of the ‘pentagon of culture’ and ‘fields of culture’ built on these existing models. Both existing models were designed to help to identify and categorise pieces of cultural content in a systematic way, and it is believed that they contribute to the validity of the framework developed by the researcher.

3.2.1.1 National Standards in Foreign Language Education Project (2015)

In the fourth edition of *World-readiness standards for learning languages* published by the National Standards in Foreign Language Education Project (NSFLEP 2015), the American Council on the Teaching of Foreign Languages (ACTFL) defines five goal areas of foreign language learning not only in elementary and secondary schools, but also in post-secondary educational institutions which is hoped to confirm its relevancy in the context of this study. The five areas, called the ‘five C’s of language

study’, illustrated in Figure 3.2 below, ‘establish an inextricable link between *communication* and *culture*, which is applied in making *connections* and *comparisons* and in using this competence to be part of local and global *communities*’ (11).



Figure 3.2. The five C's of language study (NSFLEP 2015: 29)

Within the five C's of language study, learning about *cultures* situates at the heart of the five goals as it is considered a crucial element in language education (as also discussed in Section 2.1.3). As stated by NSFLEP (2015), learning about culture in a language classroom is pivotal as it enhances ‘cultural understanding’ (NSFLEP 2015: 61) that could result in successful *communication* in multicultural *communities* ‘in a variety of situations and for multiple purposes’ (44) through making *connections* in academic, career-related, and everyday situations, and by drawing *comparisons* between ‘both language systems and cultures’ (83).

In addition, it must be noted that the goal to understand cultures holds a special place within the framework of the three communicative modes (*interpersonal*, *interpretive*, and *presentational*) also designed by NSFLEP (2015), too. This is indeed the case because *interpersonal mode* includes ‘active negotiation among individuals of different cultural backgrounds’ (35); *interpretive mode* involves ‘appropriate cultural interpretation of meanings that occur in written, spoken, or visual form where there is no recourse to the active negotiation of meaning with the writer, speaker, or

producer of the message’ (35); and *presentational mode* ‘refers to the creation of messages in a manner that facilitates interpretation by members of the other culture’ (35).

According to NSFLEP (2015), cultural items or elements (pieces of cultural content) can be categorised into three major groups called the ‘three P’s of culture’: *products*, *practices*, and *perspectives* (Figure 3.3) (also see Section 2.1.2 in Chapter 2).

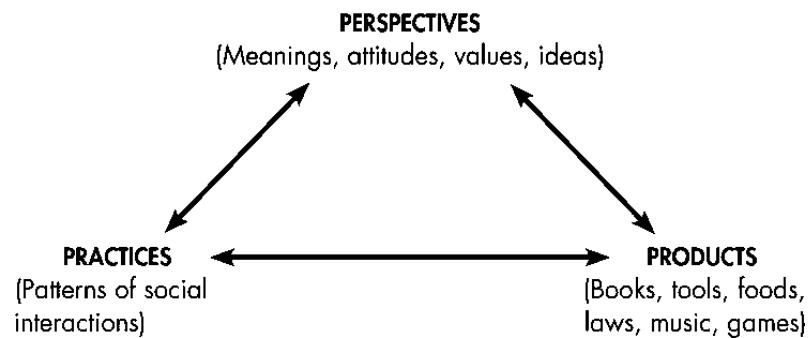


Figure 3.3. The three P’s of culture (NSFLEP 2015: 61)

As defined by NSFLEP (2015), *products* are creations associated with a culture. They comprise both tangible objects, for example, books, tools, and foods; and intangible creations, including laws, music, and games. They can, at the same time, reflect the perspectives as well as practices of a culture. *Practices* are behaviours exhibited by people belonging to a specific culture, and refer to patterns of social actions by representing what to do, when, and where, and how. They tend to reflect perspectives and involve the use of products as well. *Perspectives* denote the philosophical viewpoints of people belonging to a culture; for example, meanings, attitudes, values, and ideas. They often underline the use of products and the application of practices. It can be clearly seen that the three P’s of culture could be derived from each other, forming a dynamic and interactive combination of a whole. Additionally, this model tends to mirror the characteristics of the ‘essentialist’ view of culture (see 2.1.1 in Chapter 2), and incorporate elements of both *Big C* culture (e.g. literature), and *little c* culture (e.g. drinks) discussed earlier (in 2.1.3 in Chapter 2).

The three P's model is suitable to be adapted 'for all ages, for educators at all levels, and for developers of educational materials' (NSFLEP 2015: 61); therefore, it has lent itself to being one of the fundamental components of the framework for analysing cultural content in texts and illustrations (see Table 3.3 in 3.2.2.3). It may also be said that the three P's model, by providing three broad spectra of cultural items, can be used to specify and group cultural elements in an extensive way, since it covers large areas of cultural content. This model could also ensure a systematic and principled analysis of cultural content (Mishan and Timmis 2015, see 2.3.4 in Chapter 2). However, the main weakness with this model is that it overlooks the importance of 'people' who are connected to the creation and practise of the three P's and 'geography' where the people create and practise the three P's. These two elements (which are present in the model by Byram and Morgan, 1994, presented in the next section; and in the framework proposed by the researcher discussed in Section 3.2.2) bear great significance in Irish ESOL education due to the importance of the country-specific context (geography and people) as well as the diverse array of countries (geography) where learners (people) are from (see Section 1.3.3 and Figure 5.16 in Chapter 5).

Overall, in the context of this study, the three P's of culture (*products, practices, and perspectives*) within the five C's of language study (*communication, cultures, connections, comparisons, and communities*) and the three modes of communication (*interpersonal, interpretive, and presentational*) by NSFLEP (2015) appear to serve as a strong theoretical background of the model 'pentagon of culture' (see Figure 3.4) proposed and presented in Section 3.2.2. As mentioned earlier, the 'pentagon of culture' served as the first fundamental component of the framework for analysing cultural content in texts and illustrations (see Table 3.3 in 3.2.2.3). The proposed 'fields of culture' (see Table 3.2 in 3.2.2.2) is the other major component, which is based on the 'nine areas of culture' model from Byram and Morgan (1994) explored next.

3.2.1.2 Byram and Morgan (1994)

In *Teaching-and-Learning Language-and-Culture*, Michael Byram, Carol Morgan and their colleagues proposed nine ‘analytical categories’ (1994: 51) of cultural studies in language education. The authors highlighted the minimum content that could be included in each category regardless of the order of their presentation, or progression. Table 3.1 below presents the categories with explanations.

Table 3.1. Nine areas of cultural content (Byram and Morgan 1994: 51-52)

Areas of study	Explanations
1 social identity and social groups	individuals’ social identities and groups within the nation-state e.g. social class, regional identity, ethnic minority, professional identity
2 social interaction	verbal and non-verbal conventional interactions as outsiders and insiders within social groups at different levels of familiarity
3 belief and behaviour	moral and religious beliefs, accepted routine actions within a social group, and everyday routines of behaviour not necessarily signifying any social group
4 socio-political institutions	institutions of the state (with their values and meanings) which constitute a framework for ordinary, routine life e.g. health care, law and order, social security institutions, and local government
5 socialisation and the life-cycles	institutions of social life (e.g. families, schools, employment, military service, religion), and ceremonies marking stages of social life; divergent practices of social groups; national auto-stereotypes of expectations and interpretations
6 national history	historical and contemporary periods and events that are significant in the constitution of the nation and its identity
7 national geography	geographical factors within national boundaries which are significant in the insiders’ perceptions of their country, and are essential to outsiders in intercultural communication
8 national cultural heritage	past and present emblems and embodiments of national culture (known to members of the nation), and contemporary classics, some of which may be transient but significant
9 stereotypes and national identity	notions of what is typical of the national identity, and the historical and contemporary origins of the notions, comparisons among the notions; and symbols of national identities, stereotypes, and meanings

Byram and Morgan’s (1994) nine areas of culture presented in Table 3.1 above suggests a somewhat ‘essentialist’ approach towards culture (see 2.1.1 in Chapter 2) as it embraces traits of a country, or nation-state as used in the terminology of their study, from social and national aspects. The social aspect concerns activities in which people are in contact, identities and groups, together with socialisation, life-cycles, behaviours and interactions of people. The national aspect relates to a whole country, and includes socio-political institutions, history, geography, cultural heritage,

national identity and stereotypes. However, there may be many an instance where the two aspects, and the nine areas, overlap.

Byram and Morgan (1994) emphasise that the comparative aspect (see 2.2.2 in Chapter 2) should be included in the methodology of language-and-culture teaching – which should not be separated ‘even at university level’ (69), regardless of what language competency learners possess. In line with this, learners’ perceptions of their own culture and the perceptions of the members of the target language about their own culture should ‘frame the selection and the perspective from which content is presented’ (52). According to Byram and Morgan (1994), learners are considered to be outsiders, and members of the target culture are seen as insiders; but learners will never become total insiders. At the same time, it would also seem reasonable to consider other outsiders’ (not the learners’) perceptions about the target culture as well as the learners’ own cultures in order for learners to reach a higher state of cultural awareness.

The model ‘nine areas of cultural content’ (Byram and Morgan 1994) was employed to be the basis of the model ‘fields of culture’ (see Table 3.2 in 3.2.2.2) proposed in this study. Byram and Morgan’s (1994) model aims to offer guidance on what cultural content should be integrated into language-and-culture classes; thus, it served as the second fundamental component of the framework for analysing cultural content in texts and illustrations (see Table 3.3 in 3.2.2.3) because the complex nature of the nine areas of cultural content offers an opportunity to identify and categorise cultural elements in a sophisticated manner, as well as in a systematic and principled way (Mishan and Timmis 2015, see 2.3.4 in Chapter 2).

3.2.2 Towards a framework for analysing cultural content in texts and illustrations

In dealing with the cultural content that texts and illustrations in materials can incorporate and offer to ESOL learners, the three P’s of culture (NSFLEP 2015) and Byram and Morgan’s (1994) nine minimum areas of cultural content for language teaching as discussed in 3.2.1 above have served as helpful models, because these

two models appear to complement and strengthen each other. The three P's model offers a broader (extensive), while the nine areas of cultural content provides a more detailed (sophisticated) classification of cultural content.

The framework for analysing cultural content in texts and illustrations (Table 3.3 in 3.2.2.3) is the adaptation and combination of the above two models (i.e. the three P's of culture and the nine areas of cultural content). More precisely, as mentioned earlier, this framework is the combination of the proposed 'pentagon of culture' (Figure 3.4) and 'fields of culture' (Table 3.2) where the 'pentagon of culture' is the researcher's expansion of the model for the three P's of culture (NSFLEP 2015), while the 'fields of culture' is the researcher's adaptation and expansion of the model for the nine minimum areas of cultural content (Byram and Morgan 1994). Therefore, it is a dual-layered framework due to its extensive and sophisticated nature. This framework has been designed in an attempt to provide practical guidance on the identification and specification of cultural content in texts and illustrations (which can be seen operationalised in Sections 4.3.2 to 4.3.4 in Chapter 4).

3.2.2.1 Pentagon of culture

As previously discussed (3.2.1.1), the model for the three P's of culture (NSFLEP 2015) explains how to approach teaching about the culture of the target language and builds the method on the exploration of the *products*, *practices* and *perspectives* of the target culture. Figure 3.4 below shows the model 'pentagon of culture' proposed in this study which is the researcher's expansion of the three P's model (NSFLEP 2015) by adding two more aspects: *geography* and *people*. The extension is based on the conceptualisation of culture by Baldwin *et al.* (2008), according to which culture is connected to people and geography (see 2.1.2 in Chapter 2). *Geography* refers to the regions and places where the three P's of culture and the members (*people*) of a culture can be found, or originate from. *People* relates to individuals belonging to a culture who are in connection with the three P's, and the regions and places (*geography*). The 'pentagon of culture' is intended to provide an opportunity to extensively analyse cultural content by the synthesis of the five broad areas of cultural content that texts and illustrations in materials could cover.

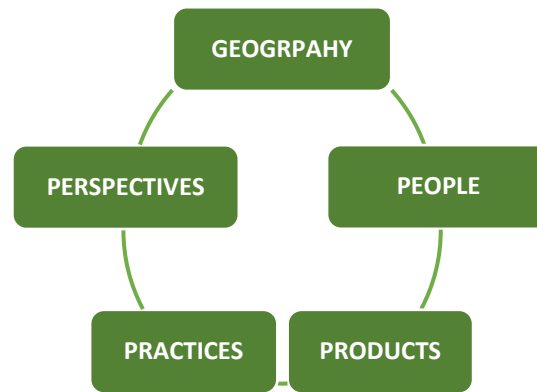


Figure 3.4. Pentagon of culture (based on NSFLEP 2015)

The five components of the ‘pentagon of culture’ can briefly be described as follows (with examples from Irish culture provided):

GEOGRAPHY (where things are done) refers to countries, or nation-states (Byram and Morgan 1994) and involves information about natural and human geographical facts. Natural geography refers to non-man-made features and phenomena, for example, the *Cliffs of Moher* (sea cliffs on the Atlantic coast); whereas human geography denotes man-made features and phenomena such as *Claddagh Village* in Galway.

PEOPLE (who make or do things) relates to members of a particular national culture (Byram and Morgan 1994; Holliday 2011), and categories of people (Baldwin *et al.* 2008; Hofstede *et al.* 2010) who belong to a specific nation-state or country (Byram and Morgan 1994). For instance, the Irish – as members of a nation-state; or hurlers (players of hurling), or the *Claddagh* fishermen as members of different categories of people ‘associated with a country and a language’ (Holliday 2011: 5).

PRODUCTS (things people make or do) can be either tangible or intangible items created by members of a culture with deliberate or undeliberate representation or significance (Baldwin *et al.* 2008; NSFLEP 2015). For example, the *Claddagh Ring* (a ring embellished

with two hands holding a heart with a crown) or the *bodhrán* (Irish frame drum) are examples of tangible products; whereas Irish literature and Irish history belong to intangible products, in the same way such as *Gaeilge* (the Irish language), Irish traditional music or Irish myths.

PRACTICES (when, where, and how things are done) are the ways things are done, encompassing behaviours (NSFLEP 2015), and the actual applications of social structures and patterns (Baldwin *et al.* 2008), which are considered ‘visible parts’ of the culture (Hofstede *et al.* 2010). How, when, and where to wear the *Claddagh Ring*; how, when, and where a *bodhrán* is usually used; or how, when and where Irish people tend to speak *Gaeilge* are good illustrations of practices.

PERSPECTIVES (why things are done and how things are viewed) are the worldviews of people (Deardorff 2006; NSFLEP 2015), the intellect and morality (Baldwin *et al.* 2008); for example, beliefs, values, norms, meanings, and ideas. Perspectives are mostly internal (Hofstede *et al.* 2010) but can be expressed externally as well. For instance, the *Claddagh Ring* is viewed as a symbol of friendship, love and loyalty. An external manifestation of this is that, if the point of the heart shape is inwards (towards the body of the wearer), it conveys the message of being engaged in a romantic relationship, but if it points outwards, it is a signal for the outside world that the owner of the ring is ready for a true romance.

In summary, the ‘pentagon of culture’ could offer an opportunity to analyse cultural content in an extensive way by the categorisation of cultural content into five broad areas: *geography*, *people*, *products*, *practices*, and *perspectives*. (It must be noted that the findings of the researcher’s materials analysis are presented in this manner, see Section 5.2 in Chapter 5).

Regarding the implementation of the ‘pentagon of culture’ in an ESOL classroom, it may be remarked here that addressing all five areas of the ‘pentagon of culture’ in

relation to any cultural item (see the *Claddagh Ring* as an example above) allows practitioners (teachers and materials developers) to build up an extensive view of a cultural item. Even better, a similar item from the learner's own culture can be constructed in a similar way for comparative purposes which is one of the crucial skills to develop learners' cultural awareness, and by this, their intercultural competence (see Byram 1997; Byram *et al.* 2002; Deardorff 2006, 2009; Fantini 2009 in Section 2.2.2 in Chapter 2).

The five broad areas of 'the pentagon of culture' can be subdivided into several categories to give the 'fields of culture' as discussed in the next section (3.2.2.2).

3.2.2.2 Fields of culture

The nine areas of cultural content proposed by Byram and Morgan (1994) explored in Section 3.2.1.2 (see Table 3.1) could assist in a systematic, principled (Mishan and Timmis 2015, see 2.3.4 in Chapter 2), and sophisticated analysis of cultural content in texts and illustrations. The model 'fields of culture' (see Table 3.2 below) proposed in this study is the researcher's adaptation of Byram and Morgan's (1994) nine suggested cultural areas.

Firstly, it is an adaptation since the followings of the nine areas have been broken into two parts for regrouping according to the principles of the 'pentagon of culture' (as presented in 3.2.2.1): *beliefs* (categorised into 'perspectives') has been set apart from *behaviours* (grouped into 'practices'); *socialisation* (grouped into 'practices') has become detached from *life-cycles* (categorised into 'products'); *national identity* changed to *nationality* (categorised into 'people'), to comply with the 'essentialist' view of culture (see 2.1.1 in Chapter 2) adopted for this study, and has been separated from *stereotypes* (grouped into 'perspectives'); and *social identity* changed to *social factors* (categorised into 'people'), to comply with the 'essentialist' view (see 2.1.1). An attempt was made to categorise the remaining areas of the Byram and Morgan (1994) model into one of the five domains of the 'pentagon of culture': *social groups* categorised into 'people', *social interactions* into 'practices', 'socio-political institutions' (shortened to *institutions*) into 'products', *national history* into

‘products’, *national geography* into ‘geography’, and *national cultural heritage* grouped into ‘products’.

Secondly, it is an adaptation because the following concepts within the nine areas of cultural content defined by Byram and Morgan (1994) have been given more emphasis in the ‘fields of culture’: *rites of passage* (categorised into ‘practices’), referred to as ceremonies in Byram and Morgan’s model; *languages* (into ‘products’), *physical items* (into ‘products’) and *non-physical items* (into ‘products’), *language use* (into ‘practices’), and *values, norms, and meanings* (grouped into ‘perspectives’).

The adaptation has been made so as to ensure a more precise identification of cultural elements. In other words, the ‘fields of culture’ could offer a sophisticated analysis of cultural content in texts and illustrations of materials, in a systematic and principled way (Mishan and Timmis 2015, see 2.3.4 in Chapter 2).

Table 3.2. Fields of culture
(based on NSFLEP 2015, and Byram and Morgan 1994)

GEOGRAPHY	PEOPLE	PRODUCTS	PRACTICES	PERSPECTIVES
<ul style="list-style-type: none"> •national geography 	<ul style="list-style-type: none"> •nationality •social factors •social groups 	<ul style="list-style-type: none"> •cultural heritage •national history •languages •institutions •life cycles •physical items •non-physical items 	<ul style="list-style-type: none"> •social interactions •socialization •behaviours •rites of passage 	<ul style="list-style-type: none"> •beliefs •values •norms •meanings •stereotypes

Some of the more complex categories in this model are further described below, including the explanations of Byram and Morgan (1997) as was presented in Table 3.1 earlier.

NATIONALITY refers to the ‘objective marker of an individual’s belonging to a nation’ (Tartakovsky 2011: 1851) or a country.

SOCIAL FACTORS refer to an individual’s general internal and external circumstances concerned with social structure or patterns (Baldwin *et al.* 2008, see Section 2.1.2) that have an effect on the individual’s life (Upton 2013: 1580), including race, gender, age, ethnicity, socioeconomic status, political and religious affiliations (Folse and Vitanova 2006).

SOCIAL GROUPS denote groups of people with specific commonalities that can be divided into ‘membership groups’ or ‘reference groups’. Primary and secondary groups (Cooley 1909) are ‘membership groups’. Primary social groups are long-lasting and often intimate groups (e.g. family, friends, love relationships), while secondary social groups are usually short-term and more impersonal groups (e.g. work, school, sports teams). ‘Reference groups’, on the other hand, are defined as ‘generalised versions of role models’ (Andersen *et al.* 2017: 128) that are followed or compared to as a point of reference (e.g. peers, supermodels, musicians, sports people) (see ‘heroes’ in the cultural onion by Hofstede and Hofstede 2005 in Section 2.1.2).

CULTURAL HERITAGE covers past and contemporary artefacts and emblems of a country. It includes elements such as architecture, traditional clothing, artwork, musical instruments, dance, music and literature (Byram and Morgan 1994).

INSTITUTIONS are organisations of the nation-state that include social institutions, for instance, economic, educational, religious and health care organisations; or political institutions including governmental and legal organisations (Byram and Morgan 1994).

SOCIAL INTERACTIONS refer to direct ‘verbal or non-verbal conventional’ (Byram and Morgan 1994: 51) involvements of people

with each other, within or between any social group (e.g. greeting one another when meeting, offering a seat to an older person on a bus).

SOCIALISATION involves ‘divergent practices of social groups’ (Byram and Morgan 1994: 52) involving specific activities that are carried out with others where one of the aims is to learn and internalise the accepted standards, norms and values of social groups (Hirsch 2015) in the family, at school, at work or in peer groups (e.g. the accepted dress codes for a wedding guest).

BEHAVIOURS refer to ‘accepted routine actions within a social group’ (Byram and Morgan 1994: 51), also denoting regular activities (e.g. having tea for breakfast) that are not necessarily associated with a social group (e.g. saying ‘sorry’ when stepping onto someone’s foot by accident) (Byram and Morgan 1994).

RITES OF PASSAGE refer to the ways important stages (life cycles) in one’s life are celebrated in ceremonies (e.g. procedures of graduation ceremonies) and rituals (e.g. procedures of christening).

VALUES are ideas about what is important, as well as good and desirable in a particular culture (Barrett 2016) having a ‘prescriptive quality about what ought to be done or thought across many different situations (Barrett 2016: 36) (e.g. in most countries, consideration for others, respect for elders, and respect for authorities).

NORMS refer to a sense of moral obligation developed by a group of people to take actions in a certain way (Stern 2000). In other words, they are related to traditional attitudes and behaviours (e.g. in most Western cultures, keeping eye contact when talking to others, or wearing black at a funeral), (cf. ‘norms’ by Kroeber and Kluckhohn 1952, in 2.1.2 in Chapter 2).

STEREOTYPES are ‘notions of what is typical of the national identity’ (Byram and Morgan 1994: 52) applied to individual members (Bennett 2013) of a category of people connected to a country in the form of statements. In other words, cultural stereotypes are ‘rigid’ descriptions and generalisations ‘of a group of people’ (Bennett 2013: 2016) as they are applied to every member of the group. Although there seems to be a thin line between cultural stereotypes and cultural generalisations (which do not imply that the statement is true about every member), it is vital to emphasise that the ‘essentialist’ view of culture adopted in this study could lead to stereotyping (see Section 2.1.1 in Chapter 2), either negative or positive.

To sum up, the ‘fields of culture’ (Table 3.2 above) embraces the diverse and different cultural elements that follow a similar pattern. As mentioned before, and as Table 3.2 above also illustrates, the fields can be categorised into their relevant broader area of the ‘pentagon of culture’ (presented in Figure 3.4 in 3.2.2.1). To view it from another angle, the fields of culture are cultural elements that become ‘visible’ if the ‘pentagon of culture’ is put under the microscope. Regarding the comparative aspect of learning about cultures (Byram and Morgan 1994, see 3.2.1.2), ‘the fields of culture’ lends itself to a sophisticated comparison of similar cultural items from different countries in the ESOL classroom.

3.2.2.3 Framework for analysing cultural content in texts and illustrations

As has been discussed earlier, the combination of the ‘pentagon of culture’ (Figure 3.4) and the ‘fields of culture’ (Table 3.2) is proposed to be used as a framework for analysing cultural content in texts and illustrations in materials (Table 3.3 below). The framework is intended to draw attention to the geography, people, products, practices, and perspectives of a culture (which could be the target, the learner’s, or other cultures) in broader terms, and cultural elements within these categories in more specific terms.

Table 3.3. Framework for analysing cultural content in texts and illustrations

<input type="checkbox"/> GEOGRAPHY	<input type="checkbox"/> PEOPLE	<input type="checkbox"/> PRODUCTS	<input type="checkbox"/> PRACTICES	<input type="checkbox"/> PERSPECTIVES
natural	<input type="checkbox"/> nationality	tangible	social interactions	<input type="checkbox"/> beliefs
<input type="checkbox"/> landforms	social factors	<input type="checkbox"/> cultural	<input type="checkbox"/> verbal	<input type="checkbox"/> values
<input type="checkbox"/> water bodies	<input type="checkbox"/> skin colour	heritage	<input type="checkbox"/> non-verbal	<input type="checkbox"/> norms
<input type="checkbox"/> climate	<input type="checkbox"/> gender	<input type="checkbox"/> physical items	socialisation	<input type="checkbox"/> meanings
<input type="checkbox"/> weather	<input type="checkbox"/> age	intangible	<input type="checkbox"/> family	<input type="checkbox"/> stereotypes
<input type="checkbox"/> animals	<input type="checkbox"/> ethnicity	<input type="checkbox"/> cultural	<input type="checkbox"/> school	
<input type="checkbox"/> plants	<input type="checkbox"/> socioeconomic	heritage	<input type="checkbox"/> work	
man-made	status	<input type="checkbox"/> history	<input type="checkbox"/> peer groups	
<input type="checkbox"/> countries	<input type="checkbox"/> political	<input type="checkbox"/> languages	behaviours	
<input type="checkbox"/> provinces, counties	affiliation	<input type="checkbox"/> institutions	<input type="checkbox"/> routines	
<input type="checkbox"/> cities, towns	<input type="checkbox"/> religious	<input type="checkbox"/> life cycles	<input type="checkbox"/> manners	
<input type="checkbox"/> villages, settlements	affiliation	<input type="checkbox"/> other non- physical	rites of passage	
<input type="checkbox"/> population	<input type="checkbox"/> language use	items	<input type="checkbox"/> ceremonies	
	social groups		<input type="checkbox"/> rituals	
	<input type="checkbox"/> membership		<input type="checkbox"/> language use	
	groups			
	<input type="checkbox"/> reference			
	groups			

The findings of the examination of the cultural content in texts and illustrations carried out by the use of this framework (Table 3.3) in this study are hoped to help to determine the degree to which texts and illustrations offer potential for fostering learners' cultural content knowledge (see Chapter 5), and by this, their cultural awareness (discussed in Chapter 6) as the main aim of the present study.

Additionally, this practical framework could fulfil a dual role since it can be used not only (a) to analyse texts and illustrations, but also (b) to create texts and illustrations of cultural aspect. Additionally, the dual-layered nature of the framework would ensure an extensive (see 'pentagon of culture' in 3.2.2.1) and sophisticated (see 'fields of culture' in 3.2.2.2) approach to the creation of texts and illustrations of cultural aspect. Furthermore, if the comparative aspect of cultural learning (Byram and Morgan 1994, also see 2.2.2 in Chapter 2) is applied as well, the potential to foster cultural awareness can be maximised.

The researcher argues in this study that the combination of the pentagon and fields of culture in a single framework offers an exciting opportunity to identify and specify cultural information in a systematic and principled way (Mishan and Timmis 2015,

see 2.3.4 in Chapter 2) which might, at the same time, help to gain extensive and sophisticated insights into the elements that ‘construct’ a culture (see 2.1.2 in Chapter 2) from the viewpoint of cultural essentialism (see 2.1.1). Further details of the use of this checkbox framework as an analytical tool of this study is presented in Chapter 4 (Sections 4.3.2 to 4.3.4), and in Chapter 5 as it was implemented in the findings of this study.

3.3 COGNITION – towards a framework for analysing activities for cognitive processing of cultural content

In the *Taxonomy of Educational Objectives, the Classification of Educational Goals, Handbook I – Cognitive Domain* by Bloom *et al.* (1956), the authors specify three dimensions of educational goals: *cognitive*, *affective*, and *psychomotor*. Figuratively, learning objectives can be achieved by using one’s head (cognitive), heart (affective), and hands/body (psychomotor) as illustrated by Figure 3.5 below.



Figure 3.5. The three dimensions of learning (Bloom *et al.* 1956)

Image source: <https://misspidders.weebly.com/learning-domain.html> [15/04/2020]

The dimension of cognition is concerned with the development of ‘intellectual abilities and skills’ (Bloom *et al.* 1956: 7), the affective dimension refers to ‘appreciations and adequate adjustment’ (*Ibid.*), while the psychomotor dimension focuses on the ‘manipulative and motor-skill area’ (*Ibid.*). In this study, the cognitive dimension (in this section) and the affective dimension (in Section 3.4) of learning are presented and discussed in a language-and-culture learning context (Byram and Morgan 1994). Although the existence of the psychomotor dimension has been more and more recognised in second and foreign language education, especially in

teaching speaking skills (e.g. Moore 2001), the examination of this domain is outside the scope of the present study.

Mishan (2016) points out that ‘evidence from cognitive psychology appears to show the relationship between the depth of cognitive processing and memory/learning’ (173). Thus, materials used in language learning should provide learners with opportunities that stimulate cognitive involvement (Tomlinson 2011, 2017), and ‘maximise learning potential by intellectual [...] involvement’ (Tomlinson 2011: 21). Cognitive processing refers to the operations of the mind that help to process input; in the context of this study, the focus is on processing cultural content (see Section 2.3.4 for ‘cultural content’) through activities attached to the texts and illustrations. The framework for analysing activities for cognitive processing of cultural content proposed in this study (see Table 3.5 in 3.3.2) is based on the revised version of Bloom’s taxonomy of the cognitive learning domain (1956) by Anderson and Krathwohl (2001). It is argued in this study that the complex activation of the cognitive domain through activities when learning about cultures could contribute to fostering ESOL learners’ cultural awareness, and by this, their intercultural competence.

3.3.1 Cognitive domain of learning: Anderson and Krathwohl (2001)

In the *Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom’s Taxonomy* by Lorin W. Anderson and David R. Krathwohl and colleagues (2001), the authors revisited Bloom’s taxonomy of the cognitive domain (Bloom *et al.* 1956). The authors claim that a revision was necessary, most importantly, ‘to refocus educators’ attention’ (xxi) on the original taxonomy; secondly, new knowledge and thought needed to be incorporated into the original taxonomy published in 1956 by Bloom *et al.* Figure 3.6 below presents the six categories of the cognitive domain, attempting to illustrate which categories ‘naturally’ incorporate other categories as prerequisite stages of thinking.

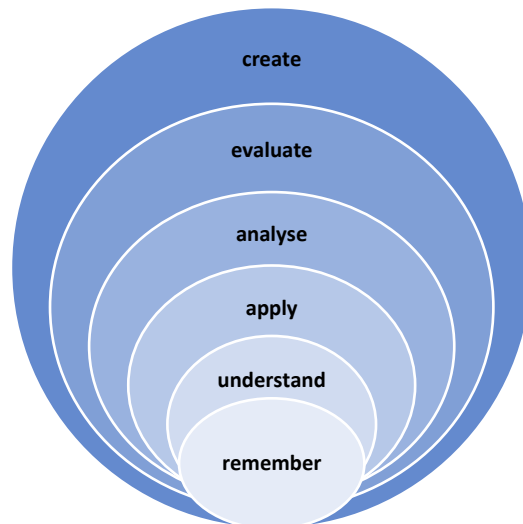


Figure 3.6. Categories of the cognitive domain of learning (based on Anderson and Krathwohl 2001)

According to Anderson and Krathwohl's (2001) definitions of the six categories of the cognitive process dimension, the categories can briefly be outlined as follows:

REMEMBER refers to retrieving information from long-term memory by means of recognising knowledge, and then recalling knowledge.

UNDERSTAND indicates the construction of meaning from various instructional messages through interpreting, exemplifying, classifying, summarising, inferring from, comparing, and explaining messages.

APPLY denotes the use of a procedure either in a familiar situation through execution, or in an unfamiliar situation by implementation.

ANALYSE describes the procedure of breaking material into its constituent parts, and the determination of the relationships between the parts and the whole by differentiating parts and organising parts, and attributing a point of view, value, or intent to the material.

EVALUATE means judgement-making on set criteria and standards by checking and critiquing (in)consistencies within a process or product.

CREATE refers to the reorganisation of elements into a new structure and putting them together to form a coherent or functional whole by generating new ideas, planning procedures, or producing new processes and products.

Table 3.4 below shows how some researchers have grouped the categories of the cognitive processes of learning in relation to complexity.

Table 3.4. Classifications of cognitive processes according to complexity

	Categories of cognitive dimension					
	<i>remember</i>	<i>understand</i>	<i>apply</i>	<i>analyse</i>	<i>evaluate</i>	<i>create</i>
Anderson, Krathwohl (2001)	lower-order thinking			higher-order thinking		
Moseley et al. (2005)	information-gathering	building understanding			productive thinking	
Wilson et al. (2018)	first stage		second stage		third stage (<i>synthesise and evaluate</i>)	

As Table 3.4 above shows, Anderson and Krathwohl (2001) consider *remember*, *understand*, and *apply* lower-level thinking, while *analyse*, *evaluate*, and *create* are seen as higher-order thinking. At the same time, Moseley et al. (2005) suggest three main stages, highlighting that they are not necessarily linear in nature during the thinking process: information-gathering (*remember*), building understanding (*understand*, *apply*, and *analyse*), and productive thinking (*evaluate* and *create*). Moseley et al. (2005) emphasise that meaningful learning is more likely to occur ‘when thinking is *strategic and reflective*’ (379); in other words, when thinking is controlled and made aware (Moseley et al. 2005). Similarly, but more recently, and based on Bloom’s original hierarchy of cognitive learning outcomes (Bloom et al.

1956) in the context of marketing, Wilson *et al.* (2018) distinguished three stages: the first learning stage comprises *remember* and *understand*, the second learning stage contains *apply*, and *analyse*, and the third learning stage comprises Bloom's (1956) original categories *synthesise* and *evaluate*. The present study, however, follows Anderson and Krathwohl's (2001) original two-stage (lower- and higher-order) classification of cognitive processes.

Similarly to Anderson and Krathwohl (2001), Mishan and Timmis (2015) offer key verbs as prompts which can be used in activities specifically designed for language learning in order to activate the different levels of information processing (these can be seen operationalised in Table 4.15 in 4.3.2.1 in Chapter 4). The key verbs include, for example, 'tell', 'recite', and 'list' (*remember*); 'describe', 'exemplify', and 'explain' (*understand*); 'complete', 'change', and 'interpret' (*apply*); 'categorise', 'compare', and 'contrast' (*analyse*); 'judge', 'justify', and 'debate' (*evaluate*); and 'imagine', 'design', and 'compose' (*create*).

It is important to mention that although cognitive operations of the mind are activated and required to be performed by means of the target language in a language classroom, the cognitive processing of information in learners' brain does not necessarily happen using the target language only as learners are likely to use conscious cognitive strategies that they developed in their first language as well, as stated by Masuhara (2007).

One major drawback of this approach towards analysing activities in ESOL learning is that it may be difficult to gauge the potential of the activities for activating higher-order categories of the cognitive learning domain, especially evaluating and creating cultural content in relation to, for example the host country, Ireland. Still, the engagement of these categories of learning is considered vital in the case of ESOL education where processing cultural information at more complex levels can be key to a happy life in a new society.

The purpose of the general review of the cognitive domain of learning was to identify and synthesise what is meant by cognitive processing in an educational context, and

lay the theoretical foundations for the construction and implementation of a practical framework for analysing activities for cognitive processing of cultural content in an ESOL context (Table 3.5) as presented next.

3.3.2 Framework for analysing activities for cognitive processing of cultural content

The revision of Bloom’s taxonomy of cognitive learning outcomes (Bloom *et al.* 1956) by Anderson and Krathwohl (2001) forms the theoretical foundation of the proposed framework for analysing activities for cognitive processing of cultural content presented in Table 3.5 below. This framework has been designed in an attempt to provide practical guidance on the identification of the categories of the cognitive domain that activities attached to texts and illustrations could deploy when processing cultural content with regard to the country-specificity of the content. The characteristics of each category of the cognitive domain by Anderson and Krathwohl (2001) were outlined in the previous section (3.3.1), and they were used as operational definitions of the categories for this study. However, it is important to highlight the changes made in the name of two lower-order categories. The original *remember* has been changed to *recall* in an attempt to emphasise the act of retrieval of information (rather than the fact that something is not forgotten), while *understand* has been changed to *comprehend* in an endeavour to stress a higher state of registering information (rather than the fact of perceiving intended messages only).

Table 3.5. Framework for analysing activities for cognitive processing of cultural content

Skills \ Activities	recall	compre- hend	apply	analyse	evaluate	create	Countries
1 [section title]							
1 [activity]							
2 [activity]							
...							
... [section title]							
...							

The framework shown in Table 3.5 above comprises (1) the six categories of the cognitive domain in the order as defined by Anderson and Krathwohl (2001), starting with the simple lower-order *recall* and finishing with the most complex higher-order *create*; and (2) activities (offering space for key verbs to be entered) that are intended to engage the different processes (categories) of the cognitive domain. Furthermore, it offers (3) space for information with regard to which countries are, or could be, involved in the activities; this aims to incorporate the comparative aspect of cultural learning into the framework (Byram and Morgan 1994).

The framework for analysing activities for cognitive processing of cultural content (Table 3.5) is recommended as a practical framework not only to (a) analyse activities, but also to (b) create activities that could increase the potential to cognitively process cultural content from simple to more complex ways. Practitioners can simply ‘tick’ which thinking category of the cognitive domain could be addressed through an activity when analysing activities (as was performed in the analysis of the most frequently used materials in ESOL provision in Ireland, see findings in Sections 5.2.1.3 and 5.2.2.3 in Chapter 5), or consult the framework when devising activities. Also, the countries addressed in the activities could be indicated in the framework. Further details of the use of this checkbox framework as an analytical tool of this study is presented in Chapter 4 (Sections 4.3.2 to 4.3.4).

It is claimed in this study that the activation of complex thinking skills through activities could help to process cultural content in greater depth which is likely to foster learners’ cultural awareness to a greater extent as well, and thus enhance more successful interactions with people of other cultures (i.e. intercultural competence).

The findings of the analysis of the activities from the aspect of cognitive processing of cultural content carried out by the use of this framework (Table 3.5) in this study are hoped to help to determine the degree to which activities offer potential for fostering learners’ cognition in relation to cultural content (see Chapter 5), and by this, their cultural awareness (discussed in Chapter 6).

3.4 AFFECT – towards a framework for analysing activities for affective processing of cultural content

Affect refers to feelings ‘ranging from positive to negative, which impact on learning’ (Mishan and Timmis 2015: 12). Negative affect could have adverse impact on learning, while positive affect could be beneficial to learning (*Ibid.*). In this study, affect denotes learners’ positive feelings and emotions towards the cultural content aroused by activities. Positive feelings could influence learners’ positive attitudes towards cultures which are the most external, or outward, manifestation of the affective dimension (Richardson *et al.* 2009).

‘Nearly every cognitive objective has an affective component’ (Bloom *et al.* 1956: 258); in fact, according to Van Valkenburg and Holden (2004: 347) ‘every cognitive behaviour has an affective counterpart.’ Moreover, the interrelationship between the dimensions of cognition and affect ‘forms the basis for critical thinking and action learning’ (Utley 2010: 163). Cognition is the activation of thinking while affect is the recognition of ‘the learned structures as a result of interaction’ and assists learners in the internalisation of ‘humanistic characteristics’ (*Ibid.* as cited in Van Valkenburg and Holden 2004: 347). Thus, affective processing of information is seen as another crucial factor for learners in language learning (Mishan and Timmis 2015), especially in learning about cultures (see 2.2.2 in Chapter 2).

Therefore, in addition to the activation of the cognitive domain as one of the internal processes of learning to foster cultural awareness as discussed earlier, materials as ‘external factors’ (Mishan and Timmis 2015: 9), should provide learners with opportunities that stimulate affective involvement (Tomlinson 2011, 2017) and ‘maximise learning potential by [...] emotional involvement’ (Tomlinson 2011: 21).

The taxonomy of the ‘feeling’ domain attributed to David R. Krathwohl as the primary author (Anderson and Krathwohl 2001; Krathwohl *et al.* 1964), originated from the *Taxonomy of Educational Objectives* by Bloom *et al.* (1956), forms the basis of the framework for analysing activities for affective processing of cultural content proposed by the researcher in this study (as presented in Table 3.7 in 3.4.2). The

enhancement of the affective domain of learning is a major educational goal which is concerned with ‘the development of appreciations and adequate adjustment’ (Bloom *et al.* 1956:7) as stated earlier. It is argued in this study that the stimulation of the affective domain could also foster cultural awareness, and by this, successful interaction with people from different cultures (in other words, intercultural competence).

3.4.1 Affective domain of learning: Krathwohl *et al.* (1964)

In the *Taxonomy of Educational Objectives, the Classification of Educational Goals Handbook II – Affective Domain*, David R. Krathwohl, Benjamin S. Bloom and Bertram B. Masia (1964) developed a taxonomy for the dimension of affect which was first conceptualised in 1956 by Bloom *et al.* Krathwohl’s affective taxonomy (1964) is based on the notion of internalisation which refers to a process during which learners’ affective engagement with cultures changes ‘from a general awareness to a point where the affect consistently guides or controls’ (Seels and Glasgow 1990: 28) the learners’ behaviour. The stages of increasing complexity in this process involve *receiving* (or *attending*), *responding*, *valuing*, *organisation*, and *characterisation* (by a *value* or *value complex*). Figure 3.7 below illustrates the five categories of the affective domain (Krathwohl *et al.* 1964). The figure was designed to illustrate how lower-level emotional processes are integrated into affective processes at higher levels.

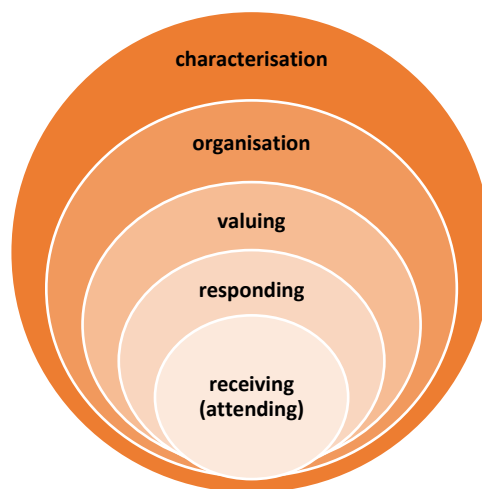


Figure 3.7. Categories of the affective domain of learning (Krathwohl *et al.* 1964)

The five categories of the affective process dimension of learning can be presented as follows (Krathwohl *et al.* 1964; Lynch *et al.* 2009):

RECEIVING (ATTENDING) refers to willingness, or desire to carefully attend to what others have to say, pay controlled or selected attention to others who share information, and by this, it relates to the development of some consciousness of others and what they have to say.

RESPONDING indicates willingness, or desire to acquaint oneself with information through voluntary reading or discussion with others, obey regulations in acquiescence, and take pleasure in discussing information with others.

VALUING denotes the willingness, or desire to accept the value of growing a sense of kinship with human beings of all nations, express preference for value by deliberately examining a variety of viewpoints on controversial issues, and be committed to democratic ideas and ideals.

ORGANISING describes the willingness, or desire to conceptualise values by identifying characteristics and forming judgements, and organise value systems by weighing choices to develop a consistent and democratic philosophy of life.

CHARACTERISATION (BY A VALUE OR VALUE COMPLEX) means willingness, or desire to revise judgements, change behaviour in the light of evidence, and to live by the developed philosophy of life.

As can be seen from the conceptualisations above, the learner's *willingness* plays a pivotal role in the affective domain of learning as it is required to open the door to the stimulation of each and every category of the affective domain.

In a similar way to the categorisation of cognitive processes with regard to their complexity (see Table 3.4 in 3.3.1), the categories of the affective domain could be

grouped in different ways as Table 3.6 below shows, too. Based on the descriptions of Krathwohl *et al.* (1964), *receiving* and *responding* can be considered lower-order emotional responses that entail less emotional engagement; while *valuing*, *organisation*, and *characterisation* could form the areas of higher-order affective statuses which take more intensive emotional involvement. Wu *et al.* (2019), on the other hand, see *valuing* as a distinct middle stage between low-level affective engagement (*receiving*, and *responding*) and high-level affective involvement (*organisation*, and *characterisation*). This study, however, adopts the original two-stage (lower- and higher-order) classification of the affective domain as specified by Krathwohl *et al.* (1964).

Table 3.6. Categorisations of affective processes according to complexity

	Categories of affective dimension				
	<i>receiving</i>	<i>responding</i>	<i>valuing</i>	<i>organisation</i>	<i>characterisation</i>
Krathwohl <i>et al.</i> (1964)	lower-level affect		higher-level affect		
Wu <i>et al.</i> (2019)	low-level affect		middle-level affect	high-level affect	

Lynch *et al.* (2009) offer key verbs that relate to the stimulation of the different levels of the affective domain for different educational areas including communication, attitudes, life-long learning, and globalisation. The key verbs include, for instance, willing to ‘describe’, and ‘identify’ (*receiving*); ‘select’, and ‘participate’ (*responding*); ‘demonstrate’ and ‘explain’ (*valuing*); ‘organise’ and ‘integrate’ (*organisation*); and ‘display’ and ‘implement’ (*internalisation*). (These key verbs can be seen operationalised in Table 4.17 in Section 4.3.2.1 in Chapter 4.) Verbs as prompts in activities are intended to trigger learners’ willingness, or desire to carry out favourable emotional engagements at different levels, from awareness to internalisation which could result in positive attitudes (Lynch *et al.* 2009).

As in the case of cognition, it might be problematic to determine the potential in the activities in an ESOL learning environment for the engagement of higher-order

categories of the affective domain, particularly organising and integrating newly acquired, for example, Irish cultural values. However, the engagement of these categories of learning is especially important for ESOL learners to develop a new life philosophy that they are willing to live by in order to be a happy in a new society.

The aim of this general review of the affective domain of learning was to identify and synthesise what is meant by affect in an educational context, and lay the theoretical foundations for the construction and implementation of a practical framework for analysing activities for affective processing of cultural content in an ESOL classroom (Table 3.7) as discussed below.

3.4.2 Framework for analysing activities for affective processing of cultural content

The framework for analysing activities for affective processing of cultural content in an ESOL context shown in Table 3.7 below rests on the theoretical foundation of Krathwohl's taxonomy of affective learning outcomes (Krathwohl *et al.* 1964) explored in the previous section (3.4.1). The framework has been devised in an endeavour to provide practical guidance on the identification of the categories of the affective domain that (the same) activities (as in the case of the analysis for the cognitive domain) could stimulate when processing cultural content with regard to the country-specificity of the content. The conceptualisation of each category of the affective domain by Krathwohl *et al.* (1964) presented in the previous section (3.4.1) were used as working definitions for this study. At the same time, it must be noted that the original term 'characterisation (by a value or value complex)' has been changed to 'internalise' in an attempt to emphasise the active process of making long-lasting adjustments in one's character internally as well as externally (cf. 'integration' in the DMIS model from Bennett 1986, 1993, 2017 in Section 1.3.3). Additionally, the suffix *-ing* has been removed from each original term in order to save space in the framework, but this modification is not intended to change the conceptualisations of the original terms.

Table 3.7. Framework for analysing activities for affective processing of cultural content

Skills	receive	respond	value	organise	internalise	Countries
Activities						
1 [section title]						
1 [activity]						
2 [activity]						
...						
... [section title]						
...						

This tick-box-type framework (Table 3.7) combines (1) categories of the affective domain of learning from the lowest-level *receive* to the highest-level *internalise*, and (2) the activities (offering space for the key verbs to be entered) as stimulators. It also provides boxes for (3) the countries addressed by the activities to ensure the presence of the comparative aspect of learning about cultures (Byram and Morgan 1994). Similarly to the recommended use of the proposed framework for analysing activities for cognitive processing of cultural content (3.3.2), the framework for analysing activities from the aspect of affective processing of cultural content (Table 3.7) attempts to help practitioners (a) devise activities that could increase the potential to affectively process cultural content from simple to more complex ways, besides (b) analysing activities in existing learning materials. Practitioners can tick the categories of the affective processes that activities under scrutiny could potentially address (as was carried out in the analysis of the most commonly used materials in Irish ESOL provision, see findings in Sections 5.2.1.4 and 5.2.2.4 in Chapter 5), or could refer to the framework when creating activities in order to ensure that the affective domain of learning is attended to. More details on the use of this checkbox framework as an analytical tool of this research is presented in Chapter 4 (Sections 4.3.2. and 4.3.4). The findings of the analysis of the activities from the aspect of affective processing of cultural content carried out by the use of this framework (Table 3.7) in this study are hoped to help to determine the degree to which activities offer potential for fostering learners' affect in relation to cultural content (see Chapter 5), and by this their cultural awareness (see Chapter 6).

3.5 CONCLUSION

As the main objective of this study is to determine the degree to which materials in use for teaching ESOL foster learners' cultural awareness as a key dimension of intercultural competence, the identification of the components of intercultural competence is fundamental, since this provides the theoretical underpinnings of the frameworks proposed and implemented in this study. Therefore, in order to arrive at the frameworks, this chapter presented and discussed the literature related to the development of these frameworks. Based on the analysis of theoretical models of intercultural competence by other researchers (see 2.2.2 in Chapter 2), a model for intercultural competence in ESOL was recommended and discussed in Section 3.1. The model places cultural awareness in the central position (drawing on Byram 2012), and it is advocated that *cultural awareness* could be fostered by the development of the other three components of intercultural competence: *content knowledge, cognition, and affect* (based on Deardorff 2006). Regarding *cultural content knowledge* (3.2), drawing on existing models of cultural content in language education (3.2.1), a framework for analysing cultural content in texts and illustrations was offered in Section 3.2.2. This framework is the combination of the suggested model 'pentagon of culture' built on the three P's of culture (NSFLEP 2015) and the proposed model 'fields of culture' based on the model for the nine minimum areas of cultural content (Byram and Morgan 1994). As regards *cognition* (3.3), supported by the revision of Bloom's taxonomy of cognitive learning outcomes (Bloom *et al.* 1956) by Anderson and Krathwohl (2001) (in Section 3.3.1), a framework for analysing activities for cognitive processing of cultural content was offered in Section 3.3.2. With respect to *affect* (3.4), underpinned by Krathwohl's taxonomy of affective learning outcomes (Krathwohl *et al.* 1964) (in Section 3.4.1), a framework for analysing activities for affective processing of cultural content was discussed in Section 3.4.2.

In the next chapter (Chapter 4), the research design and methodology of the survey questionnaire and of the researcher's own materials analysis and evaluation will be presented with details of the implementation of the proposed frameworks discussed in this chapter.

CHAPTER 4 – RESEARCH DESIGN AND METHODOLOGY

This study examined the extent to which materials currently in use in the ESOL provision of the Education and Training Boards (ETBs) in Ireland support the development of adult migrant learners' cultural awareness as a crucial element in the development of intercultural competence. Thus, the subjects of the present study were ESOL teachers and the materials they use. The theoretical background of this study (that was established based on existing theories explored in Chapter 2, and the theory-based model and frameworks developed by the researcher as presented in Chapter 3) assisted the researcher in his endeavour to undertake a systematic and principled (Mishan and Timmis 2015) analysis and evaluation of the data gathered by the survey questionnaire with the teachers on the materials they use and by the researcher's own materials analysis and evaluation of the most frequently used textbooks. At the same time, in order for the researcher to draw valid conclusions and offer constructive suggestions based on the findings, the research design and the methodology adopted for this research is equally important.

In this chapter, the research paradigm is presented first (4.1). Then, Section 4.2 provides a discussion of the methodological tools relevant to the empirical study (survey questionnaire with teachers) with details on the instrumentation (4.2.1), questionnaire design (4.2.2), sample (4.2.3), procedure of the pilot study and the main study (4.2.4), survey data analysis (4.2.5), validity and reliability (4.2.6), ethical considerations (4.2.7), and limitations of the survey (4.2.8).

Further in this chapter, Section 4.3 focuses on the methods applied in the researcher's rather complex materials analysis and evaluation containing details on the selection of materials (4.3.1), analysis and evaluation criteria (4.3.2), the theory of analysing and evaluating the materials (4.3.3), data analysis methods (4.3.4), validity and reliability (4.3.5), ethical considerations (4.3.6), and limitations of the materials analysis and evaluation (4.3.7). This chapter on the research design and methodology of the present study ends with a conclusion in Section 4.4.

4.1 RESEARCH PARADIGM

Figure 4.1 below illustrates the overview of the research paradigm of this study established in the ‘research onion’ designed by Saunders *et al.* (2019), and should be viewed starting from the outer layers (research philosophy, approach, methodology, strategy, time horizon, and techniques and procedures) to arrive at the core (data collection and data analysis). Relevant aspects of each layer are highlighted in red boxes in Figure 4.1, along with the added component *materials evaluation* written in red within ‘strategies’.

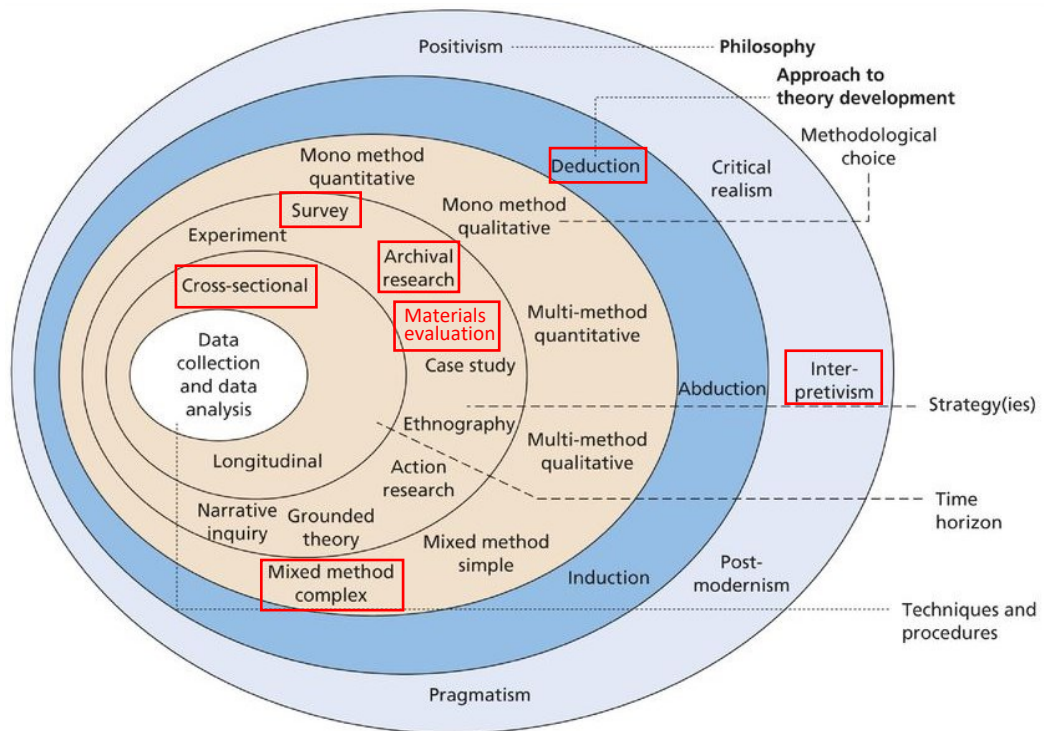


Figure 4.1. The research paradigm (adapted from Saunders *et al.* 2019: 130)

The adaptation of the ‘research onion’ from Saunders *et al.* (2019) is the foundation of the research paradigm of this study which can be outlined in the following six points.

1) The RESEARCH PHILOSOPHY taken was primarily *interpretivism* since this research largely relied on (1) the perceptions of ESOL teachers regarding the cultural content in the materials they often use, and (2) the researcher's own observations of the cultural content in the materials of most frequent use in order to answer the research questions (see 1.4 in Chapter 1). Considering that the beliefs and opinions of the teachers and the researcher were adopted, this philosophy is closely related to *subjectivism* (Saunders *et al.* 2019). *Subjective interpretivism* characterises the design of the proposed model for intercultural competence in ESOL (see Figure 3.1 in Chapter 3) as well as the suggested analytical frameworks on the potential that materials offer for the development of ESOL learners' cultural awareness (see Tables 3.3, 3.5 and 3.7 in Chapter 3), too, where the beliefs and opinions of other scholars were adopted.

2) The RESEARCH APPROACH was principally *deductive* in nature because the research started with a theory (a model for intercultural competence in ESOL and the analytical frameworks presented in Chapter 3) developed from existing literature. The approach implies *generalisability* which means that the findings of (1) the teacher questionnaire and (2) the researcher's materials analysis and evaluation served the basis of conclusions with regard to the suitability of the materials in use to foster ESOL learners' cultural awareness in an Irish context. In other words, the deductive research approach provided the teachers' and the researcher's observations of the materials which were needed to make judgements in order to answer the research questions.

3) The METHODOLOGICAL CHOICE selected to conduct this research was the *mixed method complex* option. In general, 'mixed methods research involves both collecting and analysing quantitative and qualitative data' (Creswell and Plano-Clark 2007: 6); and as the name suggests, quantitative and qualitative data is mixed by merging (combining), connecting (relating), or embedding (integrating) the two datasets as Figure 4.2 below illustrates (Creswell and Plano-Clark 2007).

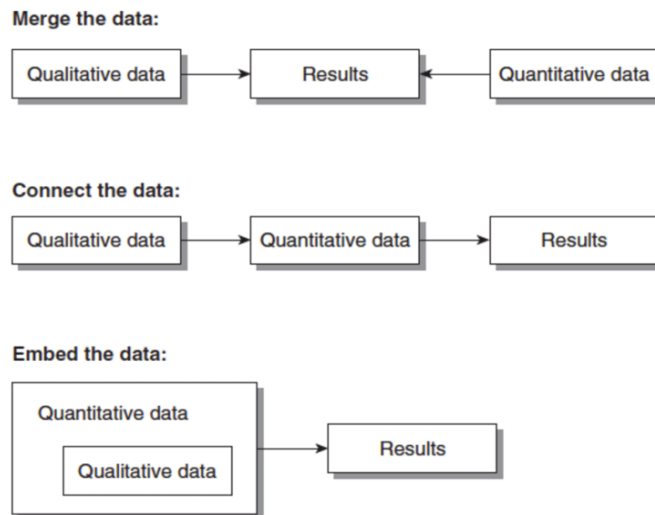


Figure 4.2. Three ways of mixing quantitative and qualitative data (Creswell and Plano-Clark 2007: 7)

The *mixed method complex* approach in this study included gathering both quantitative and qualitative data from (1) the teacher questionnaire and (2) the researcher’s materials analysis and evaluation. The method was considered complex because quantitative analysis techniques were used to analyse qualitative data quantitatively in both cases, or as Saunders *et al.* (2019) state, the method included ‘comparing statistically the occurrence of different concepts’ (59). The quantitative and qualitative sets of data sourced from the teacher questionnaire were merged in a triangulation design (see 4.2.5.3) by bringing the two sets of data together (mixed method simple); the quantitative and qualitative sets of data gained from the researcher’s own materials analysis and evaluation were also merged in a triangulation design by bringing the two sets of data together (mixed method simple). Finally, the data from the two sources was combined involving comparing and contrasting to see the level of agreement between the two data sets (mixed method complex). This is presented in Chapter 6 *Discussion of research findings*.

4) The RESEARCH STRATEGIES comprised an online *survey* questionnaire to collect data in a structured form from teachers; and the researcher’s own *materials analysis and evaluation* in a systematic manner. The *materials (analysis and) evaluation* component was added to the layer ‘research strategies’ of the ‘research onion’

(Saunders *et al.* 2019) by the researcher (highlighted in red letters in ‘the research paradigm’ in Figure 4.1). In addition, the strategies involved *archival research* to derive information from existing research in order to design a model for intercultural competence in ESOL (see Section 3.1 in Chapter 3) and construct the frameworks for materials analysis (see Sections 3.2 to 3.4 in Chapter 3) which served as foundation of the design of the teacher questionnaire (see 4.2.2) and the researcher’s own materials analysis and evaluation (see 4.3.2). It must be remembered that the frameworks proposed in this study are intended to serve a dual function: (1) to analyse and evaluate materials, and (2) to pilot them to test their validity.

5) The TIME HORIZON of this research could be described as *cross-sectional* as this study focused on a single point in time to describe a ‘current’ situation: the teacher’s and the researcher’s perspectives on the cultural content of materials in use in the spring of 2019.

6) The TECHNIQUES AND PROCEDURES utilised in this research constituted secondary research that entailed research and use of relevant academic literature (see Chapters 2 and 3), and primary research that comprised the use of a structured teacher questionnaire and a systematic analysis and evaluation of learning materials which are further explained in detail in Sections 4.2 and 4.3, respectively. Table 4.1 below summarises the techniques and procedures together with their objectives in the context of this study.

Table 4.1. Research techniques and procedure with their objectives

Secondary research	Research and use of relevant academic literature	
	<ul style="list-style-type: none"> • design of model for intercultural competence in ESOL • design of analytical frameworks for fostering ESOL learners’ cultural awareness through content knowledge, cognition, and affect 	
Primary research	Empirical study: survey questionnaire	The researcher’s materials analysis and evaluation
	<ul style="list-style-type: none"> • identification of materials currently in use • revelation of the frequency of use of specific materials • exploration of teachers’ perspectives on the cultural content in materials of frequent use of their choice 	<ul style="list-style-type: none"> • examination of the cultural content in materials of frequent use defined by the results of the survey questionnaire

As shown in Table 4.1 above, two types of data collection techniques with different objectives were used in the primary research. (1) The empirical study explored teachers' perspectives on the cultural content in the materials they often use, and utilised a survey questionnaire which was completed by teachers being actively engaged in teaching ESOL in Ireland. An 18-item questionnaire was designed to specify the materials in use, their frequency of use, and how teachers evaluate the cultural content in the materials in frequent use of their choice; particularly, what teachers' views are on the presence of different countries in the materials, and the potential in the materials for the engagement of the cognitive and affective domains of learning. Thus, the questionnaire yielded data not only on what materials were in use and how often they were used at the time of the research, but it also provided data on the evaluation of the cultural content in the materials from the teachers' perspectives. (2) The researcher's materials analysis and evaluation, which could 'be viewed as an extension of the empirical research' (Norris 1990 as cited in Cohen *et al.* 2007: 42), constituted the analysis and evaluation of the materials of frequent use (as defined by the results of the teacher questionnaire) by the researcher aiming to explore the provenance of the materials, and analyse the cultural content in the materials for their potential to foster Irish ESOL learners' cultural awareness through cultural content knowledge, as well as the cognitive and affective processing of cultural content.

To summarise the research paradigm (based on Saunders *et al.* 2019) presented in the six points above, the data collection and data analysis of this mainly interpretive, deductive, and cross-sectional research study was built on the combination of quantitative and qualitative data using the complex mixed method approach in a triangulation design by means of archival research, survey research and materials analysis and evaluation. The next section (4.2) presents the methodology of the survey research; then, Section 4.3 discusses the methodology of the researcher's own materials analysis and evaluation.

4.2 EMPIRICAL STUDY: SURVEY QUESTIONNAIRE

Survey research is a form of descriptive research method which is designed and used to gather data from a selected group of people who are representative of the total population under study (Cohen *et al.* 2005). The data collected is analysed in order for the researcher ‘to describe and to interpret *what is*’ (*Ibid.*: 169). For the empirical study, an informational questionnaire was designed and used to gather data from in-service teachers at the ESOL provision of ETBs in Ireland, as stakeholders. The objective of the questionnaire was to survey teachers in an effort to collect data regarding (1) the materials currently in use, as a prerequisite for the researcher’s own materials evaluation, and (2) the teachers’ perspectives on the cultural content (see operational definition of ‘cultural content’ in 2.3.4) in the materials of frequent use. It must be noted that the terms ‘survey’ and ‘questionnaire’ are used interchangeably as they both refer to an investigation carried out by asking questions.

The data collected from the questionnaire specifically answers the following prime research question (also see Section 1.4):

To what degree do materials in frequent use in the ESOL provision of ETBs in Ireland support in-service teachers in fostering learners’ cultural awareness?

The survey research method was chosen over other data collection methods due to two sound reasons. Firstly, as regards the data, the different types of information that could be obtained through surveys (Dörnyei and Taguchi 2010) from individuals to study ‘public opinion’ (Croucher and Cronn-Mills 2015: 223) allowed the researcher to answer the following sub-questions of the above prime question: (1) what materials are in use? and (2) what are in-service teachers’ perspectives on the cultural content in the materials in frequent use? According to Dörnyei and Taguchi (2010: 5), ‘broadly speaking’, there are three types of questions in questionnaires, thus, surveys ‘can yield three types of data about the respondent: *factual*, *behavioural*, and *attitudinal*’ (*Ibid.*). Data on the teachers’ demographics could be derived from the answers to *factual* questions; information on what materials teachers use, and how

frequently teachers use the materials could be obtained from responses to *behavioural* questions; while details on the teachers' perspectives on the cultural content in the materials could be retrieved from replies to *attitudinal* questions. Secondly, as regards the researcher, and as Dörnyei and Taguchi describe, questionnaires seem effective from three aspects: 'time, effort and financial resources' (2010: 6). During a short period of time, data could be collected from a large number of teachers working in the ESOL provision of ETBs across Ireland. Data could be analysed in a relatively effortless way using adequate computer software programs, namely *SPSS* and *NVivo* provided by the University of Limerick, along with *SurveyMonkey* and *Microsoft Office*. Questionnaires, especially online ones, can be very cost-effective, and in the case of this research, the application of an inexpensive plan offered by *SurveyMonkey* proved to be the best choice. Additionally, online questionnaires can reach a larger number of respondents which could enhance efficiency. These features of questionnaire research, summarised in Table 4.2 below, justify the fact that the use of a questionnaire as a form of survey research could well match the purpose of this study.

Table 4.2. Rationale for use of questionnaire as a methodological tool

Three types of questions (data)		Three aspects of effectiveness (researcher)	
<i>factual questions</i>	Teachers' demographics	<i>time</i>	short period
<i>behavioural questions</i>	What materials are in use?	<i>effort</i>	<i>SPSS</i> <i>NVivo</i>
<i>attitudinal questions</i>	What are in-service teachers' perspectives on the cultural content in the materials in frequent use?	<i>cost</i>	<i>SurveyMonkey</i> (larger sample size) <i>Microsoft Office</i>

It is important to specify further terms that are used interchangeably in this study. Firstly, 'teacher', 'respondent', 'participant' and 'informant' are used equivalently for the reason that they refer to individuals of the same characteristics: members of the teaching staff in the ESOL provision of ETBs in Ireland who agreed to participate in the survey and shared their knowledge with the researcher by answering the questions of the instrument of the empirical study. Secondly, 'textbook' is replaceable by 'coursebook' since they could both describe published books for

teaching English (also see Section 5.1.2). At the same time, as mentioned in Section 2.3.1 in Chapter 2, ‘resource’ and ‘material’ are attempted to be distinguished in this study even if some materials are called ‘resources’ by the authors (e.g. *The Big Picture*). It is important to remember that there could be a fine line drawn between ‘resources’ and ‘materials’: ‘materials’ denote resources (e.g. a *TED Talks* video) with added pedagogical purposes (Mishan and Timmis 2015) that could be achieved through activities, exercises, or tasks designed and based on the resources.

4.2.1 Instrumentation of the survey

An online questionnaire (see Appendix 2) was used to collect data from teachers who were delivering ESOL courses at the ETBs at the time of the survey (Spring 2019). The 18 question items in the questionnaire (see Table 4.3 in the next section, 4.2.2) focused on three main areas based on the research questions for this study:

- (1) demographics of respondents – 4 items;
- (2) materials in use, and countries where learners are from – 6 items;
- (3) teachers’ perspectives on the cultural content in the materials of frequent use – 8 items.

A combination of closed-ended and open-ended questions was used in the instrument as follows:

(1) The elements on the demographics of respondents included three closed-ended question items regarding gender, years of age, and years of teaching ESOL, and one open-ended item concerning country of origin.

(2) The components on the materials in use, and learners’ country of origin contained three closed-ended question items with regard to non-Irish published materials, Irish published materials, and further materials (including online, own and authentic materials), and three open-ended items relating to naming other materials, authentic materials, as well as countries where learners are from.

(3) The constituents on the cultural content in the materials of frequent use comprised four closed-ended question items in connection with CEFR target levels (*Common European Framework of Reference for Languages* by the Council of Europe 2001), presence of different countries, the engagement of cognitive and affective processing of cultural content (discussed in Sections 3.3 and 3.4 in Chapter 3); in addition to four open-ended items about the name of the chosen material to comment on, countries which should receive more focus in the material and reasons, countries which should receive less focus in the material and reasons, as well as providing a space for comments on the cognitive and affective domains of learning.

The questions for the instrument were constructed on the basis of the proposed model for intercultural competence in ESOL (presented in Figure 3.1 in Chapter 3) and the suggested frameworks for analysing activities for cognitive and affective processing of cultural content (see Tables 3.5 and 3.7 in Chapter 3). Closed-ended questions were helpful for eliciting precise, and quantifiable, data from the respondents and left no space ‘for rater subjectivity’ (Dörnyei and Taguchi 2010: 26). At the same time, open-ended questions encouraged respondents to express their opinions more freely which could provide ‘richer’ data than quantitative data (*Ibid.*: 36).

4.2.2 Questionnaire design

As discussed above (4.2.1), the main study questionnaire (see Appendix 2) comprised three parts, containing 18 question items to collect data on the materials in use, learner’s country of origin, teachers’ perspectives on the cultural content in a frequently used material of their choice, and respondents’ details. Table 4.3 below summarises the design of the main study questionnaire (‘question item’ is shortened to ‘Q-item’ in the table).

Table 4.3. Main study questionnaire design

Part/Content	Q-item	Main content	Response category/option	Focused area
I/Materials in use and learners' country of origin	1	frequency of non-Irish published materials in use	closed/single	materials in use
	2	frequency of Irish published materials in use	closed/single	materials in use
	3	frequency of online, own, and authentic materials in use	closed/single	materials in use
	4	other materials in use	open	materials in use
	5	authentic materials in use	open	materials in use
	6	name of learners' countries	open	learners' background
II/Cultural content in a material of frequent use	7	name of a chosen material in frequent use	open	materials in use
	8	CEFR target levels	closed/multiple	materials in use
	9	presence of different countries	closed/single	opinion
	10	presence of different countries of too little focus, and reasons	open	opinion
	11	presence of different countries of too much focus, and reasons	open	opinion
	12	promotion of cognitive processes, and comparison of cultures	closed/multiple	opinion
	13	stimulation of affective processes	closed/multiple	opinion
	14	comments on promotion of cognitive processes, comparison of cultures, and stimulation of affective processes	open	opinion
III/Respondent details	15	country of origin	open	teachers' background
	16	gender	closed/single	teachers' background
	17	age	closed/single	teachers' background
	18	years of teaching ESOL	closed/single	teachers' background

As Table 4.3 above shows, six question items in the first part of the questionnaire focused on the exploration of the materials in use, and the learners' country of origin. Firstly, participants were asked to answer single, closed-ended questions on the frequency of use of non-Irish and Irish published materials, as well as online, own (self-made), and authentic materials. Respondents could indicate their answers on a three-point rating scale based on semantic differential scales (Osgood *et al.* 1957) to reduce acquiescence bias. According to Friberg *et al.* (2006), Likert-based scales only contain 'positively worded items' (874) in the statement to rate. For example,

when someone's self-rating on 'being reliable' is the highest on a scale, the lowest rating would mean its negation: 'being an unreliable person' (*Ibid.*). Therefore, Likert-based scales offer extremely opposite adjectives on each end of the scale which causes 'an unconscious tendency to agree or disagree independent of the content in the item' (Friborg *et al.* 2003: 68), often referred to as 'yea-saying' (Friborg *et al.* 2006). In this survey though, the question items were neutral, and the adjectives on the scale were replaced by adverbs as follows: 'very rarely, or rarely'; 'occasionally'; 'frequently, or very frequently'. As the respondents of the pilot study pointed out that there were too many response choices ('never', 'very rarely', 'rarely', 'occasionally', 'frequently', and 'always'; see Appendix 4), the response choices were reduced, and by this, their spectrum became broadened. In addition, in the case of measuring the frequency of use of materials, it was explained to the respondents that not choosing an option of the three choices denoted that the material in question was 'never' used by the teacher. Practically, the three-point rating scale was extended to function as a four-point measuring system in the analysis. This solution was adopted based on the findings of the pilot study (see Section 4.2.4), to make the selection process quicker and easier for the participants. Respondents were also asked to identify other materials in use, in addition to authentic and online materials in use, by answering open-ended questions in order to close the loophole caused by the pre-decided list of materials. Also, in the first part, teachers were requested to name the countries where learners were from.

Table 4.3 above also includes the second part of the questionnaire which contained eight question items designed to investigate the teachers' perspectives on the cultural content in a frequently used material of their choice. Once participants indicated which material they wished to comment on by providing the name of the material in a text-based response and specifying the CEFR target level(s) taught from the material by answering a multiple, closed-ended question, they were asked to rate the presence of different countries in the materials using a three-point semantic differential-based rating scale ranging from 'none, or little' to 'a lot' with 'some representation, but not a lot' in-between. Through two open-ended-questions, teachers were asked to identify the countries that received too much and too little focus in the material in their opinion providing explanations if they wished.

Participants were then asked to express their views on the potential the material offered for the development of cognitive skills, highlighting the comparative aspect of learning about cultures, and the stimulation of the affective domain of learning by ticking multiple options. These two questions were based on the frameworks (Tables 3.5 and 3.7) devised and presented in Chapter 3. The options denoted different categories of the cognitive and affective domains of learning in order to ascertain the proportional distribution of the categories addressed in the material. Teachers were asked to give reasons for their choices regarding the two domains of learning in an open-ended question.

In the final part of the questionnaire survey, as Table 4.3 above presents, teachers were asked four questions related to their country of origin via an open-ended question, as well as their gender, age, and years of teaching ESOL through closed-ended questions. This information was collected so that data on the participants' background could enhance the validity of the findings. It must be noted that the collection of information about the participants was designed to be the final part of this complex questionnaire to avoid 'anti-climax' (loss of enthusiasm caused by personal questions at the beginning) and reduce 'resistance in the respondents' (refusal to provide personal information first) (Dörnyei and Taguchi 2010: 48). Furthermore, data that could identify the respondents in any way was not gathered for both ethical and technical reasons (see 4.2.7).

4.2.3 Sample of the survey

The sampling plan was determined along four key factors as described by Cohen *et al.* (2005: 92):

- (1) the sample size,
- (2) the representativeness and parameters of the sample,
- (3) access to the sample, and
- (4) the sampling strategy to be used.

In the case of this survey research, ETB centres across Ireland with running, or ‘live’, ESOL programs were selected (sample size), in-service ESOL teachers were approached (representativeness and parameters of the sample), teachers were provided with an online questionnaire via the centre managers (indirect access to the sample), and selection was made by means of purposive homogenous sampling as a non-probability sampling (Saunders 2012, Saunders *et al.* 2019) since it focused on in-service ETB ESOL teachers in Ireland only (sampling strategy).

In 2013, 16 Education and Training Boards (ETBs) were established in Ireland (see 1.3 in Chapter 1, and Appendix 1 for map of ETBs in Ireland), all of which run ESOL programs for adult immigrants in different centres and schools. For the purposes of this doctoral study, the English language teachers invited to complete the questionnaire were from those centres that were running ESOL courses at the time of the questionnaire data collection phase (Spring 2019) according to the ‘course finder’ function of the Further Education and Training Course Hub (FETCH) website (fetchcourses.ie). The results of the course search were double-checked on the website of each ETB centre to ensure that the centres had ‘live’ courses at the time of the data collection phase of the empirical study. As a result of the course search, 79 centres were identified. Thus, 79 managers or ESOL coordinators, as gatekeepers in control of access to potential respondents (see 4.2.7 for gatekeeper’s role) and in charge of ESOL programs were contacted: 34 in Munster, 29 in Leinster, 13 in Connacht, and 3 in Ulster (see Appendix 3 for contacted centres and their addresses). About 25% of the gatekeepers (20) replied that they were willing for their teachers to take part in the survey, and altogether, 33 in-service ESOL teachers ($n = 33$) filled in the questionnaire wholly or partially. The exact number of respondents to each question is indicated in the data analysis of the questionnaire in Section 5.1.

4.2.4 Procedure of the survey

As discussed thus far, the empirical study was carried out by a survey questionnaire designed by the researcher. The survey research included two consecutive phases: a pilot study and a main study. The principal aim of the main study questionnaire was to map materials used by ESOL teachers in Ireland, and explore the teachers’

perceptions of the cultural content in the materials in order for the researcher to ascertain the extent to which materials support teachers in fostering ESOL learners' cultural awareness in an Irish context. The primary purpose of the pilot study was to determine whether the questionnaire was feasible, with or without changes, and was capable of producing meaningful data (i.e. data that helped to answer the research questions).

Pilot study

After having devised the first draft of the survey instrument (see Appendix 4 for the pilot study questionnaire, and Appendix 5 for the design of the pilot study questionnaire), a crucial step was to pre-test it before its refinement and administration. Data collection for the pilot study lasted for nearly five weeks, and finished about a month before the data collection for the main study commenced. The approximately month-long time slot between the data collections allowed the researcher to have time to analyse the results of the pilot questionnaire, and make the necessary changes and amendments to develop the main questionnaire to 'maturity' (Oppenheim 1992: 47).

The first draft of the questionnaire was pilot tested via electronic mail, including a link to the questionnaire, with language teachers and post-graduate students in TESOL at the University of Limerick, and resulted in seven responses ($n = 7$). The pilot testing was carried out on *SurveyMonkey* as was the main study questionnaire (see further below in this section). In order for the main study questionnaire to provide meaningful data and be feasible, pre-testing of the questionnaire was essential to answer the following questions (Berger 2015; Fowler and Cosenza 2009):

- (1) Are the instructions clear?
- (2) Are the questions easy to understand?
- (3) Are response choices mutually exclusive?
- (4) Are response choices exhaustive?
- (5) Are responses easy to indicate?
- (6) Is the questionnaire capable to yield meaningful data?

To answer these questions, on the one hand, pilot testers' responses to the actual questions of the research questionnaire were scrutinised; on the other hand, the responses given to the feedback questions about the design of the research questionnaire were analysed. To achieve the latter, the pilot study questionnaire included a separate feedback form (see last page of Appendix 4) on which respondents could critique the questionnaire and suggest changes before it was refined, and then administered. In the feedback form, respondents were asked seven questions. The first five questions had three response choices, 'yes', 'partially', and 'no', plus respondents were encouraged to make comments in a box provided for each question. The sixth question asked for suggestions with regard to instructions, questions, and response formulation processes in an open-ended question format, and the last question asked for general comments on the questionnaire also by allowing freely formulated answers. The comment boxes in the feedback form were intended to offer ample opportunity for the pilot testers to express their views in their own words. For the analysis of the quantitative data, the analytical tools, particularly, results breakdown and charts, available on *SurveyMonkey* were used. For the examination of the qualitative data, themes were extracted 'by hand' (without the use of *NVivo*; which was used for the main study only, see 4.2.5) due to the relatively low number of respondents.

Table 4.4 below illustrates the breakdown of the seven pilot testers' feedback on the first draft of the questionnaire.

Table 4.4. Pilot testers' feedback on questionnaire (n = 7)

Feedback question	'Yes'	'Partially'	'No'	Comments
1. Were instructions for completing the questionnaire clearly written?	4	3	0	First, we are asked about all the materials that we use (coursebooks, own and authentic). Then questions are asked about materials in general and it's difficult to answer them because my own materials and authentic materials are very different to coursebooks I have to use. So whichever way I answer, it skews the data.
2. Were questions easy to understand?	4	3	0	The question [on the presence of learners' countries in the materials in general] is not clear.
3. Were response choices mutually exclusive?	4	2	1	-

4. Were response choices exhaustive?	5	2	0	I would use 'little' instead of 'need more' when asked about presence of different countries.
5. Did you know how to indicate responses?	5	2	0	-
6. Do you have any suggestions regarding the instructions, questions or response choices?	Not applicable			Offer fewer choices. It is easier to handle.
7. Do you have any other comments?	Not applicable			Too many options to formulate a clear-cut view.

The responses to the pilot test questions could be summarised as follows:

(1) Are the instructions clear? More than half of the testers (4) indicated that the instructions were clear, but according to three respondents, the instructions were clear to a certain degree only. One participant's comment, which pointed to questions rather than instructions, shed a light on the fact that it was difficult to answer the questions about the materials in general.

(2) Are the questions easy to understand? More than half of the testers (4) pointed out that the questions were easy to understand, while three respondents thought they were slightly complicated. In one comment, a respondent added that the question on the presence of learners' countries in the materials in general is not clear, which referred to the same phenomenon described above, i.e. it was not easy to provide views on the materials in general.

(3) Are response choices mutually exclusive? The majority of the respondents (4) thought that responses choices were mutually exclusive; however, two participants stated that they were only partially exclusive, and one respondent said they were not exclusive.

(4) Are response choices exhaustive? About 70% of the pilot testers (5) signified that response choices were exhaustive, and two participants stated that they were partially exhaustive. It was added that fewer choices should be offered in the interest of the

easy handling of the options and the effective formulation of ‘a clear-cut view’ (Respondent 2). A comment was made about the wording of the response choices with regard to the presence of different countries, namely, ‘need more’ presence should be replaced with ‘little’ presence.

(5) Are responses easy to indicate? In the opinion of five respondents, the indication of responses was straightforward, and in the view of two respondents, they were partially easy.

(6) Is the questionnaire capable to yield meaningful data? The answers to the actual questions of the research questionnaire provided data that seemed to have the potential to answer the research questions of this study. At the same time, a few questions about the cultural content in the materials in general were skipped which could be explained by the results and comments presented above.

Taken together, it seemed that the initial questionnaire was feasible and could provide meaningful data, but the responses to the feedback questions signalled that revisions definitely had to be made so that the trustworthiness of the main study questionnaire could be increased. The pre-test provided important insights into what areas of the initial questionnaire had to be changed or refined by reason of a higher-quality design of the main study questionnaire. The information received was incorporated into the final version of the questionnaire (see Appendix 2) that was sent out to the ESOL centres. Although the majority of the testers found the questionnaire feasible, the researcher endeavoured to provide clearer instructions and reformulate questions for better understanding, make response choices easier to handle, and offer simpler ways to indicate answers. In addition, the analysis of the pilot testers’ responses to the actual questions confirmed the need for changes suggested by the testers in the feedback section.

Overall, the findings of the pilot study together with the feedback of the researchers’ supervisors contributed significantly to the improvement of the questionnaire used for the main study. By this, the refined questionnaire could not only provide meaningful data for this research but could also ensure that the questions would be

‘unambiguous, appropriate and acceptable’ (Williams 2003: 247) to the participants in the main study questionnaire to enhance trustworthiness.

Main study

Following the pilot study, a recruitment email (see Appendix 6) was sent to 79 ETB centre managers or ESOL coordinators identified as gatekeepers (purposive sampling, see 4.2.3). In the email, the gatekeepers were asked whether they and their ESOL teaching staff were willing to participate in the survey (see more for gatekeeper’s role in 4.2.7). The managers or coordinators who were willing to participate were sent another (invitation) email (see Appendix 7) containing information on the survey for potential teacher participants, together with a link to the questionnaire on *SurveyMonkey*, and were asked to forward it to their ESOL teaching staff (purposive homogenous sampling, see 4.2.3).

SurveyMonkey, the cloud-based online survey development software was used to administer the questionnaire. This software was chosen because of its outstanding general usability, and excellent comprehensive feature set that included text analysis, *SPSS* integration (see 4.2.5), real-time results, filter and cross-tabbing, customisable design themes, skip logic, and export of results to *Excel*. An equally important feature of *SurveyMonkey* was the assurance of complete anonymity of the respondents as *SurveyMonkey* offered a feature that allowed the researcher to set the software to not collect respondents’ IP addresses (regardless if a participant completed, partially answered, or did not answer the questionnaire at all). Thus, it was carefully double-checked before sending out both the pilot and main study questionnaires that the ‘anonymous responses’ function of *SurveyMonkey* had been set to ‘on’ to comply with information on anonymity provided in the consent form in the first page of the questionnaires (see Appendices 2 and 4). (Further ethical considerations regarding the use of *SurveyMonkey* can be found in Section 4.2.7.) Last but not least, an advantage was the possibility to create a customised survey link:

<https://www.surveymonkey.com/r/ESOL-materials>

4.2.5 Survey data analysis

As the survey questionnaire consisted of both closed-ended and open-ended questions, it yielded quantitative data (from closed-ended questions) as well as qualitative data (from open-ended questions). These two types of data were analysed using different methods as discussed below, and then were triangulated (see Chapter 6) to increase the validity of the findings.

4.2.5.1 Analysing the quantitative data from the survey

The quantitative data was analysed by descriptive statistics which allowed the researcher to organise, summarise and display data (Gall *et al.* 1996). The data gathered from the questionnaire via *SurveyMonkey* was coded for analysis. The analysis of numerically coded quantitative data obtained from closed-ended questions was carried out using the *Statistical Package for the Social Sciences (SPSS version 24.0)* (IBM 2016). This software was chosen because it is widely used in academic research worldwide, and *SPSS* is compatible with the data import functions of *SurveyMonkey* which could eliminate data transfer errors. Furthermore, the analytical tools of *SPSS* allowed the researcher to prepare the data for analysis. During the numerical data preparation process, first, response choices were assigned values for analysis. Then, the raw research data was edited by basic data checks: the examination of the number of respondents versus rows, and the number of questions versus columns; the data was scrutinised for outliers (i.e. data inconsistent with the majority of data, Salkind 2010). Also, as respondents were free to skip questions, missing data occurred, thus, missing data was handled by listwise deletion which could lead to more unbiased findings (Howell 2008). Data editing helped to identify and clean data points that might hamper the results of the study.

For the analysis of numerical data containing respondents' demographics, CEFR target levels of the frequently used materials and the presence of different countries in these materials, the proportions of different responses were used. For the analysis of numerical data on the frequency of use of different materials, the weighted average value method was used as simple arithmetic mean would have given equal weightage

to all items; but, concerning the aims of this study, choices describing more frequent uses were regarded as of greater importance than those denoting less frequent uses. In this method, practically, the number of responses (w, x, y, or z) to the choices (never; rarely, or very rarely; occasionally; or very frequently) was multiplied by the weighting factor assigned to the choices (1, 2, 3, or 4, respectively). After the summation of the four elements (1w, 2x, 3y, and 4z), the sum was divided by the total number of responses (w + x + y + z = n) to give the final sum, the weighted average value (for results see Section 5.1.2). Figuratively,

$$\text{weighted average value} = \frac{1w + 2x + 3y + 4z}{n};$$

w = number of responses *never* – weighting factor: 1;
 x = number of responses *very rarely, or rarely* – weighting factor: 2;
 y = number of responses *occasionally* – weighting factor: 3;
 z = number of responses *frequently, or very frequently* – weighting factor: 4;
 n = number of total responses.

4.2.5.2 Analysing the qualitative data from the survey

To identify and analyse patterns of the qualitative data acquired from open-ended questions, thematic analysis (Braun and Clarke 2006, 2012; Clarke and Braun 2013) was used as a method. Thematic analysis is ‘a method of identifying, analysing and reporting patterns (themes) within data’ (Braun and Clarke 2006: 79) that provides detailed and nuanced qualitative account of data (Braun and Clarke 2006). This method appeared the most appropriate because, according to Braun and Clarke (2006), it is suitable to analyse narratives for deductive description and interpretation that emphasises context.

The examination of the data was conducted employing *NVivo* (version 11 Plus) (QSR International 2015) by thematic coding, or creating ‘nodes’ as termed by *NVivo*. Despite the brief and concise responses, each response containing no more than about 90 words, *NVivo* was used to analyse the data to enhance the trustworthiness of the findings. The capacity of the software for ‘recording, sorting, matching and linking data’ (Bazeley and Jackson 2013: 2) assisted the researcher in his effort to focus on answering the research questions ‘from the data, without losing access to the source

data or contexts from which the data have come' (*Ibid.*). The analytical tools of the software facilitated a user-friendly organisation and classification of information which allowed the researcher not only to identify 'thematic (categorical) patterns' (Lune *et al.* 2017: 197) in an uncomplicated way, but also to easily ascertain the frequency with which a given concept emerged in the text helping the researcher to 'suggest the magnitude of observation' (*Ibid.*: 187). This method was used for the analysis of data on the identification of other materials in use (materials that had not been predetermined by the closed-ended questions); together with the comments that respondents made with regard to the materials, the countries where learners were from, the names of the materials of frequent use that respondents chose to comment on, the countries that should receive more and less focus with reasons, the reasons of teachers' responses to the closed-ended questions on the engagement of cognitive and affective processing of cultural content, and the teachers' country of origin.

This qualitative data analysis process of the present study constituted the six recursive steps of thematic analysis as outlined by Braun and Clarke (2006, 2012; Clarke and Braun 2013): (1) the data was read and re-read several times to search for patterns in the words, phrases and sentences, and initial notes were taken ('familiarising with data' as termed by Braun and Clark 2006: 35); (2) the patterns were organised based on their meanings and were assigned codes ('generating initial codes'); (3) the codes were examined and put together into themes ('searching for themes'); (4) themes were revisited, and modifications were made driven by the aims of this research ('reviewing themes'); (5) themes were defined and named to 'identify the "essence" of what each theme is about' (2013: 92) ('defining themes'); and (6) an account of the findings were written as presented in the following chapters of this doctoral study ('producing a report').

Summary of survey data analysis

The analytical tools used to process the data gathered from each question item of the survey questionnaire are summarised in Table 4.5 below (another version of this table was presented in Section 4.2.2, see Table 4.3).

Table 4.5. Analytical tools to process data gathered from the main study questionnaire

Part/Content	Question item	Response category/option	Analytical tool
I/Materials in use and learners' country of origin	1	closed/single	frequency analysis/SPSS: 3-point rating scale, and 'no response' option meaning <i>never</i>
	2	closed/single	frequency analysis/SPSS: 3-point rating scale, and 'no response' option meaning <i>never</i>
	3	closed/single	frequency analysis/SPSS: 3-point rating scale, and 'no response' option meaning <i>never</i>
	4	open	thematic analysis: NVivo coding
	5	open	thematic analysis: NVivo coding
	6	open	thematic analysis: NVivo coding
II/Cultural content in a material of frequent use	7	open	thematic analysis: NVivo coding
	8	closed/multiple	proportionality analysis/SPSS: 7 options
	9	closed/single	proportionality analysis /SPSS: 3-point rating scale
	10	open	thematic analysis/NVivo coding
	11	open	thematic analysis/NVivo coding
	12	closed/multiple	proportionality analysis/SPSS: 6 options
	13	closed/multiple	proportionality analysis/SPSS: 4 options
	14	open	thematic analysis/NVivo coding
III/Respondent details	15	open	thematic analysis/NVivo coding
	16	closed/single	proportionality analysis/SPSS: 3 options
	17	closed/single	proportionality analysis/SPSS: 8 options
	18	closed/single	proportionality analysis/SPSS: 5 options

It must be noted that, in addition to the software packages *SPSS* and *NVivo*, the applications of *Office* ('Home and Student' version) (Microsoft 2016) were also used to display data, for example, in pie charts, line charts, plain and segmented bar charts, as well as hierarchy lists.

4.2.5.3 Triangulation of the quantitative and qualitative data from the survey

According to Mackey and Gass (2016), triangulation 'entails the use of multiple, independent methods of obtaining data in a single investigation in order to arrive at the same research findings' (181). In this study, methodological triangulation was adopted since it used 'different measures or research methods' (*Ibid.*) to 'secure an in-depth understanding of the phenomenon in question' (Denzin 2012: 82). Namely, the results of responses to closed-ended questions and those from answers to open-ended questions were synthesised by comparing and combining quantitative statistics

with qualitative information sourced by thematic analysis. This type of triangulation was used to add to the validity of the survey questionnaire (Creswell 2014). In addition, to double-check validity, *SPSS* results were compared with the results that were provided by *SurveyMonkey*'s own analytical tools. It must be noted here that the findings from the researcher's own material analysis and evaluation were also compared and combined with the results of the questionnaire taking the complex mixed method approach as a form of triangulation (discussed in 4.1), as presented in Chapter 6 *Discussion of research findings*, in an attempt to further enhance the validity of this study.

4.2.6 Validity and reliability of the survey

The responses given to the questions in the questionnaire contained subjective reflections on the cultural content in the materials. As discussed earlier, the responses were analysed using *IBM SPSS Statistics* and *NVivo*, as well as *SurveyMonkey* to enhance validity. Furthermore, the homogenous group of respondents of this survey (ESOL teachers in ETBs in Ireland) ensured lower margins of error (Wright 2020), which not only enhanced validity, but also increased the generalisability of findings. The questionnaire was pre-tested (in the pilot study described above in Section 4.2.4) to enhance not only validity but also reliability. This section (4.2) includes several references to the researcher's attempts to improve the trustworthiness of the research questionnaire.

4.2.7 Ethical considerations of the survey

The informants of the questionnaire were English language teachers who were being actively employed in the ESOL provision of ETBs in Ireland in Spring 2019. Thus, as this research study involved human subjects, approval was sought from the Arts, Humanities and Social Sciences (AHSS) Research Ethics Committee at the University of Limerick. In a formal application to the Committee, the researcher explained what the ethical issues of the survey questionnaire were based on three main principles as established in the Belmont Report (National Commission for the

Protection of Human Subjects of Biomedical and Behavioural Research 1978): respect for the persons, beneficence, and justice.

After approval (*Ref. 2018-06-01-AHSS*) was granted, ETB ESOL centre managers or coordinators were contacted in a recruitment electronic email (see Appendix 6) and asked to act as ‘gatekeepers’ for this research study. Gatekeepers, who could control access to the respondents, were involved in the survey so as to ensure that only potential respondents (i.e. ESOL teachers in service) were approached; secondly, to make certain that there was no direct link between the researcher and the respondents so that the interests of potential participants could be protected and the pressure to participate could be reduced. If the ETB centre managers or coordinators agreed to act as gatekeepers for this research, potential ESOL teacher participants were approached in an invitation electronic mail (see Appendix 7) which was sent directly to the gatekeepers who forwarded it to the potential respondents. Therefore, only the gatekeepers were in direct contact with the potential participants, but not the researcher. All centres with running ESOL programs were approached, only those centres were excluded that did not have a ‘live’ course for ESOL learners at the time of the empirical data collection phase of this study (as discussed in 4.2.3).

In the invitation electronic mail (see Appendix 7), potential participants were informed of the purposes, risks and benefits of the study as well as their rights and the data provided by them. According to this, potential respondents were free to participate or not participate in the survey. If the participants wished to withdraw from the survey at any point, they were entirely free to do so. They could refuse to answer any specific questions in the questionnaire. Withdrawal or refusing did not result in any consequences to them. It must be noted here that responses could not be withdrawn by the respondents on *SurveyMonkey* after exiting the survey, which came to light almost a year after the conducting of the survey, and because of this fault, the University of Limerick no longer advises the use of *SurveyMonkey*. However, fortunately, no respondents approached the researcher to indicate their intention to withdraw after the exit point (they were free to do so during the survey as noted above); in fact, some participants expressed their interest in the results after the completion of the questionnaire by sending an email to the researcher’s University

of Limerick (UL) email address provided in the invitation email. In the survey, the names of the participants were not asked, thus, all participants remained anonymous ensuring that data could not be identified. Also, as stated earlier (4.2.4), the researcher set the software to not collect respondents' IP addresses. However, respondents were assigned a (respondent) number automatically by *SPSS* and *NVivo* during cleaning the data imported from *SurveyMonkey* and only these numbers were used in the data analysis. This also ensured that data could not be identified in any way. In addition, no questions were related to the name of the ESOL centre, or the ETB that the respondents worked for. This guaranteed that the centres where responses came from, or did not come from, could not be identified. As stipulated by the Ethics Committee, the survey was deleted as soon as the data collection was completed and the data was transferred to a password-protected desktop computer.

All stakeholders and participants had the opportunity to ask questions about the research via emailing or telephoning at any time. Participants were informed that there were no foreseeable risks, and they could ask the researcher for the final results in an email when available (and some respondents did so as was mentioned above). All respondents were over 18 and under 65 years of age. This specific age range was determined as a requirement for participation. Participants could not proceed with the questionnaire if they declared that they were under 18 or over 65 years of age in the consent section in the first page of the questionnaire.

It must be remarked that the pilot and main study questionnaires as well as the recruitment and invitation electronic mails display the old logo of the University of Limerick as this was in use at the time of the survey. The new logo of UL can be seen on the first page of this thesis.

4.2.8 Limitations of the survey

As with all research, there were a number of potential drawbacks of the questionnaire survey conducted for this study as well, which were as seen as follows:

(1) Due to the use of purposive homogenous sampling (as indicated in 4.2.3), input was only obtained from ETB centres in Ireland providing ESOL courses at the time of this research. Other ETB centres that were not running ‘live’ ESOL courses, as well as other language schools in Ireland were not taken into account. Therefore, further studies covering a broader area of ESOL provision in Ireland would make the findings of this survey research more generalisable.

(2) The relatively small sample size of the empirical study ($n = 33$, see Section 4.2.3) may cause concern with regard to generalisation, but according to Leslie (1972: 334), ‘researchers [...] should not be overly concerned about the percentage of questionnaire returns’ when the potential survey participants belong to a homogenous sub-group (ESOL teachers in ETBs in Ireland, in this case) ‘because representatives will most likely be excellent’ (*Ibid.*). Still, a reasonable approach to the achievement of a higher response rate could be to examine the factors that affect willingness to take part in survey questionnaires, then, attempt to conduct another nationwide survey with the above-mentioned parameters (1) in mind.

(3) The wording of the questions can create bias (see Appendix 2). To avoid this issue, following Lee’s recommendations (2006), the researcher endeavoured to construct short, simple, and clear questions using appropriate language for ESOL teachers; the question items were intended to contain only one idea; additionally, biased, negative, and sensitive questions were attempted to be avoided.

(4) The format of the questions can result in limitations, too (Lee 2006). Closed-ended questions can frustrate or confuse the respondents since participants can only follow the given options based on rating scales; the questions can elicit ‘simplistic responses to complex issues’ (Lee 2006: 769) and made distinctions vague between responses. In relation to this, semantic differential-based rating scales (see 4.2.2) might generate increased cognitive demand for the respondent that can result in errors as well (Friborg *et al.* 2006). The context effect (possible answers are being listed) can also have an impact on the results of the survey (Peterson 2000). Open-ended questions can impose limitations on this study since the responses might have had ‘different degrees of detail and irrelevance’ (Lee 2006: 769) making coding more

difficult. Despite these limitations, as discussed earlier (in Section 4.2.1), closed-ended questions can elicit precise and quantifiable data (Dörnyei and Taguchi 2010), while open-ended questions can make respondents express their opinions more freely (*Ibid.*). Moreover, the combination of closed- and open-ended questions can yield quantitative and qualitative data that could enhance the validity of the findings.

(5) The survey study could be limited by response fatigue which could have been triggered by the length and complexity of the questionnaire (Dörnyei 2003) resulting in the reduction of engagement and, by this, the increase of errors.

To combat the limitations concerning questions and responses as outlined above from (3) to (5), and to strengthen this study, the author's secondary research on designing questionnaires, and the pilot study helped. Throughout the research on survey methodology, the researcher was aware of the potential drawbacks of this type of research instrument, and endeavoured to find the best solutions to mitigate them following the guidance of his supervisors. Also, the use of a pilot study assisted the researcher in the identification of potential weaknesses in order to attempt to overcome them.

This section of Chapter 4 has provided a comprehensive description of the design and methodology of the survey research for this doctoral study. The following section (4.3) provides a detailed explanation of the design and methodology of the researcher's own materials analysis and evaluation.

4.3 MATERIALS ANALYSIS AND EVALUATION

This section describes the analysis and evaluation of the materials most commonly used in the ESOL provision in Ireland identified by the respondents to the survey questionnaire, the methodology of which was presented in the previous section (4.2). (The details of the results of the questionnaire regarding materials in use are presented in Chapter 5.1.2.) These materials were identified by the respondents as the most frequently used (a) Irish published and (b) non-Irish published book in their ESOL classes. Accordingly, in this study, the cultural content of the Irish published

textbook *The Big Picture* (Halkett and Michael 2005) and the non-Irish published textbook *New Headway Pre-Intermediate 4th Edition Student's Book* (Soars and Soars 2012), as means of communication and 'the main exposure which learners have to the TL [target language]' (Mishan and Timmis 2015: 57), are analysed, and then evaluated.

As discussed in Section 2.3.4 in Chapter 2, in this study, *analysis* of the materials refers to the discovery of what is in the materials explicitly and implicitly (Littlejohn 2011, McGrath 2016, Mishan and Timmis 2015, Tomlinson 2003), while *evaluation* of the materials means making a judgement about the effects of the materials (Tomlinson 2003) by putting a value on what one has been looking for and discovered in the materials (McGrath 2016). Evaluation is often described as a form of applied social research (Miller and Salkind 2002; Rallis 2014) which is used to 'assess the worth' (Barker *et al.* 2016: 198) of the research object. In an English language learning context, materials evaluation attempts to 'measure the value (or potential) of [...] learning materials' (Tomlinson 2013: 21), being the research objects, by making judgements (also see 2.3.4 in Chapter 2). The judgments are based on the findings from materials analysis which seeks to specify 'what the materials contain, what they aim to achieve and what they ask learners to do' (Tomlinson 1999: 10). The analysis of the materials, thus, 'is a necessary and preliminary step to any desire to evaluate materials' (Littlejohn 2011: 198).

The objective of the materials analysis and evaluation in this study was to (1) collect data regarding the provenance of the texts and illustrations in the above-mentioned textbooks and (2) gather information that could assist the researcher in his attempt to ascertain the potential that the textbooks in most common use offer for the development of ESOL learners' cultural awareness in an Irish classroom. In order to achieve these objectives, the researcher identified the provenance of texts and illustrations in the textbooks, analysed the cultural content in texts and illustration, and analysed activities for their potential to activate cognitive processing and stimulate affective processing of cultural content (also see Chapter 3).

The results of the researcher's materials analysis and evaluation answer the following prime research question (also see Section 1.4):

To what degree is the cultural content of the materials in frequent use in the ESOL provision of ETBs in Ireland suitable for fostering learners' cultural awareness?

To carry out the analysis of materials for this study, *content analysis* of the 'cultural content' (see 2.3.4) in the textbooks was used as a form of research method. Content analysis is one of the two main forms used for qualitative and quantitative data analysis, grounded theory being the other form (Cohen *et al.* 2007). While grounded theory refers to 'theory generation' (Cohen *et al.* 2007: 491) from qualitative data, i.e. 'a general methodology for developing theory that is grounded in data systematically gathered and analysed' (Corbin 1994: 273 as cited in Cohen *et al.* 2007: 491), content analysis 'simply defines the process of summarizing and reporting data and their messages' (Cohen *et al.* 2007: 475). It is 'a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use' (Krippendorff 2013: 24 as cited in Weninger and Kiss 2015: 54-55) which 'follows a fairly structured and systematic design' (Weninger and Kiss 2015: 55). Content analysis helps researchers investigate 'a broad spectrum of problems in which the content of communication serves as a basis of inference, from word counts to categorisation' (Cohen *et al.* 2007: 197).

As the focus of this study was to examine the cultural content in the most frequently used textbooks, the content analysis method seemed most appropriate and suitable as described above. Content analysis seemed effective in transforming qualitative data into quantitative data (Krippendorff 2018), which is 'the basic goal of content analysis' (Bailey 1978: 276) by means of the proposed analytical frameworks (see Tables 4.13, 4.14, and 4.16 *reproduced from Chapter 3* in Section 4.3.2.1); and then, an evaluative rating scale (see Table 4.18 in 4.3.2.1) permitted 'qualitative judgements to be made' (McGrath 2016: 65). The content analysis approach allowed the researcher to accomplish the objectives of the study described above, as well as pilot testing the analytical frameworks developed for this study. Table 4.6 below

summarises the rationale for content analysis as a methodological tool in the context of this study.

Table 4.6. Rationale for use of content analysis to analyse materials as a methodological tool

Aspects of effectiveness of content analysis	
<i>transformative (qualitative data into quantitative data)</i>	What cultural content is in the materials?
<i>deductive</i>	What potential do the materials offer for the promotion of learners' cultural awareness?
	How effective are the frameworks developed for this study?

It is essential to delineate the terms related to materials analysis and evaluation and applied in the context of this study. The core terms used for this study are collected and briefly reproduced in Table 4.7 below based on their detailed discussion in this chapter and Chapter 2.

Table 4.7. Terms and definitions used in this study (amalgamated from Section 2.3.4 in Chapter 2)

Term	Definition
<i>text</i>	information in written or spoken forms
<i>illustration</i>	information in still or moving images
<i>exercise</i>	relates to learner undertaking in which the emphasis is placed on the comprehension and practice of language forms in a structured format – often at sentence level, in the target language
<i>activity</i>	learner undertaking that excludes language form as main focus and includes meaning as main focus, provides more learner control of L2 language use during the fulfilling of a communicative purpose
<i>resource</i>	text or illustration with no added pedagogic purposes
<i>material</i>	combination of texts/illustrations, and activities based on the texts/illustrations
<i>cultural content</i>	information provided by texts and illustrations and elicited by activities that describes (1) the traditions, beliefs, values, norms, symbols, artefacts, and meanings (products and perspectives) being constructed and shared by interacting members of a category of people connected to a geographical place (country); (2) the way members act, think and feel in relation to the constructed and shared patterns of information (practice), and (3) distinguishes members of a category of people connected to a country from others
<i>materials analysis</i>	discovery of what is in the materials explicitly and implicitly
<i>materials evaluation</i>	making a judgement about the effects of the materials by putting a value on what one has been looking for and discovered in the materials

4.3.1 Selection of materials

For the materials analysis and evaluation carried out for this study, a sample unit was selected from the most often used Irish produced textbook and the most commonly used non-Irish (UK) published textbooks identified in the data from the survey questionnaire (see Figure 5.11 in Chapter 5 for synthesis of findings on materials in use) as described below.

4.3.1.1 Selection of textbooks

In order for the researcher to be able to compare materials of different provenance, one Irish and one non-Irish (UK) published material were selected that shared the following characteristics: they were the most frequently used textbooks at the time of this research in the category of origin they belong to (Irish and non-Irish), designed for English language teaching purposes, and target learners of the same CEFR level (Table 4.8).

Table 4.8. Criteria of textbook selection

Criteria of textbook selection	
1	most frequently used
2	one of Irish provenance and one of non-Irish provenance
3	designed for English language teaching purposes
4	currently used
5	designed for the same CEFR target level

Two textbooks for English language teaching (ELT) purposes identified in the survey questionnaire (see Figure 5.11) met the above criteria (Table 4.8): *The Big Picture* (Halkett and Michael 2005) and *New Headway Pre-Intermediate 4th Edition Student's Book* (Soars and Soars 2012) as mentioned earlier. The former is the most frequently used Irish produced textbook (weighted average value: 2.47), the latter is the most often used non-Irish (UK) published coursebook (weighted average value: 2.82) according to the findings of the survey questionnaire (see Section 5.1.2). *New Headway Pre-Intermediate 4th Edition Student's Book* is designed for English

language learners on their way to reach the pre-intermediate level (CEFR level A2); *The Big Picture*, on the contrary, is suitable for learners of different language and literacy levels, including learners at CEFR level A2. It consists of two consecutive but not interdependent volumes entitled *The Big Picture* and *The Big Picture 2*, and is practically designed for ESOL tutors who are provided with lesson plans and materials (texts, illustrations and worksheets) that can be photocopied and given to the learners. *The Big Picture* targets learners at beginner, elementary (CEFR level A1), pre-intermediate (CEFR level A2), and intermediate (CEFR level B1) levels, together with basic literacy (fair to good spoken English, low literacy skills) and ESOL literacy (very little spoken English, low or no literacy skills) learners. It was published by the National Adult Literacy Agency (NALA) in Dublin, Ireland in 2005, and since then, no new editions have been published (see 5.2.1.1 in Chapter 5 for more description). *New Headway Pre-Intermediate Student's Book* was published by Oxford University Press (OUP) in England in 1991, and it has seen four editions (1996, 2007, 2012, and 2018). In this study, *New Headway Pre-Intermediate 4th Edition Student's Book* (2012) was examined as the majority of materials chosen by teachers to comment on target A2-level learners (see Section 5.1.3.1), and this edition of *New Headway Pre-Intermediate* was specifically named by teachers in the questionnaire (see 5.2.2.1 in Chapter 5 for more description). Table 4.9 below summarises the key features of the two textbooks.

Table 4.9. Key features of the selected textbooks

	Irish published textbook	Non-Irish published textbook
Name	<i>The Big Picture</i>	<i>New Headway Pre-Intermediate Student's Book</i>
Weighted average value (frequency of use; max. value 4.00)	2.47	2.82
CEFR level(s)	beginner elementary (CEFR level A1) pre-intermediate (CEFR level A2) intermediate (CEFR level B1)	pre-intermediate (CEFR level A2)
Literacy level(s)	basic ESOL	-
Edition	-	4 th
Publisher	National Adult Literacy Agency (NALA)	Oxford University Press (OUP)
Provenance	Dublin, Ireland	Oxford, United Kingdom
Publication date	2005	2012

In spite of the fact that online materials turned out to be in more frequent use (weighted average value: 3.52) than *The Big Picture* and *New Headway Pre-Intermediate 4th Edition Student's Book* (see Figure 5.11 in Chapter 5 for weighted average values of materials in use), they were not considered to be analysed and evaluated because the overwhelming majority of them are not designed for ELT (e.g. they include news websites, documentaries, *YouTube* videos; see 5.1.2.3 in Chapter 5). Online 'materials' generally comprise texts and illustrations only; in other words, there are no activities and exercises attached to them that would support English language learning, and they could only be considered resources and not materials (Mishan and Timmis 2015). However, it is almost certain that the teachers devise the accompanying activities and exercises to turn these resources into materials for use in an ESOL classroom, which they may 'repurpose and reuse within their courses' (Littlejohn and Pegler 2007: 149) at a later time; but data collection on teacher-designed materials was not part of the research presented in this study. Furthermore, as the frameworks for analysing activities for the activation of cognitive and affective processing of cultural content (see Tables 4.14, and 4.16 in Section 4.3.2.1 *reproduced from Chapter 3*) could not be applied on them due to the lack of activities, online 'materials' could not have been analysed and evaluated fully (only their textual and illustrational cultural content could have been examined). In conclusion, online materials, together with teacher-made and authentic materials, were excluded from materials for analysis and evaluation.

It is important to add that the selected materials are different with regard to their categorisation as language learning materials outside the context of this study. *New Headway Pre-Intermediate 4th Edition Student's Book* is considered a 'textbook' as it is produced by a publisher (OUP) for making profit (McGrath 2001) and is accompanied by supplementary materials including, for example, a Teacher's Book and a Workbook (for a complete list of supplementary materials, see Table 5.27 in Section 5.2.2.1). At the same time, *The Big Picture* is regarded as a 'resource pack' according to the producer and publisher (NALA); it is freely available for download on the publisher's website (nala.ie) and is not accompanied by supplementary materials. Despite these differences, *The Big Picture* is also termed 'textbook' in this study because it contains published language learning materials.

In the interest of easy handling of the name of the two textbooks, *The Big Picture* and *The Big Picture 2* are termed ‘The Big Picture’ collectively, and *New Headway Pre-Intermediate 4th Edition Student’s Book* is simply called ‘New Headway Pre-Intermediate’, henceforth. Finally, ‘learner’ and ‘student’ are used interchangeably in this study as they are also used interchangeably in both textbooks.

4.3.1.2 Selection of sample units

‘In order to ensure feasibility and quality of comparison’ (Masuhara *et al.* 2008: 294), this analysis and evaluation focused on a selected unit of each of the textbooks at pre-intermediate level (CEFR level A2) only (see Table 4.10 below) in view of the fact that the majority of ESOL learners in the ETBs seem to belong to the pre-intermediate CEFR target level group according to the results of the survey questionnaire (see Figure 5.12 in Chapter 5). This purposive sampling method (based on Saunders 2012, Saunders *et al.* 2019) could make the analysis and evaluation, including comparisons of the two textbooks, more valid. The sampling procedure of the unit to examine was driven by three selection criteria as Table 4.10 below shows: (1) a unit, or unit sections within a unit in the case of *The Big Picture*, devised for learners at the same level of English (Masuhara *et al.* 2008) with (2) sufficient length of materials to analyse and evaluate, ideally 10-15% of the whole material (Littlejohn 2011), (3) situated around the middle of the textbooks (Littlejohn 2011), preferably in the same place as both textbooks consist of 12 units.

Table 4.10. Criteria of unit selection

Criteria of unit selection	
1. level	designed for pre-intermediate (CEFR level A2) learners
2. length	sufficient length of materials for learning English provided for analysis and evaluation (ideally 10 or 15%)
3. place	situated around the middle of the textbook (in the same place)

The quantity had been predefined by the average page number devoted to each unit in *New Headway Pre-Intermediate* (eight pages plus about five pages of corresponding writing activities and tapescripts, see 5.2.2.1 in Chapter 5) as each unit

in *The Big Picture* offers materials of different length for pre-intermediate learners. The unit number (place) had been predetermined by the number of the unit in *The Big Picture* offering sufficient length of materials (about 10%) for pre-intermediate learners, situated around the middle of the textbook.

As an explanation for the selection of sample units, it must be added that the length of materials in the units of *The Big Picture* suitable for pre-intermediate learners is disproportionate (see Appendix 8 for organisation and structure of *The Big Picture*). In fact, there are units that do not provide materials for pre-intermediate learners (CEFR level A2) at all, whereas the length of the units in *New Headway Pre-Intermediate* is almost equal (about 13 pages each as mentioned above).

The complex selection process of sample units is outlined in Figure 4.3 below.

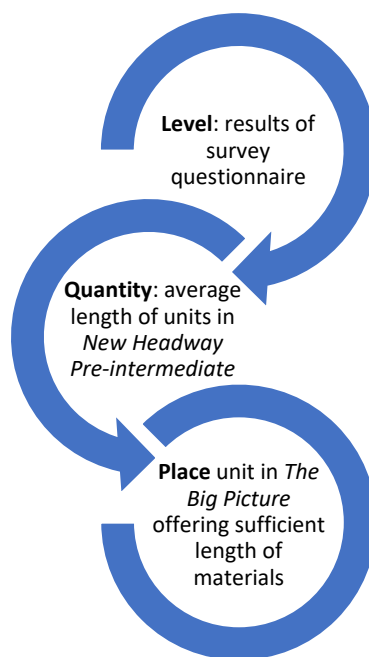


Figure 4.3. Process of sample unit selection

As stated earlier, the materials and resources for ESOL tutors in *The Big Picture* are compiled into two volumes: *The Big Picture* and *The Big Picture 2*, and during the selection process, both volumes were examined. Each unit of *The Big Picture*

contains several sections that comprise teacher materials, lesson plans for tutors, and photocopiable learner materials of more than one CEFR level (from beginners to CEFR level B1). The targeted learners of every section are specified at the beginning of the sections. Although every section is designed for teaching and learning ESOL, there are sections that are appropriate for basic and ESOL literacy learners as well (see Appendix 8 for organisation and structure of *The Big Picture*); in relation to this, it must be remembered that the examination of materials from the perspective of (basic and ESOL) literacy was beyond the scope of this research. As opposed to *The Big Picture*, the Student's Book of the fourth edition of the *New Headway Pre-Intermediate* series is a single textbook designed only for learners at the pre-intermediate level, and contains comprehensive lessons of similar length (see Appendix 9 for organisation and structure of *New Headway Pre-Intermediate*).

Having examined all sections of the twelve units in *The Big Picture*, Unit 4 entitled *Education in Ireland* (see Appendix 10) offered materials almost similar in length (in terms of page numbers) for pre-intermediate learners as any unit in *New Headway Pre-Intermediate*. This unit consists of eight sections on 16 pages; with lesson plans for tutors on seven additional pages including instructions for teachers. It must be noted that other units have a maximum of five sections for pre-intermediate learners on fewer pages. Furthermore, in *The Big Picture*, the majority of sections are designed for beginners and elementary (CEFR level A1) learners, and there are only a few sections devised for intermediate learners (CEFR level B1). According to Littlejohn (2011), ideally about 10 or 15 per cent of the total material, preferably situated more or less in the middle of the material, should be examined. With regard to *The Big Picture*, the examined material can be found at about the one-third point and accounts for approximately 15 per cent (16 pages) of the total number of pages for pre-intermediate learner use (105 pages) excluding notes for teachers. As for *New Headway Pre-Intermediate*, the sample unit is situated in the same place (at the one-third point of the textbook), and constitutes almost 10 per cent (12 pages) of the total material (125 pages). The summary of the proportion and place of the examined materials for pre-intermediate learners can be found in Table 4.11 below.

Table 4.11. Proportion and place of examined materials in the total material

	<i>The Big Picture</i>	<i>New Headway Pre-Intermediate</i>
<i>number of units</i>	12	12
<i>numbering of unit examined</i>	4	4
<i>total number of pages</i>	105	125
<i>number of pages examined</i>	16	12
<i>per cent of pages examined of the total material</i>	15.2%	9.6%
<i>place of examined unit in the total material</i>	at 1/3 point	at 1/3 point

In summary, the sampling procedure in the case of *The Big Picture* was primarily driven by two criteria: (1) unit sections within a unit for pre-intermediate learners, and (2) length (which appeared to be the most difficult and complicated aspect of the unit selection process) defined by the average length of units in *New Headway Pre-Intermediate*. Following these criteria, Unit 4 entitled *Education in Ireland* (see Appendix 10) was selected for analysis and evaluation in *The Big Picture*, as mentioned earlier. Furthermore, this unit is almost in the middle of the textbook (at one-third point) which complied with (3) the criterion of place. With respect to *New Headway Pre-Intermediate*, the sampling procedure was primarily constrained by one criterion which had been defined by the result of the unit sampling procedure regarding *The Big Picture* (while the other two criteria, level and length, were also met): a unit situated around the middle of the textbook, preferably, in the same place as the sample unit selected from *The Big Picture*. In line with this criterion, Unit 4 entitled *Eat, drink, and be merry!* (see Appendix 11) was selected from *New Headway Pre-Intermediate* for analysis and evaluation.

It is important to add that the selection of units on the same topic was also considered during the sampling procedure. However, after careful examination of the topics in both textbooks, it was concluded that the themes of a specific topic in a unit of *New Headway Pre-Intermediate* could be found spread over several different units and sections in *The Big Picture*, and vice versa. The effort to find units on the same topic was further hampered by the disproportionate length of sections for pre-intermediate learners in the units in *The Big Picture*.

4.3.1.3 Selection of sample sections

After having selected the sample units, sections were selected based on their perceived potential to foster learners' cultural awareness. In other words, the sections to be selected were expected to offer content where the main focus is not on language forms but more emphasis is placed on exchange of meanings (based on Prabhu 1987; Mishan 2005; Ellis 2009; Richards and Rodgers 2014; also see 2.3.1). Therefore, sections focusing mainly on the development of language competences were excluded from the examination. In practice, the selection of the sections within the units to be analysed and evaluated was made by excluding specifically language-focused sections, and after their exclusion, the remaining sections were identified (Table 4.12 below).

Table 4.12. Criteria of selection of sample sections

Criteria of sample section and sub-section selection

- 1 exclusion criterion: main focus on language forms
- 2 inclusion criterion: main focus on communicating meanings

Based on the criteria of the selection of sample sections summarised in Table 4.12 above, all eight sections designed for pre-intermediate learners in Unit 4 *Education in Ireland* in *The Big Picture* were recognised suitable for analysis and evaluation. The titles of the sections are:

- | | |
|--|---|
| 1 <i>Primary school education</i> | 5 <i>The education system – children and adults</i> |
| 2 <i>Primary school curriculum</i> | 6 <i>Education in Ethiopia</i> |
| 3 <i>Primary school or national school</i> | 7 <i>Children at school</i> |
| 4 <i>School system</i> | 8 <i>Calling adult education centres</i> |

In Unit 4 *Eat, drink, and be merry!* in *New Headway Pre-Intermediate*, the following seven sections (out of eleven) were identified suitable for analysis and evaluation:

- | | |
|------------------------------------|-----------------------------------|
| 0 <i>Starter</i> | 4 <i>A piece of ...</i> |
| 1 <i>How to live to be 120!</i> | 5 <i>Can you come for dinner?</i> |
| 2 <i>The secret to a long life</i> | 6 <i>Writing an email</i> |
| 3 <i>Unusual places to eat</i> | |

It must be noted that Unit 4 in *New Headway Pre-Intermediate* includes two *Grammar spots* and two *Practice* sections which primarily focus on language use; therefore, as indicated above, these sections were not selected for analysis and evaluation. Parts of the *Grammar reference* and *Word lists* components of the textbook belonging to the unit under scrutiny were not examined either.

4.3.2 Materials analysis and evaluation criteria

The specific criteria for the analysis of the selected materials are defined by the frameworks proposed by the researcher for (1) analysing cultural content in texts and illustrations (Table 4.13 below), which is the synthesis of the ‘pentagon of culture’ and ‘fields of culture’ (as discussed in Chapter 3, see Figure 3.4 and Table 3.2, respectively); (2) analysing activities for the cognitive processing of cultural content (Table 4.14 below), which is the adaptation of the cognitive domain of learning (see Figure 3.6 in Chapter 3); and (3) analysing activities for affective processing of cultural content (see Table 4.16 below), which is the adaptation of the affective domain of learning (see Figure 3.7 in Chapter 3). For the analysis of the cultural content in the texts and illustrations, the theory-based definition of the components of the framework was used (see Section 3.2.2 in Chapter 3). In the case of the analysis of the activities, the lists of key verbs served as theoretical guidelines (see Tables 4.15 and 4.17 below, also see Sections 3.3.1 and 3.4.1 in Chapter 3 where the cognitive and affective domains of learning are discussed), in addition to the definitions (see 3.3.1 and 3.4.1 in Chapter 3). For the evaluation of the findings of the data analysis, an assessment grid was designed (see details in Section 4.3.2.2 later).

In the materials analysis and evaluation presented in this study, a special emphasis is placed on the country-specific characteristic of cultural content (see Chapter 5 for results) because, as has been argued in Section 2.2.2 in Chapter 2, familiarisation with information about different countries and their cultures helps to foster cultural awareness as a crucial element which contributes to successful communication with people from different countries (e.g. Byram *et al.* 2002; Deardorff 2006; Fantini 2009). From the perspective of the Irish ESOL context, three important sources of cultural content could be determined regarding country-specificity: Ireland, the learners' countries (given in Section 5.1.3.2 in Chapter 5), and other countries, as illustrated in Figure 4.4.

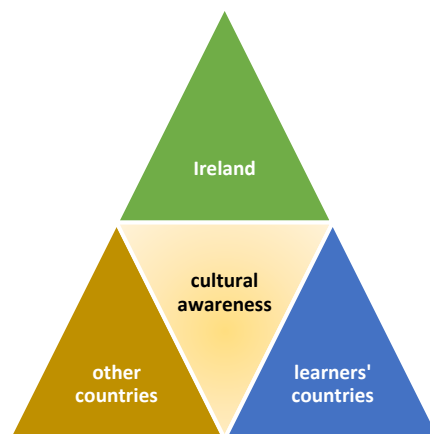


Figure 4.4. Sources of cultural content supporting cultural awareness in an Irish context

This section describes the theoretical background of the researcher's materials analysis and evaluation.

4.3.2.1 Criteria for the analysis of sample sections

To gather data from the selected materials, the cultural content (see operational definition of 'cultural content' in Section 2.3.4) in texts and illustrations was analysed, and the potential in the activities based on the texts and illustrations for processing cultural content at different levels of cognition and affect was explored.

Cultural content in texts and illustrations – to foster cultural content knowledge

To identify and categorise cultural content in texts and illustrations, the proposed framework for analysing cultural content in texts and illustrations was used (Table 4.13 below). The framework is the combination of the ‘pentagon of culture’ (see Figure 3.4 in Chapter 3) and the ‘fields of culture’ together with sub-fields (see Table 3.2 in Chapter 3) as presented in Section 3.2.2.

Table 4.13. Framework for analysing cultural content in texts and illustrations (reproduction of Table 3.3)

<input type="checkbox"/> GEOGRAPHY	<input type="checkbox"/> PEOPLE	<input type="checkbox"/> PRODUCTS	<input type="checkbox"/> PRACTICES	<input type="checkbox"/> PERSPECTIVES
natural	<input type="checkbox"/> nationality	tangible	social interactions	<input type="checkbox"/> beliefs
<input type="checkbox"/> landforms	social factors	<input type="checkbox"/> cultural	<input type="checkbox"/> verbal	<input type="checkbox"/> values
<input type="checkbox"/> water bodies	<input type="checkbox"/> skin colour	heritage	<input type="checkbox"/> non-verbal	<input type="checkbox"/> norms
<input type="checkbox"/> climate	<input type="checkbox"/> gender	<input type="checkbox"/> physical items	socialisation	<input type="checkbox"/> meanings
<input type="checkbox"/> weather	<input type="checkbox"/> age	intangible	<input type="checkbox"/> family	<input type="checkbox"/> stereotypes
<input type="checkbox"/> animals	<input type="checkbox"/> ethnicity	<input type="checkbox"/> cultural	<input type="checkbox"/> school	
<input type="checkbox"/> plants	<input type="checkbox"/> socioeconomic	heritage	<input type="checkbox"/> work	
man-made	status	<input type="checkbox"/> history	<input type="checkbox"/> peer groups	
<input type="checkbox"/> countries	<input type="checkbox"/> political	<input type="checkbox"/> languages	behaviours	
<input type="checkbox"/> provinces, counties	affiliation	<input type="checkbox"/> institutions	<input type="checkbox"/> routines	
<input type="checkbox"/> cities, towns	<input type="checkbox"/> religious	<input type="checkbox"/> life cycles	<input type="checkbox"/> manners	
<input type="checkbox"/> villages, settlements	affiliation	<input type="checkbox"/> other non- physical	rites of passage	
<input type="checkbox"/> population	<input type="checkbox"/> language use	items	<input type="checkbox"/> ceremonies	
	social groups		<input type="checkbox"/> rituals	
	<input type="checkbox"/> membership groups		<input type="checkbox"/> language use	
	<input type="checkbox"/> reference groups			

This tick-box-type framework was used to specify different elements of cultural content in the texts and illustrations. The elements were identified according to the most relevant sub-field or field they could belong to; and by this, they were simultaneously categorised into one of the five broad areas of the ‘pentagon of culture’. To give an example, an image of *The Cliffs of Moher* (a spectacular rock formation facing the Atlantic Ocean at the southwestern edge of the island of Ireland) would fall into the first category in the framework above, geography (natural/landforms), which is one of the five categories of the ‘pentagon of culture’. The findings are presented according to their categorisations into the ‘pentagon of

culture’ in Chapter 5.2. Furthermore, the information collected was flagged in the framework whether it referred to Ireland, or other countries (in the case of *The Cliffs of Moher*, it would be ‘Ireland’).

Cognitive processing of cultural content through activities – to foster cognitive engagement

The proposed framework for the analysis of activities attached to the examined texts and illustrations regarding their potential to deploy cognitive skills (Table 4.14 below) was used to categorise activities into one of the six groups of the cognitive domain of learning (see Figure 3.6 in Chapter 3) as discussed in Section 3.3.2 in Chapter 3. The framework also incorporates a box for each activity, grouped together according to their belonging to the same section in the textbook, together with a box for the countries addressed through the activity: Ireland, as a source of important cultural content in an Irish context; the learners’ countries, as they could be addressed through the activities; and other countries.

Table 4.14. Framework for analysing activities for cognitive processing of cultural content (reproduction of Table 3.5)

Skills Activities	recall	compre- hend	apply	analyse	evaluate	create	Countries
1 [section title]							
1 [activity]							
2 [activity]							
...							
... [section title]							
...							

The identification of key words in the activities helped the researcher determine a key verb (e.g. describe, interpret, list, compare) that summarised the level of the thinking skill required. Then, the key verb indicated as to which of the six categories of the cognitive domain the activity could be assigned to. Table 4.15 below provides the list of key verbs to match each category of the cognitive domain, which are the pedagogical interpretations of cognitive learning outcomes used in this study (based

on Bloom *et al.* 1956; Anderson and Krathwohl 2001; Mishan and Timmis 2015; also see 3.3.1 in Chapter 3).

Table 4.15. Key verbs for the activation of the cognitive domain of learning

recall	comprehend	apply	analyse	evaluate	create
define	convert	demonstrate	break down	argue	compile
identify	describe	discover	categorise	assess	compose
label	defend	discuss	compare	compare	devise
list	distinguish	employ	contrast	conclude	design
match	estimate	illustrate	deconstruct	criticise	develop
name	explain	interpret	differentiate	deduce	generate
recognise	extend	practise	discriminate	defend	modify
relate	generalise	relate	distinguish	explain	plan
repeat	give example	report	examine	judge	prepare
reproduce	paraphrase	restructure	investigate	justify	produce
select	predict	show	outline	rate	propose
state	rewrite	translate	relate	revise	tell
tell	summarise	use	separate	select	write

Affective processing of cultural content through activities – to foster affective engagement

The proposed framework for the analysis of activities attached to the texts and illustrations regarding their potential to stimulate the affective domain of learning (Table 4.16 below) was used to classify the activities according to which category of the affective domain of learning (see Figure 3.7 in Chapter 3) they could be grouped into as discussed in Section 3.4.1 in Chapter 3. The framework indicates each activity, as well as a box for the countries addressed through the activity, in the same way as the framework for the cognitive processing of cultural content does (see above).

Table 4.16. Framework for analysing activities for affective processing of cultural content (reproduction of Table 3.7)

Skills	receive	respond	value	organise	internalise	Countries
Activities						
1 [section title]						
1 [activity]						
2 [activity]						
...						
... [section title]						
...						

The identification of key words in the activities helped the researcher determine a key verb (e.g. identify, participate, demonstrate) that could provide learners with stimulation of positive affect through the five categories of the affective domain of learning. Then, the key verb helped to assign the activity to one of the five categories. Table 4.17 below provides the list of key verbs to match each category of the affective domain, which are the pedagogical interpretations of affective learning outcomes used in this study (based on Krathwohl *et al.* 1964; Lynch *et al.* 2009; also see 3.4.1 in Chapter 3).

Table 4.17. Key verbs for the stimulation of the affective domain of learning

receive	respond	value	organise	internalise
WILLINGNESS TO ...				
attend	conform	debate	arrange	act
describe	contribute	demonstrate	clarify	adapt
identify	participate	explain	examine	display
experience	present	report	identify	integrate
perceive	select	search	synthesise	implement
sense	tell	share	systematise	resolve

It was decided to carry out the analysis of the materials in a systematic and principled way (Mishan and Timmis 2015) to enhance validity and reliability by means of the theory-based checkbox-type frameworks developed for this study (see Tables 13, 14, and 16 above), and the definition of the components of the frameworks (see Sections

3.2.2, 3.3.2 and 3.4.2 in Chapter 3), in addition to the pedagogical interpretations of the cognitive and affective learning outcomes in the form of key verbs (see Tables 4.15 and 4.17 above), as well as the descriptive tables for the identification of the explicit particulars of the materials (provenance, general description, organisation and structure of materials, as presented in Sections 5.2.1.1 and 5.2.2.1 in Chapter 5).

Together with the findings of the survey questionnaire, the results of the materials analysis are presented in Chapter 5 and form the basis of the discussion presented in Chapter 6 and the recommendations put forward in Chapter 7.

4.3.2.2 Criteria for the evaluation of sample sections

Collecting data by analysing the materials was a prerequisite for the researcher’s evaluation of the materials. An assessment grid as an evaluative scale (Table 4.18 below) was designed to estimate the potential in the texts and illustrations for fostering cultural content knowledge, and estimate the potential in the activities for fostering cognitive and affective processing of cultural content. This allowed the researcher to draw conclusions on the degree to which materials could foster Irish ESOL learners’ cultural awareness in relation to cultural content knowledge, cognition, and affect (see Chapters 6 and 7).

Table 4.18. Assessment grid for materials evaluation

Degree	not at all	to a small degree	to a sufficient degree	to a great degree
Countries				
Ireland				
...				
...				

The assessment grid is a four-point semantic differential scale (Friborg *et al.* 2003, 2006; Osgood *et al.* 1957; also see 4.2.2) containing four ‘values’ (also see Section 4.3.3.2 later) that was elaborated as a tool in an attempt to grade the likelihood as to ‘how well’ the materials under scrutiny measure up: *not at all*, *to a small degree*, *to a sufficient degree*, or *to a great degree* (based on Tomlinson and Masuhara 2013)

from different country-specific aspects: Ireland and other countries, and in the case of activities, the learners' countries as well. Thus, the judgements are intended to reflect the semantic interpretations of the quantitative (checklist) findings of the qualitative analysis (described in detail in 'the research paradigm' in Section 4.1). The evaluation was made with the target situation of materials use in mind, that is, the ESOL education of adult immigrant learners in Ireland (as a host country), which approach is termed *matching* by Littlejohn (2011).

Tomlinson and Masuhara (2004b: 7) recommend five questions 'which evaluators could use to monitor and revise the criteria they have generated' (also cited in Mishan and Timmis 2015: 63). The researcher attempted to pay close attention to these guiding questions (Table 4.19 below) when designing the assessment grid.

Table 4.19. Questions for evaluating criteria (Tomlinson and Masuhara 2004b: 7)

Question

1. Is each question an evaluation question?
2. Does each question only ask one question?
3. Is each question answerable?
4. Is each question free of dogma?
5. Is each question reliable in the sense that other evaluators would interpret it the same way?

(1) Is each question an evaluation question? Answering the questions requires the researcher's own judgement about the extent to which materials could develop 'content knowledge', 'cognition', and 'affect' to foster cultural awareness (as a crucial component of intercultural competence) in country specific contexts.

(2) Does each question only ask one question? Every cell in the assessment grid generates one 'yes' or 'no' question regarding the extent to which materials could develop 'content knowledge', 'cognition', or 'affect' to foster cultural awareness in country specific contexts, which are all seen as single variables.

(3) Is each question answerable? The purposive selection of the materials (texts, illustrations, and activities with less focus on language form in the sections of the

units in the textbooks) was intended to ensure that each question could be answered by either ‘yes’ or ‘no’.

(4) Is each question free of dogma? Each question refers to the extent to which materials could develop the cultural content knowledge, and the cognitive and affective components of cultural awareness in relation to different countries, and is not attached to any principle or principles. The argument that cultural awareness is *important* to promote successful interaction with people from different cultures (e.g. Byram *et al.* 2002, Deardorff 2006, Fantini 2009) might be considered a principle; however, fostering ESOL learners cultural awareness is the central focus of this study (see Sections 1.1 and 1.2 in Chapter 1) and its importance was attempted to be justified in Chapter 2 (see Section 2.2).

(5) Is each question reliable in the sense that other evaluators would interpret it the same way? Each question consists of two parts only: one relating to an extent, the other relating to a given country-specific context. This could help to interpret each question as clearly as possible; for example, ‘to what extent do texts and illustrations have the potential to promote cultural content knowledge of Ireland?’

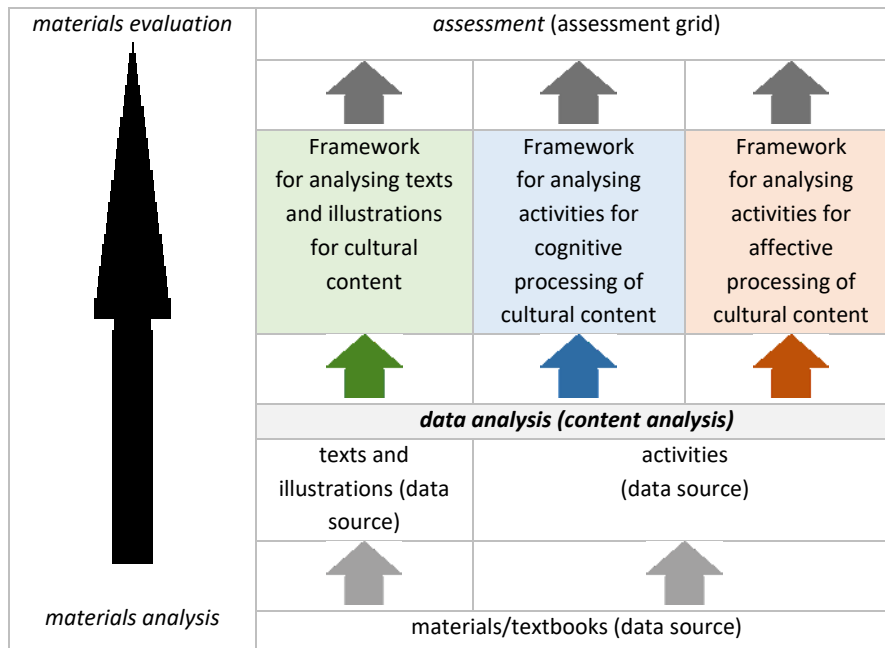
As with the results of the materials analysis, the results of the materials evaluation, together with the findings of the survey questionnaire, are presented in Chapter 5 and form the basis of the discussion presented in Chapter 6 and the recommendations put forward in Chapter 7.

4.3.3 Analysing and evaluating the materials

It seems to be difficult to draw a line between analysis and evaluation because ‘many experts [...] mix analysis and evaluation’ (Tomlinson and Masuhara, 2018: 55) as was noted in Chapter 2. However, in simple terms, analysis refers to what is in the material, and evaluation denotes judgements made about ‘the effects of the material in a given context’ (Mishan and Timmis 2015: 57 based on Tomlinson 2003) as discussed earlier. This approach to materials analysis and evaluation was endeavoured to be followed in this study. Table 4.20 below illustrates the

methodological route from the analysis of the cultural content of the textbooks to the evaluation of the textbooks by content analysis (see 4.3) regarding their potential to foster cultural awareness.

Table 4.20. From materials to materials evaluation in this study



As Table 4.20 above shows, after the identification of sections to examine within a sample unit of the most often used Irish and non-Irish published textbooks (as discussed in Section 4.3.1), texts and illustrations, as well as activities (as data sources) were examined using the frameworks developed for this study by means of content analysis. Then, the findings were synthesised in order to assess the materials regarding their potential for the development of the components of intercultural competence (cultural content knowledge, cognition, and affect) using the assessment grid so as to estimate the degree to which the textbooks could foster learners’ cultural awareness in an Irish context. This section provides further theoretical background to the methodology of the researcher’s materials analysis and evaluation carried out in this study.

4.3.3.1 Analysing the materials

The materials analysis process moved through three stages (see Table 4.21 below) that became increasingly deeper and more subjective: (1) *objective description*, (2) *subjective analysis*, and (3) *subjective inference*. The stages would often overlap and recur, especially in the case of *subjective analysis* and *subjective inference*. Although the terms were adopted from Littlejohn's (2011) innovative approach to materials analysis, their usage was modified for the context of this study; however, overlaps as to what the terms refer to in Littlejohn's work and what is meant by them in this research can be clearly seen as shown in Table 4.21.

Table 4.21. Stages of materials analysis (based on Littlejohn 2011)

	Levels of materials analysis	As used by Littlejohn (2011)	As used in this study	
			with texts and illustrations	with activities
1	<i>objective description</i>	account of the division of the material and statements found in the material	account of the division of texts and illustrations, and statements found in the material	account of the division of learner undertaking, and statements found in the material
2	<i>subjective analysis</i>	recognition of what learners are required to do (tasks)	recognition of (a) basic features of, and (b) cultural elements in the texts and illustrations	recognition of what learners are required to do
3	<i>subjective inference</i>	deductions of aims, principles, roles, and demands on learners' process competence	deductions of meanings of identified cultural elements: categorisation into the framework for analysing cultural content in texts and illustrations	deductions of demands on learners' cognitive and affective competence by key verbs: categorisations into the frameworks for analysing activities (a) for cognitive and (b) affective processing of cultural content

As Table 4.21 above presents, Littlejohn's (2011) terms are largely concerned with how materials function, but in this research, they are primarily used in the context of content analysis (see introductory part of Section 4.3) and the effects of the content on the learners. According to this, at the level *objective description*, an account of the division of texts, illustrations, and activities was provided, together with statements found in the textbooks; for instance, in the acknowledgements section, regarding the provenance of texts and illustrations. The *subjective analysis* identified (a) the basic

features of texts and illustrations and (b) the cultural elements in the texts and illustrations; and identified the pieces of work required of the learners to carry out through the activities. At the level *subjective inference*, deductions were made so that the recognised and identified elements could be categorised into the most relevant area of the proposed frameworks. Cultural elements from texts and illustrations were grouped using the framework for analysing cultural content in texts and illustrations (Table 4.13 in 4.3.2.1) following the definition of the components of the frameworks (Section 3.2.2). Activities from the aspect of cognitive processing of cultural content at different levels were categorised by the use of the framework for analysing activities for the cognitive processing of cultural content (Table 4.14 in 4.3.2.1) and a determined key verb (Table 4.15 in 4.3.2.1). The same activities from the aspect of affective processing of cultural content at different levels were grouped using the framework for analysing activities for affective processing of cultural content (Table 4.16 in 4.3.2.1) and a determined key verb (Table 4.17 in 4.3.2.1).

The overlap between analysis and evaluation could be particularly noticeable in the case of the deepest level of analysis, *subjective inference*, since it refers to ‘deducing demands on learner’s process competence’ to ‘come to general conclusions’ (Littlejohn 2011: 185). In the context of this study, for example, it implies decision-making as to which category of the framework for content knowledge a cultural element could be grouped into, or which of the levels of the cognitive and affective domains of learning an activity could be categorised into.

4.3.3.2 Evaluating the materials

The evaluation of the materials was based on the discovery of whether what had been looked for in the materials was found; in other words, cultural content (as defined in 2.3.4 in Chapter 2) guided by the proposed frameworks (see Tables 4.13, 4.14, and 4.16 in 4.3.2.1); and concerned the placement of a ‘value’ on the findings by subjective judgement-making (McGrath 2001). For example, after having collected data on the representation of Irish cultural content in texts and illustrations in *The Big Picture*, a decision was made as to the extent the findings are likely to improve cultural content knowledge in relation to Ireland as a component of cultural

awareness (for this specific example, see Table 5.16 in Chapter 5). As mentioned in Section 4.3.2.2, in this study, this ‘value’ denoted the extent to which materials foster cultural content knowledge, and cognitive and affective processing of cultural content in relation to different country-specific contexts (see Figure 4.4). The evaluation was expressed semantically: *not at all*, *to a small extent*, *to a sufficient extent*, and *to a great extent* (based on Tomlinson and Masuhara 2013) (Table 4.18).

According to McGrath, there are three principal methods that can be ‘broadly applicable to the evaluation of any materials for teaching-learning’ (2016: 45): the impressionistic, checklist, and in-depth methods. The impressionistic level implies the visual examination of textbooks that leads to general impressions about the material; the check-list method is applied to ascertain the extent to which pre-determined criteria are present in the material; and in the in-depth approach, particular features of the materials are examined (McGrath 2016). In this study, the combination of the check-list and in-depth methods dominated the evaluation of the materials by means of the assessment grid (Table 4.18 above) – with the Irish ESOL context in mind, based on the use of the tick-box-type frameworks (Tables 4.13, 4.14 and 4.16) and the consideration of the country-specificity of the cultural content.

4.3.4 Analysing data from the materials analysis

After having determined the most frequently used Irish published textbook (*The Big Picture*) and the most widely used non-Irish (UK) produced textbook (*New Headway Pre-Intermediate*) on the basis of the results of the survey questionnaire, an electronic copy (in a PDF format) of *The Big Picture* as well as a paper-based and an electronic copy (in a PDF format) of *New Headway Pre-Intermediate* were obtained so that the analysis, and then the evaluation could be carried out.

As with qualitative data from the survey (see Section 4.2.5.2), *NVivo* (version 11 Plus) (QSR International 2015) was used for the analysis of the materials using coding, or ‘nodes’ as termed by *NVivo*. The sample materials in PDF were uploaded to *NVivo*, then the nodes were created by the researcher according to the frameworks developed for this study (Tables 4.13, 4.14 and 4.16 in 4.3.2.1). The nodes containing

the five areas of the ‘pentagon culture’ (see Figure 3.4 in Chapter 3) including the ‘fields of culture’ (see Table 3.2 in Chapter 3) as presented in the framework for analysing cultural content in texts and illustrations (Table 4.13 in 4.3.2.1) were created on *NVivo* by the researcher. This allowed the researcher to determine the proportional presence of the five broad areas of the ‘pentagon of culture’ in relation to different countries in the texts and illustrations. The analysis of the texts was carried out separately from the analysis of the illustrations, but the findings were synthesised for further analysis and evaluation.

Also, the nodes comprising the six categories of the cognitive domain of learning (Table 4.14 in 4.3.2.1), and the five categories of the affective domain of learning (Table 4.16 in 4.3.2.1) for activities were created on *NVivo* by the researcher. With regard to the analysis of activities, the six categories of the cognitive learning domain (*recall, comprehend, apply, analyse, evaluate, and create*) (Table 4.14 in 4.3.2.1) had been created on *NVivo* as predetermined codes before the analysis of activities in relation to their potential for the activation of the different levels of the cognitive domain could begin. In the same way, the five categories of the affective domain of learning (*receive, respond, value, organise, and internalise*) (Table 4.16 in 4.3.2.1) had been created on *NVivo* before analysing the activities related to their potential for the engagement of the different levels of the affective domain.

The materials uploaded in PDF to *NVivo* were examined by the researcher, and the identified elements were assigned by the researcher to the most appropriate category of the nodes. In other words, the themes (drawing on Braun and Clarke 2006) were not identified (and generated) by *NVivo*, but the researcher (by the guiding frameworks developed for this study); *NVivo* only technically helped the researcher focus on the examination and organise the identified elements according to the nodes. Briefly, *NVivo* was simply utilised to replace paper-based content analysis so that the researcher could gather data ‘without losing access to the source data or contexts from which the data have come’ (Bazeley and Jackson 2013: 2) as cited earlier (in 4.2.5.2). The results of the analysis were converted into tables and figures using *Microsoft Office* (‘Home and Student’ version) (Microsoft 2016). The evaluation of

the materials based on the results of the analysis was undertaken manually with the help of the assessment grid presented earlier (Table 4.18 in 4.3.2.2).

The method that was used to analyse the qualitative survey data (see Section 4.2.5.2), thematic analysis (Braun and Clarke 2006, 2012; Clarke and Braun 2013), was adapted to analyse the data generated via content analysis. Themes (components of the proposed frameworks) had been elaborated before the collection of data commenced – the step Braun and Clark term ‘defining and naming themes’ (2006: 35). The materials were read and re-read several times (‘familiarising with data’) to search for cultural elements in the texts and illustrations guided by the framework for analysing cultural content (Table 4.13 in 4.3.2.1). This re-reading also assisted the search for categories of the cognitive and affective domains of learning that could be addressed in the activities. This categorisation was guided by the frameworks for analysing activities for cognitive processing (Table 4.14 in 4.3.2.1) and affective processing (Table 4.16 in 4.3.2.1) of cultural content (‘searching for pre-determined themes’). In the meantime, the raw data was grouped into the relevant categories of the proposed frameworks (‘assigning pre-generated codes’). Next, the categorised elements were revisited to ensure that they had been placed in the most appropriate categories (‘reviewing data’). Finally, (6) an account of the findings, comprising the results of the analysis and the overall evaluation based on the results of the analysis, was written as presented in the following chapters of this doctoral study (‘producing a report’).

It must be remembered that the findings of the survey questionnaire and the researcher’s own material analysis and evaluation presented in Chapter 5 were compared and combined (taken the complex mixed method approach, see 4.1) as discussed in Chapter 6. This type of methodological triangulation (see 4.2.5.3 earlier) allowed the researcher to enhance the validity of this study.

4.3.5 Validity and reliability of the materials analysis and evaluation

The suggested frameworks (as re-presented in Section 4.3.2) and the developed evaluation criteria (also discussed in 4.3.2) were designed to support the conducting

of the examination in a principled and rigorous way (Mishan and Timmis 2015; Masuhara *et al.* 2017; Tomlinson and Masuhara 2018) in order to yield meaningful and useful results that could enhance not only validity but also reliability. Notwithstanding, due to the nature of materials analysis and evaluation carried out in this study, the key research instrument could be said to be the researcher himself since qualitative analysis depends on the researcher's 'astute pattern of recognition' abilities (Patton 1999: 1191).

It is important to add that cultural elements are very likely to convey more than one meaning; in other words, they can be assigned to more than one category in the frameworks proposed in this study. Although ambiguity is rife in qualitative research (Horvat *et al.* 2013), this was not considered to skew the results. To address this issue, as well as to simplify the quantification of data, the conceptualisation of the components of the proposed frameworks (see 3.2.2, 3.3.2 and 3.4.2 in Chapter 3), and the lists of 'cognitive' key verbs (Table 4.15 in 4.3.2.1) and 'affective' key verbs (Table 4.17 in 4.3.2.1) used in pedagogy provided guidance with the categorisation. The researcher's more than 20 years' experience in English language teaching would also be expected to further add to the accuracy and consistency of the results.

This section (4.3) includes several further references to the researcher's attempts to improve the trustworthiness of his materials analysis and evaluation.

4.3.6 Ethical considerations of the materials analysis and evaluation

Copyright is an important aspect of research ethics and needs to be taken into consideration when published materials are under examination. In respect of this doctoral study, which includes setting, communicating and answering questions (Glucksman Library 2018) in relation to the cultural content of the textbooks *The Big Picture* (published by the National Adult Literacy Agency in 2005) and *New Headway Pre-Intermediate 4th Edition Student's Book* (published by Oxford University Press in 2012), copyright was not infringed. As academic librarians are 'regarded as the campus experts on copyright compliance' (Colleran 2013: 98), the researcher checked extensively with an expert on copyright at the Glucksman Library

of the University of Limerick to double-check that copyright would not be violated to any extent in this study. It must also be remembered that ethical approval (*Ref. 2018-06-01-AHSS*) was granted for this study from the University of Limerick (see Section 4.2.7).

4.3.7 Limitations of the materials analysis and evaluation

As with all research, there were potential drawbacks of the materials analysis and evaluation carried out for this study as well, which were seen as follows:

(1) The frameworks developed for this study ‘are a reflection of the time at which they were conceived and of the beliefs of the designer’ (McGrath 2016: 46). Therefore, the suggested frameworks should be revisited and refined periodically in the future.

(2) ‘The problem of the reliability of the evaluator judgements’ (McGrath 2016: 73) can place limitations on the findings of this study because, as McGrath (2013) states, the evaluation could be shaped by the evaluator’s experience. In addition, the semantic differential-based rating scale designed for the evaluation of the materials might generate increased cognitive demand which can result in errors (Friborg *et al.* 2006) in the judgements of the researcher (as might have been the case in the survey questionnaire regarding the teacher participants, see Section 4.2.8). According to Tomlinson (2018: 54), ‘no two evaluations can be the same’ regardless how well-structured they are, since they are fundamentally subjective. Although the researcher’s supervisors overviewed the development of the research methodology and instruments, a collaboration of more analysts and evaluators of different ELT backgrounds, as was deployed, for instance, in the survey of adult EFL courses undertaken by Masuhara and her colleagues (2008), would have further increased the reliability of the results in this study.

(3) As the researcher’s own analysis and evaluation of the most often used materials (based on the results of the teacher questionnaire) was carried out after the process of data analysis from the teacher questionnaire, which explored teachers’

perspectives on the cultural content in the most frequently used materials of their choice, the researcher's own analysis and evaluation of the materials could have been influenced by the results of the teacher questionnaire. To settle this issue, the researcher endeavoured to distance himself from the results of the questionnaire both in time and space (i.e. not looking at the findings of the survey questionnaire).

The researcher's exploration of the literature of materials analysis and evaluation was intended to help to combat these limitations and to strengthen this study. However, throughout the analysis and evaluation of the materials, the researcher was aware of the potential drawbacks detailed above, and together with his supervisors, endeavoured to find the best solutions as presented in this section (4.3) to mitigate them.

4.4 CONCLUSION

This chapter provided a detailed description of the design and methodology of this doctoral study. First, this chapter presented the research paradigm (4.1) drawing on the 'research onion' designed by Saunders *et al.* (2019). Then, the methodology of the survey questionnaire (4.2) was presented, followed by the discussion of the methodology of the researcher's materials analysis and evaluation (4.3).

The section on the survey questionnaire (4.2) provided insights into the instrumentation of the survey (4.2.1). The section described the questionnaire design (4.2.2), and presented an account of the study participants (4.2.3): 33 in-service teachers delivering ESOL courses in ETB centres across Ireland. The section provided an account of the procedure of the study (4.2.4) highlighting the revisions needed to be made in the questionnaire after the pilot study to enhance the reliability of the questionnaire, and including the rationale for conducting the questionnaire via *SurveyMonkey*. The section also offered a description of the methods used for the data analysis of the main study questionnaire (4.2.5) focusing on analysing the quantitative and qualitative data from the survey and triangulation of data. It was noted that the use of *SPSS* and *NVivo* as analytical tools further added to the validity of the research findings (4.2.6). As this empirical study included human subjects,

ethical considerations were noted (4.2.7), and finally any methodological limitations of this survey study were examined (4.2.8).

The section on the researcher's materials analysis and evaluation (4.3) presented the basic terminology used, then provided an account of the methods used for the selection of materials to examine the most often used Irish produced textbook *The Big Picture* and the most frequently used non-Irish published (UK) coursebook *New Headway Pre-Intermediate* (4.3.1). The section provided theoretical insights into the analysis and evaluation criteria by briefly re-presenting the checkbox-type frameworks for cultural content knowledge, cognition, and affect proposed in Chapter 3 and implemented in this study (4.3.2). The section discussed the theoretical foundation of analysing and evaluating the materials by providing a detailed description of the methods used for the data analysis at three levels (objective description, subjective analysis, and subjective inference), and the evaluation of the data sourced from the analysis (4.3.3). Then, the section outlined the data analysis methods (4.3.4), and dealt with the trustworthiness of the researcher's materials analysis and evaluation by highlighting the importance of the use of *NVivo* and the theory behind the proposed frameworks to ensure validity and reliability (4.3.5). As the materials analysis and evaluation included published materials, ethical considerations were noted as well (4.3.6). Finally, any methodological limitations that might influence the findings of the researcher's materials analysis and evaluation were discussed (4.3.7).

This chapter contained the design and methodology of the empirical study (teacher questionnaire), and the researcher's own materials analysis and evaluation. Chapter 5 comprises the actual findings of the research, while Chapter 6 contains the integration of the findings of the questionnaire and the materials evaluation, and the triangulation of the data collected from the two data sets, including a comparison of the teachers' perspectives on the cultural content in the materials in use with those of the researcher. Finally, Chapter 7 draws conclusions regarding the suitability of the materials used in Irish ESOL classrooms for fostering learners' cultural awareness as part of their intercultural competence.

CHAPTER 5 – RESEARCH FINDINGS

This study carried out an investigation into the degree to which materials currently in use in the classrooms of ESOL providers in Ireland foster adult migrant learners' cultural awareness as a crucial component of intercultural competence. Particularly, this research examined two prime questions (as presented in 1.4 in Chapter 1):

- A. To what degree do materials in frequent use in the ESOL provision of ETBs in Ireland support in-service teachers in fostering learners' cultural awareness?
- B. To what degree is the cultural content of the materials in frequent use in the ESOL provision of ETBs in Ireland suitable for fostering learners' cultural awareness?

In order to address the first prime question (A), this study specifically discussed the following sub-questions in ESOL context in Ireland (as presented in 1.4 in Chapter 1):

- A.1. What materials are in use?
- A.2. What are in-service teachers' perspectives on the cultural content in the materials in frequent use?
 - A.2.1. To what extent are different countries present in the materials?
 - A.2.2. To what extent do materials activate cognitive processing of cultural content?
 - A.2.3. To what extent do materials stimulate affective processing of cultural content?

In order to answer the second prime question (B), this study particularly examined the following sub-questions in ESOL teaching in Ireland (as presented in 1.4 in Chapter 1):

- B.1. What is the provenance of the materials in use?

- B.2. What potential do materials offer for the development of the components of intercultural competence to foster learners' cultural awareness?
 - B.2.1. To what extent do materials promote cultural content knowledge?
 - B.2.2. To what extent do materials activate cognitive processing of cultural content?
 - B.2.3. To what extent do materials stimulate affective processing of cultural content?

This chapter presents data that seeks insights into the above research questions by reporting the findings from two sources: *survey questionnaire* with teachers – answering the sub-questions of the first prime question (A.1 and A.2), and the researcher's own *materials analysis and evaluation* – answering the sub-questions of the second prime question (B.1 and B.2).

The results of the survey questionnaire are presented in Section 5.1 in the following sequence:

- 5.1.1. Demographics of respondents: gender, age, years of teaching ESOL, country of origin;
- 5.1.2. Materials in use: identification of materials, provenance, and frequency of use;
- 5.1.3. Cultural content in the materials of frequent use: identification of materials chosen by teachers, presence of different countries, potential to engage cognitive and affective processing of cultural content;
- 5.1.4. Summary of the findings of the survey questionnaire.

The results of the researcher's material analysis and evaluation of what the questionnaire findings identified as the most frequently used (a) Irish and (b) non-Irish published coursebook are presented in Section 5.2 in the order as follows:

- 5.2.1. *The Big Picture*: description and outline, analysis of cultural content in texts and illustrations, analysis of activities for their

potential to activate cognitive processing of cultural content and stimulate affective processing of cultural content;

- 5.2.2. *New Headway Pre-intermediate 4th Edition Student's Book*: description and outline, analysis of cultural content in texts and illustrations, analysis of activities for their potential to activate cognitive processing of cultural content and stimulate affective processing of cultural content;
- 5.2.3. Summary of findings of the researcher's materials analysis and evaluation.

The chapter ends with a conclusion (5.3). As this chapter is limited to the presentation of the findings of the survey study (5.1) and the researcher's materials analysis and evaluation (5.2), further analysis, discussion and triangulation of the two datasets can be found in Chapter 6, while overall conclusions are provided in Chapter 7.

5.1 EMPIRICAL STUDY: SURVEY QUESTIONNAIRE

The purposes of the survey questionnaire were to identify the materials in use in the ESOL provision of the Education and Trainings Boards (ETBs) of Ireland, ascertain the frequency of use and provenance of these materials, and explore teachers' perspectives on the cultural content in one of the most frequently used materials of their choice. 79 managers and coordinators (as gatekeepers) were approached in a recruitment email in which they were asked to forward the link of the online questionnaire to in-service teachers in an invitation email (as described in 4.2.3 and 4.2.4 in Chapter 4). The identification of the gatekeepers depended whether their centres were running ESOL courses at the time of the research (Spring 2019). The teachers were asked to answer both closed-ended and open-ended questions about the teaching materials they used in the classroom. The questionnaire was fully, or partially completed by 33 respondents. The exact number of respondents (n = number of respondents) to each question is indicated in the presentation of the data below, and the results are calculated accordingly. It is important to note here again that the terms 'teacher', 'respondent', 'participant' and 'informant' are used interchangeably,

and so are ‘textbook’ and ‘coursebook’ in this study (as discussed in 4.2 in Chapter 4).

5.1.1 Demographics of respondents

Teacher participants were asked to provide information on their gender, age, years of ESOL teaching experience in closed-ended questions, and to write their country of origin in an open-ended question. 19 teachers responded to each question. These demographic features of the participants are presented in Figures 5.1 to 5.3, and Table 5.1 below.

Gender distribution of teacher participants

The pie chart below (Figure 5.1) illustrates the gender distribution of 19 respondents. It is apparent from the chart that approximately two thirds of the respondents (14) are female and about a third of the participants (5) are male teachers. There were no respondents who refused to identify their gender.

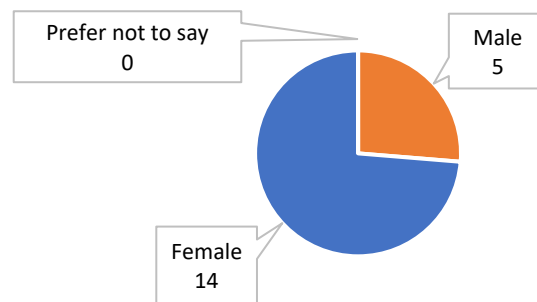


Figure 5.1. Gender distribution of teacher participants
[n = 19]

Age distribution of teacher participants

Figure 5.2 below provides an overview of the 19 respondents’ ages. Closer inspection of the chart reveals that all but one of the respondents are mature teachers (above the

age of 36), of whom, nearly 40% (7) are between 50 and 56. Five participants are between the ages of 43 and 49, four are between 57 and 65, and two are between 36 and 42 years of age. The only respondent under the age of 36 is between 22 and 28. There were no participants between the years of 18 and 21, 29 and 35, or who did not wish to tell their age.

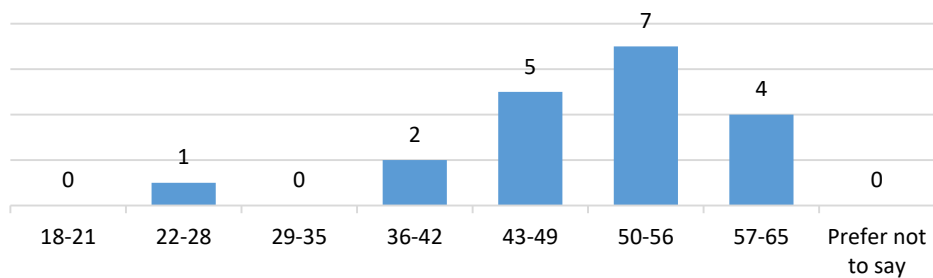


Figure 5.2. Age distribution of teacher participants
[n = 19]

Years of teacher participants' experience in teaching ESOL

Figure 5.3 shows the years of the participants' experience in teaching ESOL. What stands out in the bar chart is that nearly 70% of the teachers (13) have at least 11 years of experience in teaching ESOL; thus, the majority of the respondents could be considered experienced. Two teachers have seven to ten years' ESOL teaching experience, and the same number of teachers (2) have four to six years' experience. One participant has been an ESOL teacher for between two and three years, and another one has taught ESOL less than a year.

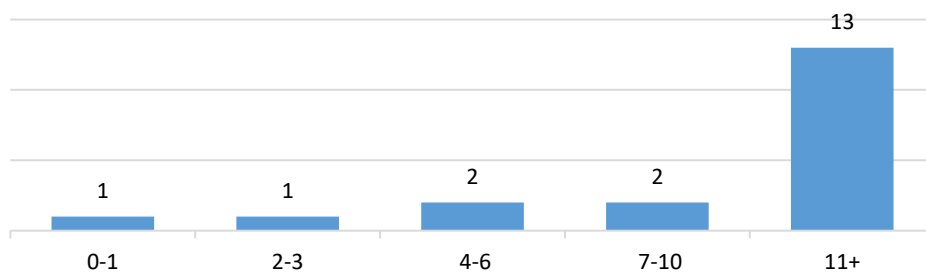


Figure 5.3. Years of teacher participants' experience in teaching ESOL
[n = 19]

Teacher participants' country of origin

Table 5.1 below presents the countries where respondents were from. Unsurprisingly, it shows that about 85% of the teachers (16) are from Ireland. Only three participants are from different countries: Canada, Spain/Portugal, and the UK.

Table 5.1. Teacher participants' country of origin
[n = 19]

Country	Count	Percentage
Ireland	16	84.21
Canada	1	5.26
Spain/Portugal	1	5.26
UK	1	5.26

Summary of findings on the demographics of respondents

The demographic data of the 19 respondents shows that more than 70% of the teachers (14) are female, and almost the same proportion of the teachers (13) have taught ESOL for more than 11 years. Approximately 85% of the teachers (16) are from Ireland, and nearly all participants (18) are above the age of 36. Taken together, it can be seen that the majority of the respondents to this survey are mature and experienced Irish female teachers, above 36 with more than 11 years of ESOL teaching experience. (See further discussion on this in Chapters 6 and 7.) However, with a small sample size like this, caution must be applied, as this generalisation cannot be extrapolated to the ESOL teaching staff in ETBs in general.

5.1.2 Materials in use

Three predetermined lists of materials were produced for the questionnaire (see Table 4.3 in 4.2.2 in Chapter 4 for questionnaire design, and Appendix 2 for questionnaire) in line with initial information gathered during the researcher's informal correspondence and meeting with teachers in ESOL provision of the Limerick and Clare ETB. The lists also reflect materials that were available in the online bookshop of the National Adult Literacy Agency (NALA) in Ireland at the time of the research.

The three lists comprise a list for *non-Irish published textbooks* (5.1.2.1), another list for *Irish published textbooks* (5.1.2.2), and a third list for *further materials* (5.1.2.3) referring to online, own and authentic materials. Respondents were asked to indicate how frequently they used each material in the lists by a three-point semantic differential scale (see 4.2.2 in Chapter 4). The three choices that the respondents could choose from were as follows:

- very frequently, or frequently
- occasionally
- rarely, or very rarely

Participants were allowed to make one choice only from the ‘frequency of use’ options, or were requested to not choose any of the ‘frequency’ choices if they did not use a certain material at all, and leave the corresponding tick box blank; thus, blank tick boxes practically constituted a ‘never’ response (shaded in Table 5.2 below) regarding a given material. Accordingly, the data was analysed by using a four-point semantic differential scale containing ‘never’ responses as a ‘fourth choice’ (as explained in Section 4.2.2). To ascertain the frequency of use of the materials, the weighted average value method was used (discussed in 4.2.5.1 in Chapter 4). Following this method, a weighting factor from 4 to 1 was assigned to each one of the four options so that a weighted average value could be calculated for each material. The more frequently a material is in use, the more importance it carries – concerning the aims of this study (i.e. to identify materials in frequent use). Therefore, as Table 5.2 below shows, the highest weighting factor (4) was assigned to the choice *very frequently, or frequently*, 3 was given to *occasionally*, 2 was allocated to *rarely, or very rarely*, and 1 was assigned to the ‘option’ *never*.

Table 5.2. Options for frequency of use of materials with assigned weighting factor in the teacher questionnaire

Option	very frequently, or frequently	occasionally	rarely, or very rarely	never
Weighting factor	4	3	2	1

Besides the closed-ended questions, participants were requested to name authentic materials, and identify *other materials* in use in two separate open-ended questions. By this, respondents had the opportunity to add any other material that was not included in the predetermined lists so as to overcome the limitations of the lists. This allowed the researcher to explore as many materials in use as possible. Also, as one of the aims of this study was to ascertain the provenance of the materials in use, the related data gathered is presented embedded in the findings of the survey questionnaire, too. The provenance of the materials was sourced from the researcher's secondary research after having identified the materials from the responses of the survey questionnaire.

In this section (5.1.2), first, non-Irish published textbooks are presented with regard to their frequency of use and provenance (5.1.2.1). Second, Irish published textbooks and their frequency of use are provided (5.1.2.2). Third, further (online, own and authentic) materials and their frequency of use are introduced together with categories and examples of authentic materials, and their provenance (5.1.2.3). Fourth, other materials in use are presented (5.1.2.4). Finally, all materials in use are summarised (5.1.2.5).

5.1.2.1 Non-Irish published textbooks

As noted above, participants were provided with a list of non-Irish published materials (Table 5.3 below), all being textbooks, produced from the list of books for use in ESOL classes recommended by the National Adult Literacy Agency (NALA) in Ireland, and from the researcher's preliminary email correspondence and personal meeting with in-service ETB teachers. The list consisted of the following eight textbooks series in this order: *English File*, *Headway*, *Cutting Edge*, *Inside Out*, *Outcomes*, *Empower*, *face2face*, and *Everyday English*. As can be seen in Table 5.3, the publishers of UK textbooks are Oxford University Press (*English File* and *Headway*), Pearson (*Cutting Edge*), User Friendly Resources (*Everyday English*), Macmillan (*Inside Out*), and Cambridge University Press (*Empower* and *face2face*). The publisher of the US textbook *Outcomes* is National Geographic Learning. Table 5.3 also shows the first and latest publication dates related to the textbook series.

Table 5.3. List of non-Irish published materials in the teacher questionnaire

Name	Publisher	Country of provenance	Publication dates (first, last)
<i>English File</i>	Oxford University Press	Oxford, UK	2004, 2019
<i>Headway</i>	Oxford University Press	Oxford, UK	2002, 2019
<i>Cutting Edge</i>	Pearson	London, UK	2002, 2014
<i>Inside Out</i>	Macmillan	London, UK	2007, 2017
<i>Outcomes</i>	National Geographic Learning (Cengage)	Boston, USA	2010, 2019
<i>Empower</i>	Cambridge University Press	Cambridge, UK	2015, 2019
<i>face2face</i>	Cambridge University Press	Cambridge, UK	2012, 2019
<i>Everyday English</i>	User Friendly Resources	Lewes, UK	2007

Non-Irish published textbooks and their frequency of use

The predetermined list of materials (Table 5.3 above) aimed to explore non-Irish published textbooks in use and their frequency of use. Figure 5.4 below presents the findings based on 22 responses in a segmented horizontal bar chart. In the bar chart, the names of the textbooks are listed beside the vertical axis and are ranked according to their weighted average value (indicated in parentheses next to the name of the textbook) from the most commonly used on top to the least often used at the bottom. The segmented horizontal bar next to the name of the textbook illustrates the detailed frequencies of use of that particular textbook. Blue segments signify *very frequent, or frequent* use, orange segments denote *occasional* use, grey segments stand for *rare, or very rare* use, and gold segments mean that the material is *never* used (see Section 4.2.2 for response choices). Each segment contains the number of responses. For the ease of wording, throughout the analysis in this chapter, the option *very frequently, or frequently* is shortened to ‘frequently’, and the choice *rarely, or very rarely* is simplified by ‘rarely’. Also, in the following three sections, including this one, (5.1.2.1 to 5.1.2.3), the results regarding each list of materials (non-Irish published, Irish published, and further materials) are illustrated by a bar chart as described here, followed by a line chart that summarises the data indicating weighted average values only.

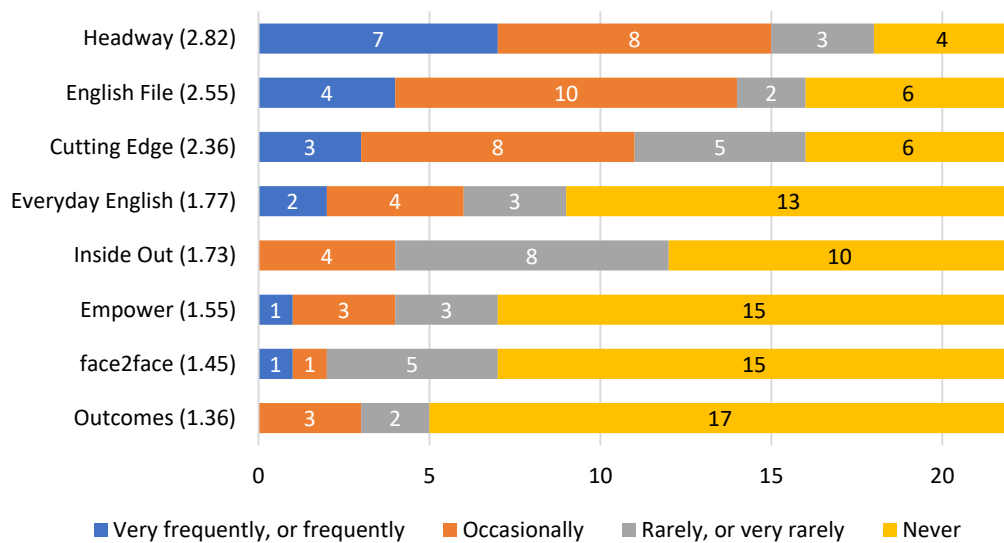


Figure 5.4. Non-Irish published materials and their frequency of use (weighted average value, and different frequencies of use) [n = 22]

Headway (2.82) is by far the most frequently used textbook as about a third of the respondents (7) use it frequently and another third of the respondents (8) use it occasionally. The remaining last third of the participants use it rarely (3) or never (4).

English file (2.55) comes at the second place of the most often used textbooks. Although few respondents (4) use it frequently, it is put to use every now and then by almost half of the teachers (10). Two respondents use it rarely, and almost a third of the teachers do not use it at all (6).

Cutting Edge (2.36) is the third textbook amongst the top three commonly used ones since its weighted average value is above 2.00 (i.e. used more often than ‘rarely’). Although only three respondents use it frequently, about a third of the teachers (8) make use of it sometimes. At the same time, half of the respondents hardly ever (5) or never (6) use it.

Everyday English (1.77) opens the list of tail-enders with weighted average values under 2.00 (i.e. used between ‘rarely’ and ‘never’). It is in frequent use by two teachers, twice as many participants work with it occasionally (4), and three

respondents bring it to the classroom only rarely. Almost 60% of the respondents (13) never use it.

Inside Out (1.73) is not used by anyone regularly. About a fifth of the teachers (4) use it occasionally, and twice as many (8) use it rarely. Nearly half of the respondents (10) do not use it in any way.

Empower (1.55) is used by one teacher often, three participants say it is in use occasionally, and the same number of respondents (3) say that they use it rarely. Almost 70% of the teachers do not use it at all (15).

face2face (1.45) is used by one teacher participant frequently, and by one respondent sometimes. Five teachers use it seldom, but about 70% of the respondents (15) never use it.

Outcomes (1.36) comes last in the list of tail-enders. Teachers do not use it oftentimes, however, three respondents make use of it occasionally, and two participants use it rarely. Still, the majority of the respondents never use it (17).

In the line chart below (Figure 5.5), only the weighted average values of the textbooks are presented so as to visualise their ranking by frequency of use exclusively. This summary chart suggests that the textbooks could be categories into two major groups: Group A and Group B. Group A could include the textbooks with weighted average value above 2.00 (i.e. used quite often), while those textbooks whose weighted average value is below 2.00 (i.e. used less often, or never) could form Group B. This indicates that the textbooks in Group A seem to be in use much more frequently than those in Group B.

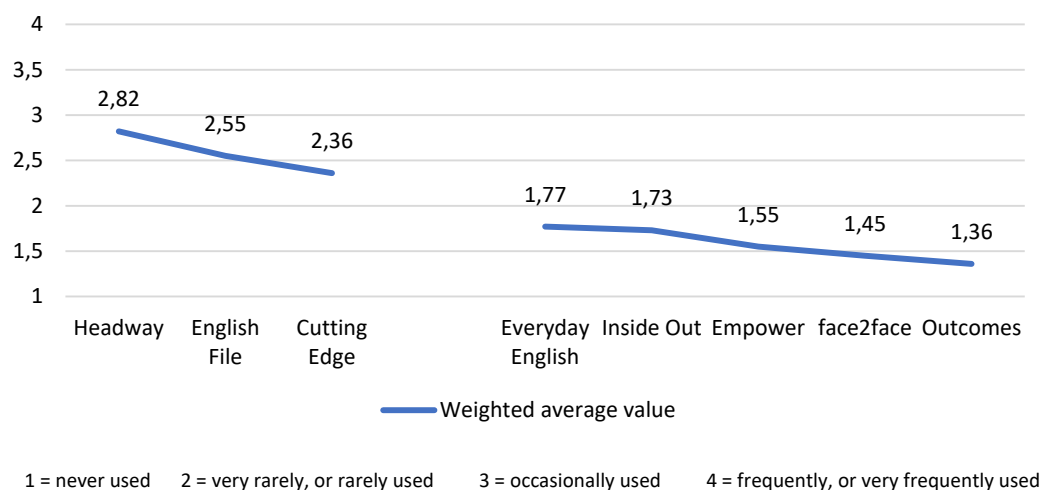


Figure 5.5. Summary of non-Irish published materials and their frequency of use (weighted average value)
[n = 22]

As Figure 5.5 above illustrates, Group A includes the ‘top three’ textbooks: *Headway* (2.82), *English File* (2.55) and *Cutting Edge* (2.36). Not only do these textbooks have a weighted average value above 2.00 but the highest difference in weighted average value (0.59) can also be found here, between the last most frequently used textbook in Group A (*Cutting Edge*: 2.36) and the first most often used textbook in Group B (*Everyday English*: 1.77). Regarding the differences in weighted average value, it must be added that the second biggest difference (0.27) is between the first two most commonly used textbooks (*Headway*: 2.82 and *English File*: 2.55). This makes *Headway* the ‘absolute winner’ after *English File* and *Cutting Edge* in the top three. Group B (the ‘tail-enders’ as previously termed) would include *Everyday English* (1.77), *Inside Out* (1.73), *Empower* (1.55), *face2face* (1.45) and *Outcomes* (1.36).

It must be noted that the frequency of use of these non-Irish published textbooks seems to be quite low due to their generally small weighted average values. Group A textbooks with values between 2.82 and 2.36 are only used occasionally or rarely, and Group B textbooks are all under 1.77 which means that they are hardly ever or never used.

Provenance of non-Irish published textbooks

Besides discovering what non-Irish published materials are in use and how often they are used, another purpose was to ascertain the provenance of the materials on the basis of the teachers' responses to the questions of the questionnaire (see 'further materials' in 5.1.2.3 and 'other materials' in 5.1.2.4 as well). This data is based on the researcher's secondary research.

Table 5.3 earlier in this section presented the publisher and the country of origin of the non-Irish published textbooks, together with the first and latest publication dates. Table 5.3 shows that, out of the eight textbooks, seven books (*Headway*, *English File*, *Cutting Edge*, *Everyday English*, *Inside Out*, *Empower* and *face2face*) are of UK origin and one textbook (*Outcomes*) is of US origin. As for publication dates, the majority of the materials (5) have been updated recently, more or less in the past three years.

5.1.2.2 Irish published textbooks

Participants were provided with a list of Irish published textbooks produced from the list of recommended textbooks for use in ESOL classes by NALA, and from the researcher's preliminary email correspondence and personal meeting with teachers in the Limerick and Clare ETB. The list contained the following six textbooks in this order: *Anseo*, *Féach*, *The Big Picture*, *Paving the Way*, *Learning English in Ireland*, and *The Irish Culture Book* (as shown in Table 5.4 below)

Table 5.4. List of Irish published textbooks in the teacher questionnaire

Name	Publisher	Place of publication	Publication date
Anseo	Integrate Ireland Language and Training	Dublin	2003
Féach	Integrate Ireland Language and Training	Dublin	2005
The Big Picture	National Adult Literacy Agency	Dublin	2005
Paving the Way	National Adult Literacy Agency	Dublin	2003
Learning English in Ireland	Celtic Publications	Malahide, Co. Dublin	2005
The Irish Culture Book	Malleyman	Dublin	2015

As Table 5.4 above shows, the most recent textbook is *The Irish Culture Book* published by Malleyman in 2015. Approximately a decade earlier, *The Big Picture* (2005) and *Paving the Way* (2003) were published by the National Adult Literacy Agency (NALA), *Anseo* (2003) and *Féach* (2005) by Integrate Ireland Language and Training (IILT), and *Learning English in Ireland* by Celtic Publications (2005). Concerning more precise provenance of these Irish published materials, all textbooks and resources originate from Dublin and its vicinity which suggests a centralised landscape of ESOL publishing in Ireland.

Irish published materials and their frequency of use

The second predetermined list of materials (as presented in Table 5.4 above) aimed to explore Irish published materials in use and their frequency of use. There were 17 responses to this question, and the data obtained from the responses is illustrated in the bar chart in Figure 5.6 below.

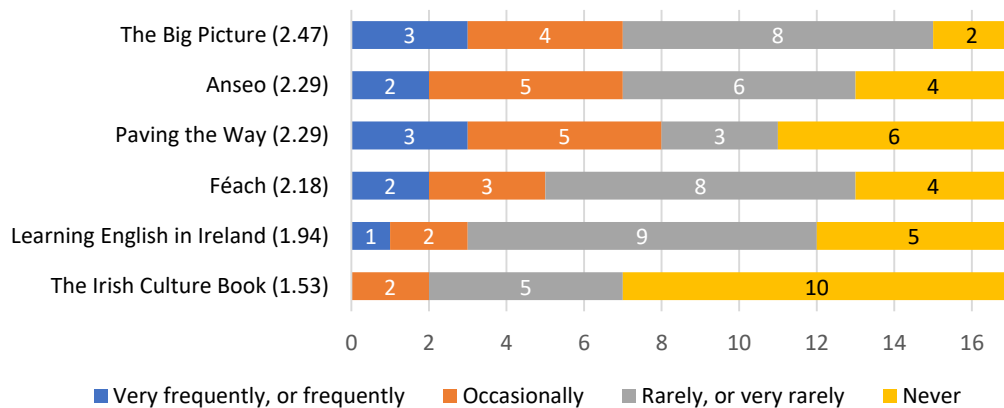


Figure 5.6. Irish published materials and their frequency of use (weighted average value, and different frequencies of use) [n = 17]

The Big Picture (2.47) is in the most frequent use despite the fact that it was published 15 years ago. In total, about 40% of the respondents use it regularly (3) or occasionally (4). Almost half of the teachers work with it rarely (8), and there are only two teachers who never use it (2).

Anseo (2.29) [pronounced /ənⁱʃɔ/; meaning ‘here, in this place’] is the second most used Irish produced material, published about 17 years ago. It is used by two teachers frequently and nearly a third of the respondents (5) use it sometimes. More than another third of teachers (6) use it rarely, and four respondents do not work with it at all.

Paving the Way (2.29) is as frequently used as *Anseo*, and was also published 17 years ago. Although almost half of the participants use it often (3) or occasionally (5) altogether, three teachers rarely teach from it, and more than a third of the respondents (6) never work with it.

Féach (2.18) [pronounced /fiax/; meaning ‘look’] is used by two teachers regularly, and by three teachers occasionally. About half of the teachers (8) seldom use it, and four of the participants never teach from it. This textbook was published 15 years ago.

Learning English in Ireland (1.94), also published 15 years ago, is used by one teacher oftentimes and by two respondents sometimes. More than half of the participants (9) use it rarely, and nearly a third of the respondents (5) never use it.

The Irish Culture Book (1.53) is not used commonly by anyone. Two teachers use it occasionally, five participants work with it rarely, and more than half of the respondents (10) do not use it at all. What is interesting about this book is that it is the latest among the textbooks as it was published in 2015.

The summative line chart in Figure 5.7 below of weighted average values clearly visualises the fact that *The Big Picture* (2.47) is the most regularly used Irish produced material. *The Big Picture* is followed by *Anseo* (2.29), *Paving the Way* (2.29) and *Féach* (2.18). These four materials may be considered as one large group of materials since their values are above 2.00 (i.e. used quite often). In fact, *Learning English in Ireland* (1.94) could also belong to this group because its weighted average value is just under 2.00. Only *The Irish Culture Book* could form its own, small, and

isolated ‘group’ with a weighted average value of 1.53 being well under 2.00 (i.e. used hardly ever, or never).

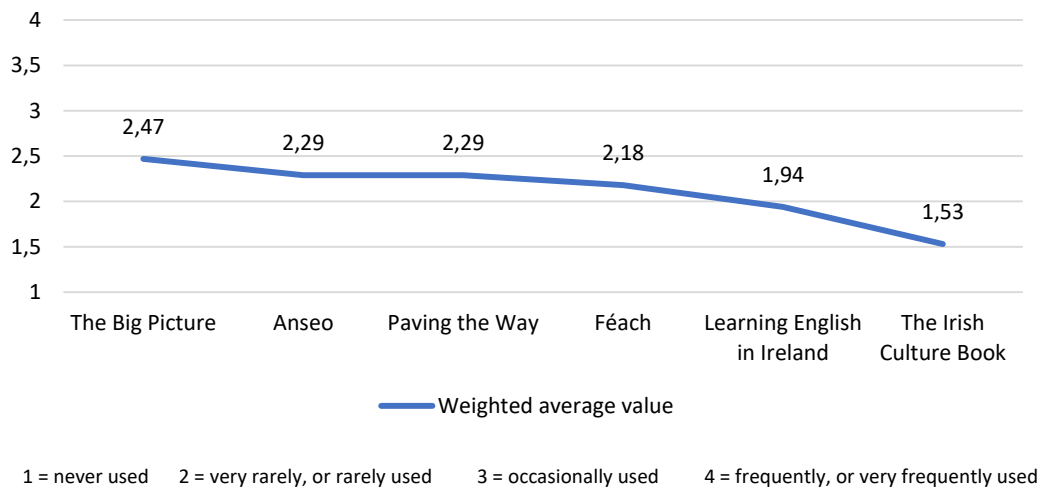


Figure 5.7. Summary of Irish published materials and their frequency of use (weighted average value) [n = 17]

It can be concluded that *The Big Picture* seems to be the most often used Irish produced textbook, despite that fact that it was published 15 years ago; still, used more regularly than any other Irish produced materials. By and large, *Paving the Way*, *Féach* and *Learning English in Ireland* tend to be used relatively often, while *The Irish Culture Book* is more likely to be rarely or never used. The most striking observation, originating from the researcher’s secondary research, is that the vast majority of the Irish published textbooks in use were published almost two decades ago and they have not been updated since then. Another interesting observation is that two of the textbooks, *Anseo* and *Féach*, have Gaelic titles to teach English.

5.1.2.3 Further materials: online, own, and authentic materials

The term ‘further materials’ refers to three broad categories of materials containing online, own (teacher- or in-house made), and authentic materials. First, participants were asked about the frequency of use of these three categories of materials in three separate questions. Then, they were requested to name authentic materials they use

in an open-ended question: *name some authentic materials you use in the lessons (these may be online)*. The addition ‘these may be online’ in parentheses was intended to indicate that online materials could be regarded as authentic, too, unless they are purposefully designed for language education (see 2.3.2 in Chapter 2 for ‘authentic learning materials’). Respondents were encouraged to include online materials, too, for the reason that Information and Communication Technology (ICT) has gained increased attention in the language classrooms as it is ‘commonly integrated into classroom activities’ (Giralt *et al.* 2017: 81), and it constitutes an important ground for authenticity (Mishan 2005). Although the data on online and authentic materials was handled separately in the questionnaire (in the closed-ended question) and the data analysis, the overlap was also reflected in the teachers’ responses (see Table 5.5 later in this section) which appears to justify that online materials do include numerous authentic materials. Furthermore, in the context of this study, ‘online’ refers to the means by which materials on the internet can be sourced, and ‘website’ relates the location of these materials on the internet. Therefore, the terms ‘online materials’ and ‘websites’ pertain to the same category of materials (i.e. online materials).

Further materials (online, own and authentic materials) and their frequency of use

Figure 5.8 below shows the details of how frequently online, own and authentic materials are used. The total number of responses was 23. It must be added, however, that individual teachers may have interpreted ‘own’, ‘online’ and ‘authentic’ materials differently, and therefore answered differently. Consequently, the figures provided below need to be viewed with this in mind – a bit sceptically as the breakdown may not be fully reliable.

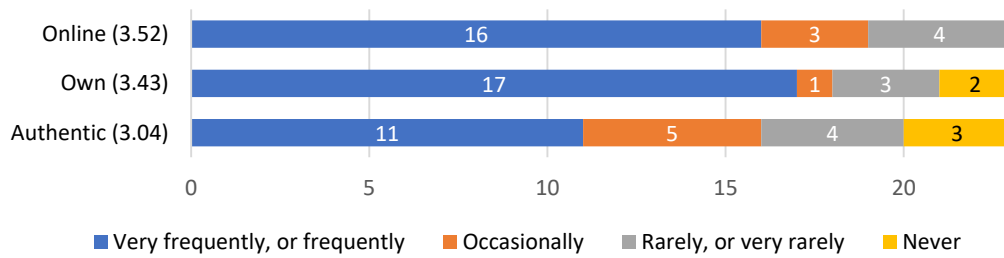


Figure 5.8. Further materials (online, own and authentic) and their frequency of use (weighted average value, and different frequencies of use) [n = 23]

Online materials (3.52) are used by all respondents – which is the most interesting aspect of the findings as regards the materials in use. In fact, approximately 70% of the respondents (16) use them regularly, three participants use online materials occasionally, and only four teachers put them to use rarely.

Own materials (3.43) (teacher- or in-house made materials) are used by about three quarters of the respondents frequently (17), which is also an important finding. Only one teacher uses them sometimes, three respondents use them rarely and two of the participants never use own materials.

Authentic materials (3.04) are also used by the majority of teachers. Nearly half of the participants use them frequently (11). Five respondents make use of them occasionally, four teachers use them rarely, and two participants never use authentic materials.

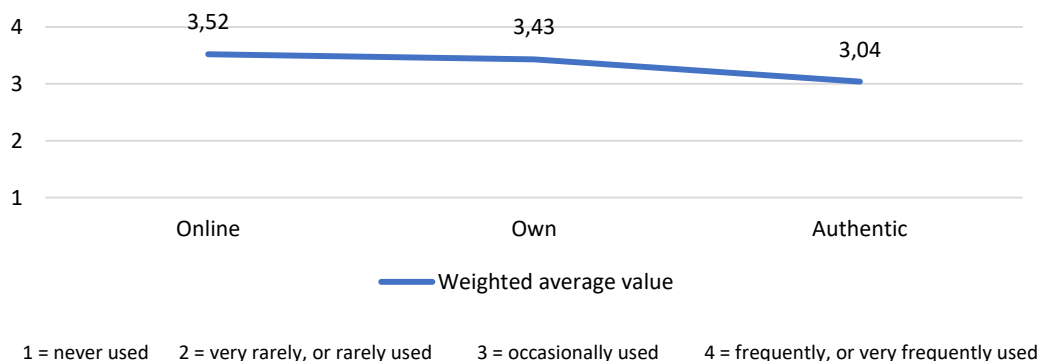


Figure 5.9. Summary of further (online, own and authentic) materials and their frequency of use (weighted average) [n = 23]

The summary chart above (Figure 5.9) for the weighted average values of further materials suggests that all three broad categories of materials (i.e. online, own, and authentic) are used very regularly as their weighted average values are between 3.00 and 4.00. Specifically, *online materials* (3.52) are the most frequently used materials, and *own materials* (3.43) are the second most used ones followed by *authentic materials* (3.04). At the same time, due to the overlap between online and authentic materials, it could be argued that the results on authentic materials further strengthen the indications of the widespread use of online materials – however careful consideration must be given to the specific breakdown of the figures as discussed above.

Categories and examples of authentic materials

The word cloud in Figure 5.10 is a visual depiction of the data, which was generated after having inspected 20 text-based responses. The word cloud visualises the broad categories of authentic materials in use. It points to the fact that the majority of the teachers, almost half of them (9), use different kinds of newspapers, about a third of the teachers (7) use various types of realia, and nearly another third of the respondents (7) use several sorts of websites. Two respondents use advertisements. Music lyrics, TV series, documentaries, magazines, novels and *Microsoft PowerPoint* presentations were mentioned once each. Two teachers do not use authentic materials.



Figure 5.10. Broad categories of authentic materials in use
[n = 20]

Taken together, these results suggest that *newspapers*, *realia* and *websites* (implicitly meaning *online materials*) tend to be by far the most frequently used authentic materials collectively. A mention must be made of the fact that ‘newspapers’ may tacitly include online versions, and for this reason, the proportion of ‘websites’ is likely to be even higher than is presented here. This could be justified by the findings presented previously (in Figures 5.8 and 5.9), according to which, online materials (with a weighted average value of 3.52) are the most frequently used amongst further materials. In fact, online materials are in the most frequent use of all materials including textbooks (as shown in Figure 5.11 in 5.1.2.5, later). The implications of this interesting finding are considered and discussed in Chapters 6 and 7. It is also important to add that newspapers and websites could also be considered as realia in a broad sense (see what ‘realia’ refers to below), but they are handled separately in this study because of the distinctively high proportion of usage of each.

Respondents provided general and specific examples of authentic materials they use. Table 5.5 below shows these examples with the number of respondents who referenced each. General examples are written in normal characters, while specific examples are indicated in italics in the table. The examples are grouped together into the broad categories of authentic materials (highlighted in blue in the table) as presented previously in the word cloud (Figure 5.10).

Table 5.5. Examples of authentic materials in use (with number of references)
[n = 20]

Names	Ref.		
NEWSPAPERS		Bank forms (opening an account)	1
Local papers	2	Other forms	1
<i>The Guardian</i>	2	Cards	
National papers	1	Library cards	1
<i>Westmeath Examiner</i>	1	Medical cards	1
<i>Westmeath Topic</i>	1	Driving licenses	1
<i>New to the Parish (The Irish Times)</i>	1	Leaflets	
<i>The Irish Times</i>	1	Restaurants	1
REALIA		Other businesses	1
Forms		Correspondence with ...	
<i>Department of Employments Affairs and Social Protection</i>	2	Hospitals	1
<i>Health Service Executive</i>	2	Schools	1
Library forms	1	Financial institutions	1
		Further types of realia	
		Menus	2

Further types of realia (<i>continued</i>)		Work	1
Bills	2	Job skills	1
Maps	1	Health	1
Shopping literature	1	News	1
Product packaging	1	Festivals	1
Instructions	1	Hotels	1
Care instructions		Healthcare	1
for clothes	1	Social welfare	1
Learners' traditional food and drinks	1	ADVERTISEMENTS	
WEBSITES		MUSIC LYRICS	
YouTube	3	TV SERIES	
RTÉ	1	<i>Keeping up Appearances</i>	1
Nationwide (on RTÉ)	1	<i>Mr Bean</i>	1
TED Talks	1	<i>Fawlty Towers</i>	1
Google Images	1	DOCUMENTARIES	
Google Maps	1	<i>Channel 4</i>	1
Fáilte Ireland	1	MAGAZINES	
Linguahouse	1	NOVELS	
Education	1	IMAGES	
		PPT PRESENTATIONS	

Newspapers include different kinds of newspapers which are named either generally or specifically. General examples consist of local (2 references) and national (1 reference) papers, and specific examples include *The Guardian* (2), *Westmeath Examiner* (1), *Westmeath Topic* (1), *The Irish Times* (1) and *New to the Parish (The Irish Times)* (1).

Realia embraces various types of objects and items from everyday life which are brought into the classroom as an aid to teaching English (Smith 1997) such as forms, cards, leaflets, correspondence and further types of realia. Forms are the most often mentioned kind of realia, and they involve forms from the Department of Employment Affairs and Social Protection of Ireland (2), Health Service Executive (Ireland's provision of health and personal social services) (2), libraries (1), banks (1) and other institutions (1). Cards are exemplified by library cards (1), medical cards (1) and driving licenses (1). Leaflets include handouts and flyers from restaurants (1) and other businesses (1). Correspondence is illustrated by written communication with hospitals (1), schools (1) and financial institutions (1). Further realia involves menus (2), bills (2), maps (1), shopping literature (1), product packaging (1), instructions (1), care instructions for clothes (1) and learners' traditional food and drinks (1). It is interesting to note that the results appear to point

to some of the most important areas of everyday life such as social welfare, employment, finance, education, health, recreation, travel, nutrition and clothing.

Websites encompass numerous general and specific websites, or online resources and materials. *YouTube* (3) is referred to as the most often used specific website, after *RTE* (Ireland's national television and radio broadcaster) (1), the programme *Nationwide* (1) on *RTE*, *TED Talks* (1), *Google Images* (1), *Google Maps* (1), *Fáilte Ireland* (National Tourism Development Authority of Ireland) (1), and articles from *LinguaHouse*, as well as a website designed for ESOL/EFL teaching (1). General websites in use include web pages about education (1), work (1), job skills (1), health (1), news (1), festivals (1), hotels (1), healthcare (1) and social welfare (1). These results are also very much connected to some of the most important areas of everyday life.

Respondents referred to different types of additional authentic materials such as advertisements, music lyrics, TV series (*Keeping Up Appearances*, *Mr Bean*, *Faulty Towers*), documentaries (*Channel 4*), magazines, novels, *PowerPoint* presentations and images.

Overall, the results on further materials suggest that *websites/online materials*, *newspapers*, and *realia* are in use the most often. In addition, the results provide a wide range of samples of Mishan's (2005) seven cultural products that can be integrated into language education, and teachers do seem to put these samples into action: for instance, participants use novels (termed 'literature' in Mishan 2005: 95), *RTE* ('the broadcast media'), *The Irish Times* ('newspapers'), advertisements ('advertising'), music lyrics ('music and song'), *the Faulty Towers* ('film'), and *YouTube* ('ICT'). The use of these examples in an ESOL classroom are very likely to facilitate various routines that are vital in ESOL learners' everyday life in Ireland.

Interestingly, websites particularly designed for teaching ESOL/ELT appear to be used to a small degree: only one respondent mentioned *LinguaHouse* as 'authentic materials' (Respondent 6), and in response to another question (on other materials,

see 5.1.2.4 below), the online materials *Reading Horizons* and *iSL Collective* were referred to only.

Provenance of further materials

Table 5.6 below illustrates the provenance of those further materials (online, own, and authentic materials) whose origin could be unequivocally determined. The data on the provenance is based on the researcher’s secondary research. What is interesting about the data is that all named newspapers (*Westmeath Examiner*, *Westmeath Topic*, *The Irish Times*, *New to the Parish* in the online version of *The Irish Times*) are of Irish provenance, except *The Guardian* (UK), and all specified realia (forms from the Department of Employment Affairs and Social Protection and the Health Service Executive) are of Irish origin, too. However, from this data it can also be seen that the majority (4) of the websites, which are used globally, originate from the USA (*YouTube*, *TED Talks*, *Google Images* and *Google Maps*), and only three websites are Irish (*RTÉ*, *Nationwide* on *RTÉ*, and *Fáilte Ireland*), in addition to one Polish website (*LinguaHouse*). What is more, all TV series (*Keeping up Appearances*, *Mr Bean* and *Fawlty Towers*) as well as documentaries (*Channel 4*) are of UK provenance, which suggests that Irish-made TV series and documentaries are not used in the lessons frequently, except the documentary TV series *Nationwide*.

Table 5.6. Provenance of further materials (online, own, and authentic)

Names	Provenance		
NEWSPAPERS		<i>Fáilte Ireland</i>	Ireland
<i>Westmeath Examiner</i>	Ireland	<i>New to the Parish</i>	Ireland
<i>Westmeath Topic</i>	Ireland	<i>YouTube</i>	USA
<i>New to the Parish</i>	Ireland	<i>TED Talks</i>	USA
<i>The Guardian</i>	UK	<i>Google Images</i>	USA
REALIA (Forms)		<i>Google Maps</i>	USA
<i>Department of Employment Affairs and Social Protection</i>	Ireland	<i>LinguaHouse</i>	Poland
<i>Health Service Executive</i>	Ireland	TV SERIES	
WEBSITES		<i>Keeping up Appearances</i>	UK
<i>RTÉ</i>	Ireland	<i>Mr Bean</i>	UK
<i>Nationwide (on RTÉ)</i>	Ireland	<i>Fawlty Towers</i>	UK
		DOCUMENTARIES	
		<i>Channel 4</i>	UK

5.1.2.4 Other materials

After having asked teachers about the use of specific non-Irish and Irish published materials as well as online, teacher-made, and authentic materials (as ‘further materials’), participants were asked to name any other materials they used in an open-ended question. This intended to close the loophole caused by the predetermined lists of materials (as presented in 5.1.2.1 and 5.1.2.2) since they might not cover such materials that teachers otherwise use (as discussed earlier in this section). This is to ensure that the study could discover as many kinds of resources and materials in use as possible. Table 5.7 lists the names of ‘other materials’ that are in use and their provenance according to the responses of 18 participants. It is important to note that the participants added extra comments on the materials in general when answering the question on ‘other materials’ and some of these comments can be found in the summary of the findings of materials in use (Section 5.1.2.5).

Table 5.7. Names of other materials in use and their provenance with number of references [n = 18]

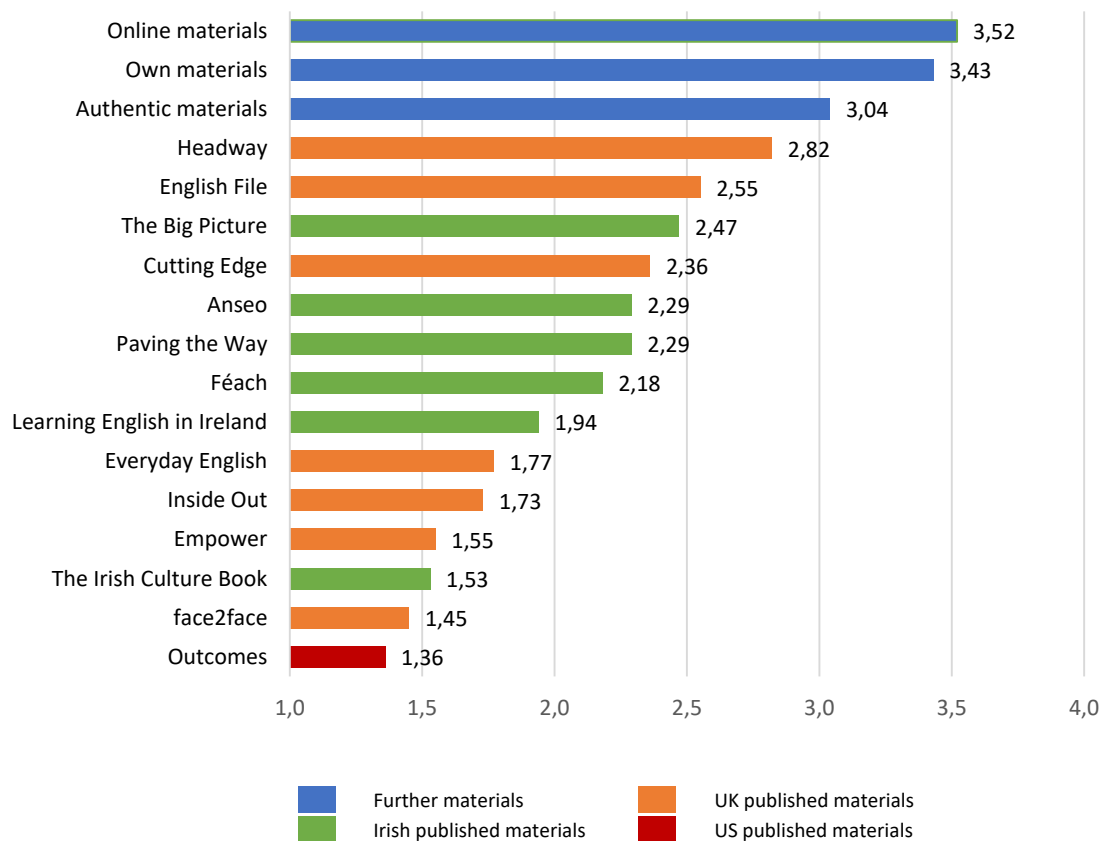
Names (with publisher)	Ref.	Prov.
NON-IRISH PUBLISHED MATERIALS		
<i>English for Everyone</i> (DK Books)	2	UK
<i>Cambridge Listening</i> (CUP)	1	UK
<i>Cambridge Reading</i> (CUP)	1	UK
<i>Cambridge Writing</i> (CUP)	1	UK
<i>English for Nursing</i> (CUP)	1	UK
<i>ESOL Activities</i> (CUP)	1	UK
<i>Essential English Grammar in Use</i> (CUP)	1	UK
<i>‘Extra’ series</i> (CUP)	1	UK
<i>PET Objective</i> (CUP)	1	UK
<i>Navigate</i> (OUP)	1	UK
<i>Effective Reading</i> (Macmillan)	1	UK
<i>Global</i> (Macmillan)	1	UK
<i>Test Your Vocabulary</i> (Penguin Books)	1	UK
<i>The BIG Picture</i> (Richmond)	1	UK
PET and KET past test papers (CUP)	1	UK
<i>Life</i> (NGL)	1	USA
<i>True Stories in the News</i> (Pearson)	1	USA
<i>Laubach series</i> (New Readers Press)	1	USA
<i>Reading Horizons</i> (online)	1	USA
<i>Hands On!</i> (Halifax Immigrant Centre)	1	Canada
<i>iSL Collective</i> (online)	1	Hungary
IRISH PUBLISHED MATERIALS		
NALA books	1	Ireland

Closer inspection of Table 5.7 on the use of ‘other materials’ shows that the results are highly unlikely to change the findings on the use of non-Irish and Irish published materials presented earlier (5.1.2.1 and 5.1.2.2) because *English for Everyone* (from DK Books, UK) with two users places itself below both the least used non-Irish published material (*Outcomes*, five users; see Figures 5.4 and 5.5 in 5.1.2.1) and the least used Irish published material (*The Irish Culture Book*, seven users; see Figures 5.6 and 5.7 in 5.1.2.2). Similarly, the results in Table 5.7 above indicate a very low number of users, only one user of each material apart from *English for Everyone* with two users; therefore these results do not interfere with the findings on the use of ‘further materials’ (online, own and authentic materials, as presented in 5.1.2.3) either because all teachers tend to use some form of ‘further materials’ to a certain degree (see Figures 5.8 and 5.9 in 5.1.2.3).

5.1.2.5 Summary of findings on materials in use

The summary chart below (Figure 5.11) of non-Irish and Irish published materials together with further (online, own and authentic) materials in use is constructed from the synthesis of the findings on the frequency of use of these materials using their weighted average values as presented in this section (5.1.2). The findings are based on 22 responses on non-Irish published materials, 17 responses on Irish published materials and 23 responses on further materials. Any other materials (5.1.2.4) are not included in the summary chart since they do not interfere with the content of the chart due to their low frequency of use (as discussed above in 5.1.2.4); furthermore, the exclusion has no significance regarding the aims of this study.

The summative horizontal bar chart in Figure 5.11 below lists the materials starting with the most frequently used one (*online materials*) at the top of the vertical axis and finishing with the least frequently used one (*Outcomes*) at the bottom. Orange and red bars indicate UK and US published materials, respectively; while green bars represent Irish published materials, and blue bars identify further materials (online, own and authentic) with no provenance specified.



1.0 = never used 2.0 = very rarely, or rarely used 3.0 = occasionally used 4.0 = frequently, or very frequently used

Figure 5.11. Synthesis of findings on materials in use in ESOL provision in ETBs in Ireland (weighted average) [n = 22/17/23]

Figure 5.11 above showing the synthesis of findings on materials in use in the ESOL provision of ETBs in Ireland (according to the teachers' responses) is quite revealing from several aspects.

First, it is apparent that online materials (3.52), own materials (3.43), and authentic materials (3.04); including especially websites, newspapers, and realia; prevail over any other material as they are used considerably more frequently than any other materials (they are above the weighted average value 3.00).

Second, the UK published textbook *Headway* (2.82) dominates all non-Irish and Irish produced materials regarding their frequency of use, as can be seen in Figure 5.11. In other words, teachers use *Headway* much more often than any other published materials from any other country.

Third, although not used that often on average, the Irish produced *The Big Picture* (2.47) is still used more commonly than much of the remaining materials, including one UK published material (*Cutting Edge*: 2.36).

Fourth, the UK published *Cutting Edge* (2.36), the Irish published *Anseo* (2.29), *Paving the Way* (2.29) and *Féach* (2.18) are used only sometimes.

Fifth, the Irish published *Learning English in Ireland* (1.94), the UK published *Everyday English* (1.77), *Inside Out* (1.73), *Empower* (1.55), the most recently published Irish *The Irish Culture Book* (1.53), the UK published *face2face* (1.45) and, lastly, the US published *Outcomes* (1.36) are all rarely or never used.

Finally, as for publication dates, all Irish published materials, except *The Irish Culture Book* (2015) which is used the most rarely though, date back to 2005 or before, and they have not been updated since then. On the other hand, all non-Irish published materials are regularly updated and published in newer and newer editions.

Participants in the questionnaire availed themselves of the opportunity to add extra comments on the materials they use in general in the open-ended question about ‘other materials’ (as mentioned in 5.1.2.4) which could provide reasons for the findings presented so far. The results indicate that respondents tend to rather use materials of non-Irish provenance than materials specifically designed for the Irish context. This is justified by the following response:

There is to date 5/2/19 no Irish made material of the same quality [as *Hands on!*]. I have used *Anseo*, *Féach* and other IILT material for the last 15+ years and found it less suitable. The latest NALA materials are lifted from the old IILT books. (Respondent 5)

The following response may summarise the reason why own and authentic materials are in use to such a high degree:

Almost no Irish generated material is available. This is understandable since the commercial market is small. *Anseo* and other IILT material is one of the only sources. I've just learned to adapt and produce my own stuff. Local and national Irish based subjects are readily to hand. I'm at this game since god was a boy and have built a large filing cabinet of self-adapted resources. Young teachers must be putting in a lot of effort to do this. I'd be pleased if new authentic materials became available. (Respondent 13)

Although literacy teaching is beyond the scope of this study, a mention must be made of the fact that teachers, who also need to teach literacy to migrant learners in the ESOL classroom (see 1.3.2 in Chapter 1), seem to struggle with finding proper materials, too, as the following response illustrates:

I find my needs are not met at all resource-wise, as a literacy, absolute beginners ESOL teacher. (Respondent 22)

Thus far, this chapter has identified the materials that are currently in use in the ESOL provision of ETBs in Ireland, it has described the frequency of use of the materials, and has identified the provenance of the materials. Further discussion and analysis on the materials in use are provided in Chapters 6 and 7. What follows in the next section is a detailed account of the teachers' perspectives on the cultural content in one of the most frequently used materials of their choice.

5.1.3 Cultural content in materials of frequent use

Besides the identification of the materials currently in use in the ESOL provision of ETBs in Ireland, and the discovery of the frequency of use of these materials together with their provenance, another purpose of the survey questionnaire was to explore the participants' perspectives on the cultural content in one of the most frequently used materials of their choice in order for the researcher to assess the potential these materials offer for fostering ESOL learners' cultural awareness in an Irish context.

What is meant by ‘cultural content’ in this study is described in Section 2.3.4 (also see Table 4.7 in Chapter 4). First, this section presents the materials of frequent use that teachers chose to comment on (5.1.3.1). Second, this section presents the teachers’ opinions on the presence of different countries in these materials (5.1.3.2) in addition to the listing of countries where learners are from, and details on the countries that respondents think should receive more focus and less focus in the chosen materials, as well as reasons for these responses. Third, it describes the results on the teachers’ perspectives on the potential that materials offer for the cognitive processing of cultural content (5.1.3.3), including the comparative aspect of learning about cultures. Fourth, this section presents teachers’ views on the potential materials offer for some aspects of the affective processing of cultural content (5.1.3.4). Finally, the summary of these results is provided (5.1.3.5).

5.1.3.1 Teachers’ choice of frequently used materials to comment on

The respondents of the survey questionnaire were asked to choose one material of frequent use that they wished to comment on regarding its cultural content, providing the name and CEFR target level(s) taught from the material. It must be noted that respondents could freely decide on which material they wished to express their opinion on as long as it was of frequent use. The reason why teachers chose a specific material was not asked. Therefore, as these materials were chosen by the respondents, it is important to note that the results presented in this section are not statistically comparable; however, the results could provide important insights into teachers’ perspectives on the cultural content in the materials they often use.

First, the participants were asked to write the name of one material of frequent use that they wished to comment on. The results are set out in Table 5.8 below along with the name of the publisher of the material, the provenance of the material, and the number of respondents who referred to the material, according to 20 responses in total. As the table shows, the 20 respondents named 15 different materials of frequent use. One quarter of the teachers (5) wished to express their views on the same coursebook, *Headway*.

Table 5.8. Teachers' choice of materials of frequent use to comment on
[n = 20]

Name	Publisher	Prov.	Ref.
TEXTBOOKS			
Headway	OUP	UK	5
English File	OUP	UK	1
Cutting Edge	Pearson	UK	1
Empower	CUP	UK	1
Effective Reading	Macmillan	UK	1
English for Life	OUP	UK	1
Global	Macmillan	UK	1
Hands On!	Halifax Immigrant Learning Centre	Canada	1
Listening Extra	CUP	UK	1
PET Objective	CUP	UK	1
The BIG Picture	Richmond	UK	1
OTHER THAN TEXTBOOKS			
ESOL Nexus	British Council: esol.britishcouncil.org (online)	UK	1
CUP online test practice	CUP (online)	UK	1
ESOL Materials Ireland	www.esolmaterialsireland.com (online)	Ireland	1
Refugee Orientation Package	own material	Ireland	1
New to the Parish	The Irish Times (online)	Ireland	1

Table 5.8 above also presents that half of the respondents (10) identified different textbooks each such as *English File*, *Cutting Edge*, *Empower*, *Effective Reading*, *English for Life*, *Global*, *Hands On!*, *Listening Extra*, *PET Objective* and *The BIG Picture*. Another quarter of the participants (5) specified online materials which are *ESOL Nexus*, *CUP online test practice*, *ESOL Materials Ireland*, and *New to the Parish* (as a resource); and one participant chose, presumably, an own or in-house made material called *Refugee Orientation Package*. The researcher has not been able to obtain more information on the latter material, but a decision has been made to include the respondent's view so as to make the results more valid.

As Table 5.8 above also presents, of the fifteen materials, 80% (12) are of non-Irish provenance: 11 of UK and one of Canadian provenance. 20% of the resources (3) originate from Ireland. A possible explanation why most of the respondents wished to comment on non-Irish materials rather than Irish materials could be the fact that the teachers are likely to be more familiar with the content of non-Irish published materials than that of the Irish published ones. This may be so because the respondents probably (have to) use materials of non-Irish origin more often than

materials of Irish provenance which seems to be justified by the findings on the materials in use reported earlier in this chapter (5.1.2). Also, teachers might have simply seized the opportunity to comment on, or complain about these materials. (For further possible reasons, see Section 6.1.1.) In addition, the fact that *Headway* was the material that most teachers (5) decided to reflect on may confirm that it is the most frequently used non-Irish published material (as presented in 5.1.2).

The survey participants were also asked to indicate the CEFR target level(s) of the chosen material of frequent use in a multiple-choice question. More than one option was allowed to be selected so that the teachers could mark every level taught from the specific material. Table 5.9 presents the CEFR levels with regard to each material. (Numbers of teachers choosing the materials to comment on are also indicated in Table 5.9 below.)

Table 5.9. Concise description of CEFR target levels of teachers' choice of materials of frequent use to comment on
[n = 20]

Name	Number of teachers choosing the material to comment on	CEFR target levels taught from the material (number of references)	Publication dates
<i>Headway</i>	5	beginner (3), A1 (3), A2 (4)	2010; 2011; 2012
<i>English File</i>	1	A1 (1), A2 (1)	2004; 2006
<i>Cutting Edge</i>	1	A1 (1)	2013
<i>Empower</i>	1	B2 (1)	2015
<i>Effective Reading</i>	1	B1 (1)	2010
<i>English for Life</i>	1	beginner (1), A1 (1), A2 (1), B1 (1), B2 (1)	2007-2011
<i>Global</i>	1	B2 (1)	2013
<i>Hands On!</i>	1	beginner (1)	1999
<i>Listening Extra</i>	1	A2 (1), B1 (1), B2 (1), C1 (1), C2 (1)	2004
<i>PET Objective</i>	1	B1 (1)	2009/2016
<i>The BIG Picture</i>	1	beginner (1)	2001/2013
<i>ESOL Nexus</i>	1	beginner (1), A1 (1), A2 (1), B1 (1)	updated online
<i>CUP online test practice</i>	1	A1 (1), A2 (1)	updated online
<i>ESOL Materials Ireland</i>	1	beginner (1)	N/A
<i>Refugee Orientation Package</i>	1	beginner (1), A1 (1)	N/A
<i>New to the Parish</i>	1	A2 (1), B1 (1), B2 (1)	updated online

On closer inspection, Table 5.9 above suggests that *Headway* is used for beginners (3 references), together with *English for Life*, *Hands On!*, *The BIG Picture*, *ESOL Nexus*, *ESOL Materials Ireland*, and the *Refugee Orientation Package* with one reference each. For teaching English at CEFR level A1, teachers use *Headway* (3) again, and *English File*, *Cutting Edge*, *English for Life*, *ESOL Nexus*, *CUP online test practice*, and the *Refugee Orientation Package*, each with one reference. *Headway* for pre-intermediate learners (CEFR level A2) is used by the highest proportion of teachers (4 references), followed by *English File*, *English for Life*, *Listening Extra*, *ESOL Nexus*, *CUP online test practice*, and *New to the Parish* (with one reference each). *Effective Reading*, *Listening Extra*, *PET Objective*, *ESOL Nexus* and *New to the Parish* (with one reference each) are used for intermediate learners (CEFR level B1); and *Empower*, *English for Life*, *Global*, *Listening Extra*, and *New to the Parish* with one reference each are used for learners of CEFR level B2. *Listening Extra* is in use for teaching English at CEFR levels C1 and C2 (1 reference).

The horizontal bar chart in Figure 5.12 below depicts the summary of the CEFR target levels represented in the materials teachers chose to comment on. (Teachers were asked to indicate the levels of English taught in connection with the material they chose to comment on only.) It is apparent from the chart that about 80% of the materials chosen target English language learners who are at pre-intermediate level (12), or who are beginners (11), or those who study English at CEFR level A1 (11). Approximately 50% of the resources and materials selected by the teachers focus on independent users of the English language at B1 (8) or B2 (7) CEFR levels. Nearly 15% of the materials that teachers chose to comment on are used for teaching proficient users of English at C1 (2) or C2 (2) CEFR levels.

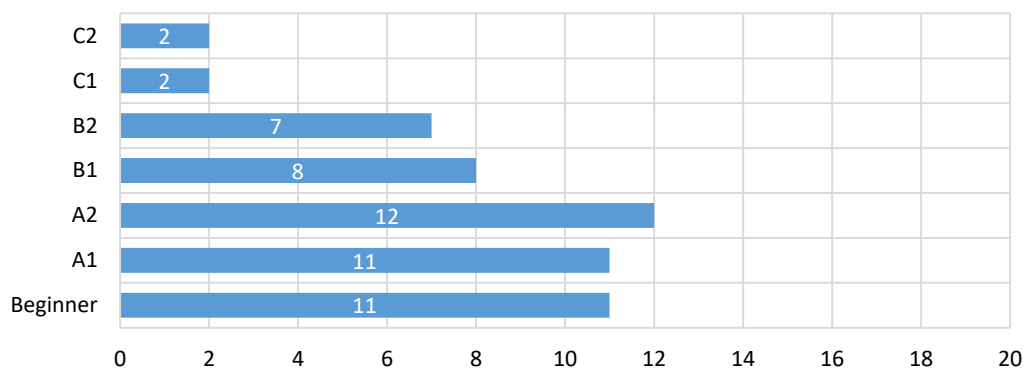


Figure 5.12. Summary of CEFR target levels of teachers' choice of materials of frequent use to comment on
[n = 20]

Overall, the findings reveal that *Headway* was selected to comment on by the highest number of respondents (5) and is used for teaching English for basic users of English (CEFR levels A1 and A2) and beginners. Interestingly, the leading position of *Headway*, as the most frequently used non-Irish published material (as presented in 5.1.2.1), is reflected in the results of the teachers' selection of the material that they wished to reflect on as stated earlier. *English File* and *Cutting Edge*, the next two non-Irish published materials of frequent use after *Headway* (see 5.1.2.1), are used with beginners and basic users (CEFR levels A1 and A2) as well, according to Table 5.9 above. The same is true for *ESOL Nexus*, but this material also targets learners who are learning towards CEFR level B1. *New to the Parish* is used for teaching English to learners aiming to be basic users at CEFR level A2, and independent users at CEFR levels B1 and B2. Furthermore, *CUP online tests* are used with the two basic-user levels (CEFR A1 and A2), while the remaining materials (*Hands On!*, *The BIG Picture*, *ESOL Materials Ireland*, *Refugee Orientation Package*, *Effective Reading*, *PET Objective*, *Empower*, *Global*) target one specific level only. Surprisingly, *English for Life* is used for teaching learners at the most levels, from beginners to independent users (CEFR level B2) together with *Listening Extra*, from basic users (CEFR level A2) to proficient users (CEFR level C2).

The results of the CEFR target levels of the materials of frequent use teachers chose to comment on taken together may provide important insight into the description of the learners' general competencies in the English language. It might be suggested that the majority of learners are beginners and basic users (at CEFR levels A1 and A2), while independent users (at CEFR levels B1 and B2) are likely to be fewer, and proficient users (at CEFR levels C1 and C2) seem to be the fewest. This result seems to echo the fact that more than 62% of the learners on entry to ESOL provision in Ireland are at CEFR levels A1 and A2 (Kett 2018, see Section 1.3 in Chapter 1).

5.1.3.2 Teachers' perspectives on the presence of different countries in the chosen materials

Participating teachers were asked to provide their perspectives on the presence of different countries in the material of their choice in one closed-ended and two open-ended questions. The closed-ended question was constructed to gather information on the extent to which Ireland, the countries where learners are from and any other countries are present (see Figures 5.13 and 5.14 below) in the material. The purpose was to determine the proportion of the presence of different countries, and to examine the potential in the material for the comparative aspect of learning about cultures in an Irish context. There were 22 responses to the closed-ended question.

An open-ended question was designed to offer the respondents the opportunity to specify the countries which should be provided with more focus (see Figures 5.15 and 5.16) in the material, and another open-ended question asked teachers to identify the countries which should receive less focus (see Figures 5.17 and 5.18) in the material. Respondents also had the opportunity to give reasons for their choices. The aim was to pinpoint specific countries regarding the importance of their inclusion in the material, and to discover the teachers' reasons behind their responses. There were 19 and 17 respondents to each open-ended question, respectively. In addition, in a separate open-ended question, participants were asked to list the countries where their learners are from as an exploration of the presence of different countries 'represented' by the learners themselves in the classroom. 23 teachers responded to the question.

It must be borne in mind that most of the materials were not produced in Ireland, but the UK (see Table 5.8 in 5.1.3.2), therefore Ireland is not necessarily expected to be well-presented in these materials. For the same reason, the results in relation to countries other than Ireland and the learner's countries would mainly refer to the UK, which underpins the teachers' complaint about over-reference to the UK in these materials (as can be seen below).

Ireland, the learners' countries, and other countries

To ascertain the presence of Ireland, and other countries including the countries where learners are from (shortened to *learners' countries*; see these countries further below, in Figures 5.16 and 5.16) as well as other, unspecified countries, the weighted average value method was used (see 4.2.5.1 in Chapter 4). The respondents had three options to choose from, and a weighting factor from 3 to 1 was assigned to each one of the three options so that a weighted average value could be calculated. The three options (with their weighting factor) regarding the presence of different countries in the chosen material are as follows:

- a lot (3)
- some, but not a lot (2)
- little, or none (1)

The results are illustrated by a segmented horizontal bar chart showing the findings in detail (Figure 5.13), and a summative line chart presenting the weighted average values only (Figure 5.14). The charts were constructed in the same way as were for the presentation of the materials in use (see 5.1.2).

From the data in Figure 5.13 below regarding the presence of different countries in the chosen material of frequent use, it is apparent that the presence of unspecified other countries (2.29) is the strongest after the presence of learners' countries (1.57). The presence of Ireland (1.45) is the weakest.

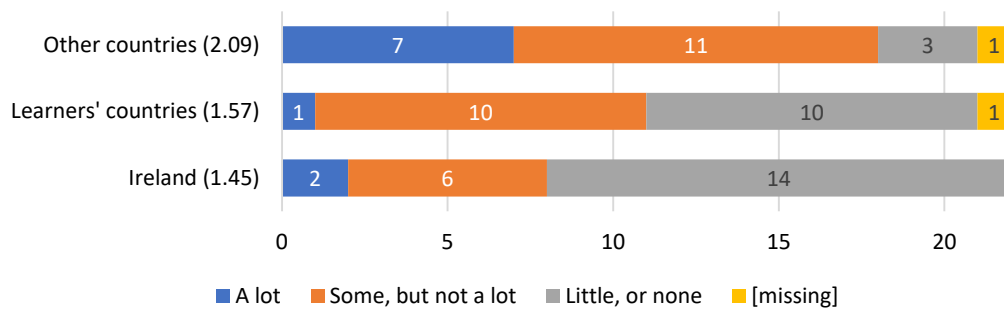


Figure 5.13. Presence of Ireland, learners' countries and other countries in teachers' choice of materials of frequent use – bar chart (weighted average, proportions) [n = 22]

According to the data presented in Figure 5.13 above, which was generated out of 22 responses, approximately a third of the respondents (7) think that there is a lot of presence of countries other than Ireland and the learners' countries in the material, half of the participants (11) think that there is some presence, and about 10% of the teachers (3) think there is little or none. One participant did not express an opinion. With regard to the presence of learners' countries in the material, almost half of the teachers (10) think that there is some, but not a lot; and nearly another half of the participants (10) view the presence of their learners' countries in the material as little, or none. In one respondent's opinion, there is a lot of presence about the learners' countries in the chosen material. One teacher did not comment on the presence of learners' countries. As for the presence of Ireland in the material, from the perspective of over 60% of the respondents (14), there is little, or no presence of Ireland at all in the chosen material; almost 30% of the teachers (6) are of the opinion that there is some presence, but not a lot; while two respondents think that Ireland has a lot of presence (probably mainly those teachers who chose a material of Irish provenance to comment on).

Figure 5.14 below visualises the weighted average values for the presence of different countries in the materials of teachers' choice. It can be clearly seen that learners' countries and Ireland are both present to a small degree (1.57 and 1.45, respectively), which is unsurprising given the provenance of the majority of the chosen materials

as discussed earlier in 5.1.3.1. At the same time, other countries, especially the UK (probably due to the British provenance of most of the materials), are present in the material to a larger degree (2.09).

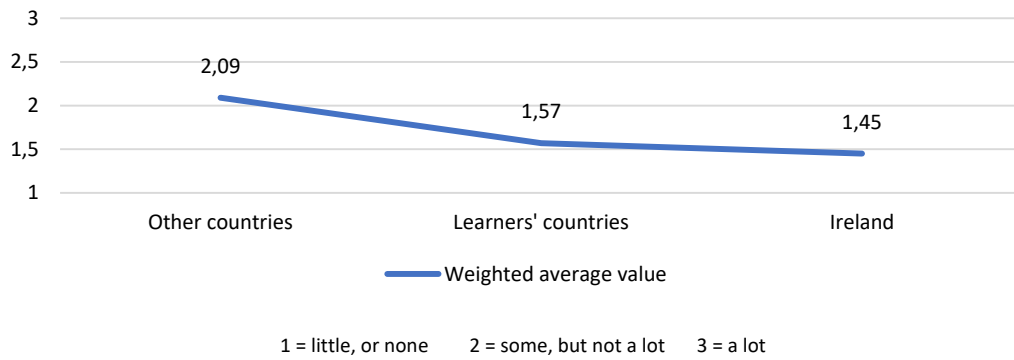


Figure 5.14. Presence of Ireland, learners' countries and other countries in teachers' choice of materials of frequent use – line chart (weighted average) [n = 22]

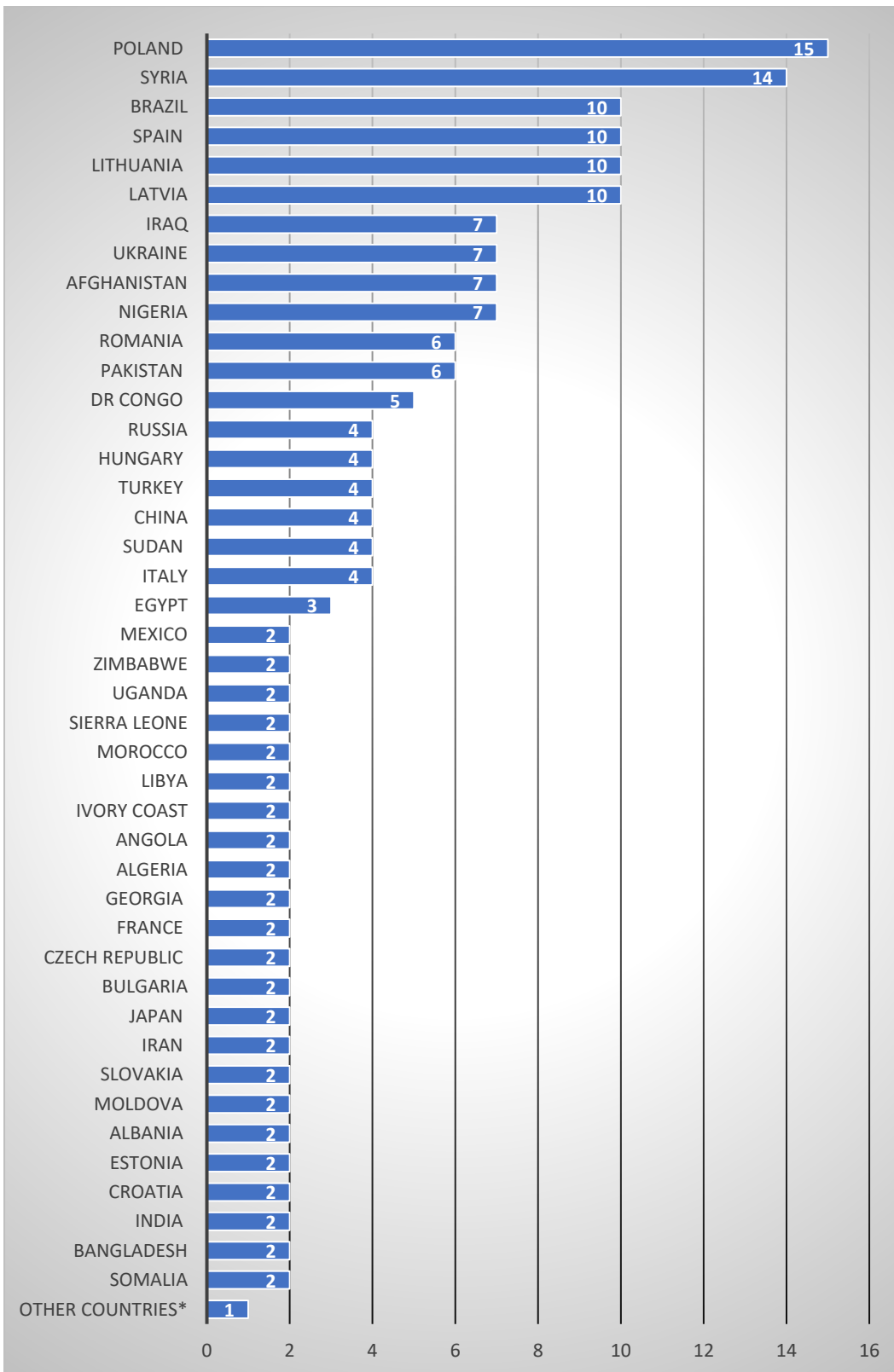
Countries where learners are from

Before turning to the results on which countries should receive less or more focus in the chosen materials with reasons according to the respondents, it is important to present the countries where learners whom the teachers teach are from. Based on 23 responses, the word cloud in Figure 5.15 visualises these countries. What stands out in the word cloud is that Poland and Syria are the countries that were identified by the largest number of teachers.



Figure 5.15. Countries specified by teachers where learners are from – word cloud [n = 23]

To provide a detailed breakdown of the countries that the teachers referred to in the responses, a full-page figure (Figure 5.16) illustrates the ranking of the specified countries according to their number of references. It can be seen that Poland (15) and Syria (14) are the countries that about 60% of the respondents referred to. Brazil, Latvia, Lithuania and Spain were mentioned by ten respondents. Seven teachers named Afghanistan, Nigeria, and Ukraine. Six respondents have learners from Iraq, Pakistan, and Romania, while five participants teach learners from the Democratic Republic of Congo, and Italy. Four teachers have learners in their classrooms from China, Hungary, Russia, Sudan, and Turkey, and three teachers teach learners from Bangladesh, Croatia, Egypt, Estonia, India, Moldova, Slovakia, and Somalia. The learners in two respondents' classrooms come from Albania, Algeria, Angola, Bulgaria, the Czech Republic, France, Georgia, Iran, Ivory Coast, Japan, Libya, Mexico, Morocco, Sierra Leone, Uganda as well as Zimbabwe. The following learners' countries were identified once: Argentina, Columbia, the Dominican Republic, Ethiopia, Indonesia, Kenya, Korea, Malawi, Malaysia, Myanmar, Nepal, North Sudan, Palestine, Saudi Arabia, Serbia, Slovenia, Taiwan (China), Thailand, Uruguay, Uzbekistan, and Venezuela.

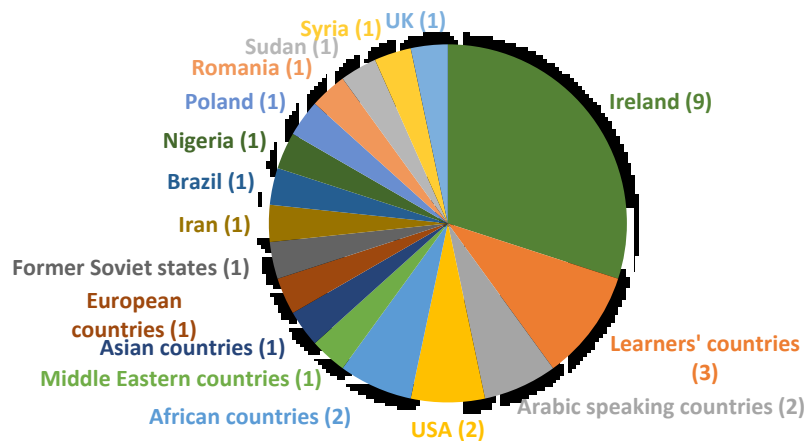


*SERBIA, SLOVENIA, KOREA, INDONESIA, MALAYSIA, MYANMAR, NEPAL, PALESTINE, SAUDI ARABIA, TAIWAN (CHINA), THAILAND, UZBEKISTAN, ETHIOPIA, KENYA, MALAWI, NORTH SUDAN, ARGENTINA, COLOMBIA, URUGUAY, VENEZUELA, DOMINICAN REPUBLIC

Figure 5.16. Ranking of countries where learners are from
[n = 23]

Countries which should receive more focus, and countries which should receive less focus

Respondents were given the opportunity to specify the countries which should have more presence in the chosen material in their opinion. 19 participants availed of this opportunity. Among the results, both specific countries and geopolitical regions can be found. Participants could also give reasons for their responses if they wished (presented further below). It is important to remember that the origin of the majority of the materials is the UK (see Table 5.8 in 5.1.3.1).



*Figure 5.17. Countries which should receive more focus in teachers' choice of materials of frequent use (number of references)
[n = 19]*

As shown in the pie chart above (Figure 5.17) about the countries that should receive more focus, the majority of the respondents (9) would welcome more presence of Ireland in the material of frequent use of their choice (cf. provenance of the chosen materials in Table 5.8 in 5.1.3.1). Three participants think that learners' countries should receive more attention (for an indication of these countries see Figure 5.16 earlier). With regard to other countries, two respondents would see more information about the USA. This contradicts the opinion of the same number of respondents who would rather see less presence of the USA as reported below. To continue the list of countries which should receive more attention, there is one reference to Brazil, Iran,

Nigeria, Poland, Romania, Sudan, Syria, and the UK. Interestingly, this view on the UK contradicts the opinion of about 40% of the respondents (7) who would rather see less focus on the UK as presented below. In addition to specific countries, such general geopolitical regions are mentioned twice as African countries and Arabic speaking countries; while Asian, European, Middle Eastern countries, and the former Soviet states are referred to once.

Participants were also requested to identify the countries that they thought should have less presence in the material as illustrated in the pie chart below (Figure 5.18). There were 17 responses which also include specific countries and general geopolitical regions. Additionally, teachers could provide reasons for their responses if they wished (presented further below).

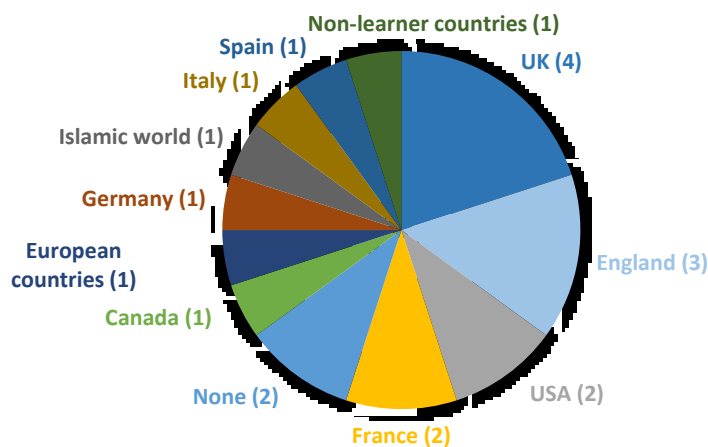


Figure 5.18. Countries which should receive less focus in teachers' choice of materials of frequent use (with number of references)
[n = 17]

As Figure 5.18 above shows, and as mentioned above, almost 40% of the teachers (7) think that the presence of the UK is too massive in the material (cf. provenance of the chosen materials in Table 5.8 in 5.1.3.1). In fact, among the responses there are three participants who specifically name England. Two respondents are of the opinion that the USA is provided with too much focus, and two teachers think that the presence of France is focused on in an excessive way. Canada, Germany, Italy

and Spain are mentioned once each as countries of too much focus. In geopolitical terms, European countries, countries of the Islamic world, and countries where learners are *not* from are identified as countries that should receive less focus. At the same time, two teachers are of the view that there are no countries which are given unnecessarily too much attention in the material. In fact, one respondent commented that ‘every continent is very well represented’ (Respondent 23).

Reasons why certain countries should receive more/less focus

Ten teachers provided reasons why the countries they specified should obtain more focus in the material. In the coding and categorisation process (see Section 4.2.5.2 in Chapter 4), common themes began to emerge which are visualised in Figure 5.19 below, and grouped (A to E) according to countries and geopolitical regions. When interpreting the results, it is important to emphasise again that the majority of the materials is of UK provenance (see Table 5.8 in 5.1.3.1)

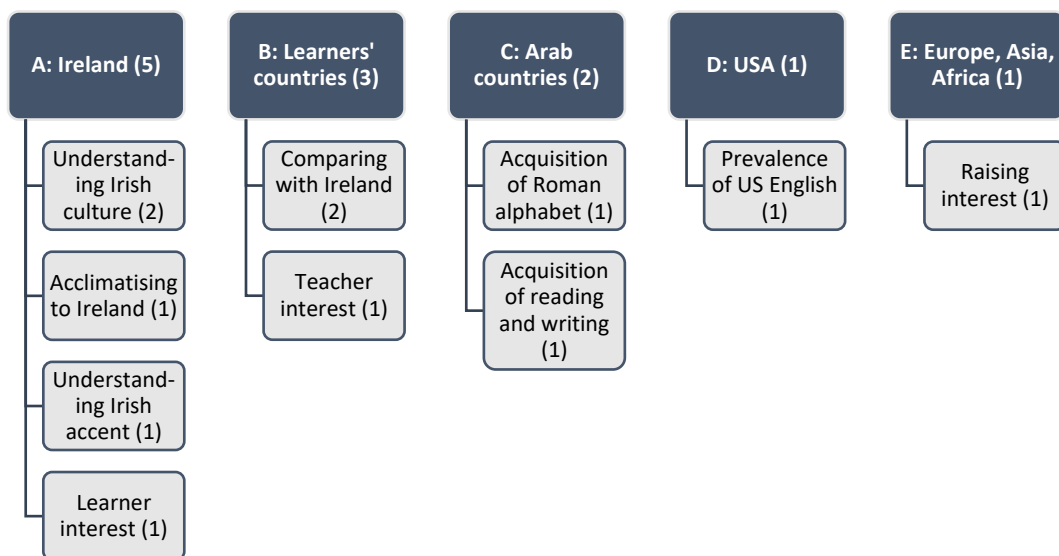


Figure 5.19. Reasons why certain countries should receive more focus in teachers’ choice of materials of frequent use (number of references)
[n = 10]

A: Ireland (5 references) – It can be seen in Figure 5.19 above that four themes are associated with Ireland on the basis of five respondents’ opinions:

- Ireland/Theme 1: *understanding Irish culture*,
- Ireland/Theme 2: *acclimatising to Ireland*,
- Ireland/Theme 3: *understanding Irish accent*,
- Ireland/Theme 4: *learner interest*.

Understanding Irish culture (Ireland/Theme 1) is mentioned by two respondents. One of the respondents explains that ‘it is important for learners to understand as much as possible about the country they are living in’ (Respondent 13). One participant (Respondent 18) argues that ‘Ireland is the culture that [learners] need to acclimatise to’ (Ireland/Theme 2: *Acclimatising to Ireland*). Respondent 21 highlights the importance of ‘more audio in Irish accent’ (Ireland/Theme 2: *Understanding Irish accent*), while another teacher emphasises that Ireland ‘is the country that [learners] want to learn about’ (Respondent 16) (Ireland/Theme 4: *Learner interest*).

B: Learners’ countries (3 references) – With regard to the reasons why learners’ origin country should receive more focus, the following two themes occur:

- Learners’ countries/Theme 1: *comparing with Ireland*,
- Learners’ countries /Theme 2: *teacher interest*.

Two participants note that comparing Ireland with the countries where learners are from is important, for example, to ‘encourage group discussions on cultural similarities and differences’ (Respondent 17) (Learners’ countries/Theme 1: *Comparison with Ireland*). Also, according to Respondent 13, ‘we, the teachers want to know as much about our learners as we want them to know about their adopted country’ (Learners’ countries/Theme 2: *Teacher interest*).

C: Arab countries (2 references) – The fact that Arab countries could gain more attention are supported by two, basically literacy-related themes:

- Arab countries/Theme 1: *acquisition of the Roman alphabet*,
- Arab countries/Theme 2: *acquisition of reading and writing*.

According to Respondent 18, ‘there is a double challenge for students coming from a non-Roman alphabet country as they must learn a new alphabet’ (Arab countries/Theme 1: *Acquisition of the Roman alphabet*), and ‘in many cases, a new way to read and write’ (Arab countries/Theme 2: *Acquisition of reading and writing*). This echoes the point that literacy teaching is an important part of teaching ESOL (see 1.3 in Chapter 1).

D: USA (1 reference) – The USA should receive more focus because of one theme:

- USA/Theme 1: *prevalence of US English*.

One respondent argues that, due to the dominance of US English in use in the world, it is important to ensure that the USA obtains more focus, adding that ‘British English is not used enough worldwide’ (Respondent 15).

E: Europe, Asia, and Africa (1 reference) – The importance of more focus on Europe, Asia and Africa is supported by one theme:

- Europe, Asia, Africa/Theme 1: *raising interest*.

One respondent says that more focus on the countries from Europe, Asia and Africa ‘would spark some interesting conversations’ (Respondent 3).

With regard to why certain countries should receive less focus in the chosen materials, seven teachers availed themselves of the opportunity to provide reasons. These reasons are visualised in Figure 5.20 below, and arranged into groups (A to C) by countries.

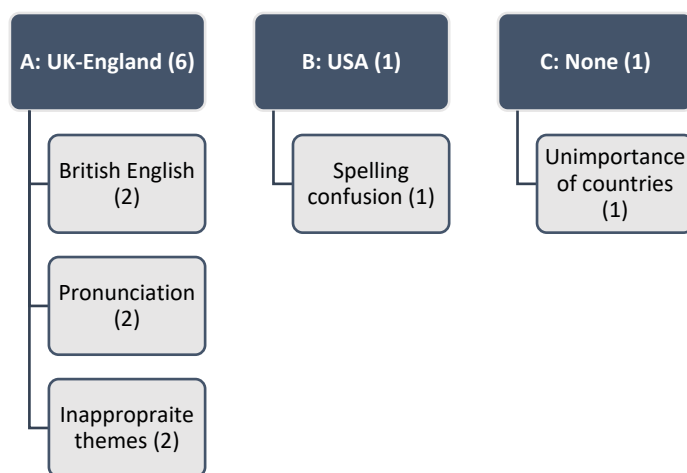


Figure 5.20. Reasons why certain countries should receive less focus in teachers' choice of materials of frequent use (number of references)
[n = 7]

A: UK – England (6 references) – as Figure 5.20 above illustrates, the explanations regarding the UK/England can be grouped into three themes:

- UK-England/Theme 1: *British English*,
- UK-England/Theme 2: *pronunciation*,
- UK-England/Theme 3: *inappropriate themes*.

British English is identified by two respondents (UK-England/Theme 1). From the perspective of one participant, 'British English is not used enough worldwide' as already quoted above from Respondent 15 (cf. demand on more focus on US English as discussed above). Two respondents emphasise the inappropriateness of British English pronunciation promoted by the material in the Irish context (UK-England/Theme 2: *Pronunciation*). One participant argues that the themes are mainly about British culture; for instance, 'the unit of currency for items in restaurants, shops, train stations are all in pounds' (Respondent 4), and as Respondent 20 explains, the information provided in the material is 'very English (not Welsh/Scottish)' (UK-England/Theme 3: *Inappropriate themes*). According to the same respondent:

In the *Headway* series there are piecemeal mentions of cultures other than British culture, of which there are constant references. We live in Ireland. Some of the learners have been living in Ireland for a long/some time. It is more pragmatic they are acquainted with what life et al. is like in Ireland. [...] When in Ireland, do as the Irish do. (Respondent 20)

B: USA (1 reference) – With respect to the reasons why the USA should receive less focus, one theme is identified:

- USA/Theme 1: *spelling confusion*.

In one teacher's view, the US way of spelling words causes learners confusion.

C: None (1 reference) – According to one respondent there are no countries that should receive less (or more) focus because 'learners can learn the target language no matter what country is used to explain it' (Respondent 3). (See more on this instrumental perception of language learning in Chapter 6).

5.1.3.3 Teachers' perspectives on cognitive processing of cultural content through the chosen materials

In order to gather data on the teachers' perspectives on the potential that the materials of frequent use of their choice offer for the activation of the cognitive processing of cultural content in general, including the comparative aspect of learning about cultures, a closed-ended question was designed. Participants were asked to indicate the categories of the cognitive domain of learning (see 3.3 in Chapter 3) that they thought the material could activate by choosing (ticking) one or more cognitive skills, or tick the option 'none' to indicate that none of the categories were addressed. (For the wording of the options, see Appendix 2.) The options referred to three lower-order categories of cognition: *recall*, *comprehend*, and *apply*; and two higher-order categories: *analyse* and *evaluate* (see categorisation according to complexity in Section 3.3.1 in Chapter 3), in addition to 'compare' as a separate cognitive skill, as well as the option 'none'. 'Compare' as one of the thinking skills in the category of *analyse* (see Section 3.3 in Chapter 3) was specifically highlighted and asked about in the questionnaire because comparison is essential in fostering cultural awareness

(Byram and Morgan 1994, see 3.2.1.2 in Chapter 3). The highest-order category *create* was not included in the questionnaire. This choice was vindicated in the researcher’s materials analysis where very little opportunity was perceived to *create* (see 5.2.1.3 and 5.2.2.3).

There were 22 teachers who wished to express their views on the material regarding its potential for the activation of the cognitive domain (Figure 5.21). Respondents had the opportunity to make general comments responding to an open-ended question on the engagement of cognition to process cultural content (together with the stimulation of the affective processing of cultural content; separately presented in 5.1.3.3).

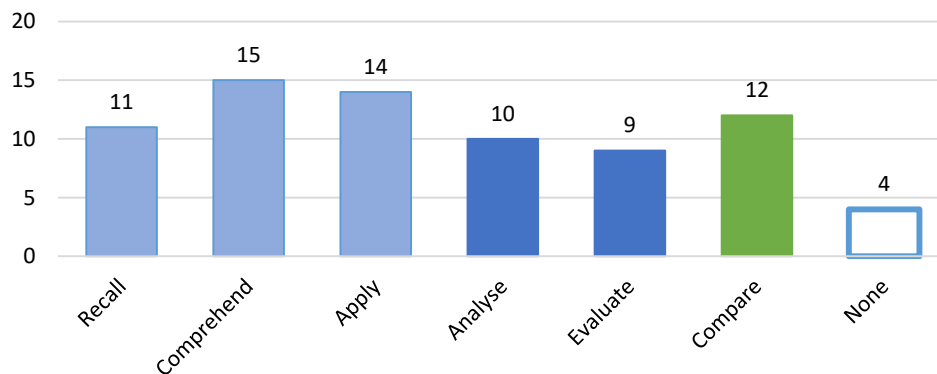


Figure 5.21. Categories of the cognitive domain activated to process cultural content, including ‘compare’ in teachers’ choice of materials of frequent use [n = 22]

Figure 5.21 above shows an overview of the respondents’ perspectives on the potential of the material for activating lower-order categories of the cognitive domain (*recall*, *comprehend*, and *apply*; in light blue), and higher-order categories of the cognitive dimension (*analyse* and *evaluate*, in dark blue) to process cultural content. As regards the lower-order categories of the cognitive domain, almost 70% of the participants (15) say that the material offers opportunities to *comprehend* cultural content, about 60% of the teachers (14) are in the view that it helps to *apply* cultural content, and 50% of the respondents (11) think that it activates *recalling* cultural

content. As to higher-order categories of thinking, about 45% of the participants (10) have the opinion that the material activates the mental operation to *analyse* cultural content, and approximately 40% of the respondents (9) think that it helps to *evaluate* cultural content. Four teachers think that none of the cognitive skills with regard to cultural content are activated by the material. The participants did not provide general comments with respect to the activation of the cognitive domain of learning regarding learning about cultures.

Concerning the comparative aspect of learning about different cultures ('compare', in green in Figure 5.21 above), it can be seen that almost 55% of the teachers (12) have the opinion that the material offers opportunities to 'compare' cultures. According to a teacher:

The articles [in *New to the Parish*] always evoke memories of students' own experiences of settling in Ireland. Sometimes – like in an article about direct provision – students can discuss their own fortune or misfortune in comparison. They can compare settling into rural or urban life. And they all share similar experiences no matter what country they are from. (Respondent 23)

Respondent 23 above points to the 'universality' aspect of intercultural competence (Spencer-Oatey 2012, Ting-Toomey 1999; see 2.1.2 in Chapter 2) in an Irish context though, stating that learners 'share similar experiences' regardless of the country where they are from. It is worth noting that only two teachers indicated that they would welcome more focus on the learners' countries in the materials to allow learners to compare their countries to Ireland (reported earlier in Section 5.1.3.2, see Figure 5.19).

Overall, these results indicate that the materials of teachers' choice are likely to activate lower-order thinking categories: *comprehend*, *apply* and *recall* (in this order) including 'compare', as these categories are chosen by more than half of the participants (11 or more). These materials seem to offer somewhat less potential for the activation of higher-order categories of thinking: *analyse* and *evaluate* (in this order), as they are selected by fewer than half of the teachers (ten or fewer).

5.1.3.4 Teacher's perspectives on affective processing of cultural content through the chosen materials

Participants in the survey questionnaire were requested to express their opinion on the frequently-used material they chose to comment on with regard to its potential to stimulate the affective processing of cultural content in general. Teachers were asked to choose (tick) *receive* and *value* if they thought that these categories of the affective domain of learning (see 3.4 in Chapter 3) were engaged by the material, or opt for 'none' if they were of the view that none of the options were addressed in the material. (For the wording of the options see Appendix 2.) It must be noted that, due to the findings of the pilot test, the question was designed to seek participants' view on two lower-order categories of the affective domain only, *receive* and *value*; although *value* includes *respond* (and *receive*) (see Section 3.4 in Chapter 3, also see categorisation according to complexity in Section 3.4.1 in Chapter 3). The higher-order *organise* and *internalise* were decided to be left out in the questionnaire as they might cause teacher respondents difficulties to gauge; however, they are attempted to be dealt with in the researcher's own analysis and evaluation of the materials in use (see 5.2.1.4 and 5.2.2.4). There were 22 participants who wished to express their perspectives on the material regarding its potential for the stimulation of affective processes as shown in Figure 5.22 below. Respondents had the opportunity to make general comments responding to an open-ended question (together with the activation of categories of thinking as noted earlier in 5.1.3.3).

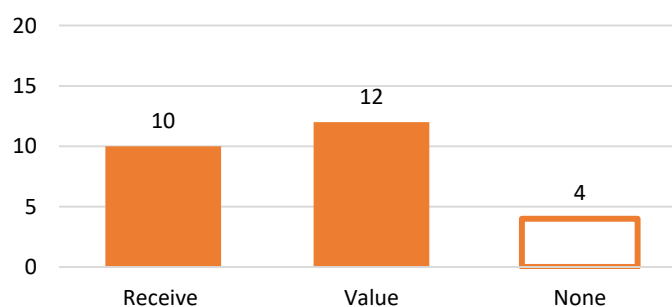


Figure 5.22. Categories of the affective domain stimulated with regard to cultural content through teachers' choice of materials of frequent use [n = 22]

Figure 5.22 above illustrates the respondents' standpoints with regard to the stimulation of two lower-order categories of affective processing of cultural content. Nearly 55% of the participants (12) have the view that the material could stimulate appreciation of cultures (*value*). This is confirmed by a respondent who emphasises that learners 'need to learn, accept and appreciate Irish culture as the majority of students have made their new life here and intend to stay' (Respondent 8). About 45% of the teachers (10) think that the material generates motivation for learning about cultures (*receive*). At the same time, four respondents state that affective processing of cultural content is not stimulated in the material.

5.1.3.5 Summary of findings on teachers' perspectives on the cultural content in the chosen materials of frequent use

In this section (5.1.3), teachers' perspectives on the cultural content of a chosen material of frequent use have been presented. The results indicate that most respondents (5) chose to share their views on *Headway* for beginners and basic users of English (CEFR levels A1 and A2). Other selected materials include various textbooks and different online resources and materials. In the selected materials, the presence of the UK seems to be stronger than that of the learners' countries or Ireland. The highest proportion of respondents (9) think that Ireland should receive more focus in the material in order for the learners to understand Irish culture, specifically, to understand the Irish accent, acclimatise to Ireland, compare Ireland with the learners' countries, and simply because of learners' interest, according to some explanations. At the same time, the highest proportion of the participants think that the 'UK' (4) and 'England' (3) should receive less attention since, in some opinions, British English and pronunciation along with British themes are irrelevant for their cohorts of learners who appear to be mainly Polish, Syrian, Latvian, Lithuanian, Spanish and Brazilian learners. More than half of the respondents share the view that the materials have potential for the activation of both lower- and higher-order categories of cognitive processing of cultural content; however, they consider that the materials are likely to engage lower-order cognitive processes, especially *comprehend*, more strongly. Almost the same proportion of the participants (about half of the respondents) think that the comparative approach towards learning about

cultures is supported by the selected material of frequent use. From the perspective of approximately half of the teachers, the materials seem to stimulate affective processing of cultural content; especially by supporting learners' willingness to *value* cultural content. However, it must be emphasised again that respondents could freely decide on which material they wished to reflect on without providing a reason for their choice. Although the results presented cannot be claimed to be representative, they could provide important insights into teachers' perspectives on the cultural content in the materials they often use. Further discussion and analysis of the findings presented here can be found in Chapters 6 and 7.

5.1.4 Summary of findings of survey questionnaire

The questionnaire was fully, or partially completed by 33 in-service teachers working in the ESOL provision of the ETBs in Ireland. When analysing the data on the demographics of the participants, it can be observed that more than 70% of the respondents are female, almost the same proportion have taught ESOL for more than 11 years, about 85% are from Ireland, and nearly all of them are above the age of 36.

Based on the results of the questions on the materials that teachers currently use (and the weighted average values), online (3.52), own (3.43) and authentic (3.04) materials seem to be used the most frequently. *Headway* (2.82) appears to be the most often used non-Irish (UK) published textbook, followed by the also UK produced *English File* (2.55), while *The Big Picture* (2.47) seems to be the most commonly used Irish produced coursebook. The UK published *Cutting Edge* (2.36), and the Irish published *Anseo* (2.29), *Paving the Way* (2.29) and *Féach* (2.18) could be identified as materials used less often. *Learning English in Ireland* (1.94), *Everyday English* (1.77), *Inside Out* (1.73), *Empower* (1.55), *The Irish Culture Book* (1.53), *face2face* (1.45), and *Outcomes* (1.36) seem to be used very rarely. Regarding publication dates, it could be concluded that online, own and authentic materials may be considered the most up-to-date materials after non-Irish published textbooks; however, non-Irish publishers tend to update coursebooks in new editions regularly, which cannot be said of the Irish published materials presented in this study.

A quarter of the respondents selected *Headway* to comment on. The results suggest that this coursebook together with the majority of the other chosen ones are used for teaching English to beginners, elementary (CEFR level A1) and pre-intermediate (CEFR level A2) learners of English who are predominantly from Poland, Syria, Latvia, Lithuania, Spain and Brazil. In the chosen materials to reflect on, according to the weighted average values, the UK (2.29) seems to have stronger presence than the countries where learners are from (1.57) and Ireland (1.45). Almost half of the respondents note that Ireland should receive more focus in the materials in order for the learners to understand Irish culture and the Irish accent, acclimatise to Ireland, compare Ireland with the learners' countries, and because of learners' interest. At the same time, about 40% of the participants indicate that the presence of the UK in the materials is too massive; in addition, some of these participants think that British English and British themes are inappropriate for the Irish ESOL context. There are teachers, however, who seem to have the opinion that the cultural content in the materials is irrelevant to the acquisition of the English language. The significance of this striking finding is discussed in Chapters 6 and 7. More than half of the respondents share the view that these materials have potential for the activation of lower-order categories of cognitive processing of cultural content (*recall*, *comprehend*, and *apply*), particularly *comprehend*, as well as higher-order categories of thinking (*analyse* and *evaluate*) but according to a slightly fewer respondents. Similarly, more than half of the teachers have the opinion that the material offers opportunities to *compare* cultures. Approximately half of the teachers think that the chosen materials of frequent use seem to stimulate affective processing of cultural content, especially learners' willingness to *value* cultural content.

All in all, the conclusions of the findings of the empirical study may be summarised in two respondents' comments as follows:

I use [*New Headway Beginner*] because it is well structured for ESOL and I introduce Irish culture with my own resources (Respondent 4).

I just feel the material should be mainly but not solely focused on Ireland (Respondent 18).

The findings of the survey questionnaire presented in this section (5.1), along with the results of the researcher's materials analysis and evaluation on the cultural content in the most frequently used Irish published textbook *The Big Picture*, and the most often used non-Irish (UK) produced textbook *New Headway Pre-Intermediate 4th Edition Student's Book* presented in the next section (5.2), are discussed and analysed to a greater extent in Chapters 6 and 7.

5.2 MATERIALS ANALYSIS AND EVALUATION

One of the purposes of the researcher's materials analysis and evaluation was to reveal the extent to which the examined materials offer potential for fostering ESOL learners' cultural awareness in an Irish context. To estimate this, the extent to which materials could promote cultural content knowledge, and engage cognitive and affective processing of cultural content (constituting the components of intercultural competence in ESOL, see 3.1 in Chapter 3) was assessed. Another purpose was to pilot test the proposed frameworks for analysing materials for their cultural content (see 3.2.2, 3.3.2, and 3.4.2 in Chapter 3). Based on the findings of the survey questionnaire presented in the previous section (5.1), the most frequently used Irish produced textbook *The Big Picture*, and the most often employed non-Irish (UK) published textbook *New Headway Pre-Intermediate 4th Edition Student's Book* formed the basis of the researcher's own materials analysis and evaluation (see 4.3.1.1 in Chapter 4 for selection of textbooks). The examination concentrated on purposively sampled sections in a methodically selected unit of each textbook (see 4.3.1.2 for selection of sample units and 4.3.1.3 for selection of sample sections in Chapter 4).

In the attempt to analyse the cultural content (described in Section 2.3.4) of the selected materials, first, objective descriptions were given, then subjective analyses were carried out, and subjective inferences were drawn (based on Littlejohn 2011, see 4.3.3.1 and Table 4.21 in Chapter 4) as Table 5.10 below re-presents. The subjective analyses and subjective inferences were performed by the use of the proposed frameworks for analysing cultural content in texts and illustrations (see Table 3.3 in Chapter 3), analysing activities for cognitive processing of cultural

content (see Table 3.5 in Chapter 3), and analysing activities for affective processing of cultural content (see Table 3.7 in Chapter 3). As stated above, these frameworks were not only used in the empirical research (i.e. used for the construction of the survey questionnaire, and for the researcher’s materials analysis and evaluation), but they were also tested and validated in this study.

Table 5.10. Stages of materials analysis (based on Littlejohn 2011, extracted from Table 4.21)

	Levels of analysis	
	with texts and illustrations	with activities
1 <i>objective description</i>	account of the division of texts and illustrations, and statements found in the material	account of the division of learner undertaking, and statements found in the material
2 <i>subjective analysis</i>	recognition of (a) basic features of, and (b) cultural elements in the texts and illustrations	recognition of what learners are required to do
3 <i>subjective inference</i>	deductions of meanings of identified cultural elements: categorisation into the framework for analysing cultural content in texts and illustrations	deductions of demands on learners’ cognitive and affective competence by key verbs: categorisations into the frameworks for analysing activities (a) for cognitive and (b) affective processing of cultural content

In order to evaluate the extent to which the cultural content discovered in the materials foster learners’ cultural awareness through the improvement of cultural content knowledge, activation of cognition and stimulation of affect in relation to cultural content, an assessment grid was used (based on Littlejohn 2011; Tomlinson and Masuhara 2013; see 4.3.3.2 and Table 4.18 in Chapter 4) with the target situation in mind (i.e. ESOL education of adult migrant learners in Ireland). The results of the analysis and evaluation of *The Big Picture* (5.2.1) and *New Headway Pre-Intermediate (4th Edition Student’s Book)* (5.2.2), together with the findings of the survey questionnaire presented in Section 5.1, provided the basis for the discussion in Chapter 6 and the conclusions and recommendations in Chapter 7.

5.2.1 *The Big Picture*

The Dublin-published (Figure 5.23) *The Big Picture* was selected from among the materials of Irish provenance in use in the ESOL provision of ETBs in Ireland since it emerged as the most frequently used textbook (weighted average value: 2.47)

followed by *Anseo*, *Paving the Way*, *Féach*, *Learning English in Ireland*, and *The Irish Culture Book* according to the results of the survey questionnaire regarding Irish published textbooks in use (5.1.2.2).



Figure 5.23. Provenance of The Big Picture

Image source: <https://www.iconspng.com/image/58227/republic-of-ireland-map-flag> [07/01/2020]

5.2.1.1 Description and outline of *The Big Picture*

Although *The Big Picture* is labelled as ‘materials and resources for ESOL tutors’, it is referred to as a ‘textbook’ in this study considering that it was published for English language (and literacy) teaching purposes (also see 4.3.1.1 in Chapter 4). As the photos in Figure 5.24 below show, and as was discussed in Section 4.3.1.1, *The Big Picture* comprises two consecutive but independent volumes: *The Big Picture* (first volume) and *The Big Picture 2* (second volume); however, the two independent volumes are named *The Big Picture* collectively in this study, and were dealt with as one ‘textbook’.



Figure 5.24. Covers of The Big Picture and The Big Picture 2

The account of statements found in *The Big Picture* with regard to provenance, general description, organisation and structure of the textbook, as well as the outline of the sample unit were prepared at the objective description level of materials analysis (based on Littlejohn 2011, see Table 5.10 above).

Description of 'The Big Picture'

The Big Picture was written by two authors: Genevieve Halkett, evening language programme coordinator and ESOL tutor at Spiritan Asylum Services Initiatives (SPIRASI) in Dublin, and Louise Michael, ESOL coordinator at the Dublin Adult Learning Centre, who were both executive working group members at the National Literacy Agency (NALA) in Dublin, Ireland, the publisher of the textbook, at the time of writing the textbook in 2005. *The Big Picture* is a non-profit, paper-based or freely downloadable electronic publication which has been published once.

The Big Picture is designed for teaching English for general purposes to beginners, elementary (CEFR level A1), pre-intermediate (CEFR level A2), and intermediate (CEFR level B1) learners. It is also designed for basic literacy learners (denoting learners who have fair to good spoken English, but low literacy skills), and ESOL literacy learners (referring to learners who have very little spoken English, and low or no literacy skills) located in Ireland (as was also presented in 4.3.1.1 in Chapter 4). It is based on task-based language learning (TBLL) which could be briefly summarised as language learning through goal-oriented, authentic, and engaging tasks that primarily focus on meaning using the target language for a communicative purpose to achieve an outcome (Liu *et al.* 2018), and which could be seen as developed from communicative language learning (Nunan 2004). According to the publisher, *The Big Picture* intends to assist learners' ESOL and real-life requirements; build vocabulary; develop listening, speaking, reading, and writing skills; pave the way for creation of learner and tutor-generated materials; and provide culturally relevant materials through 12 units on 248 pages. The textbook does not have supplementary resources. The general description of *The Big Picture* is summarised in Table 5.11 below.

Table 5.11. General description of *The Big Picture*

Name	<i>The Big Picture</i> – Materials and Resources for ESOL tutors <i>The Big Picture 2</i> – Materials and Resources for ESOL tutors
Volumes	2 (<i>The Big Picture</i> ; <i>The Big Picture 2</i>)
Pages	248 (<i>The Big Picture</i> : 152; <i>The Big Picture 2</i> : 96)
Units	12 (<i>The Big Picture</i> : 7; <i>The Big Picture 2</i> : 5)
Authors	Genevieve Halkett and Louise Michael
Publisher	National Adult Literacy Agency (NALA)
Place of publishing	Dublin, Ireland
Year of publishing	2005
Edition	1st
Manner of creation	uncommercially prepared
Purpose	instructional
Type of English	English for general purposes
Main approach	task-based language learning
Targeted levels of English	beginner, elementary, pre-intermediate, intermediate
Targeted levels of literacy	basic literacy (fair to good spoken English, low literacy skills) ESOL literacy (very little spoken English, low or no literacy skills)
Targeted audience	ESOL tutors and learners
Age of intended audience	adult
Location of intended audience	Ireland
Format	paper-based textbook; downloadable pdf The Big Picture: https://www.nala.ie/publications/esol-materials-and-resources-workbook/ The Big Picture 2: https://www.nala.ie/publications/esol-resources-teaching-tips-workbook/
Aims and objectives	assisting in learners' ESOL and real-life requirements paving the way for creation of learner and tutor-generated materials building vocabulary developing listening, speaking, reading, and writing skills providing culturally relevant material
Supplementary resources	none

The full description of the organisation and structure of *The Big Picture* in Appendix 8 reveals that there are 12 units altogether. In the first volume, there are two Sections (Section A and B) consisting of four and three units, respectively, adding up to seven units. In the second volume, there are five units (but no Sections). In the first volume, Section A focuses on 'Children' in four units (*A new baby*, *At the chemist*, *At the doctor*, and *Education in Ireland*), comprising 19 sub-units in total; while Section B covers the topic 'Daily life' in three units (*Daily routines*, *Family life*, and *Festivals and celebrations*) divided into nine sub-units in total. In the second volume, five units cover five independent topics (*At the library*, *Shopping in Ireland*, *Getting around*,

Rights and responsibilities, and *The Irish political system*) through 16 sub-units in total.

The quantity of sub-units belonging to a unit is changing between two and ten pages, and the number of sub-units in a unit varies between one and 11. Consequently, the length of the units is not equal as it varies from ten to 36 pages. It can be summarised that the 12 units differ in length considerably, and comprise 44 sub-units of varying numbers of pages (also see 4.3.1.2 in Chapter 4).

Each sub-unit contains a lesson plan for teachers with extra activities (referring to learner undertaking with less focus on language form, see 2.3.4 in Chapter 2) and exercises (denoting learner undertaking with more focus on language form, see 2.3.4 in Chapter 2), indicating the target levels of English, and targeted literacy levels on the first page. This is followed by printable or photocopyable learner materials on the remaining pages. The learning materials include photos, information sheets, and word sheets, various other worksheets, dialogues, reading texts, writing guides, gap-fill exercises, and a variety of different activities. Of the 44 sub-units, 28 are designed for beginners, 41 for post-beginners or learners at the elementary level (CEFR level A1), 30 for pre-intermediate (CEFR level A2), and 14 for intermediate learners (CEFR level B1). As Figure 5.25 below illustrates this distribution, it means that more than a third of the materials in the *The Big Picture* (36%) appears to address the needs of elementary learners, nearly a third (27%) is produced for pre-intermediate learners (being the focus of this analysis and evaluation, highlighted in green in the figure), a quarter (25%) is designed for beginners, and about a tenth (12%) is for intermediate learners.

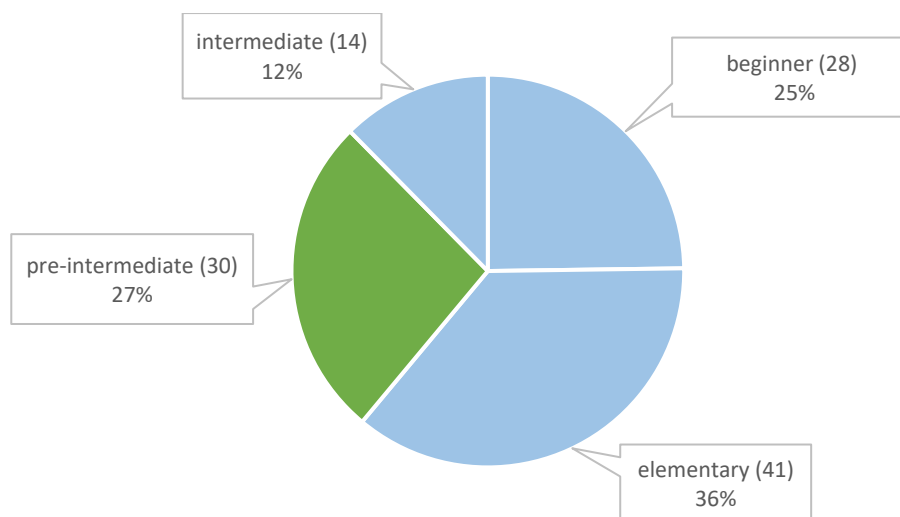


Figure 5.25. Distribution of sub-units according to their targeted level of English in *The Big Picture*

Although literacy is out of the scope of this research, it is interesting to note that 25 sub-units (about 57%) are suitable for basic literacy learners, and 14 sub-units (nearly 32%) are designed for ESOL literacy learners (not indicated in Figure 5.25).

Outline of the sample unit 'Unit 4 – Education in Ireland'

The selection of a sample unit in *The Big Picture* (as described in detail in Section 4.3.1.2 in Chapter 4) was determined by three criteria. First, the sub-units (termed 'sections' henceforth to comply with the terminology used for the description of *New Headway Pre-Intermediate*) for pre-intermediate learners (CEFR level A2) were selected to examine because the majority of learners taught from the most often used materials that teachers chose to comment on (5.1.3.1) appear to belong to this level, as well as the majority of migrant learners on entry to ESOL provision in Ireland are at either elementary or pre-intermediate level of English (see 1.3.1 in Chapter 1). Second, due to the dissimilar quantity of sections (in length), the average length of the units in *New Headway Pre-Intermediate* (about 10% of the textbook) determined which unit in *The Big Picture* similar in length should be selected for analysis and evaluation. Third, a unit was selected that was placed around the middle of the textbook. As a result, Unit 4 *Education in Ireland* was selected for analysis and evaluation.

The selected Unit 4 contains 11 sections. The first three sections (*Enrolling in a school*, *A note to the school*, and *Ringing the school*) are designed for learners of lower than pre-intermediate level, therefore, they do not meet the level criterion of sampling. The remaining eight sections (*Primary school education*, *Primary school curriculum*, *Primary school or national school*, *School system*, *The education system – children and adults*, *Education in Ethiopia*, *Children at school*, and *Calling adult education centres*) satisfied the CEFR level and length criteria of the purposive sampling procedure leaving other units and their sections behind (see Appendix 8 for details on level, length and place of the units in *The Big Picture*). Hence, these eight sections in Unit 4 became one of the subjects of the materials analysis by means of objective description, subjective analysis, and subjective inference (based on Littlejohn 2011, see Table 5.10), and then of evaluation (based on Littlejohn 2011; Tomlinson and Masuhara 2013; see 4.3.2.2 and Table 4.18 in Chapter 4). (Selected sections in Unit 4 in *New Headway Pre-Intermediate* being the other subject, see Section 5.2.2).

Table 5.12 below presents the outline of the sections in Unit 4 under scrutiny (sections that were not examined are indicated and shaded in the table). It shows the objectives, skills and functions, and means of delivery of each section as stated by the authors. According to this, objectives encompass understanding, describing, reading about and gaining knowledge of specific information in relation to education; in addition to reading practice, vocabulary extension, grammar practice, and role-plays. Skills and use of language functions address reading for specific information, predicting meaning, using a dictionary, building vocabulary, speaking, and asking for information in the context of education. Texts, illustrations, and worksheets serve as means for the accomplishment of the objectives, and the improvement of skills and use of language functions as stated by the authors.

Table 5.12. Outline of Unit 4 in *The Big Picture*

Sub-units/sections	Objectives	Skills / functions	Means
4.1 Enrolling in a school, pp. 51-56, for learners of lower than A2 level, not examined			
4.2 A note to the school, pp. 57-61, for learners of lower than A2 level, not examined			
4.3 Ringing the school, pp. 62-64, for learners of lower than A2 level, not examined			
4.4 Primary school education pp. 65-68	Read and understand information on the Irish primary school education	Reading for specific information Predicting meaning from context	Primary school education text Vocabulary worksheet Reading comprehension and class survey Illustrations
4.5 Primary school curriculum pp. 69-71	Understand the primary school curriculum in Ireland	Using a dictionary Speaking Vocabulary building	Primary school curriculum reading text Illustrations Vocabulary worksheet
4.6 Primary school or national school pp. 72-74	Have some knowledge of primary schools in Ireland Practise reading comprehension Increase vocabulary to do with primary school	Reading for specific information Speaking	Primary school or national school text Reading comprehension Illustrations
4.7 School system pp. 75-76	<i>not provided</i>	<i>not provided</i>	Illustrations School system information sheet
4.8 The education system – children and adults pp. 77-78	Read and understand the education system in Ireland	Reading for specific information	Illustrations Reading comprehension worksheet School system information sheet (p. 75) Education system children and adults information sheet
4.9 Education in Ethiopia pp. 79-81	Increase vocabulary about education in different countries	Reading for specific information Talking about own education	Education in Ethiopia text Education in Ethiopia reading comprehension worksheet Illustrations
4.10 Children at school pp. 82-84	Describe activities in different classrooms Use the present continuous tense	Describing	Children at school photosheet Children at school reading worksheet Illustrations
4.11 Calling adult education centres pp. 85-86	Call a centre and ask for information about classes	Asking for information on the phone	Calling education centres text Illustrations

5.2.1.2 Cultural content in texts and illustrations in *The Big Picture*

In order to gather data on the potential of texts and illustrations in the selected eight sections for the promotion of cultural content knowledge, the researcher (1) objectively described the texts and illustration; then, (2) conducted their subjective analysis, and (3) drew subjective inferences (see Table 5.10 earlier in this section, and Section 4.3.3.1 in Chapter 4). The analysis was performed by the use of the proposed framework for analysing cultural content in texts and illustrations (see Table 3.3 in Chapter 3) using *NVivo* (as described in 4.3.4 in Chapter 4) by content analysis (as discussed in the introductory part of Section 4.3) following the principles of thematic analysis (see 4.2.5.2 in Chapter 4).

The amalgamation of the data gathered from the analysis of the texts and illustrations served the basis of their evaluation by using a Likert-type assessment grid ranging from ‘not at all’ to ‘to a great a degree’ (see Table 4.18 in Chapter 4) for the evaluation of texts and illustrations regarding their potential to promote ESOL learners’ cultural content knowledge in an Irish context.

ANALYSIS OF CULTURAL CONTENT IN TEXTS AND ILLUSTRATIONS IN *THE BIG PICTURE*

In *The Big Picture*, all texts (information in written or spoken forms, see 2.3.4 in Chapter 2) are written, and audio texts are to be produced by the teachers as recommended in the lesson plans. However, since the collection of teacher-produced materials was not part of this research, written texts provided in the textbook were examined only. The illustrations were analysed separately (at the *subjective analysis* and *subjective inference* levels) in the same way as the texts. Then, the findings from the texts and illustrations were amalgamated for evaluation.

TEXTS AND ILLUSTRATIONS: objective description

Objective description (functioning as defined in Table 5.10, and as has been described in 4.3.3.1 in Chapter 4) refers to the account of the division and factual

characteristics (title, place, means, size, and provenance) of the texts and illustrations found in the selected sections in Unit 4 *Education in Ireland*. The text titles were defined by the authors of the textbook, but the illustration titles were provided by the researcher for identification purposes and are blocked in blue in Table 5.13 below. Because of this inequality of ‘authorship’, the titles of texts and illustrations were not included in the analysis and evaluation. As can be seen in Table 5.13, the unit begins with an introductory photo that is not attached to texts, or activities and exercises. Each selected section comprises one text of between 20 and 150 words, adding up to eight texts altogether in the unit, and contains a maximum of six illustrations totalling 21 smaller or larger coloured photos (in addition to the introductory photo).

It is also important to note that the original numbering of the sections given in the textbook was adjusted because the first three sections (sub-units 4.1 to 4.3) were not examined since they were not designed for pre-intermediate learners but for beginners and elementary learners (as discussed earlier). In accordance with this, sub-unit (or section) 4.4 *Primary school education* was assigned as ‘Section 1’. Furthermore, the sequential numbers of the texts and illustrations in the examined sections were assigned by the researcher because the textbook does not number texts or illustrations.

According to the *Acknowledgements* in the textbook, and as Table 5.13 below also shows, the provenance of each illustration is Ireland; in fact, each illustration is produced by Alan English at ACE photos. The provenance of the texts is also Ireland (the authors), except Text 6 which is an adaptation of a learner’s account on education in Ethiopia (original version written by Mekdes Alemesege Hagos). It is important to add that Text 6 *Education in Ethiopia* as part of the sample unit selected for analysis and evaluation apparently skewed the data regarding the analysis of the representation of different countries in the texts and illustrations (as well as regarding the analysis of activities in Sections 5.2.1.3 and 5.2.1.4), and the researcher was aware of this distortion.

Accordingly, as Table 5.13 below presents, the provenance of texts and illustrations in the sample sections in *The Big Picture* is overwhelmingly Ireland (97%), except

the text on education in Ethiopia (3%), which bears no significance as this was simply a factor of the unit selected (as discussed earlier).

Table 5.13. Description of texts and illustrations in Unit 4 in The Big Picture

Text and illustration number	Title	Place (page number/s)	Means	Size (approx.)	Provenance
Introductory illustration	'Woman and child at the school entrance'	51	photo	11 cm x 16 cm	Ireland
1 Primary school education					
Text 1	'Primary school education'	66	written	150 words	Ireland
Illustration 1	'Children in class'	66	photo	9 cm x 4 cm	Ireland
Illustration 2	'Schoolgirl in class'	67	photo	11 cm x 6 cm	Ireland
Illustration 3	'People discussing'	68	photo	4 cm x 3 cm	Ireland
2 Primary school curriculum					
Text 2	'Primary school curriculum'	70	written	30 words	Ireland
Illustration 4	'Children in a classroom'	70	photo	4 cm x 5 cm	Ireland
Illustration 5	'Children at a round table'	70	photo	4 cm x 5 cm	Ireland
Illustration 6	'Schoolgirl writing on the board'	70	photo	5 cm x 7 cm	Ireland
Illustration 7	'Women discussing'	71	photo	5 cm x 3 cm	Ireland
3 Primary school or national school					
Text 3	'Primary school or national school'	73	written	100 words	Ireland
Illustration 8	'Teacher and children'	73	photo	13 cm x 8 cm	Ireland
Illustration 9	'Teacher and schoolgirl'	74	photo	8 cm x 5 cm	Ireland
4 School system					
Text 4	'School system'	75	written	70 words	Ireland
Illustration 10	'Schoolgirls in the schoolyard'	75	photo	4 cm x 6 cm	Ireland
5 The education system – children and adults					
Text 5	'The education system - children and adults'	78	written	80 words	Ireland
Illustration 11	'Schoolgirl reading' (extract from Illustration 9)	78	photo	2 cm x 3 cm	Ireland
Illustration 12	'Student listening'	78	photo	2 cm x 3 cm	Ireland
6 Education in Ethiopia					
Text 6	'Education in Ethiopia'	80	written	120 words	Ethiopia
Illustration 13	'Schoolchildren in a classroom'	78	photo	13 cm x 7 cm	Ireland
7 Children at school					
Text 7	'Children at school'	84	written / spoken	110 words	Ireland
Illustration 14	'Boys playing'	83	photo	4 cm x 5 cm	Ireland
Illustration 15	'Teacher and schoolgirl' (same as Illustration 9)	83	photo	5 cm x 7 cm	Ireland
Illustration 16	'Teacher and children' (same as Illustration 8)	83	photo	5 cm x 6 cm	Ireland
Illustration 17	'Children working at a round table'	83	photo	5 cm x 6 cm	Ireland
Illustration 18	'Physical education outside'	83	photo	6 cm x 12 cm	Ireland
Illustration 19	'Lining up'	84	photo	8 cm x 6 cm	Ireland
8 Calling adult education centres					
Text 8	'Calling adult education centres'	86	written	20 words	Ireland
Illustration 20	'Women discussing' (same as Illustration 7)	86	photo	2 cm x 3 cm	Ireland
Illustration 21	'Mobile phone'	86	photo	1 cm x 2 cm	Ireland

TEXTS: subjective analysis and subjective inference

The first step in the in-depth analysis of the eight texts was to collect essential features (subject matter/focus, genre, authenticity) of the texts via subjective analysis (functioning as defined in Table 5.10, and as has been described in 4.3.3.1 in Chapter 4), and the results are shown in Table 5.14 below.

Table 5.14. Outline of texts in Unit 4 in The Big Picture

Text number	Subject matter/focus	Genre	Authenticity
1 Primary school education			
Text 1	school/general information about primary schools in Ireland	narrative nonfiction	instructional
2 Primary school curriculum			
Text 2	school/subjects	narrative nonfiction	instructional
3 Primary school or national school			
Text 3	school/general information about junior and senior infants education in Ireland	narrative nonfiction	instructional
4 School system			
Text 4	school/ primary and secondary school system in Ireland	narrative nonfiction	instructional
5 The education system – children and adults			
Text 5	education/education system in Ireland	narrative nonfiction	adapted
6 Education in Ethiopia			
Text 6	education/education system in Ethiopia	narrative nonfiction	instructional
7 Children at school			
Text 7	school/teacher and student activities [see foci of illustrations] [text integrated into activity]	narrative nonfiction	instructional
8 Calling adult education centres			
Text 8	telephoning/making a phone call with an education centre [integrated into activity]	dialogic nonfiction	instructional

As Table 5.14 above presents, the subject matter of the eight texts in *Education in Ireland* relates to schools, education, and telephoning with foci on general information about junior and senior infants education, primary schools, the primary and secondary school system, the education system in Ireland; school subjects; teacher and student activities in the school; the education system in Ethiopia; and making a phone call with an education centre. The genre of the eight texts is nonfictional, the majority (7) being narrative, and there is one which is dialogic. Regarding authenticity (see Section 2.3.2), almost 90% of the texts (7) appear to be

instructional (i.e. purpose-written material for language learning purposes), and one is adapted (i.e. adapted authentic material) from an Ethiopian learner's account of the education system in Ethiopia.

In the next stage of the analysis of texts, the framework for analysing cultural content in texts and illustrations (see Table 3.3 in Chapter 3) was used in the recursive processes of recognition of cultural elements in the texts (subjective analysis) and their categorisation by assigning them to the relevant component of the framework (subjective inference) (functioning as defined in Table 5.10, and as has been described in 4.3.3.1 in Chapter 4). The elements were identified and assessed as to (1) whether their meanings tended towards information about geography, people, products, practices, or perspectives, and (2) what country-specific context they appeared in: Ireland, or other countries (see 3.2.2.3 in Chapter 3).

It is important to remember that cultural elements are very likely to convey more than one meaning; in other words, they could be assigned to more than one category of the framework. To reduce ambiguity (see 4.3.5 in Chapter 4), and to simplify the quantification of data, the definition of the components of the framework (see 3.2.2 in Chapter 3) provided guidance with the categorisation. However, as the meanings were grouped into one category only, the results should be viewed with this ambiguity in mind. (See Appendix 12 for an example of the categorisation of cultural content in texts in *The Big Picture*).

The chart below (Figure 5.26) illustrates the amalgamation of the results of the researcher's deductions of meanings of the recognised cultural elements in the eight texts under scrutiny. It highlights the results within the five areas of the 'pentagon of culture' (see 3.2.2.1 in Chapter 3 for the 'pentagon of culture', and 4.3.2.1 in Chapter 4 for categorisation criteria for the analysis of sample sections).

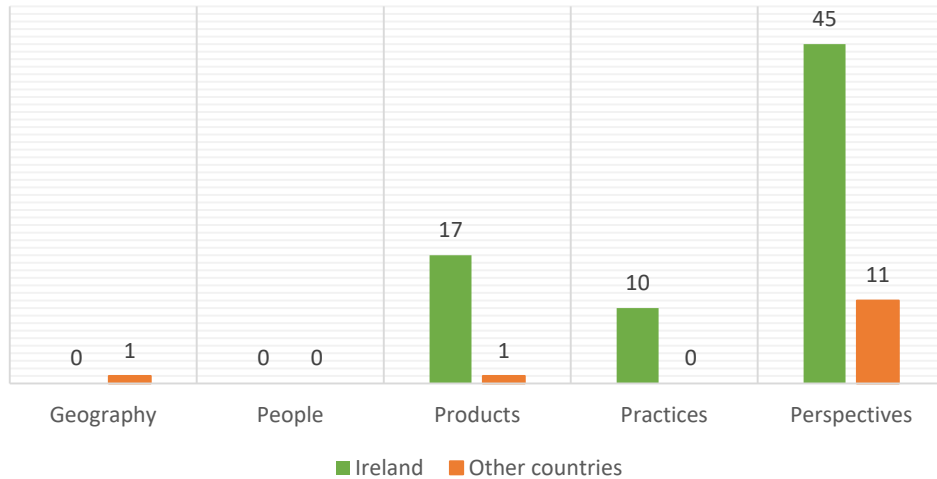


Figure 5.26. The ‘pentagon of culture’ in the texts in Unit 4 in *The Big Picture*

According to the summative results as shown Figure 5.26 above, the texts in the sample unit do not provide direct cultural content on Irish geography and people at all. There are ten references to Irish practices, almost two times more references to Irish products (17), and more than two times more occurrences of Irish perspectives (45) than products. There is one occurrence of geographical information, one piece of product information, and eleven references to information on perspectives (11) from another country (Ethiopia), but there is no direct cultural content provided on any other country.

Unsurprisingly, the cultural content provided in the texts in Unit 4 *Education in Ireland* appears to be about Irish perspectives, products, and practices predominantly. At the same time, there seems to be very little information on other countries; except Ethiopia, but this information is only a factor of the materials selected, and it cannot be considered important (as mentioned before).

ILLUSTRATIONS: subjective analysis and subjective inference

The subjective analysis of and subjective inference from illustrations were made in a similar way to the examination of texts as described above. The basic characteristics (subject matter/focus, genre/focus, authenticity) of the illustrations were collected

through subjective analysis (functioning as defined in Table 5.10, and as has been described in 4.3.3.1 in Chapter 4). Table 5.15 below presents the outline of the illustrations in Unit 4 in *The Big Picture*.

Table 5.15. Outline of illustrations in Unit 4 in The Big Picture

Illustration number	Subject matter/focus	Genre/subject	Authenticity
Introductory illustration	school/woman and child on entering school	photo/people	instructional
1 Primary school education			
Illustration 1	in the classroom/children colouring pictures	photo/people	instructional
Illustration 2	in the classroom/writing in a textbook	photo/people	instructional
Illustration 3	surveys/adults discussing content in a sheet of paper	photo/people	instructional
2 Primary school curriculum			
Illustration 4	in the classroom/children at round tables smiling at the camera	photo/people	instructional
Illustration 5	in the classroom/children engaged in visual arts	photo/people	instructional
Illustration 6	in the classroom/schoolgirl writing on a whiteboard	photo/people	instructional
Illustration 7	in the classroom/women discussing	photo/people	instructional
3 Primary school or national school			
Illustration 8	in the classroom/teacher writing on the board and children watching her	photo/people	instructional
Illustration 9	in the classroom/teacher explaining something to a schoolgirl	photo/people	instructional
4 School system			
Illustration 10	in the schoolyard/schoolgirls chatting in a circle	photo/people	instructional
5 The education system – children and adults			
Illustration 11	studying/schoolgirl learning	photo/people	instructional
Illustration 12	studying/student listening	photo/people	instructional
6 Education in Ethiopia			
Illustration 13	school/schoolchildren in a classroom	photo/people	instructional
7 Children at school			
Illustration 14	school/schoolboys playing in the schoolyard	photo/people	instructional
Illustration 15	in the classroom/teacher explaining something to a schoolgirl	photo/people	instructional
Illustration 16	in the classroom/teacher writing on the board and children watching her	photo/people	instructional
Illustration 17	in the classroom/children sitting around a table and working	photo/people	instructional
Illustration 18	school/children having PE with teacher in the field	photo/people	instructional
Illustration 19	school/children line up in the schoolyard	photo/people	instructional
8 Calling adult education centres			
Illustration 20	in the classroom/adults having a conversation	photo/people	instructional
Illustration 21	IT/mobile phone	photo/object	instructional

As the results presented in Table 5.15 above show, the subject matter of the introductory and the 21 illustrations in *Education in Ireland* consists of schools, classrooms, schoolyards, studying, in addition to surveys and information technology with different foci of attention. With regard to the genres and subjects of the illustrations, they are all photos, and 21 of them depict people, whereas one photo shows an object (a mobile telephone). Concerning authenticity, it is believed that each photo was taken for educational purposes.

In the next phase of the analysis of illustrations, in the same way as in the case of the analysis of texts presented above, the framework for analysing cultural content in texts and illustrations (see Table 3.3 in Chapter 3) was used for the examination of their cultural content. The cultural elements in the photos were identified and assessed as to (1) whether their meanings tend to refer to information about geography, people, products, practices, or perspectives, and (2) what country-specificity they suggested: Ireland, or other countries. As was noted earlier, it is important to emphasise that cultural elements could be grouped into more than one category of the ‘pentagon of culture’; therefore, to reduce ambiguity (see 4.3.5 in Chapter 4), and to simplify the quantification of data as well, the definition of the components of the framework (see 3.2.2 in Chapter 3) provided guidance with the categorisation.

For the identification of cultural content in the illustrations, references in the texts attached to the illustrations also served as a basis. (For an example of the categorisation of cultural content provided in illustrations of *The Big Picture* into the ‘pentagon of culture’, see Appendix 13).

The bar chart below (Figure 5.27) presents the synthesis of the findings of the researcher’s subjective analysis and inference of the 22 photos (including the introductory photo). The summative chart presents the results within the five areas of the ‘pentagon of culture’ (see 3.2.2.1 in Chapter 3 for the ‘pentagon of culture’, and see 4.3.2.1 in Chapter 4 for categorisation criteria for the analysis of sample sections). The chart indicates that the illustrations in the sample unit do not provide direct information on the geography of Ireland, or other countries. There seem to be

15 references to Irish people, and two elements could refer to Irish practices and perspectives, respectively. Interestingly, people from other countries appear to be represented massively (107) in the photos, and the number of references to perspectives (29), practices (20), and products (9) related to other countries may also seem to significantly exceed the number of indications of Irish cultural items depicted in the photos. All information related to other countries can be seen as that of learners' countries as the majority of the photos appear to depict newcomer learners. This could be due to the intended targeted audience (i.e. ESOL learners in Ireland) of *The Big Picture* (see Table 5.11 in 5.2.1.1).

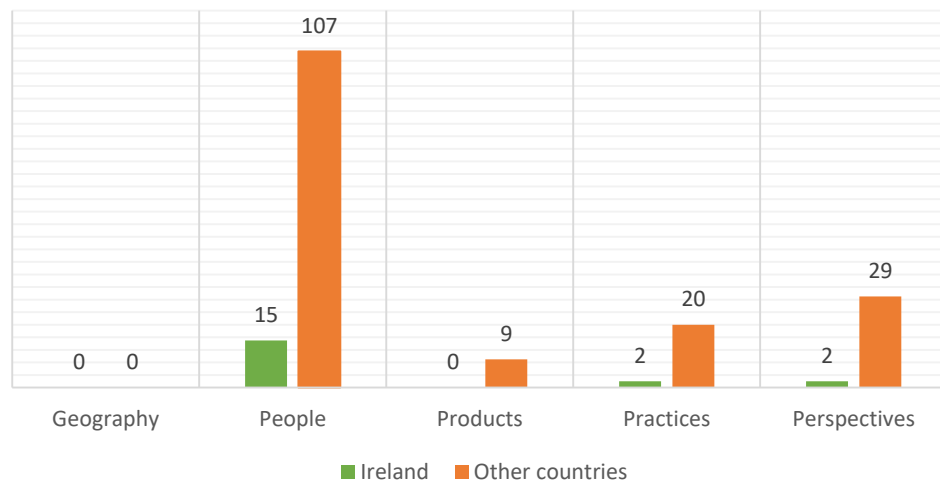


Figure 5.27. The 'pentagon of culture' in the illustrations in Unit 4 in *The Big Picture*

Surprisingly, the cultural content provided in the illustrations in Unit 4 *Education in Ireland* appears to be overwhelmingly about people, perspectives, practices, and products from the learner's countries, and there seems to be substantially less information on Irish people, and even less information on Irish perspectives and practices. The implications of this finding will be discussed in Chapter 6.

The chart below (Figure 5.28) is the synthesis of the findings of the analysis of the cultural content in the texts and illustrations in the selected sections of Unit 4 *Education in Ireland* in *The Big Picture* within the five areas of the ‘pentagon of culture’ (see 3.2.2.1 in Chapter 3).

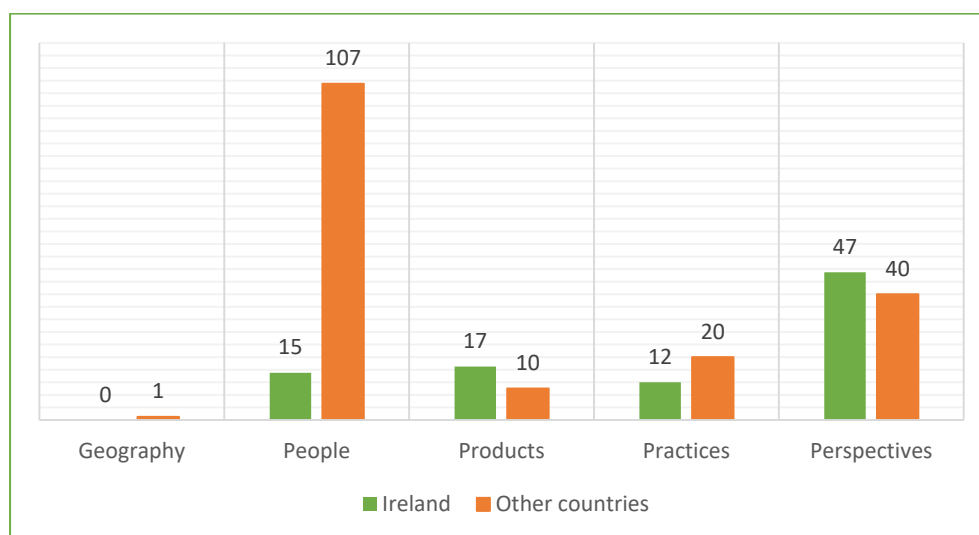


Figure 5.28. The ‘pentagon of culture’ in the texts and illustrations in Unit 4 in *The Big Picture*

It can be seen in Figure 5.28 above that references to Irish perspectives (47) and products (17) seemingly outnumber references to perspectives (40) and products (10) from learners’ countries. At the same time, references to people (107) and practices (20) of learners’ countries seem to exceed references to Irish people (15) and practices (12). This could be due to the fact that there are three times more learner-related illustrations (21) than texts about Ireland (7) – one photo (of the 22 illustrations) shows a mobile telephone only, and one text (of the 8 texts) is about *Education in Ethiopia*. No other countries are specified in the sample sections; therefore, analysis could not be carried out on their distribution in the texts and illustrations (which was performed in the case of *New Headway Pre-Intermediate* as presented in 5.2.2.2). There seems to be no explicit information on the geography of any country (Ireland, or other countries).

All in all, as Figure 5.28 above shows, of the total of 269 references to identified cultural content in the texts and illustrations, 178 references (about 66%) seem to relate to other countries (i.e. practically, learners’ countries), and 91 references (approximately 34%) appear to be in relation to Ireland.

EVALUATION OF CULTURAL CONTENT IN TEXTS AND ILLUSTRATIONS IN *THE BIG PICTURE*

The results presented above taken together (as shown in Figure 5.28 above) might suggest that the potential of the texts and illustrations in *The Big Picture* for the promotion of content knowledge on Irish culture is sufficient, but the acquisition of cultural content related to other countries seems to be supported to a smaller degree as other countries (practically, learners’ countries only) mainly appear in the illustrations. This evaluation is illustrated in the assessment grid below in Table 5.16). (See 4.3.3.2 and Table 4.18 in Chapter 4 for discussion of the assessment grid.)

Table 5.16. Evaluation of the potential in the texts and illustration in *The Big Picture* to improve cultural content knowledge with regard to different countries

Degree	not at all	to a small degree	to a sufficient degree	to a great degree
Countries				
Ireland			√	
other countries		√		

Interestingly, texts seem to provide more cultural content related to Irish culture, while photos appear to be more focused on content related to the learners’ cultures because they seem to depict newcomers (immigrants) to Ireland (see discussion on this in Chapter 6). This might indicate the intention of the authors of *The Big Picture* that Ireland is a multi-cultural and welcoming country (also see Section 6.2.1). The provenance of texts and illustrations is almost entirely Ireland, although the illustrations mainly show newcomers to Ireland, which could be considered appropriate from the aspect of the focus of the target audience of *The Big Picture*; and therefore, from the aspect of fostering adult ESOL learners’ cultural awareness in an Irish context.

5.2.1.3 Cognitive processing of cultural content through activities in *The Big Picture*

In order to gather data on the potential in the activities that accompany texts and illustrations in the sample materials for the activation of cognitive skills to process cultural content, the analysis of activities was performed at three levels shown in Table 5.17 below (also see 4.3.3.1 in Chapter 4). Afterwards, the potential of the activities to engage the cognitive domain of learning was assessed by means of the Likert-type assessment grid ranging from ‘not at all’ to ‘to a great a degree’ (see Table 4.18 in Chapter 4) in the same way as with the evaluation of texts and illustrations (see Table 5.16 above). Only activities were analysed and evaluated as the examination of exercises (that mainly focus on language forms, see Section 2.3.4, and Table 4.7 in Chapter 4) was outside the scope of this research (see 4.3.1.3).

ANALYSIS OF POTENTIAL OF ACTIVITIES TO ACTIVATE COGNITION IN *THE BIG PICTURE*

As Table 5.17 below shows, to collect data on the potential of activities for the activation of the cognitive processing of cultural content, the same three-level method was used as in the case of the analysis of texts and illustrations (see Table 5.10 earlier), but with a focus on what learners are required to do and at what level of cognitive processes (see 3.3.1 in Chapter 3). The analysis was carried out using the framework for analysing activities for cognitive processing of cultural content (see Table 3.5 in Chapter 3).

Table 5.17. Stages of analysis of activities – cognitive domain (based on Littlejohn 2011, extracted from Table 5.10)

Levels of analysis of activities	
1	<i>objective description</i> account of the division of learner undertaking and related statements found in the textbook
2	<i>subjective analysis</i> recognition of what activities are required of the learners to do
3	<i>subjective inference</i> deductions of demands on learners’ cognitive competence by key verbs: categorisations into the frameworks for analysing activities for cognitive processing of cultural content

In the first stage of the analysis, the researcher (1) objectively described the activities and exercises (learner undertaking). Then, (2) subjective analysis was applied to identify what learners are required to do so that activities and exercises could be distinguished (see 4.3.1.3 in Chapter 4). Finally, (3) subjective inferences were drawn to determine a key verb to describe the cognitive action that learners should take (see Table 4.15 in Chapter 4) so that activities could be allocated to the six categories of the cognitive domain of learning: *recall*, *comprehend*, *apply*, *analyse*, *evaluate*, and *create* cultural content in relation to different countries (see Table 4.14 in Chapter 4). The analysis was carried out using *NVivo* (as described in 4.3.4 in Chapter 4) by content analysis (as discussed in the introductory part of Section 4.3) following the principles of thematic analysis (see 4.2.5.2 in Chapter 4).

This section presents the results of the recursive processes of the three-level analysis of activities in a slightly different manner from how the findings of the analysis of texts and illustration were presented. First, the proportion of activities and exercises are shown (as the result of objective description and subjective analysis). Second, the outline of activities, including the assigned key verbs to each activity, is provided (as the result of objective description, subjective analysis, and subjective inference). Finally, the categorisation of activities into the six levels of the cognitive domain of learning (as the result of subjective analysis and subjective inference) are presented.

In *The Big Picture*, activities and exercises (learner undertaking) can be found in the photocopiable learner sheets (learner materials) and in the lesson plans (teacher materials) as well. Therefore, activities in both types of materials were examined, but exercises (with focus on language forms) were not. The pie chart below (Figure 5.29) illustrates that, out of 63 pieces of learner undertaking, 28 activities (about 44%) and 35 exercises (about 56%) were identified through objective description and subjective analysis. (Activities are described below; for exercises, see Appendix 14.)

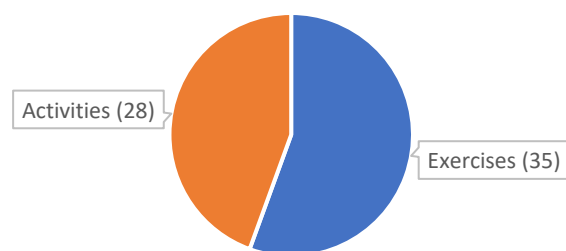


Figure 5.29. Exercises and activities in Unit 4 in *The Big Picture*

Table 5.18 below shows the outline of the 28 activities in the following sections in Unit 4 in *The Big Picture*: 1 *Primary school education*, 2 *Primary school curriculum*, 3 *Primary school or national school*, 4 *School system*, 5 *The education system – children and adults*, 6 *Education in Ethiopia*, 7 *Children at school*, and 8 *Calling education centres*. (Three activities, in Sections 6 and 7 in the textbook, are identical, possibly due to publisher error; therefore, they were included in the examination only once; the duplicates are indicated without numbering in Table 5.18 below.) Action words describing what learners are required to do (‘interview’, ‘tell’, ‘write’, etc.) in the activities were highlighted by the researcher to help him determine a key verb (e.g. ‘interpret’, ‘list’, ‘compare’, etc.). The key verbs are associated with the categories of the cognitive domain that can be found in pedagogical interpretations of Bloom’s cognitive learning outcomes (Bloom *et al.* 1956; Anderson and Krathwohl 2001; see Table 4.15 in Chapter 4 for list of key verbs). The definition of the six categories that the key verbs belong to, as well as the keys verbs themselves, provided guidelines in the categorisation (see 3.3.1 in Chapter 3). The potential level of the cognitive domain addressed by the activity is also indicated in Table 5.18 (also see Table 5.19). As Table 5.18 below indicates the page number where the activities can be found in the textbook, the table integrates the findings of objective description (page number), subjective analysis (activity – distinction from exercise, and recognition of what learners are required to do), and subjective inference (deduction of a key verb and the potential category of the cognitive domain).

Table 5.18. Outline of activities in Unit 4 in *The Big Picture*: cognitive domain

Activity number	Activity	Key verb	Category of cognitive domain	Place (page number)
1 Primary school education				
1	Ask students what they know about primary school education in Ireland.	describe	<i>comprehend</i>	65
2	What do these words mean in your language? [words connected to education]	interpret	<i>apply</i>	66
3	Interview three students about education in their countries. <i>In your country</i> 1. Are schools mixed (co-educational)? 2. Is primary school free? 3. Do children wear a school uniform? 4. Are schools multi-denominational (mixed religion)?	compare	<i>analyse</i>	68
4	Write about primary school education in different countries (or alternatively, students feedback information orally and tutor writes on board)	examine	<i>analyse</i>	65
2 Primary school curriculum				
5	Ask students what subjects they did in school.	list	<i>recall</i>	69
6	Ask students what subjects their children are doing in school in Ireland (if appropriate)	list	<i>recall</i>	
7	Ask students to tell the names of subjects in different languages [after group work].	interpret	<i>apply</i>	69
8	Students write [about their own primary school education] using the model text.	report	<i>apply</i>	69
9	Some students could write a short comparison of the primary school curriculum in Ireland and in their countries.	compare	<i>analyse</i>	69
10	Read the questions. Talk to a partner. • What subjects did you do in school?	compare	<i>analyse</i>	71
11	Read the questions. Talk to a partner. • What subjects did you like ? • What subjects did you not like ?	judge	<i>evaluate</i>	71
3 Primary school or national school				
12	Discuss what students know about primary school or national schools in Ireland.	discuss	<i>comprehend</i>	72
13	What are the primary schools like in their countries? Discuss.	discuss	<i>comprehend</i>	72
14	Do any of the students have children in school in Ireland? [Discuss.]	discuss	<i>comprehend</i>	72
4 School system				
5 The education system – children and adults				
15	Ask students to tell what age children start/finish school in their countries.	tell	<i>recall</i>	77
16	Use Education System in Ireland Children and Adults Information Sheet as a reference to explain the adult/community education system in Ireland. Students can find equivalency for their own education.	examine	<i>analyse</i>	77
17	The education system in my country. [Speak/write.]	tell	<i>recall</i>	77
18	Compare the Irish education system to that of other countries.	compare	<i>analyse</i>	77
19	Talk about your school education.	summarise	<i>evaluate</i>	78
20	Talk/write about your experience of education in Ireland.	revise	<i>evaluate</i>	78
6 Education in Ethiopia				
21	Write about own education system using Education in Ethiopia student-writing as model.	construct	<i>apply</i>	79
22	Write about several other students' education system.	construct	<i>apply</i>	79
23	Produce class book or posters for display about education systems in different countries/students' own experience of education.	compose	<i>create</i>	79
24	Read the questions. Discuss in pairs or small groups.	compare	<i>analyse</i>	81

1. Where did you go to school?
2. What age do children start school in your country?
3. How many children are in a class?
4. How many subjects are there in high school?
5. What are the differences between your country and Ethiopia?

7 Children at school				
25	Students interview in pairs/small groups to find information about each other's education/schooldays.	compare	<i>analyse</i>	82
-	Write about own education system using Education in Ethiopia student-writing as model. [same as Activity 21]	-	-	82
-	Write about several other students' education system. [same as Activity 22]	-	-	82
-	Produce class book or posters for display about education systems in different countries/students' own experience of education. [same as Activity 23]	-	-	82
8 Calling adult education centres				
26	Introduce key vocabulary/phrases. Discuss how to sound polite in English.	conclude	<i>evaluate</i>	85
27	Give alternate role-play cards as further practice (for example phoning social welfare to ask for information).	practise	<i>apply</i>	85
28	Call your local adult education centre. Ask about English classes. Work in pairs. Practise with a partner.	practise	<i>apply</i>	86

The framework for analysing activities for cognitive processing of cultural content (see Table 3.5 in Chapter 3) was used to categorise the activities into one of the six groups of cognitive skills (from the lowest to the highest level): *recall*, *comprehend*, *apply*, *analyse*, *evaluate*, and *create*, by means of the assigned key verbs, where each category except *recall* includes each preceding category by its nature (as discussed in 3.3.1 in Chapter 3). The framework incorporates a separate row for each activity under the same section, together with a column for the countries addressed through the activity. Table 5.19 below is intended to illustrate a detailed breakdown of the potential categories of cognition that activities could activate providing the country-specific contexts of the activities.

Table 5.19. Potential categories of cognitive processes activated through activities with regard to different countries in Unit 4 in The Big Picture

Skills	recall	compre- hend	apply	analyse	evaluate	create	Countries
Activities							
1 Primary school education							
1 describe	√	√					Ireland
2 interpret	√	√	√				learner
3 compare	√	√	√	√			learner
4 examine	√	√	√	√			learner
2 Primary school curriculum							
5 list	√						learner
6 list	√						Ireland
7 interpret	√	√	√				learner
8 report	√	√	√				learner
9 compare	√	√	√	√			Ireland/learner
10 compare	√	√	√	√			learner
11 judge	√	√	√	√	√		learner
3 Primary school or national school							
12 discuss	√	√					Ireland
13 discuss	√	√					learner
14 discuss	√	√					Ireland
4 School system							
5 The education system – children and adults							
15 tell	√						learner
16 examine	√	√	√	√			Ireland/ learner
17 tell	√						learner
18 compare	√	√	√	√			Ireland/ learner
19 summarise	√	√	√	√	√		learner
20 revise	√	√	√	√	√		Ireland
6 Education in Ethiopia							
21 construct	√	√	√				learner/other
22 construct	√	√	√				learner
23 compose	√	√	√	√	√	√	learner
24 compare	√	√	√	√			learner/other
7 Children at school							
25 compare	√	√	√	√			learner
8 Calling adult education centres							
26 conclude	√	√	√	√	√		Ireland
27 practise	√	√	√				Ireland
28 practise	√	√	√				Ireland

Figure 5.30 below summarises the findings, which can be seen in full in Table 5.19 above, by illustrating the number of opportunities in which the six categories of the cognitive domain of learning could be activated through the activities in different country-specific contexts.

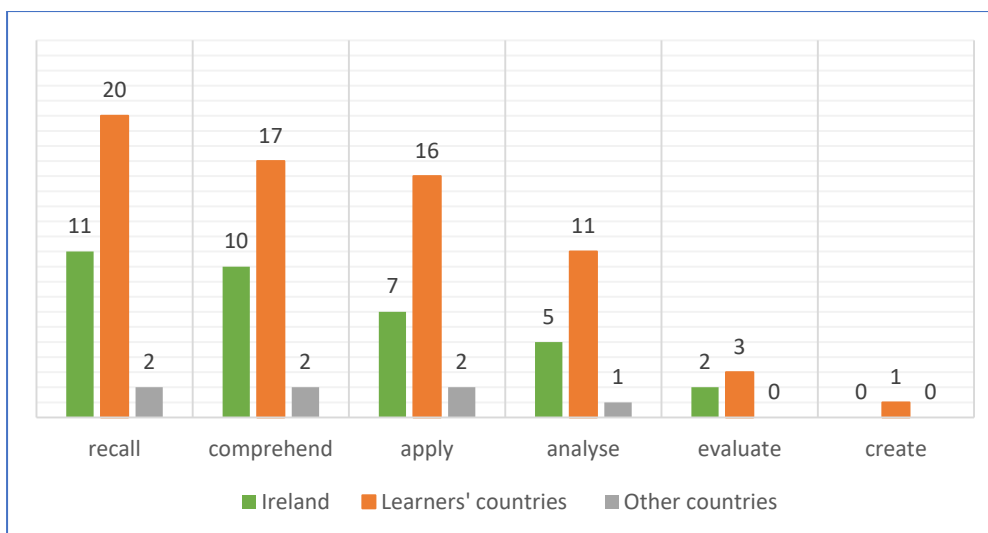


Figure 5.30. Opportunities to activate cognitive processing of cultural content through activities with regard to different countries in Unit 4 in *The Big Picture*

As it can be seen from Figure 5.30 above, the numbers of activities that could potentially activate each category are: *recall* (11), *comprehend* (10), *apply* (7), *analyse* (5), and *evaluate* (2) in relation to Irish cultural content; 39% of the activities. Activities seem to activate *recall* (20), *comprehend* (17), *apply* (16), *analyse* (11), *evaluate* (3), and *create* (1) related to processing information from the learners' countries; 71% of the activities. The numbers of activities that could activate information about other countries, namely Ethiopia, are: *recall* (2), *comprehend* (2), *apply* (2), and *analyse* (1); 7% of the activities.

With regard to the comparative aspect of learning about cultures (referring to the activation of the skill 'compare' in the domain *analyse* as presented in Section 3.3.1, and highlighted in 5.1.3.3 related to the survey questionnaire), based on the findings shown in the outline of the activities in Table 5.18 above, and as shown in Figure 5.31 below, nearly 54% of the 28 activities (15) might have the potential to offer opportunities for learners to contrast their knowledge of their own culture with knowledge provided by the textbook, or by other learners. These activities could be 2, 3, 4, 8, 9, 10, 13, 15, 16, 18, 21, 22, 23, 24, and 25 as numbered in Table 5.18 above.

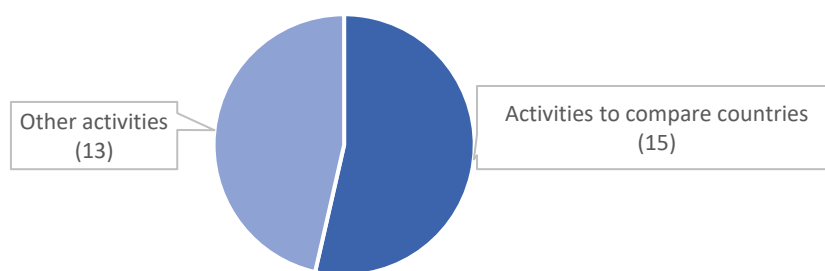


Figure 5.31. Activities with potential to compare countries in Unit 4 in *The Big Picture*

Based on these findings, it might be suggested that learners are provided with more opportunities to process information about their own and other learners' countries (71%) than about Ireland (39%). Moreover, the majority of the cognitive processes, regardless of the countries, appear to take place at the lower levels of the cognitive domain (*recall, comprehend, and apply*). Other countries (apart from Ireland, the learners' countries, and Ethiopia due its being part of the materials), do not seem to be addressed directly through the activities at any level.

EVALUATION OF POTENTIAL OF ACTIVITIES TO ACTIVATE COGNITION IN *THE BIG PICTURE*

As the assessment grid below illustrates (Table 5.20), the results presented above may suggest that activities sufficiently engage the cognitive processing of information on Irish culture; whereas, in the case of learners' countries, they seem to activate cognitive processing of cultural content to a greater degree. In addition, the activities seem to offer ample opportunities to compare and contrast Ireland with the learners' countries. The opportunities to activate cognition regarding the process of cultural content related to any other countries could not be considered important (as Ethiopia is addressed in 7% of the activities only), therefore it is not indicated in the assessment grid. However, this should not stop activities implicating other countries through comparison, for example.

Table 5.20. Evaluation of the potential in the activities in *The Big Picture* to activate cognitive processing of cultural content with regard to different countries

Degree	not at all	to a small degree	to a sufficient degree	to a great degree
Countries				
Ireland			√	
learners' countries				√

5.2.1.4 Affective processing of cultural content through activities in *The Big Picture*

As presented in the previous section (5.2.1.3), there were 28 activities (see Figure 5.29 in 5.2.1.3) identified via objective description and subjective analysis. Drawing on the results of this objective description and subjective analysis of the activities, this time, the analysis at the level of subjective inference related to the potential of the (same) activities to stimulate affective engagement in the processing of cultural content at different levels (as indicated in Tables 5.22 and 5.23 later in this section). This was done in order to assess the extent to which they can contribute to the stimulation of the affective domain of learning by using an assessment grid ranging from 'not at all' to 'to a great degree' (see Table 4.18 in Chapter 4) used similarly as was used for the evaluation of the texts and illustrations (5.2.1.2), as well as activities regarding their potential for the improvement of the cognitive domain of learning (5.2.1.3). (As in the case of the cognitive domain of learning, only activities were analysed and evaluated, language exercises were excluded.)

ANALYSIS OF POTENTIAL OF ACTIVITIES TO STIMULATE AFFECT IN *THE BIG PICTURE*

As a starting point for data gathering on the potential in the activities in the selected materials for the affective processing of cultural content, the researcher referred back to the outline of activities in Unit 4 in *The Big Picture* (Table 5.18 in 5.2.1.3). The outline was used for the analysis of activities related to their potential to activate the cognitive domain of learning (as presented in 5.2.1.3), and was reused for drawing inferences as to which category of the affective domain of learning each activity

could stimulate by means of assigning a key verb in relation to affective processes; other elements of the outline remained unchanged (see Table 5.22 later). This analysis was also carried out by the application of the framework for analysing activities for affecting processing of cultural content (see Table 3.7 in Chapter 3) on *NVivo* (as described in 4.3.4 in Chapter 4) by content analysis (as discussed in the introductory part of Section 4.3) following the principles of thematic analysis (see 4.2.5.2 in Chapter 4). It must be remembered that the outline of the activities (in Table 5.22) is the outcome of the objective analysis that described the activities, and subjective analysis which sought to identify what learners were required to do and to differentiate activities from language exercises (as discussed in 5.2.1.3). Therefore, in Table 5.21 below, which describes the stages of analysis of activities regarding the affective domain, level one (*objective analysis*) and level two (*subjective analysis*) of the analysis are shaded to indicate their reuse.

Table 5.21. Stages of analysis of activities – affective domain (based on Littlejohn 2011, extracted from Table 5.10)

Levels of analysis of activities	
1	<i>objective description</i> account of the division of (learner undertaking) and related statements found in the textbook
2	<i>subjective analysis</i> recognition of what activities are required of the learners to do
3	<i>subjective inference</i> deductions of demands on learners' affective competence by key verbs: categorisations into the framework for the stimulation of the affective domain of learning

Subjective inference, from an 'affective' perspective, constituted the determination of a key verb (suggested by Krathwohl *et al.* (1964) and Lynch *et al.* (2009), see Table 4.17 in Chapter 4) that referred to the learners' most probable positive affective reaction to the cultural content addressed by an activity. The definitions of the categories (see 3.4.1 in Chapter 3) also served as a basis of the designation of a key verb. This key verb helped the researcher in his attempt to allocate the activity to one of the five categories of affective learning outcomes: *receive*, *respond*, *value*, *organise*, and *internalise* (see Figure 3.7 in Chapter 3).

Table 5.22 below shows an outline of the activities in Unit 4 in *The Big Picture* from the angle of detecting the affective domain in the activities. The sections, activities with highlighted words as well as the page numbers are the same as in Table 5.18 (in 5.2.1.3), only the assigned key verbs are different. The highlighted words in the activities helped the researcher determine an ‘affective’ key verb (e.g. *willing to* ‘tell’, ‘arrange’, or ‘report’) that could then be assigned to one of the five categories of the affective domain of learning as described in the previous paragraph. The potential level of the affective domain addressed by the activity is also indicated in Table 5.22 (also see Table 5.23).

Table 5.22. Outline of activities in Unit 4 in The Big Picture: affective domain

Activity number	Activity	Key verb (<i>willing to ...</i>)	Category of affective domain	Place (page number)
1 Primary school education				
1	Ask students what they know about primary school education in Ireland.	tell	<i>respond</i>	65
2	What do these words mean in your language? [words connected to education]	tell	<i>respond</i>	66
3	Interview three students about education in their countries. <i>In your country</i> 1. Are schools mixed (co-educational)? 2. Is primary school free? 3. Do children wear a school uniform? 4. Are schools multi-denominational (mixed religion)?	tell	<i>respond</i>	68
4	Write about primary school education in different countries (or alternatively, students feedback information orally and tutor writes on board)	present	<i>respond</i>	65
2 Primary school curriculum				
5	Ask students what subjects they did in school.	tell	<i>respond</i>	69
6	Ask students what subjects their children are doing in school in Ireland (if appropriate)	tell	<i>respond</i>	
7	Ask students to tell the names of subjects in different languages [after group work].	tell	<i>respond</i>	69
8	Students write [about their own primary school education] using the model text.	present	<i>respond</i>	69
9	Some students could write a short comparison of the primary school curriculum in Ireland and in their countries.	debate	<i>value</i>	69
10	Read the questions. Talk to a partner. • What subjects did you do in school?	tell	<i>respond</i>	71
11	Read the questions. Talk to a partner. • What subjects did you like ? • What subjects did you not like ?	arrange	<i>organise</i>	71
3 Primary school or national school				
12	Discuss what students know about primary school or national schools in Ireland.	report	<i>value</i>	72
13	What are the primary schools like in their countries? Discuss.	report	<i>value</i>	72
14	Do any of the students have children in school in Ireland? [Discuss.]	tell	<i>respond</i>	72
4 School system				
5 The education system – children and adults				

15	Ask students to tell what age children start/finish school in their countries.	tell	<i>respond</i>	77
16	Use Education System in Ireland Children and Adults Information Sheet as a reference to explain the adult/community education system in Ireland. Students can find equivalency for their own education.	select	<i>respond</i>	77
17	The education system in my country. [Speak/write.]	present	<i>respond</i>	77
18	Compare the Irish education system to that of other countries.	debate	<i>value</i>	77
19	Talk about your school education.	report	<i>value</i>	78
20	Talk/write about your experience of education in Ireland.	report	<i>value</i>	78
6 Education in Ethiopia				
21	Write about own education system using Education in Ethiopia student-writing as model.	report	<i>value</i>	79
22	Write about several other students' education system.	report	<i>value</i>	79
23	Produce class book or posters for display about education systems in different countries/students' own experience of education.	synthesise	<i>organise</i>	79
24	Read the questions. Discuss in pairs or small groups. 1. Where did you go to school? 2. What age do children start school in your country? 3. How many children are in a class? 4. How many subjects are there in high school? 5. What are the differences between your country and Ethiopia?	report	<i>value</i>	81
7 Children at school				
25	Students interview in pairs/small groups to find information about each other's education/schooldays.	report	<i>value</i>	82
-	Write about own education system using Education in Ethiopia student-writing as model. [same as Activity 21]	-	-	82
-	Write about several other students' education system. [same as Activity 22]	-	-	82
-	Produce class book or posters for display about education systems in different countries/students' own experience of education. [same as Activity 23]	-	-	82
R8 Calling adult education centres				
26	Introduce key vocabulary/phrases. Discuss how to sound polite in English.	identify	<i>organise</i>	85
27	Give alternate role-play cards as further practice (for example phoning social welfare to ask for information).	perform	<i>respond</i>	85
28	Call your local adult education centre. Ask about English classes. Work in pairs. Practise with a partner.	perform	<i>respond</i>	86

The framework for analysing activities for affective processing of cultural content (see Table 3.7 in Chapter 3) was used to categorise the activities into one of the five groups of the affective domain of learning (from the lowest to the highest levels): *receive*, *respond*, *value*, *organise*, and *internalise*, with the help of the assigned key verbs, where each category except *receive* includes each preceding category by its nature (as discussed in 3.4.1 in Chapter 3). Table 5.23 below illustrates the breakdown of the potential categories of affective processes that activities could stimulate. The country-specific contexts of the activities are identical to their contexts specified in Table 5.19 (in 5.2.1.3) since the same activities were examined.

Table 5.23. Potential categories of affective processes stimulated through activities with regard to different countries in Unit 4 in *The Big Picture*

Skills Activities (willing to ...)	receive	respond	value	organise	internal -ise	Countries
1 Primary school education						
1 tell	√	√				Ireland
2 tell	√	√				learner
3 tell	√	√				learner
4 present	√	√				learner
2 Primary school curriculum						
5 tell	√	√				learner
6 tell	√	√				Ireland
7 tell	√	√				learner
8 tell	√	√				learner
9 debate	√	√	√			Ireland/learner
10 tell	√	√				learner
11 arrange	√	√	√	√		learner
3 Primary school or national school						
12 report	√	√	√			Ireland
13 report	√	√	√			learner
14 tell	√	√				Ireland
4 School system						
5 The education system – children and adults						
15 tell	√	√				learner
16 select	√	√				Ireland/learner
17 present	√	√				learner
18 debate	√	√	√			Ireland/learner
19 report	√	√	√			learner
20 report	√	√	√			Ireland
6 Education in Ethiopia						
21 report	√	√	√			learner/other
22 report	√	√	√			learner
23 synthesise	√	√	√	√		learner
24 report	√	√	√			learner/other
7 Children at school						
25 report	√	√	√			learner
8 Calling adult education centres						
26 identify	√	√	√	√		Ireland
27 perform	√	√				Ireland
28 perform	√	√				Ireland

The bar chart below (Figure 5.32) summarises the findings presented in the table above by showing the number of opportunities where activities could stimulate the five categories of the affective domain. The results indicate that 11 activities could potentially engage *receive*, and the same number of activities (11) seem to stimulate

respond, while five activities may stimulate *value*, and one activity is likely to engage *organise* with respect to information about Ireland; 39% of the activities in total. The numbers of activities that could potentially stimulate each category regarding cultural content about the learners' countries are: *receive* (20), *respond* (20), *value* (10), and *organise* (2); 71% of the activities. Regarding cultural content about other countries, namely, Ethiopia, the numbers of activities are: *receive* (2), *respond* (2), and *value* (2); 7% of the activities. Based on these findings, the activities might seem to offer more potential for the affective processing of cultural content about the learners' countries than Ireland.

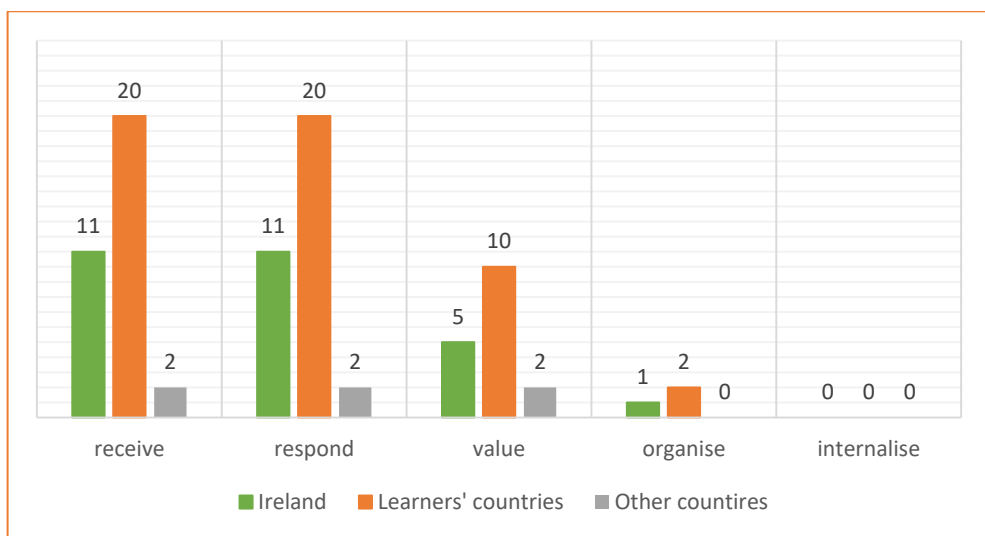


Figure 5.32. Opportunities to stimulate affective processing of cultural content through activities in Unit 4 in *The Big Picture*

Figure 5.32 above shows that the majority of activities, regardless of the country-context, appear to stimulate lower-order categories of affective learning: *receive*, *respond*, and *value* (see categorisation according to complexity in Section 3.4.1 in Chapter 3). The category *internalise* (being the topmost category of affective learning) does not seem to be addressed by the activities (see discussion in Section 6.4.2 in Chapter 6).

EVALUATION OF POTENTIAL OF ACTIVITIES TO STIMULATE AFFECT IN *THE BIG PICTURE*

As the assessment grid below illustrates (Table 5.24), the results of the analysis may suggest that activities sufficiently stimulate the affective processing of information from the learners’ countries; whereas, in the case Ireland, they seem to stimulate affective processes to a smaller degree.

Table 5.24. Evaluation of the potential in the activities in *The Big Picture* to stimulate the affective processing of cultural content with regard to different cultures

Degree	not at all	to a small degree	to a sufficient degree	to a great degree
Countries				
Ireland		√		
Learners’ countries			√	

As discussed earlier in connection with cognitive processes (5.2.1.3), the opportunities to stimulate the affective processing of cultural content through activities in relation to other countries (apart from the learners’ countries and Ireland) could not be considered important (Ethiopia is addressed in 7% of the activities); therefore, it is not indicated in the assessment grid. However, this should not stop activities implicating other countries through comparison as mentioned earlier.

5.2.1.5 Summary of findings of the analysis and evaluation of *The Big Picture*

In this section (5.2.1), the findings of the researcher’s analysis and evaluation of the cultural content in the sample materials of the most often used Irish published textbook *The Big Picture* have been presented.

The analysis of the cultural content in *The Big Picture* was carried out at three levels (based on Littlejohn 2011, see Table 5.10): objective description, subjective analysis, and subjective inferences, and Table 5.25 below presents the summary of the findings of this analysis. Briefly, the cultural aspects focus on people and perspectives (a more

‘non-essentialist’ perception of culture), and the levels of cognitive and affective processing cluster at lowest levels. (For further analysis and discussion of the findings, see Chapter 6).

Table 5.25. Summary of findings of the analysis of cultural content in Unit 4 in *The Big Picture*

<i>The Big Picture: Unit 4 ‘Education in Ireland’</i>			
Area of analysis	Results of analysis via objective description, subjective analysis, and subjective inference by means of the proposed frameworks		
Provenance			
Textbook	Dublin, Ireland		
Texts and illustrations	Ireland	97% (text: 97%, illustrations: 100%)	
	Other countries	3% (text: 3%, illustrations: 0%)	
Components of intercultural competence			
Promotion of cultural content knowledge through texts and illustrations	<i>Pentagon of culture</i>	Ireland (34%)	Other countries (mainly learners’) (66%)
	geography	0	1
	people	15	107
	products	17	10
	practices	12	20
	perspectives	47	40
Activation of cognition through activities	<i>Categories of the cognitive domain of learning</i>	Ireland (39%)	Learners’ countries (71%)
	recall	13	21
	comprehend	12	18
	apply	9	18
	analyse	7	12
	evaluate	2	4
	create	0	2
	<i>Comparing and contrasting</i>	54%	
Stimulation of affect through activities	<i>Categories of the affective domain of learning</i>	Ireland (39%)	Learners’ countries (71%)
	receive	11	20
	respond	11	20
	value	5	10
	organise	1	2
	internalise	0	0

The evaluation of the cultural content of *The Big Picture* was based on the findings of the analysis re-presented in Table 5.25 above. The evaluation focused on the researcher’s judgement about the extent to which the textbook offered potential for the promotion of cultural content knowledge, activation of cognitive processing and stimulation of affective processing of cultural content in different country-specific

contexts, as these components of intercultural competence could foster learners' cultural awareness (see 3.1 in Chapter 3). The evaluation was performed by the use of assessment grids (based on Littlejohn 2011, Tomlinson and Masuhara 2013, see 4.3.3.2 and Table 4.18 in Chapter 4), and Table 5.26 below presents the summary of this evaluation.

Table 5.26. Summary of evaluation of the cultural content in Unit 4 in The Big Picture

The Big Picture: Unit 4 'Education in Ireland'		
Area of evaluation	Evaluation by means of the assessment grid: <i>to what degree are materials likely to support [area of evaluation] about [country]?</i>	
Components of intercultural competence		
Promotion of cultural content knowledge (texts and illustrations)	Ireland to a sufficient degree	Other countries (mainly learners') to a small degree
Activation of cognition (activities)	Ireland to a sufficient degree	Learners' countries to a great degree
Stimulation of affect (activities)	Ireland	Learners' countries
	to a small degree	to a sufficient degree

The findings of the analysis and evaluation of the cultural content in the most often used Irish published textbook *The Big Picture* presented in this section, and of the most frequently used non-Irish (UK) published textbook *New Headway Pre-Intermediate 4th Edition Student's Book* presented in the next section (5.2.2) (together with the results of the survey questionnaire with Irish ESOL teachers presented in Section 5.1) are discussed to a greater extent in Chapters 6 and 7.

5.2.2 *New Headway Pre-Intermediate (4th Edition Student's Book)*

According to the results of the survey questionnaire (Section 5.1), the most frequently used non-Irish published textbook in the ESOL provision of ETBs in Ireland proved to be *New Headway Pre-Intermediate 4th Edition Student's Book*. (Weighted average value of *New Headway*: 2.82, by 0.35 higher than that of *The Big Picture*: 2.47, as

presented in Section 5.1.2.1; *New Headway* is used for teaching pre-intermediate learners: 4 references, as shown in Section 5.1.3.1. Also see ‘selection of materials’ in Section 4.3.1 in Chapter 4). This justifies the reason why this textbook was selected for analysis and evaluation. In fact, *New Headway*, published in Oxford, UK (Figure 5.33), came out on top followed by *English File*, *Cutting Edge*, *Everyday English*, *Inside Out*, *Empower*, *face2face*, and *Outcomes*. (As was stated earlier, in the interest of easy handling of the name of the textbook selected for examination, the title is shortened to *New Headway Pre-Intermediate*.)

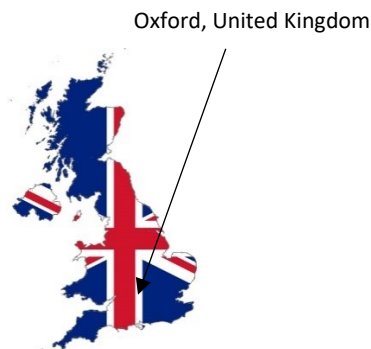


Figure 5.33. Provenance of *New Headway Pre-Intermediate*

Image source: <http://www.cci.in/p/united-kingdom-business-desk> [07/01/2020]

An issue that must be considered and is discussed in Chapter 6 relates to the possible reasons why *New Headway Pre-Intermediate* was chosen as the most frequently used non-Irish textbook for teaching ESOL by the teachers in the survey questionnaire.

5.2.2.1 Description and outline of *New Headway Pre-Intermediate*

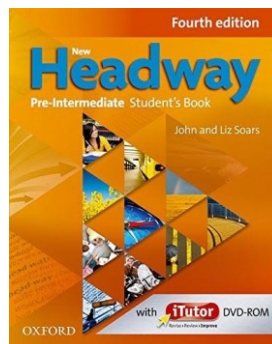


Figure 5.34. Cover of *New Headway Pre-Intermediate 4th Edition Student's Book*

New Headway Pre-Intermediate (Figure 5.34) can truly be termed ‘textbook’ because it is a commercially published instructional material for English language teaching purposes (unlike *The Big Picture*, which is a freely available collection of materials and resources for ESOL tutors, 5.2.1.1). It is a textbook for pre-intermediate (CEFR level A2) English language learners in the *New Headway* series which series also comprises stand-alone textbooks designed for beginners, elementary (CEFR level A1), intermediate (CEFR level B1), upper-intermediate (CEFR level B2), and advanced (CEFR level C1) learners.

The report of statements in *New Headway Pre-Intermediate* regarding provenance, general description, organisation and structure of the textbook, as well as the profile of the sample unit were prepared at the objective description level of materials analysis, as in the case of *The Big Picture* (based on Littlejohn 2011, see Table 5.10).

Description of ‘New Headway Pre-Intermediate’

The general description of *New Headway Pre-Intermediate* is shown in Table 5.27 below. There are two authors of the textbook: John Soars and Liz Soars. The late John Soars was Director of Studies at International House (a worldwide network of language schools) in London, where his wife Liz Soars was Director of Teacher Training. This one-volume textbook was first published in 1991 by Oxford University Press (OUP) in Oxford, in the United Kingdom. This study examined the fourth edition of this textbook which was produced in 2012, as it was specifically named in responses in the teacher questionnaire, and was the latest edition at the time of this research. The textbook is available in a paper-based or electronic format (e-book). This instructional material is designed for learners at pre-intermediate (CEFR A2) level, or post-elementary English language learners, whose location is not specified. It is based on the communicative language teaching approach that focuses on developing learners’ communicative competence in the target language (Savignon 2017). *New Headway Pre-Intermediate* intends to teach ‘real language in real contexts’ by ‘motivating topics’, ‘grammar and vocabulary in context at every opportunity’, and ‘everyday language in everyday situations’ (as stated on the back cover of the textbook) in 12 units on 159 pages. It is designed for young adult and

adult learners to achieve an overall English language proficiency at CEFR level B1 by means of developing conversational skills, expressing ideas, dealing with unpredictable problems and situations, developing reading, writing, speaking, and listening skills, building vocabulary, and developing knowledge of grammar – according to the publisher. The textbook offers an array of supplementary materials, such as an iTutor with DVD-ROM, a workbook with iChecker CD-ROM with or without key, and a student’s website for learners; as well as class audio CDs, a teacher’s book with a resource disc, iTools, a video and worksheet pack, and a teacher’s website. *New Headway Pre-Intermediate* is not designed for literacy learners.

Table 5.27. General description of New Headway Pre-Intermediate

Name	New Headway Pre-Intermediate (Student’s Book)
Volumes	1
Pages	159
Units	12
Authors	John and Liz Soars
Publisher	Oxford University Press (OUP)
Place of publishing	Oxford, United Kingdom (UK)
Year of publishing	2012
Edition	4th
Manner of creation	commercially prepared
Purpose	instructional
Type of English	English for general purposes
Main approach	communicative language teaching
Targeted level of English	pre-intermediate
Targeted levels of literacy	not applicable
Targeted audience	post-elementary English language learners
Age of intended audience	young adult/adult
Location of intended audience	not specified
Formats	paper-based book; electronic (e-book)
Aims and objectives	achieving an overall English language proficiency at CEFR level B1 developing conversational skills expressing ideas dealing with unpredictable problems and situations developing reading, writing, speaking, and listening skills building vocabulary developing knowledge of grammar
Supplementary resources	<i>for learners:</i> iTutor with DVD-ROM, workbook with iChecker CD-ROM (with/without key), student’s website <i>for teachers:</i> class audio CDs, teacher’s book with resource disc, iTools video and worksheet pack, teacher’s website

The full description of the organisation and structure of *New Headway Pre-Intermediate* in Appendix 9 reveals that each unit can be found on eight pages, and there is a separate part provided for writing and reference materials attached to the units on 57 pages. The 12 units cover different topics that are indicated by suggestive titles: *Getting to know you*; *Whatever makes you happy*; *What's in the news*; *Eat, drink, and be merry!*; *Looking forward*; *The way I see it*; *Living history*; *Girls and boys*; *Time for a story*; *Our interactive world*; *Life's what you make it!*; and *Just wondering*

Each unit provides language input (grammar, vocabulary, and everyday English), and skills development (reading, listening, writing, and speaking). Grammar includes, for instance, tenses, questions, modal auxiliary verbs, and conditionals; vocabulary contains, for example, synonyms, antonyms, words that go together, food and shops; and everyday English addresses, for instance, expressing doubt and certainty, social expressions, making conversations and requests. The development of skills is facilitated in various sections within the units by means of discussions, exchanging information, describing friends, songs, narrative writing, roleplays, projects, and so forth.

Outline of the sample unit 'Unit 4 – Eat, drink, and be merry!'

The selection of a sample unit in *Headway Pre-Intermediate* was determined by the same three criteria used for *The Big Picture*: proficiency level of English, length of materials, and place of materials in the textbook (as described in Section 4.3.1.2 in Chapter 4). Since the textbook is only for pre-intermediate learners (thus, there was no need to select materials of this proficiency level within the unit, which was necessary in the case of *The Big Picture*, see 4.3.1.2 in Chapter 4), and the units in the textbook are almost equal in length (which is not true of *The Big Picture*, see 5.2.1.1), the selection process was mainly driven by the criterion of place (i.e. being around the middle of the book). The place had been determined by the result of the unit sampling procedure carried out with *The Big Picture*: unit situated in the same place as the sample unit in *The Big Picture*. Accordingly, Unit 4 entitled *Eat, drink,*

and be merry! fulfilled this criterion, and thus was selected for analysis and evaluation (see 4.3.1.2 in Chapter 4).

Unit 4 comprises nine sections, in addition to the tapescripts found separately in the back of the textbook. However, there were only seven sections examined (*Starter*, *How to live to be 120!*, *The secrets to a long life*, *Unusual places to eat*, *A piece of ...*, *Can you come for dinner?*, and *Writing an email*) because two sections focus mainly on language practice (*Discussing grammar* and *Reading aloud*, and *discussing grammar*). (See selection of sample sections in 4.3.1.3 in Chapter 4.)

Table 5.28 below presents the outline of the sections under scrutiny with objectives, skills and functions, and means of delivery as stated by the authors, and found in the accompanying *Teacher's Book*. According to this, objectives include familiarising with the topic, reviews, speculations, expressing opinion, making requests, and making notes; skills and use of language functions address speaking, discussions, reading and listening for gist and specific information, jigsaw reading, and writing an email; while reading and listening texts (tapescripts), illustrations, and the activities serve as means for the accomplishment of objectives, improvement of skills and promotion of the use of language functions. (Parts of the unit that were excluded from the examination are shaded in Table 5.28 below.)

Table 5.28. Outline of Unit 4 in *New Headway Pre-Intermediate*

Sections	Objectives	Skills / functions	Means
(0) Starter p. 30	Familiarise with topic of food and drinks, and related vocabulary	Speaking: discussion	Brainstorming activities
(1) How to live to be 120! Expressions of quantity pp. 30-31	Review and practise expressing quantity: <i>much</i> and <i>many</i> , <i>some</i> and <i>any</i> , <i>a few</i> , <i>a little</i> , <i>a lot/lots of</i> Speculate about a couple's diet to practise expressions of quantity	Reading for specific information Listening for specific information Speaking	Reading text Listening text Illustrations Activities Grammar spot Grammar exercises
Practice: <i>Discussing grammar</i> , pp. 32, <i>language exercises only, not examined</i>			
(3) The secret to a long life: Articles <i>a/an, the</i> pp. 32	Review the use of articles (<i>the</i> , <i>a/an</i> , and no article)	Reading for specific information	Reading text Listening text Illustrations Activities Grammar spot
Practice: <i>Reading aloud</i> , and <i>Discussing grammar</i> , pp. 33, <i>language exercises only, not examined</i>			

(4) Reading and listening: unusual places to eat pp. 34-35	Express opinion about three unusual places to eat	Jigsaw reading Listening for specific information in three accounts of a visit to an unusual place to eat Speaking	Reading text Listening text Illustrations Activities
(5) Vocabulary and listening: A piece of ... pp. 36	Practise amount + noun collocations and prices	Listening for gist and specific information in six conversations set in shops Speaking	Reading text Listening text Illustrations Grammar exercises
(6) Everyday English: Can you come for dinner? pp. 37	Practise requests with <i>Can I ...?</i> , <i>Could I ...?</i> , or <i>Would you mind ...?</i> , and offers in the context of a dinner party	Listening for specific information Speaking	Reading text Listening text Illustrations Exercises
(7) Writing and email: linking words <i>but, although, and however, so, and because</i> p. 108	Make notes about learners' news Practise sets of linking words Complete a gapped email Write an email to a friend	Writing an informal email	Reading text Illustrations Exercises
Tapescripts p. 122-124			

5.2.2.2 Cultural content in texts and illustrations in *New Headway Pre-Intermediate*

Data collection on the potential of the texts and illustrations for the promotion of cultural content knowledge in *New Headway Pre-Intermediate* was carried by using the same three-level method as in the case of *The Big Picture* (5.2.1.2). The researcher (1) objectively described the texts and illustration, (2) conducted their subjective analysis and (3) drew subjective inferences by means of the framework for analysing cultural content in texts and illustrations (see Table 3.3 in Chapter 3) using *NVivo* (as described in 4.3.4 in Chapter 4) by content analysis (as discussed in the introductory part of Section 4.3) through thematic analysis (see 4.2.5.2 in Chapter 4). Then, the synthesis of the data gathered from the analysis of the texts and illustrations served as a basis of the evaluation of the texts and illustrations by using the assessment grid for the evaluation of texts and illustrations (see Table 4.18 in Chapter 3).

ANALYSIS OF CULTURAL CONTENT IN TEXTS AND ILLUSTRATIONS IN *NEW HEADWAY PRE-INTERMEDIATE*

In *New Headway Pre-Intermediate*, texts are written and spoken. Of the spoken texts, both the tapescripts (provided in the textbook) together with the audio (found on the class audio CDs) were studied (some texts are provided only in audio with tapescripts, see table 5.29 below). The illustrations were analysed and evaluated in the same way as the texts. Finally, the findings from the texts and illustrations were synthesised.

TEXT AND ILLUSTRATIONS: objective description

Table 5.29 below presents the objective description (functioning as defined in Table 5.10, and as has been described in 4.3.3.1 in Chapter 4) of the sample texts and illustrations in Unit 4 *Eat, drink, and be merry!*: title, place, means, size, and provenance. *New Headway Pre-Intermediate* provides the title of the texts, but not of every illustration. Therefore, illustrations with no titles were named by the researcher for identification purposes and are blocked in blue in Table 5.29 (in the same way as with *The Big Picture*). It is important to note that titles were excluded from the investigation, due to inequality of authorship, as in the case of *The Big Picture*.

Table 5.29. Description of texts and illustrations in New Headway Pre-Intermediate

Text and illustration number	Title	Place (page number/s)	Means	Size (approx..)	Provenance (based on sources)
<i>Starter (p.30; examined as activities)</i>					
1 How to live to be 120!					
Text 1	'An extraordinary ambition!'	30	written	100 words	UK (Daily Mail)
Text 2	'Questions about a diet'	31 and 122	written and spoken	180 words	UK (Daily Mail)
Text 3	'Following a diet' [Part 2 of Questions about a diet]	122	spoken	200 words	UK (Daily Mail)
Illustration 1	'We want to live to be 120!'	30	photo	10 cm x 16 cm	UK (Solo Syndication)
Illustration 2	'Healthy foods and drinks'	31	photo	8 cm x 3 cm	UK (Gareth Boden)
<i>Grammar spot (p.31; not examined)</i>					
<i>Practice (p.32; not examined)</i>					

2 The secret to a long life

Text 4	'My grandfather's'	32 and 122	written and spoken	160 words	UK
Illustration 3	'Fish and chips'	32	photo	7 cm x 4 cm	UK (Mick Sinclair)
Illustration 4	'Montage of fish and chips sign and shopkeeper'	33	photo (black and white)	7 cm x 15 cm	UK (Trinity Mirror/ Mirrorpix)

3 Reading and listening: Unusual places to eat

Text 5	'Unusual restaurants'	123	spoken	670 words	UK
Text 6	'No ordinary place to eat'	34-35	written	940 words	UK
Illustration 5	'Alexander'	34	photo	2 cm x 2 cm	USA (Bill Varie/Somos Images)
Illustration 6	'Hans'	34	photo	2 cm x 2 cm	USA (Jupiterimages/ Comstock Images)
Illustration 7	'Lucy'	34	photo	2 cm x 2 cm	Germany (Westend61)
Illustration 8	'Dinner in the sky'	34	photo	8 cm x 5 cm	Hungary (Károly Árvai/Reuters)
Illustration 9	'Ithaa Undersea Restaurant'	35	photo	8 cm x 5 cm	UK (Jon Nickolson)
Illustration 10	's Baggers Restaurant'	35	photo	8 cm x 5 cm	Germany (Action Press)
Illustration 11	'Man reaching at 's Baggers Restaurant'	35	photo	2 cm x 2 cm	Germany (Daniel Karmann, epa, Corbis Wire)
Illustration 12	'Cutlery'	35	photo	4 cm x 4 cm	USA (Steve Wisbauer/ Stockbyte)
Illustration 13	'Sky'	34-35	photo	one and a half pages	Australia

Grammar spot (p.33; not examined)

Practice (p.33; not examined)

4 Vocabulary and listening: A piece of ...

Text 7	'Going shopping'	36 and 124	spoken	420 words	UK
Illustration 14	'Montage of trolley and shelves'	36	photo	half a page	Australia (Vladimir Maravic/Fuse)

5 Everyday English: Can you come for dinner?

Text 8	'Questions and responses', 'Polite requests'	37 and 124	spoken	500 words	UK
Illustration 15	'People eating together'	36	photo	half a page	Germany (Gareth Boden)

6 Writing an email – linking words (but, although, however, so, because)

Text 9	'Writing an email'	36 and 108	written	230 words	UK
Illustration 16	'Mother and daughters'	108	photo	3 cm x 2 cm	Germany (Norbert Schaefer)

Table 5.29 above shows details of the six sections under scrutiny with their titles and page numbers. In total, there are nine texts, involving three written, four spoken, and two written-and-spoken texts; and 16 illustrations, constituting 15 coloured photos and one black-and-white photo. Each section contains one to three texts which consists of between 160 and 940 words, approximately; together with one or a maximum of nine smaller or larger photos. The sequential numbers of the sections, texts, and illustrations were assigned by the researcher because the textbook does not number texts and illustrations.

According to the *Acknowledgements* in the textbook, and as also shown in Table 5.29 above, the UK is the provenance of all nine texts: six texts written by the authors, and three were adapted from the same newspaper article (written by Appleyard, published in *Daily Mail Online* 2010). Based on the synthesis of the findings of objective description presented in Table 5.29 above, Figure 5.35 below illustrates that the UK is the provenance of 56% (nine texts and five illustrations) of the total of nine texts and 16 illustrations in the unit. Of the remaining illustrations, Germany is the provenance of 5 (20%), the USA is the provenance of 3 (about 10%), while Australia is the provenance of two, and Hungary is the provenance of one.

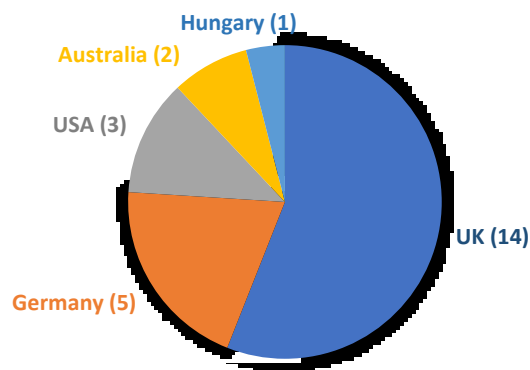


Figure 5.35. Provenance of texts and illustrations in Unit 4 in *New Headway Pre-Intermediate*

TEXTS: subjective analysis and subjective inference

Table 5.30 below shows the most important features (subject matter/focus, genre, authenticity, accent) of the texts collected by subjective analysis (functioning as defined in Table 5.10, and as has been described in 4.3.3.1 in Chapter 4). As Table 5.30 shows, the nine texts deal with the following subject matter and foci: eating and healthy diet, biography and work, eating out and describing restaurants, shopping and buying from shop assistants, social interactions and polite requests and replies, as well as writing an email and family news. Their genres are narrative and dialogic pieces of nonfiction in writing or speaking. Concerning authenticity (see 2.3.2 in Chapter 2), two-thirds of the texts (7) appear to be instructional (i.e. purpose-written material for language learning purposes), and one-third is adapted (i.e. adapted authentic material, originating from the same newspaper article mentioned above). All speakers of the spoken texts are assumed to be ‘native speakers’ (NSs) of English (speakers who have grown up in the Inner Circle of countries, Kachru 1991), except one speaker who is probably a ‘non-native speaker’ (NNS) of English.

Table 5.30. Outline of texts in Unit 4 in New Headway Pre-Intermediate

Text number	Subject matter/focus	Genre	Authenticity	Accent of spoken text
1 How to live to be 120!				
Text 1	eating/healthy diet	narrative nonfiction (written)	adapted	-
Text 2	eating/healthy diet	dialogic nonfiction (spoken)	adapted	NS
Text 3	eating/healthy diet	dialogic nonfiction (spoken)	adapted	NS
2 The secret to a long life				
Text 4	biography/work	narrative nonfiction (written/spoken)	instructional	NS
3 Reading and listening: Unusual places to eat				
Text 5	eating out/describing a restaurant	three pieces of narrative nonfiction (spoken)	instructional	NS and NNS
Text 6	eating out/describing a restaurant	three pieces of narrative nonfiction (written)	instructional	-
4 Vocabulary and listening: A piece of ...				
Text 7	shopping/buying from shop assistants	dialogic nonfiction (spoken)	instructional	NS
5 Everyday English: Can you come for dinner?				
Text 8	social interactions/polite requests and replies	dialogic nonfiction (spoken)	instructional	NS
6 Writing an email				

Text 9	writing an email/family news	narrative nonfiction (written)	instructional	NS
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Next, the framework for analysing cultural content in texts and illustrations (see Table 3.3 in Chapter 3) was used to identify cultural elements (subjective analysis) in order to (1) categorise them into the relevant group of the framework (subjective inference) (2) indicating their country-specific context (Ireland, or other countries) as was done with *The Big Picture* (5.2.1.2). Also, to reduce ambiguity (see 4.3.5 in Chapter 4), and to simplify the quantification of data, the definition of the components of the framework (see 3.2.2 in Chapter) provided guidance with the categorisation. (See Appendix 15 for an example of categorisation of cultural elements in texts of *New Headway Pre-Intermediate* into the ‘pentagon of culture’.)

The three-dimensional bar chart below (Figure 5.36) illustrates the summative results of the researcher’s deductions as to which of the five categories of the ‘pentagon of culture’ (see 3.2.2.1 in Chapter 3) recognised cultural elements in the nine texts could be grouped into, from the perspectives of specific countries. As the figure shows, the vast majority of the elements appear to relate to the UK (45), followed by the USA (9), the Maldives (5), Belgium and Germany (four references to each), as well as France and the United Arab Emirates (with one reference to each). The texts seem to address all categories of the pentagon of UK culture (45 elements; perspectives: 12, people: 11, products: 10, practices: 8, geography: 4), while the USA seems to be represented in four categories (nine elements; perspectives: 4, geography: 2, products: 2, practices: 1). The Maldives can be identified in three categories (five elements; geography: 2, people: 2, products: 1), similarly to Belgium (four elements; geography: 1, people: 2, perspectives: 1). German cultural content can be traced in two categories (four elements; geography: 2, people: 2). There are also signs of France (geography: 1), as well as the United Arab Emirates (geography: 1).

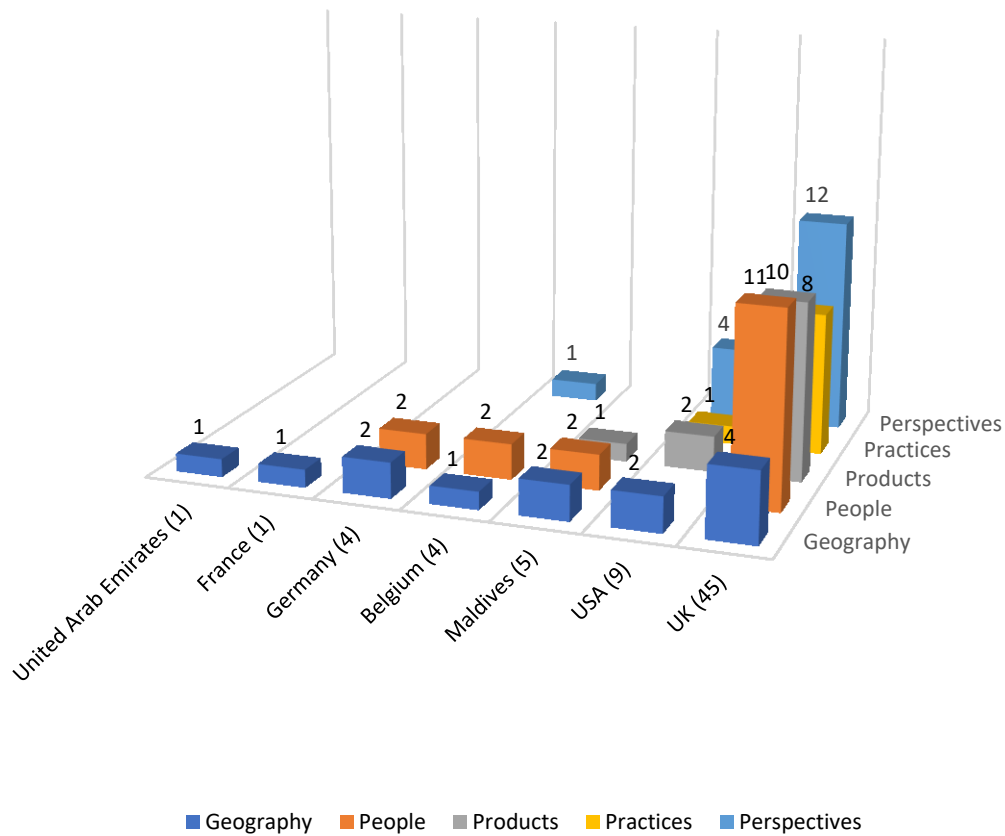


Figure 5.36. Distribution of the ‘pentagon of culture’ regarding different countries in the texts in *New Headway Pre-Intermediate*

Taken together, approximately 65% of the references in texts could be attributed to the UK (45), and nearly 35% of the references (43) seem to address other countries. The results show that the texts in the sample unit do not provide information on Ireland.

ILLUSTRATIONS: Subjective analysis and subjective inference

The examination of illustrations in *New Headway Pre-Intermediate* was carried using the same method as with that of the illustrations in *The Big Picture* (5.2.1.2). The features (subject matter/focus, genre/focus, authenticity) of the illustrations were gathered by subjective analysis (functioning as defined in Table 5.10, and as has been described in 4.3.3.1 in Chapter 4). The results are presented in Table 5.31 below.

Table 5.31. Outline of illustrations in Unit 4 in *New Headway Pre-Intermediate*

Illustration number	Subject matter/focus	Genre	Authenticity
1 How to live to be 120!			
Illustration 1	eating/having a healthy meal together	photo/people	non-educational
Illustration 2	eating/healthy foods and drinks	photo/object	non-educational
2 The secret to a long life			
Illustration 3	sign/restaurant	photo/object	non-educational
Illustration 4	kitchen in a shop/shopkeeper frying fish	photo/people	non-educational
3 Reading and listening: Unusual places to eat			
Illustration 5	portrait/face	photo/people	non-educational
Illustration 6	portrait/face	photo/people	non-educational
Illustration 7	portrait/face	photo/people	non-educational
Illustration 8	eating out/restaurant hanging from a crane	photo/people	non-educational
Illustration 9	eating out/underwater restaurant	photo/object	non-educational
Illustration 10	eating out/family in a restaurant	photo/people	non-educational
Illustration 11	eating out/man reaching for food from above in a restaurant	photo/people	non-educational
Illustration 12	eating/cutlery: spoons, forks, a knife	photo/object	non-educational
Illustration 13	background/sky	photo/object	non-educational
4 Vocabulary and listening: A piece of ...			
Illustration 14	supermarket/full trolley and shelves in the background	photo/object	non-educational
5 Everyday English: Can you come for dinner?			
Illustration 15	having a meal/people enjoying a meal around a table	photo/people	non-educational
6 Writing an email – linking words (but, although, however, so, because)			
Illustration 16	family/broken family (mother, son, daughter)	photo/people	non-educational

According to Table 5.31 above, the subject matter of the 16 illustrations in *Eat, drink, and be merry!*, as the name of the unit would suggest, relates to eating, having a meal, eating out, signs, a shop kitchen, a supermarket, family, and portraits of different people with different foci of attention. The genre of the illustrations is photography focusing on people and objects. Regarding authenticity, based on the provenance of the illustrations (see Table 5.29 earlier) obtained from the exploration of their sources as indicated in the *Acknowledgments* of the textbook, the photos are assumed to have been taken for non-educational purposes so could be considered ‘authentic’ (see Section 2.3.2).

In the same way as in the case of the analysis of texts, the framework for analysing cultural content in texts and illustrations (see Table 3.3 in Chapter 3) was used to identify the cultural content in the illustrations as to (1) whether they involve information about geography, people, products, practices, or perspectives, and (2) what country-specific context they appear in. Once again, to reduce ambiguity (see 4.3.5 in Chapter 4), and to simplify the quantification of data, the definition of the

components of the framework (see 3.2.2 in Chapter 3) provided guidance with the categorisation. Also, references in the texts attached to the illustrations served as a basis of the analysis. (For an example of categorisation of cultural elements in illustrations of *New Headway Pre-Intermediate* into the ‘pentagon of culture’, see Appendix 16). The bar chart below (Figure 5.37) illustrates the synthesis of the researcher’s findings that emerged from the subjective analysis and subjective inference of the 16 photos.

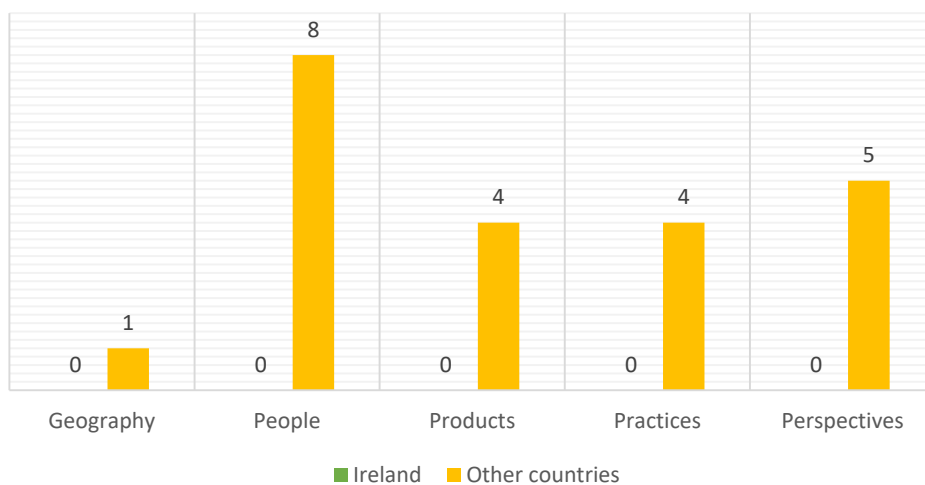


Figure 5.37. The ‘pentagon of culture’ in the illustrations in Unit 4 in *New Headway Pre-Intermediate*

The summative chart above shows that the photos do not seem to provide information on Ireland. This is somewhat unsurprising as the dominance of UK cultural indicators would be expected in a British published textbook. Accordingly, all identifiable elements in the illustrations (21), in the sample unit at least, appear to relate to UK people (8), perspectives (5), products (4), and practices (4), except one reference to geography (namely, Budapest, Hungary; recognised by the researcher who is Hungarian).

TEXTS AND ILLUSTRATIONS: summary of analysis

Figure 5.38 below provides an accumulative overview of the cultural content in texts and illustrations from the perspective of different countries within the ‘pentagon of

culture'. It shows that people (25) seem to be present in the texts and illustrations mostly followed by perspectives (20), products (17), practices (13), and geography (14), of which the vast majority seems to relate to the UK. The presence of Ireland could not be directly traced at all.

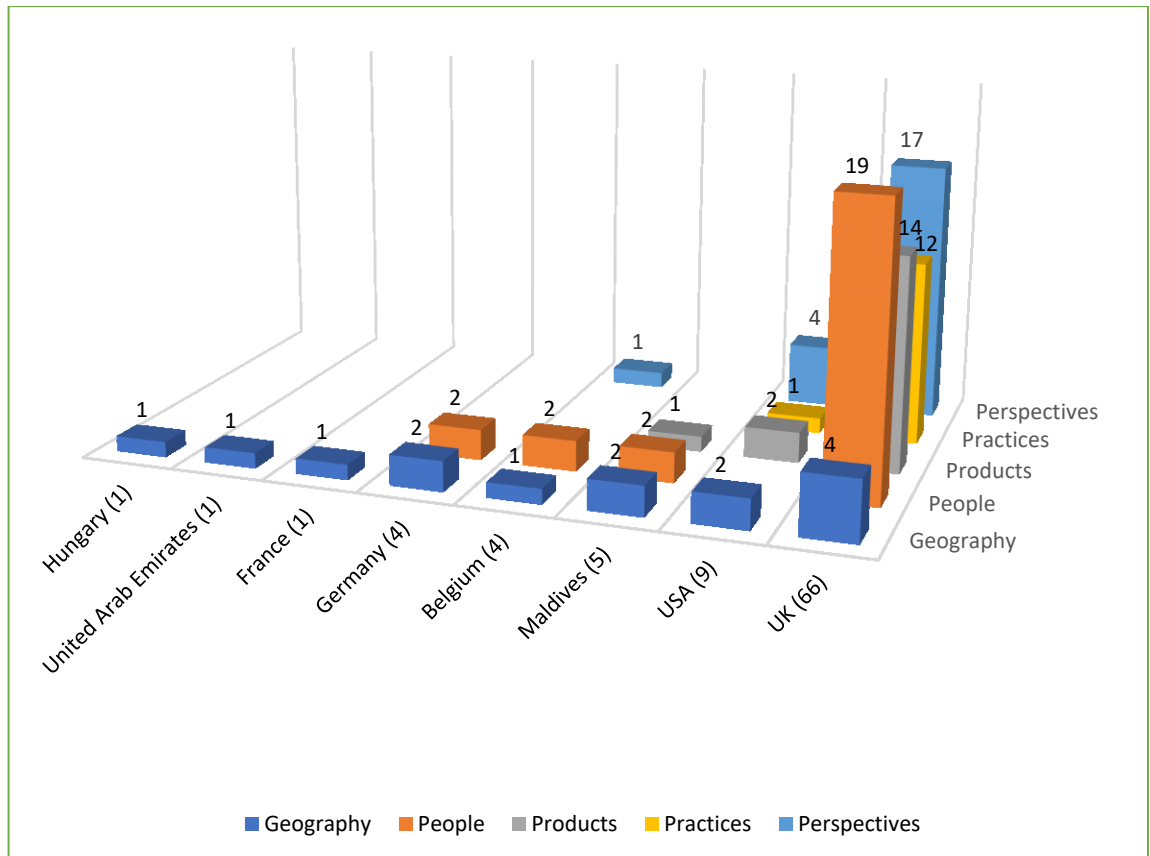


Figure 5.38. Distribution of the ‘pentagon of culture’ regarding different countries in the texts and illustrations in *New Headway Pre-Intermediate*

Taken together, it seems that almost 73% of the cultural references refer to UK culture (66); while about 27% of cultural content appears to be related to other countries: the USA (9), the Maldives (5), Belgium (4), Germany (4), the United Arab Emirates (1), France (1) and Hungary (1). Ireland does not seem to be present.

EVALUATION OF CULTURAL CONTENT IN TEXTS AND ILLUSTRATIONS IN *NEW HEADWAY PRE-INTERMEDIATE*

Unsurprisingly, the findings of the analysis of the cultural content in texts and illustrations in *New Headway Pre-intermediate* indicate that the texts and illustrations are not likely to promote cultural content knowledge in connection with Ireland to any extent as this is a UK textbook for EFL learners. However, due to this, they may promote cultural content knowledge to a great degree in relation to the UK, and only a fair knowledge of other countries apart from the UK (Table 5.32).

Table 5.32. Evaluation of the potential in the texts and illustration in *New Headway Pre-Intermediate* to improve cultural content knowledge with regard to different countries

Degree	not at all	to a small degree	to a sufficient degree	to a great degree
Countries				
Ireland	√			
UK				√
other countries			√	

The results about the provenance of the texts and illustrations in *New Headway Pre-Intermediate* (see Table 5.29 earlier) reveal that more than 56% of the texts and illustrations are of UK provenance (in which, all texts are of UK origin).

These findings and their evaluation might lead one to question whether the textbook is appropriate for the Irish context. This issue is discussed in Chapters 6 and 7.

5.2.2.3 Cognitive processing of cultural content through activities in *New Headway Pre-Intermediate*

Data analysis on the potential in the activities (based on the examined texts and illustrations) in the sample unit in *New Headway Pre-Intermediate* for the activation of the different categories of the cognitive domain of learning to process cultural content was carried out following the same procedure that was used in the analysis

of activities in *The Big Picture* (5.2.1.3). The amalgamation of the data gathered from the analysis of the activities served the basis of the evaluation by using the assessment grid ranging from ‘not at all’ to ‘to great degree’ as in the case of the evaluation of the activities in *The Big Picture* (5.2.1.3, also see Table 4.18 in Chapter 4). Only activities were analysed and evaluated as the examination of exercises (that mainly focus on language forms) was outside the scope of this research (see 4.3.1.3 in Chapter 4).

ANALYSIS OF POTENTIAL OF ACTIVITIES TO ACTIVATE COGNITION IN *NEW HEADWAY PRE-INTERMEDIATE*

As in the case of the analysis of activities in *The Big Picture* (5.2.1.3), the researcher (1) identified activities and exercises (learner undertaking) by objective description, (2) specified what learners were required to do, and separated activities from language exercises by subjective analysis (as only activities were examined), (3) and drew subjective inferences as to which category of the cognitive domain a particular activity could deploy regarding the processing of cultural content in relation to different countries. This procedure was supported by means of the framework for analysing activities for cognitive processing of cultural content (see Table 3.5 in Chapter 3) on *NVivo* (as described in 4.3.4 in Chapter 4) by content analysis (as discussed in the introductory part of Section 4.3) following the principles of thematic analysis (see 4.2.5.2 in Chapter 4). The presentation of the results is structured in the same way as was with the activities in *The Big Picture* (5.2.1.3).

The pie chart below (Figure 5.39) illustrates that 40% of learner undertaking (16) was identified as activities, and 60% (24) was considered to be mainly language exercises (see Appendix 17 for exercises). The separation of the two types of learner undertaking took place at the objective description and subjective analysis levels of analysis (Table 5.17 in 5.2.1.3).

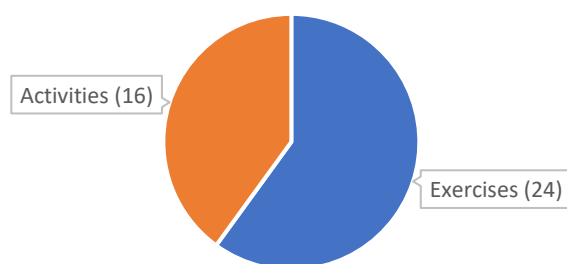


Figure 5.39. Exercises and activities in Unit 4 in *New Headway Pre-Intermediate*

Table 5.33 below presents the outline of the 16 activities in the following sections in Unit 4 in *New Headway Pre-Intermediate*: *Starter* (which is a warm-up to the unit that contains activities only), *1 How to live to be 120!*, *2 The secret to a long life*, *3 Reading and listening: Unusual places to eat*, *4 Vocabulary and listening: A piece of ...*, *5 Everyday English: Can you come for dinner?* (contains exercises only), and *6 Writing an email*. Table 5.33 integrates the findings of objective description (page number), subjective analysis (activity – distinction from exercise, and recognition of what learners are required to do), and subjective inference (deduction of a key verb, and the potential level of the cognitive domain addressed by the activity; also see Table 5.34).

As Table 5.33 below shows, each section (except Section 5) supplies between one and three activities, adding up to 16 activities in the six sections including the *Starter*. Action words (e.g. ‘compare’, ‘think’) in the activities were highlighted by the researcher in his endeavour to determine a key verb to describe the cognitive action that learners should take (e.g. ‘conclude’, ‘judge’, see key verbs in Table 4.15 in Chapter 4) so that the activities could then be assigned to one of the six categories of the cognitive domain (see 3.3.1 in Chapter 3). In the categorisation, the definitions of the six categories (in Section 3.3.1) and the key verbs provided guidelines as in the case of the analysis of the activities in *The Big Picture* (5.2.1.3).

Table 5.33. Outline of activities in Unit 4 in *New Headway Pre-Intermediate*: cognitive domain

Activity number	Activity	Key verb	Category of cognitive domain	Place (page number)
	Starter			
1	What did you eat and drink yesterday? Make a list.	list	<i>recall</i>	30
2	Compare your list with the class. Who had the healthiest diet?	judge	<i>evaluate</i>	30
	1 How to live to be 120!			
3	Work in small groups. Do you think the Bonrichs eat and drink the things in the box?	select	<i>evaluate</i>	31
4	Discuss with your partner and complete the list.	conclude	<i>evaluate</i>	31
5	Compare your list with the class.	conclude	<i>evaluate</i>	31
6	Listen and find out if your ideas were correct.	conclude	<i>evaluate</i>	31
7	What do you think of the diet? Will the Bonrichs live to be 120? Why/why not?	judge	<i>evaluate</i>	31
	2 The secret to a long life			
8	Do you know anybody who lived to be a great age? How old were they?	describe	<i>comprehend</i>	32
9	Why do you think they lived so long?	explain	<i>evaluate</i>	32
	3 Reading and listening: Unusual places to eat			
10	[Answer the questions.] Are there lots of places to eat and drink in your town? What are they? Where did people in your country eat and drink hundreds of years ago?	describe	<i>comprehend</i>	34
11	Read the introduction. Look at the pictures and the Fact Files. What [do you think] 's unusual about the three restaurants?	judge	<i>evaluate</i>	34
12	Find a partner from the other two groups and compare restaurants.	compare	<i>analyse</i>	34
13	What do you think ? <ul style="list-style-type: none"> • Which do you think is the most unusual restaurant? • Which would you like to visit? Why? • Do you eat out? How often? What's your favourite restaurant? • Do you know any unusual restaurants. Tell the class. 	conclude	<i>evaluate</i>	34
	4 Vocabulary and listening: A piece of ...			
14	How much are some of these things in your country ? [Answer .]	relate	<i>recall</i>	36
	5 Everyday English: Can you come for dinner?			
	6 Writing an email – <i>linking words (but, although, however, so, because)</i>			
15	Make some notes [about you and your life].	collect	<i>create</i>	108
16	Compare your email with your partner's.	compare	<i>analyse</i>	108

Employing the framework for analysing activities for cognitive processing of cultural content (see Table 3.5 in Chapter 3), the 16 activities were categorised into one of the six groups of the cognitive domain (from the lowest to the highest level): *recall*, *comprehend*, *apply*, *analyse*, *evaluate*, and *create* by their assigned key verbs as Table 5.34 below illustrates. The country-specificity of the activities is also indicated in the table.

Table 5.34. Potential categories of cognitive processes activated through activities with regard to different countries in Unit 4 in *New Headway Pre-Intermediate*

Skills	recall	compre- hend	apply	analyse	evaluate	create	Countries
Activities							
Starter							
1 list	√						learner
2 compare	√	√	√	√	√		learner
1 How to live to be 120!							
3 select	√	√	√	√	√		UK
4 conclude	√	√	√	√	√		UK
5 conclude	√	√	√	√	√		UK
6 conclude	√	√	√	√	√		UK
7 judge	√	√	√	√	√		UK
2 The secret to a long life							
8 describe	√	√					learner
9 explain	√	√	√	√	√		learner
3 Reading and listening: Unusual places to eat							
10 describe	√	√					learner
11 judge	√	√	√	√	√		other
12 compare	√	√	√	√			other
13 conclude	√	√	√	√	√		other
4 Vocabulary and listening: A piece of ...							
14 relate	√						learner
5 Everyday English: Can you come for dinner?							
6 Writing an email – linking words (but, although, however, so, because)							
15 collect	√	√	√	√	√	√	learner
16 compare	√	√	√	√			learner

Figure 5.40 below illustrates the distribution of potential cognitive processes deployed through the activities in their country-specific context. The results point to the fact that the numbers of activities that could potentially activate each category of the cognitive domain to process cultural content related to the UK are: *recall* (8), *comprehend* (8), *apply* (8), *analyse* (7), *evaluate* (5), and *create* (0); 50% of the 16 activities. With regard to processing cultural content in connection with the learners' countries, activities are likely to activate *recall* (8), *comprehend* (6), *apply* (4), *analyse* (4), *evaluate* (3), and *create* (1); 50% of the activities. The results suggest that cultural content related to the UK seems to be promoted to be processed at higher levels of cognitive processes than content in connection with the learners' countries. Regarding cultural content in relation to any other countries (excluding Ireland), activities are likely to activate *recall* (3), *comprehend* (3), *apply* (3), *analyse* (3), *evaluate* (2), and *create* (0); 19% of the activities.

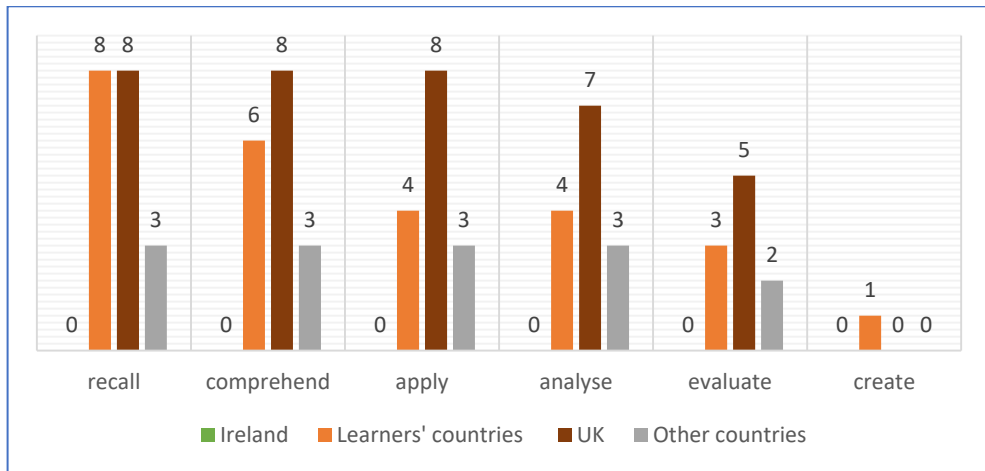


Figure 5.40. Opportunities to activate cognitive processing of cultural content through activities with regard to different countries in Unit 4 in *New Headway Pre-Intermediate*

Based on the outline of activities in Table 5.33, as regards the comparative aspect of learning about cultures (Figure 5.41), 60% of the 16 activities (10) might have the potential to offer opportunities for learners to contrast their own cultural knowledge with cultural content provided by the textbook, or by other learners. These activities could be 2, 3, 4, 5, 7, 11, 12, 13, 14, and 16 (as numbered in Table 5.33).

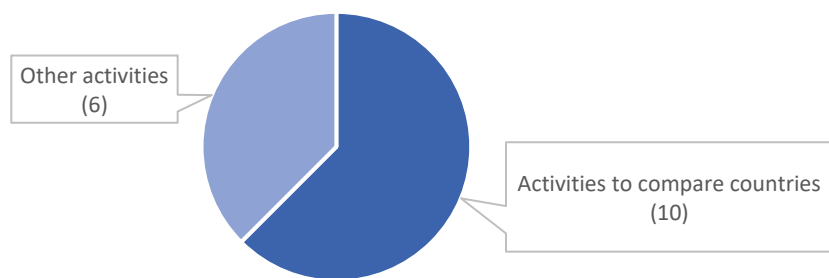


Figure 5.41. Activities with potential to compare countries in Unit 4 in *New Headway Pre-Intermediate*

EVALUATION OF POTENTIAL OF ACTIVITIES TO ACTIVATE COGNITION IN
NEW HEADWAY PRE-INTERMEDIATE

The synthesis of the findings of the analysis of activities in the sample unit in *New Headway Pre-Intermediate* may suggest that activities are likely to activate cognitive processes of cultural content in relation to the UK to a greater degree than about the learners' countries. Also, the activities seem to offer ample opportunities to compare and contrast learners' countries with the UK as is clear from Figures 5.40 and 5.41 above. At the same time, activities seem to activate cultural content in connection with any other countries to a very little degree because there is little coverage of other countries. Ireland does not seem to be addressed directly by the activities. The assessment grid in Table 5.35 below illustrates these preliminary judgements which are analysed further in Chapter 6.

Table 5.35. Evaluation of the potential in the activities in *New Headway Pre-Intermediate* to activate cognitive processing of cultural content with regard to different countries

Degree	not at all	to a small degree	to a sufficient degree	to a great degree
Countries				
Ireland	√			
Learners' countries			√	
UK				√
Other countries		√		

5.2.2.4 Affective processing of cultural content through activities in *New Headway Pre-Intermediate*

In the examination of the activities from the perspective of the affective domain of learning, the same procedure was followed as was in the case of the stimulation of the affective processes through activities in *The Big Picture* (5.2.1.4). In order to gather data on the potential in the activities for the stimulation of the affective domain of learning about cultures, the researcher consulted the outline of activities (Table 5.33), and drew subjective inferences as to which category of the affective dimension each activity could deploy using the framework for the stimulation of the affective processing of cultural content through activities (see Table 3.7 in Chapter 3) on *NVivo*

(as described in 4.3.4 in Chapter 4) by content analysis (as discussed in the introductory part of Section 4.3) following the principles of thematic analysis (see 4.2.5.2 in Chapter 4). The potential of the activities to engage the affective domain of learning was assessed by means of the Likert-type assessment grid ranging from ‘not at all’ to ‘to a great a degree’ (see Table 4.18) indicating country-specific contexts.

ANALYSIS OF POTENTIAL OF ACTIVITIES TO STIMULATE AFFECT IN *NEW HEADWAY PRE-INTERMEDIATE*

The same 16 activities as presented in Table 5.33 were examined regarding their potential to engage learners affectively in processing cultural content, and by this, stimulate the affective dimension of learning. The findings of the objective description (activities and exercises as learner undertaking) and subjective analysis (identification of what learners are required to do, and distinction of activities and exercises) presented earlier in Table 5.33 regarding cognitive processes were used again in the attempt to draw inferences as to which category of the affective domain of learning (see 3.4.1 in Chapter 3) each activity could stimulate. Other elements of the outline shown in Table 5.33 remained unchanged.

As with *The Big Picture*, the framework for analysing activities for affective processing of cultural content (see Table 3.7 in Chapter 3), and the assigned key verb (Table 4.17 in Chapter 4) together with the definition of the components of the framework (see 3.4 in Chapter 3) provided assistance in the categorisation of the activities into one of the five groups of the affective domain (from the lowest to the highest): *receive*, *respond*, *value*, *organise*, and *internalise*. (See categorisation according to complexity in Section 3.4.1 in Chapter 3.)

Table 5.36 below shows an outline of the activities with page numbers, along with the highlighted words as in Table 5.33, but with ‘affective’ key verbs this time. The highlighted words in the activities helped the researcher deduce a key verb used in the pedagogical interpretation of the affective domain (e.g. *willing to* ‘share’, ‘justify’, ‘propose’) for each activity so that they could then be allocated to one of

the five categories of the affective domain. The potential level of the affective domain addressed by the activity is also indicated in Table 5.36 below (also see Table 5.37).

Table 5.36. Outline of activities in Unit 4 in New Headway Pre-Intermediate: affective domain

Activity number	Activity	Key verb (<i>willing to ...</i>)	Category of affective domain	Place (page number)
Starter				
1	What did you eat and drink yesterday? Make a list.	present	<i>respond</i>	30
2	Compare your list with the class. Who had the healthiest diet?	synthesise	<i>organise</i>	30
1 How to live to be 120!				
3	Work in small groups. Do you think the Bonrichs eat and drink the things in the box?	arrange	<i>organise</i>	31
4	Discuss with your partner and complete the list.	share	<i>value</i>	31
5	Compare your list with the class.	share	<i>value</i>	31
6	Listen and find out if your ideas were correct.	conform	<i>respond</i>	31
7	What do you think of the diet? Will the Bonrichs live to be 120? Why/why not?	debate	<i>value</i>	31
2 The secret to a long life				
8	Do you know anybody who lived to be a great age? How old were they?	tell	<i>respond</i>	32
9	Why do you think they lived so long?	justify	<i>value</i>	32
3 Reading and listening: Unusual places to eat				
10	[Answer the questions.] Are there lots of places to eat and drink in your town? What are they? Where did people in your country eat and drink hundreds of years ago?	present	<i>respond</i>	34
11	Read the introduction. Look at the pictures and the Fact Files. What [do you think] 's unusual about the three restaurants?	propose	<i>value</i>	34
12	Find a partner from the other two groups and compare the restaurants.	share	<i>value</i>	34
13	What do you think ? • Which do you think is the most unusual restaurant? • Which would you like to visit? Why? • Do you eat out? How often? What's your favourite restaurant? • Do you know any unusual restaurants. Tell the class.	arrange	<i>organise</i>	34
4 Vocabulary and listening: A piece of ...				
14	How much are some of these things in your country ? [Answer .]	tell	<i>respond</i>	36
5 Everyday English: Can you come for dinner?				
6 Writing an email – linking words (<i>but, although, however, so, because</i>)				
15	Make some notes [about you and your life].	identify	<i>organise</i>	108
16	Compare your email with your partner's.	share	<i>value</i>	108

Table 5.37 below presents the detailed breakdown of the potential categories of the affective domain of learning stimulated through each of the 16 activities indicating the country-specific contexts of the activities.

Table 5.37. Potential categories of affective processes stimulated through activities with regard to different countries in Unit 4 in New Headway Pre-Intermediate

Skills Activities (willing to ...)	receive	respond	value	organise	internalise	Countries
Starter						
1 present	√	√				learner
2 synthesise	√	√	√	√		learner
1 How to live to be 120!						
3 arrange	√	√	√	√		UK
4 share	√	√	√			UK
5 share	√	√	√			UK
6 conform	√	√				UK
7 debate	√	√	√			UK
2 The secret to a long life						
8 tell	√	√				learner
9 justify	√	√	√			learner
3 Reading and listening: Unusual places to eat						
10 present	√	√				learner
11 propose	√	√	√			other
12 share	√	√	√			other
13 arrange	√	√	√	√		other
4 Vocabulary and listening: A piece of ...						
14 tell	√	√				learner
5 Everyday English: Can you come for dinner?						
6 Writing an email – linking words (but, although, however, so, because)						
15 identify	√	√	√	√		learner
16 share	√	√	√			learner

The chart below (Figure 5.42) illustrates the summary of the findings shown in the table above. The categories of the affective domain of learning related to learners' countries (50% of the activities) and the UK (50% of the activities) seem to be stimulated equally in the matter of *receive* (learners' countries: 8, UK: 8), and *respond* (learners' countries: 8, UK: 8). *Value* is seemingly stimulated slightly more in relation to the UK (5) than the learners' countries (4). *Organise* could be stimulated almost negligibly in relation to either learners' countries (2) or the UK (1). With regard to other countries, activities might stimulate *receive* (3), *respond* (3), and *value* (3), as well as *organise* (1); 19% of the activities. The results suggest that activities place more emphasis on the stimulation of lower-order categories (*receive*, *respond*, and *value*). The stimulation of the highest-order categories *internalise* could not be detected.

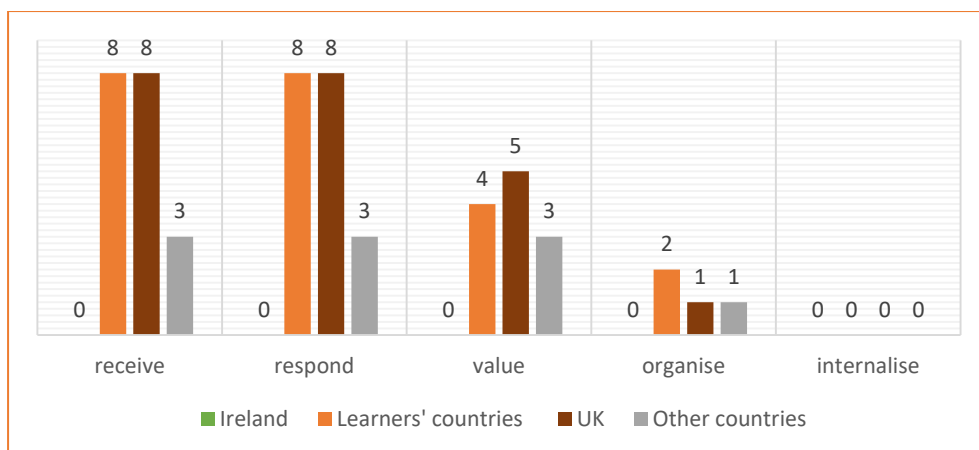


Figure 5.42. Opportunities to stimulate affective processing of cultural content with regard to different countries through activities in Unit 4 in *New Headway Pre-Intermediate*

EVALUATION OF POTENTIAL OF ACTIVITIES TO STIMULATE AFFECT IN *NEW HEADWAY PRE-INTERMEDIATE*

The findings of the analysis regarding the stimulation of the affective processing of cultural content may suggest that cultural content related to the UK, and the learners' countries is addressed in the activities almost equally, and they are likely to stimulate affective processes in these country-specific contexts to a sufficient degree (Table 5.38). At the same time, activities seem to stimulate learners' affective engagement with any other countries to a smaller extent because there is little coverage of other countries. (Activities do not address cultural content related to Ireland directly.)

Table 5.38. Evaluation of the potential in the activities in *New Headway Pre-Intermediate* to stimulate affective processing of cultural content with regard to different cultures

Degree	not at all	to a small degree	to a sufficient degree	to a great degree
Countries				
Ireland	√			
Learners' countries			√	
UK			√	
Other countries		√		

5.2.2.5 Summary of findings of the analysis and evaluation of *New Headway Pre-Intermediate*

In this section (5.2.2), the results of the researcher’s analysis and evaluation of the cultural content in the sample sections of the most commonly used non-Irish published textbook *New Headway Pre-Intermediate* have been presented in a similar way as in the case of *The Big Picture* (5.2.1). Table 5.39 presents the summary of the findings of this analysis.

Table 5.39. Summary of findings of the analysis of cultural content in Unit 4 in New Headway Pre-Intermediate

<i>New Headway Pre-Intermediate: Unit 4 ‘Eat, drink, and be merry!’</i>					
Area of analysis	Results of analysis via objective description, subjective analysis, and subjective inference by means of the proposed frameworks				
Provenance					
Textbook	Oxford, United Kingdom				
Texts and illustrations	Ireland	0%			
	UK	56% (texts: 100%, illustrations: 31%)			
	Other countries	44% (texts: 0%, illustrations: 69%)			
Components of intercultural competence					
Promotion of cultural content knowledge through texts and illustrations	<i>Pentagon of culture</i>	Ireland (0%)	UK (73%)	Other countries (27%)	
	geography	0	4	10	
	people	0	19	6	
	products	0	14	3	
	practices	0	12	1	
	perspectives	0	17	5	
Activation of cognition through activities	<i>Categories of the cognitive domain of learning</i>	Ireland (0%)	Learners’ countries (50%)	UK (50%)	Other countries (19%)
	recall	0	8	8	3
	comprehend	0	6	8	3
	apply	0	4	8	3
	analyse	0	4	7	3
	evaluate	0	3	5	2
	create	0	1	0	0
	<i>Comparing and contrasting</i>	60%			
Stimulation of affect through activities	<i>Categories of the affective domain of learning</i>	Ireland (0%)	Learners’ countries (50%)	UK (50%)	Other countries (19%)
	receive	0	8	8	3
	respond	0	8	8	3
	value	0	4	5	3
	organise	0	2	1	1
	internalise	0	0	0	0

According to Table 5.39, while most cultural elements relate to people and perspectives as in *The Big Picture* (see Table 5.25), *New Headway Pre-Intermediate* has more of the ‘essentialist’ elements – geography, products, and practices. The levels of cognitive and affective processing cluster at lower levels as in the case of *The Big Picture*. (For more analysis and discussion of the findings, see Chapter 6).

Table 5.40 below presents the summary of the judgements made on the basis of the findings of the analysis regarding the components of intercultural competence: cultural content knowledge, cognition, and affect from different country-specific aspects that could foster learners’ cultural awareness, similarly to the way as was presented in the case of *The Big Picture* (5.2.1.5).

Table 5.40. Summary of evaluation of the cultural content in Unit 4 in New Headway Pre-Intermediate

<i>New Headway Pre-Intermediate: Unit 4 “Eat, drink, and be merry!”</i>				
Area of evaluation	Evaluation by means of the assessment grid: to what degree are materials likely to support [area of evaluation] about [country]?			
Components of intercultural competence				
Promotion of cultural content knowledge (texts and illustrations)	Ireland	UK	Other countries	
	not at all	to a great degree	to a sufficient degree	
Activation of cognition (activities)	Ireland	Learners’ countries	UK	Other countries
	not at all	to a sufficient degree	to a great degree	to a small degree
Stimulation of affect (activities)	Ireland	Learners’ countries	UK	Other countries
	not at all	to a sufficient degree	to a sufficient degree	to a small degree

As was stated earlier, the findings of the analysis and evaluation of the cultural content in *The Big Picture* (5.2.1) and *Headway Pre-Intermediate* (5.2.2) triangulated with the results of the survey questionnaire presented in Section 5.1 in this chapter are discussed to a greater extent in Chapters 6 and 7.

5.2.3 Summary of materials analysis and evaluation

The researcher's materials analysis and evaluation of the most frequently used Irish published material *The Big Picture* and the most frequently used non-Irish (UK) published material *New Headway Pre-Intermediate* in use in ESOL provision in Ireland, based on the findings of this study, focused on collecting data and making judgements drawing on the gathered data with regard to the cultural content in texts and illustrations, as well as activities attached to the texts and illustrations. The analysis was performed at three levels (objective description, subjective analysis, and subjective inference) implementing the proposed frameworks (for analysing cultural content in texts and illustrations, analysing activities for cognitive and affective processing of cultural content) in relation to learning about cultures. The evaluation was carried out by the use of a semantic, Likert-type scale in the form of an assessment grid.

The researcher's materials analysis shows that *The Big Picture* provides learners with more cultural content in relation to Irish perspectives and products, but people and practices from the learners' countries seem to gain more attention through the texts and illustrations (the latter phenomenon could be the results of the great number of illustrations related to newcomer learners). Concerning the texts and illustrations in *New Headway Pre-Intermediate*, learners could acquire considerable knowledge about UK people, perspectives, products, and practices, but obtain less extensive and comprehensive knowledge about other countries. Ireland is not present in the texts and illustrations directly, but Ireland could come up in class discussions.

Activities in *The Big Picture* appear to rather activate lower-order categories of cognitive processing of cultural content than higher-order ones, with more focus on the learners' countries than Ireland. Activities in *New Headway Pre-Intermediate* seem to provide learners with fewer opportunities to improve higher-order categories of cognitive processing of cultural content than lower-order processes regarding cultural content in the context of the learners' countries, but they appear to evenly enhance all categories of the cognitive domain of learning (except *create*) with respect to cultural content in connection with the UK.

Activities in *The Big Picture* appear to offer more opportunities to stimulate lower-order categories of the affective domain, emphasising learners' countries more than Ireland; while activities in *New Headway Pre-Intermediate* are likely to offer more opportunities to stimulate lower-order than higher-order categories of the affective domain in the cases of both the learners' countries and the UK.

The findings of the analysis of the sample unit in *The Big Picture* might suggest that the sample materials promote cultural content knowledge related to Ireland sufficiently, at the same time, they place emphasis on the learners' countries by the large number of photos of newcomer learners. However, activities tend to lay more emphasis on the cognitive and affective processing of cultural content in connection with the learners' countries than Ireland. In relation to *New Headway Pre-Intermediate*, the researcher's findings might suggest that the sample materials promote the acquisition of cultural content in the context of the UK to a great degree (this is true of other textbook in the *Headway* series, Rose and Galloway 2019, see Chapter 6), and to a smaller degree regarding other countries. Activities also engage the cognitive processing of UK cultural content to a greater degree, than of the learners' countries, and even to a smaller degree in the case of other countries. On the other hand, activities could stimulate the affective domain of learning in the context of cultural content in relation to the UK as well as the learners' countries to a sufficient degree, but to a smaller degree regarding other countries.

Overall, the sample materials in *The Big Picture* appear to provide Irish cultural content to a sufficient degree, but do not seem to provide or elicit much cultural content in relation to other countries, apart from the learners' countries via activities. The sample materials in *New Headway Pre-Intermediate* seem to provide British cultural content to a greater degree than any other culture.

The findings of the researcher's material analysis and evaluation are further discussed in Chapters 6 and 7.

5.3 CONCLUSION

The first part of this chapter (5.1) described the results of the survey questionnaire with in-service teachers in the ESOL provision of ETBs in Ireland in an effort to discover what materials are in use, and what teachers' perspectives are on the cultural content in the materials of frequent use of their choice. The second part of the chapter (5.2) presented the findings of the researcher's own analysis and evaluation of the most frequently used Irish textbook (*The Big Picture*) in Section 5.2.1, and the most often used non-Irish (UK) published textbook (*New headway Pre-Intermediate 4th edition Student's Book*) in Section 5.2.2 as identified by the results of the survey questionnaire. The analysis and evaluation attempted to identify what potential the textbooks offer for the development of the components of intercultural competence (cultural content knowledge, cognition, and affect) that could foster learners' cultural awareness in an Irish context.

The following chapter (Chapter 6) answers the research questions of this study. The chapter comprises a comparison and triangulation of the data of the survey questionnaire and the researcher's materials analysis and evaluation, including further analysis, and the ascertainment of the suitability of the materials in use for fostering adult migrant ESOL learners' cultural awareness in an Irish context.

CHAPTER 6 – DISCUSSION OF RESEARCH FINDINGS

The main aim of this research study was to discover the degree to which materials currently in use in the ESOL provision of ETBs in Ireland have the potential to foster adult migrant learners' cultural awareness as part of their intercultural competence (as stated in 1.1 in Chapter 1). Specifically, a survey questionnaire was designed and used to discover the material in use, and gauge teachers' perspectives on the cultural content of a freely chosen material in frequent use. In addition, an analysis of a sample unit in the two most often used textbooks (one of Irish, and one of non-Irish origin) was carried out by means of analytical frameworks devised by the researcher in order to evaluate the suitability of the cultural content in the textbooks for fostering learners' cultural awareness. Therefore, this study was guided by two prime research questions as presented in Section 1.4 in Chapter 1.

The first prime research question is related to the survey questionnaire (A) and is connected to the identification of the materials in use (A.1), and the teachers' views on the cultural content in the materials of their choice (A.2) including three sub-questions about the presence of different countries in the materials (A.2.1), as well as the cognitive (A.2.2) and affective domains of learning (A.2.3) in relation to learning about cultures. The research questions connected to the survey questionnaire are as follows (as shown in Section 1.4):

- A. To what degree do materials in frequent use in the ESOL provision of ETBs in Ireland support in-service teachers in fostering learners' cultural awareness?
 - A.1. What materials are in use?
 - A.2. What are in-service teachers' perspectives on the cultural content in the materials in frequent use?
 - A.2.1. To what extent are different countries present in the materials?
 - A.2.2. To what extent do materials activate cognitive processing of cultural content?
 - A.2.3. To what extent do materials stimulate affective processing of cultural content?

As described in Chapter 4, a recruitment email was sent to 79 ETB centres across Ireland running live ESOL programs asking for their participation in the survey. As a result of this, 33 in-service teachers completed the survey questionnaire fully, or partially. The 18-item questionnaire targeted what materials teachers use, which countries learners are from, what countries are present in the materials, and what teachers think about the cognitive and affective processing of cultural content in the materials in frequent use of their choice, as well as the demographics of teacher respondents. Data was gathered by means of closed-ended and open-ended questions. The quantitative data gathered by closed ended-questions was statistically analysed, while the qualitative data collected through open-ended questions was assessed by thematic analysis, and then quantified.

The second prime question is connected to the researcher's own materials analysis and evaluation (B) and is concerned with the identification of the provenance of the materials in use (B.1), and the examination of the potential in the materials to foster learners' cultural awareness through three sub-questions (B.2) focusing on content knowledge (B.2.1), cognition (B.2.2) and affect (B.2.3) in relation to learning about cultures. The research questions related to the analysis and evaluation of materials are as follows (as presented in Section 1.4):

- B. To what degree is the cultural content of the materials in frequent use in the ESOL provision of ETBs in Ireland suitable for fostering learners' cultural awareness?
 - B.1. What is the provenance of the materials in use?
 - B.2. What potential do materials offer for the development of the components of intercultural competence to foster learners' cultural awareness?
 - B.2.1. To what extent do materials promote cultural content knowledge?
 - B.2.2. To what extent do materials activate cognitive processing of cultural content?
 - B.2.3. To what extent do materials stimulate affective processing of cultural content?

As explained in Chapter 4, based on the findings of the teacher questionnaire regarding the most frequently used textbooks, the Irish published *The Big Picture*, and the UK-published *New Headway Pre-Intermediate (4th Edition Student's Book)* were analysed and evaluated by the researcher. Quantitative and quantified qualitative data was gathered by content analysis on the cultural content in the texts and illustrations, and the accompanying activities at three levels (objective description, subjective analysis and subjective inference; see Section 4.3.3.1) using the criteria defined by the proposed theory-based frameworks for the development of the components of intercultural competence: cultural content knowledge, cognition, and affect which together foster cultural awareness (as presented in Chapter 3). The evaluation of the materials based on the findings of the analysis was carried out by the use of a four-point assessment grid (Table 4.18 in Chapter 4).

Table 6.1 below is intended to illustrate the construction of the research questions posed for this study (another version of this table was presented in Table 1.2 in Section 1.4).

Table 6.1. Research questions

To what degree do materials in use in the ESOL provision of ETBs in Ireland foster learners' cultural awareness? (Core research question)			
(A) To what degree do materials in frequent use in the ESOL provision of ETBs in Ireland support in-service teachers in fostering learners' cultural awareness?		(B) To what degree is the cultural content of the materials in frequent use in the ESOL provision of ETBs in Ireland suitable for fostering learners' cultural awareness?	
SURVEY QUESTIONNAIRE		MATERIALS ANALYSIS AND EVALUATION	
(A.1) What materials are in use?	(A.2) What are in-service teachers' perspectives on the cultural content in the materials in frequent use?	(B.2) What potential do materials offer for the development of the components of intercultural competence to foster learners' cultural awareness?	(B.1) What is the provenance of the materials in use?
	(A.2.1) To what extent are different countries present in the materials?	(B.2.1) To what extent do materials promote cultural content knowledge?	
	(A.2.2/B.2.2) To what extent do materials activate cognitive processing of cultural content?		
	(A.2.3/B.2.3) To what extent do materials stimulate affective processing of cultural content?		

This chapter provides an integrated discussion of the overall findings presented in Chapter 5. As summarised above, and explained in Chapter 4, this study used mixed methods. Quantitative and qualitative data from the survey questionnaire are triangulated, as are the quantitative and qualitative data from the researcher's materials analysis and evaluation. In this chapter, these data sets are integrated, examined, and discussed in order to answer the research questions. In addition, throughout this chapter, salient references are linked to other studies.

The research questions are answered in the following sequence. Section 6.1 begins with a brief review of the learners' and teachers' profile, then discusses the materials in use (6.1.1) and their provenance (6.1.2), as well as the presence of different countries in the materials (6.1.3). The subsequent sections (6.2 to 6.4) provide discussions on the potential in the materials for the development of the components of intercultural competence: cultural content knowledge, cognition, and affect in order to arrive at the estimation of the potential of the materials to foster Irish ESOL learners' cultural awareness as a crucial element of intercultural competence. First, Section 6.2 considers the extent to which the cultural content in texts and illustrations have the potential for the promotion of cultural content knowledge through the five broad areas of the 'pentagon of culture' (as presented in Section 3.2.2.1 in Chapter 3). Then, Section 6.3 discusses the extent to which materials could deploy the cognitive processing of cultural content, highlighting the comparative aspect of learning about cultures (see Section 3.3 in Chapter 3). Afterwards, Section 6.4 of this chapter explores the extent to which materials offer potential for the engagement of the affective processing of cultural content (see Section 3.4 in Chapter 3). Finally, Section 6.5 discusses the degree to which the materials in use in the ESOL provision of ETBs in Ireland have the potential for the fostering of learners' cultural awareness, based on the previous discussions in this chapter, in order to arrive at answering the core research question. The chapter ends with a conclusion of the integrated discussion of the overall findings (6.6).

6.1 MATERIALS IN USE IN IRISH ESOL PROVISION

Two research questions centred on the materials in use in the ESOL provision of ETBs in Ireland and their provenance: Question A.1 concentrated on the identification of the materials in use by the responses in the teacher questionnaire (see Section 6.1.1), while Question B.1 tried to find out the provenance of these materials through the researcher's investigation (see Section 6.1.2). Furthermore, both the survey questionnaire (by Question A.2.1) and the researcher's materials evaluation (by Questions B.2.1, B.2.2 and B.2.3) addressed the presence of different countries in the materials which is discussed in Section 6.1.3. However, before presenting the significant findings that address these research questions, it is useful to briefly interpret the results regarding the profile of the teachers and learners who are also parts of the triangle of stakeholders in a language classroom together with materials (Bolitho 1990, 2019), as discussed in Section 2.3.1, to place the discussion of the findings in context.

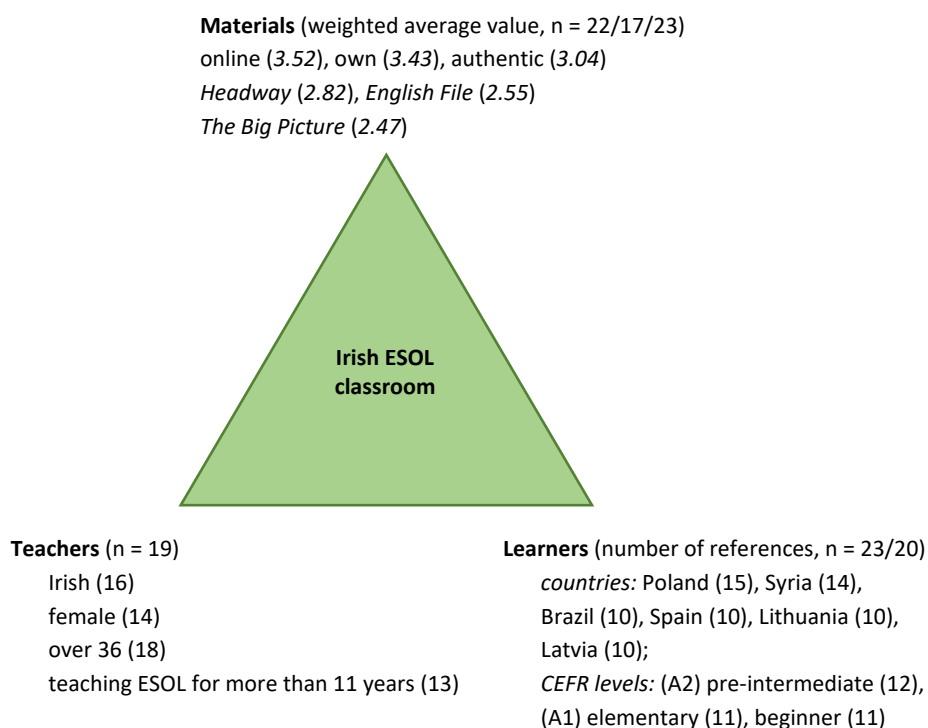


Figure 6.1. Profile of stakeholders in an Irish ESOL language classroom
(triangle based on Bolitho 1990; McGrath 2013; see Figure 2.12)

Learners

As Figure 6.1 above presents, and according to the findings of this research (see Figure 5.16 in Chapter 5), a significant number of Irish ESOL learners are from Poland and Syria, followed by Brazil, Spain, Lithuania, and Latvia. The strong presence of Syrian learners in the classrooms (see reasons for this in Section 1.3.1 in Chapter 1) is also noted in the volume on the ESOL provision in the UK and Ireland edited by Freda Mishan (2019). The top position of Poland's representation in an Irish ESOL classroom is in line with the results of a survey about blended learning carried out by Byrne and O'Mara (2014) in the ESOL provision of ETBs in the Limerick area. The significant representation of Poland, along with the rest of the findings regarding where learners are from (Figure 5.16), well mirrors the report of the Central Statistics Office based on Consensus 2016 (CSO Ireland 2018); according to which, Polish nationals made up the largest group whose L1 is not English, followed by Lithuanian, Romanian, Latvian, Brazilian and Spanish nationals (see 1.3.1 in Chapter 1).

However, as the surveys from Byrne and O'Mara (2014) and CSO Ireland (2016) had been performed before the refugee crisis began to peak in Ireland in 2015, the results reported in these studies (which reflected the status quo 'at time of writing') do not reflect the sudden and significant emergence of Syrian learners in the ESOL provision. The appearance of Syrian learners is the result of the influx of Syrian refugees into Europe due to the war in Syria that started in 2011 (as referred to in Chapter 1). This means that the provenance of learners in the ESOL provision is dependent on, for example, geopolitical and economic issues and changes over time. In a response to the refugee crisis, under the Irish Refugee Protection Program (Department of Justice and Equality 2015), the Irish government pledged to admit up to 4,000 refugees from Syria. According to Čatibušić *et al.* (2019), this generated an urgent need for intercultural support and more focus on teaching literacy (due to the differences between the writing system of Syria and that of Ireland). These needs are represented in the claim that 'ESOL is broader than any of the fields it is traditionally associated with such as ELT and literacy' (Mishan 2019: 368). Although literacy was beyond the scope of the present study, this important theme clearly emerged in the

responses of the teachers in this study. For instance, Respondent 8 states that ESOL is a ‘double challenge for students coming from a non-Roman alphabet country as they must learn a new alphabet’, and ‘in many cases, a new way to read and write’ (e.g. the change from left-to-right reading and writing direction to right-to-left direction). This teacher observation in relation to Arab learners (as described in Chapter 5) corroborates the argument ‘that different writing systems makes different demands on the cognitive system’ (Eviatar 2017: 18) of learners.

The majority of learners are pre-intermediate (CEFR level A2) and elementary (CEFR level A1) learners of English as well as beginners, according to the responses in the teacher questionnaire (see Figure 5.12 in Chapter 5). This is in line with Kett’s (2018) report in her study, according to which the overall average figures on the CEFR language competency levels of learners on entry to ESOL provision in ETBs in Ireland shows that 62.6% of the learners are beginners at CEFR levels A1 or A2 (see 1.3.1 in Chapter 1). The results of this study seem to confirm this in an indirect way: the majority of teachers chose materials in frequent use that target learners achieving CEFR levels A1 and A2, based on the CEFR levels (see Figure 5.12).

It must be remembered and emphasised that the Irish ESOL class profile described above is very much ‘a snapshot in time’, as it only represents the profile of adult learners at ETB centres in Spring in 2019. Therefore, it is reflective of the contemporary global geopolitical and economic situation; thus, it may change over time.

Teachers

Figure 6.1 above also shows that the majority of in-service teachers at the ETBs in Ireland are mature and experienced ESOL teachers from Ireland (who are predominantly female) according to the results of the survey questionnaire (n = 33, Section 5.1.1). The experience of teachers seems to echo the fact that ETBs require teachers to hold ESOL teaching qualifications (Benson 2019). As mentioned earlier, the teaching experience of teachers (nearly 70% of them have been teaching ESOL for more than 11 years) could substantially add to the validity of the findings of the

survey questionnaire. At the same time, the lack of training of ESOL teachers in Ireland is a key area of concern as highlighted in Chapter 1, as well as the lack of formal continuous professional development (CPD) of in-service ESOL teachers. This is advocated by Benson (2019) who briefly says that trainings seem ‘to get overlooked’ (105). In addition, current CPD activities are ‘self-directed and reactive to day to day operational circumstances’ (Kett 2018: 41; also see Farrell and Baumgart 2019 in the context of English as an Additional Language for migrant pupils in Irish post-primary education).

As regards materials, Čatibušić *et al.* (2019) argue that the new ESOL class profile, as a consequence of the refugee crisis, requires ‘the design of materials and resources suited to the refugee context’ (150) – which would greatly support not only learners in their learning but also ESOL teachers in their teaching. The findings of the present study discussed below demonstrate this need.

6.1.1 Materials in use

There is a great breadth of different materials in use among the teacher respondents which include online materials, own-made materials, including authentic materials; textbooks, especially the UK published *New Headway Pre-Intermediate* and the Irish published *The Big Picture*; and several other types of materials as presented in Chapter 5.

Online and own materials, and authentic materials

One interesting finding based on the data generated from the teacher questionnaire indicates that the most frequently used materials are online materials (weighted average value: 3.52), the vast majority of which are not designed for language learning (they thus could be considered ‘resources’ only, see Section 2.3.1), followed by own materials (3.42), and authentic materials in general (not designed for language learning purposes either, 3.04) that could include online and own materials as well. Therefore, as was discussed in Chapter 5, it must be reemphasised that authentic materials do include both online resources (e.g. *Nationwide* on *RTÉ*), as

well as other various kinds of own resources that teachers bring into their classroom (i.e. realia such as leaflets). The findings indicate an obvious overlap between online and own materials, and authentic materials as a general term (discussed in 2.3.2 in Chapter 2). The results also reflect the increased attention that Information and Communication Technology (ICT) has recently gained in the language classrooms (Giralt *et al.* 2017), which can be an important ground for authenticity (Mishan 2005) as mentioned in Section 5.1.2.3 in Chapter 5. A possible explanation for the highly frequent use of internet-based materials might be ‘the affordance of the online media in which language learners – and we as a society as a whole – operate’ (Mishan 2017: 10) and which could be considered ‘a comfort zone’ for many teachers and learners (*Ibid.*: 14).

One thought-provoking finding was that only three (of 18) respondents indicated the use of online materials specifically designed for language learning (as reported in Section 5.1.2.3). The results show that although there are a lot of EFL/ESOL-specific materials available online, these do not seem to be used by many teachers.

Another significant finding was that teachers gave numerous examples of newspapers and other realia as authentic learning materials as discussed above (also see Table 5.5 in Chapter 5, and 2.3.2 in Chapter 2). This echoes the findings of other studies examining the use of authentic materials for developing intercultural competence, such as Young and Sachdev (2011) who carried out their research with English language teachers in the USA, UK, and France. The use of realia when learning about cultures in a language classroom, especially up-to-date realia, has the potential ‘to reflect contemporary sociocultural and sociolinguistic reality in L1 environments’ (*Ibid.*: 92). Therefore, realia as authentic materials play an important role in the enhancement of critical reflexivity (Weninger and Kiss 2013), or critical evaluation of the ‘perspectives, practices and products’ of other cultures as well as one’s own culture (Byram 1997: 53; also in Byram *et al.* 2002) being a crucial element of intercultural competence (Byram 1997; Byram *et al.* 2002) as explored in Chapter 2.

The findings on the strong presence of authentic materials as represented in the Irish ESOL classrooms surveyed for this study should be considered very positive as authentic materials are believed to be among the most efficient materials for developing language learners' intercultural competence (Byram *et al.* 2002, see Section 2.3.2) and play a significant role in this by exposing learners to 'real language, to real situations that happen in their real [cultural] context' (Pinzón and Norely 2020: 43).

Textbooks

Textbooks are also used in the ESOL provision in Ireland, but less frequently than online and own-made materials, including authentic materials. Nevertheless, *New Headway*, being a global textbook series, seems to be heavily used in an Irish ESOL context according to the results of this study (see Figure 5.11 in Chapter 5); therefore it is somewhat counter-intuitive considering that this series is a bestseller internationally in an ELT context (e.g. Tomlinson 2013; Baker 2015; Prodromou and Mishan 2008). Additionally, even in an English as a Foreign Language (EFL) context, '*New Headway* seems to be better for school students [rather than for those] who aim to migrate' (Roshan 2014). Still, a possible reason for the use of the *New Headway* series in the Irish ESOL provision is provided by Respondent 4 of the survey of this research who says, 'I use [*New Headway Beginner*] because it is well structured for ESOL.' As the results in Chapter 5 show, *New English File* (OUP, UK) and *Cutting Edge* (Pearson, UK), which built their success on the '*Headway* paradigm' (Mishan and Prodromou 2008), are also used by ESOL teachers in Ireland quite often; in fact more often than *The Big Picture* which was specifically designed for ESOL in Ireland. Another possible explanation of the frequent use of these (UK published) textbooks could be that teachers may be constrained to do so as part of the curriculum, or simply due to their availability at the centres.

New Headway seems to be the most popular textbook among Irish ESOL teachers, despite the fact that the UK-centric nature of *New Headway Pre-Intermediate* emerges quite clearly from the findings of the survey questionnaire as well as from the results of the researcher's analysis and evaluation. The UK-centrism of the *New*

Headway series is reconfirmed by the recent findings of Rose and Galloway (2019) – in relation to *New Headway Upper-Intermediate* (as mentioned in 5.2 in Chapter 5). Considering that it has basically no information about Ireland, it was an even more interesting to find out about its popularity in Ireland. This rather contradictory revelation might be due to the popular teaching approach (communicative language teaching) of the *New Headway* series, or the fact claimed by Respondent 4 of the survey questionnaire that *New Headway* is ‘well structured for ESOL.’

Also, the same respondent who commented on *New Headway* and quoted above states, ‘I introduce Irish culture with my own resources.’ This suggests that creating own materials in an ESOL environment, where there is a shortage of appropriate materials, is essential (as was explored in Chapter 2). At the same time, this could contribute to in-service teachers’ continuous professional development (Masuhara 2019), which is not addressed by formal training programmes in the Irish ESOL provision as discussed earlier in this chapter.

Followed by the above-mentioned three UK textbooks (*New Headway*, *English File*, and *Cutting Edge*), the Irish published textbook *The Big Picture* (weighted average value; 2.47) appears to be the textbook that ESOL teachers turn to most often in the ETBs in Ireland, based on the results of the survey questionnaire. This corresponds to Mishan’s finding in *ESOL Provision in the UK and Ireland* (2019), according to which *The Big Picture* is the only Irish resource mentioned by Irish contributors to the volume. It may be somewhat surprising that the other Irish produced textbooks: *Anseo* (2.29), *Paving the Way* (2.29), *Féach* (2.18), *Learning English in Ireland* (1.94), and *The Irish Culture Book* (1.53) are used quite rarely. (The cultural content offered by *The Big Picture* and the processing of this cultural content are discussed further in this chapter.)

The ESOL landscape in Ireland has changed substantially in the last decade, especially due to the refugee crises described earlier in this section and Chapter 1. Related to this, it must be remarked again that literacy teaching has become an important element of ESOL in Ireland (Mishan 2019). Still, as Respondent 22 in the questionnaire complains, ‘I find my needs are not met at all resource-wise, as a

literacy [...] ESOL teacher.’ This is in line with the findings in a broader, international scene as well (Mishan 2019); however, the EU-funded EU-Speak project called ‘Literacy Education and Second Language Learning for Adults’ (LESLLA) aims to help literacy (and ESOL) teachers with their work.

6.1.2 Provenance of materials in use

Materials in use in the ESOL provision in Ireland seem to originate from a narrow range of countries, basically from the UK, USA, and Ireland. The overall results of the survey questionnaire indicate that UK-originated materials prevail over materials of Irish provenance, and any other provenance (see Tables 5.3, 5.4, 5.6 and 5.7 in Chapter 5), with special regard to materials specifically designed for teaching English.

The majority of the most often used textbooks designed for language learning are UK published, for example, *Headway*, *English File*, and *Cutting Edge*, and the same could be stated about further (online, own, and authentic) materials such as TV series, for instance, *Mr Bean*. Some of these, for example *Mr Bean* and *Faulty Towers* as named by the teachers in this study, can be considered very stereotypically British. However, it might be stated that these materials can ‘transcend’ their provenance if used well.

In the case of all Irish textbooks, the results show that their origin is Dublin or its vicinity, which corresponds to the heavily centralised status of Ireland (Quinn 2017).

A large number of online resources appear to originate from the USA, for example, *YouTube*, *TED Talks*, and *Google Images*, but there are Irish websites in use as well such as *Fáilte Ireland* and *New to the Parish*. On the other hand, as regards online resources, the use of UK websites is not significant, unsurprisingly. Furthermore, the majority of online newspapers and forms also appear to be of Irish origin. This suggests that teachers avail of the abundance of resources provided on the internet to better meet the learners’ needs in an Irish ESOL context. The results might also suggest that teachers use more locally produced resources (that are not designed for

language learning), and they are likely to adapt the resources into language learning materials by designing activities based on them.

The researcher's materials analysis and evaluation yielded interesting results as regards the provenance of texts and illustrations in the sample unit in *The Big Picture* and *New Headway Pre-Intermediate*, but similar to the findings of the teacher survey presented above. The provenance of texts and illustrations in *The Big Picture* is almost completely Ireland (97%, see Table 5.25 in Chapter 5) which echoes the need for locally produced materials. In *New Headway Pre-Intermediate*, 100% of the texts, and 30% of the illustrations are of UK origin (see Table 5.39 in Chapter 5). As texts are usually read and studied in more detail by learners, their UK-centrism may have a more significant effect on learners' perceptions of the cultural content than of illustrations of other provenance.

6.1.3 Presence of different countries in materials in frequent use

The presence of a mix of countries allows for expanding the comparative aspect of learning about cultures (Byram 1997), either in the materials or by the learners themselves in the classroom. It could ensure the presence of diverse worldviews and perspectives, helping learners 'begin to see from multiple cultural perspectives' (Deardorff 2011: 69); and diversity is central to the development of intercultural competence (Barrett *et al.* 2013) (Section 2.2.2.2). In an Irish ESOL context, the presence of Ireland and the learners' countries in the materials are essential to foster learners' cultural awareness (as explored in Section 2.2.2). According to the teachers, Ireland (weighted average value: 1.45) is the least represented in the most frequently used materials of their choice together with the learners' countries (1.57), while other countries (2.09) are present to a much greater extent (weighted average value: 2.09). (See Figure 5.13 in Chapter 3).

As a result of the low representation of Ireland in the materials presented above, Irish ESOL teachers would like to see more focus on Ireland and the learners' countries as presented in Figure 5.19 in Chapter 5. According to the teachers, materials should help newcomer learners acclimatise to Ireland by means of exposing learners to Irish

culture and the Irish accent as ‘it is important for learners to understand as much as possible about the country they are living in’ (Respondent 13). In fact, Ireland ‘is the country that [learners] want to learn about’ (Respondent 16). These thoughts about the need for more presence of Ireland in the ESOL materials teachers often use seem to resonate with prerequisite attitudes (openness and curiosity), as well as desired internal outcomes (adaptability and adjustment) and external outcomes (appropriate communication) of intercultural competence as defined by Deardorff (2006, see Figure 2.7 in Chapter 2), which are necessary for learner’s successful integration into Irish society.

The teachers would also like to see more focus on the learners’ countries in the materials of frequent use they chose to comment on (see Figure 5.19 Chapter 5) so that learners could compare their country with Ireland, which reflect the importance of the comparative aspect of intercultural learning as is emphasised by Byram and Morgan (1994). This would ‘encourage group discussions on cultural similarities and differences’ (Respondent 17). Another very interesting finding that the questionnaire revealed is that teachers value the representation of different cultures by their learners in their classrooms because, as a respondent stated, ‘we, the teachers want to know as much about our learners as we want them to know about their adopted country’ (Respondent 13).

What is surprising is that more focus on the USA was perceived by some of the teachers as necessary because of the prevalence of US English in the world. This is in line with the argument of Gonçalves *et al.* (2018), according to which American English is the dominant form of English outside the UK. At the same time, this view contradicts the opinion of some other teachers who would welcome less emphasis on the USA, especially because of the differences between US English and British English (that Irish English tends towards) in spelling which could confuse learners when reading and writing. For a similar but a more complex reason (from the perspective of literacy), some teachers would like to see more presence of Arabic countries in the materials so that the ways of reading and writing using the Roman alphabet and the Arabic alphabet could be explored more in the classroom. This

would respond to the ‘double challenge’ (Respondent 8) nature of teaching ESOL to learners from the Arab world as discussed earlier in this chapter.

On the other hand, Irish ESOL teachers in the survey would welcome less focus on the UK in their chosen material used often because teachers think that UK themes, accents, and language use are inappropriate for the Irish ESOL context. For example, even ‘the unit of currency for items in restaurants, shops, train stations are all in pounds’ (Respondent 4). It must be remembered that these are probably the views of those respondents who chose a material of UK origin to comment on. In addition, teachers do not seem happy with the presence of other countries either, including Canada, France, Germany, Spain, and Italy.

From the aspect of the provenance of different accents of spoken texts, according to the researcher’s findings, in *New Headway Pre-Intermediate*, the overwhelming majority of accents seem to be of L1 speakers of British English, as only one text includes a ‘non-native speaker’ of English (Table 5.30 in Chapter 5). This may be confirmed by Rose and Galloway (2019) who studied global cultures in six textbooks commercially used worldwide, including *Global or English Unlimited*, and found that 68.97% of the audio is in British accents in *New Headway Upper-Intermediate* (by far the highest proportion among these three textbooks, the rest of the textbooks is undefined), 10.23% of the speakers use American accents, and only 17.85% of the audio is attributed to ‘non-native speakers’. The Irish published *The Big Picture* does not contain audio, but the teachers should produce them themselves as advised by the authors of the textbook.

Another interesting finding was that there are teachers, however, who have the opinion that the cultural content is irrelevant to the acquisition of the English language because ‘learners can learn the target language no matter what country is used to explain it’ (Respondent 3). This implies that there seem to be teachers who think that all they are teaching the students is the language – which appears to be worrying, especially in the case of teaching migrant learners in their new country. This finding was completely unexpected and suggests that language is still sometimes seen as ‘a mere instrument and conduit of communication’ (Giralt *et al.* forthcoming

2020: xx) disregarding cultural content. In fact, according to Giralt *et al.* (2020), in relation to a study on the relationships between language and culture (discussed in Section 2.1.3) involving students in Applied Languages as well as Erasmus students at the University of Limerick, even some language learners considered English a mere instrument for communication.

6.2 PROMOTING IRISH ESOL LEARNERS' CULTURAL CONTENT KNOWLEDGE THROUGH TEXTS AND ILLUSTRATIONS

Closely connected to the exploration of the provenance of the materials and the presence of different countries in the materials, one research question brought the promotion of the cultural content knowledge component of intercultural competence into focus. Question B.2.1 guided the researcher's materials analysis and evaluation when examining the extent to which the most commonly used Irish and non-Irish produced textbooks (defined by the teacher respondents of the survey questionnaire) promote ESOL learners' cultural content knowledge in an Irish context.

6.2.1 Promoting cultural content knowledge in *The Big Picture* and *New Headway Pre-Intermediate*

As indicated by the findings of the researcher's analysis of the texts and illustrations in the sample unit of *The Big Picture* (summarised in Table 5.25 in Chapter 5), approximately 34% of the cultural content is related to Ireland, and about 66% of the cultural content is in connection with countries apart from Ireland, predominantly the learners' countries (see discussion on this interesting finding further below).

In terms of the presence of the pentagon of Irish culture in *The Big Picture* (see 'pentagon of culture' presented in Section 3.2.2.1), and based on the findings presented in Table 5.25, Irish *geography* cannot be traced, but Irish *perspectives* (17%) are fairly well present in the texts and illustrations. *Perspectives* are followed by *products* (6%), e.g. Gaelic (Irish) language (Text 1); *people* (6%), e.g. white, female teacher (Illustration 8); and *practices* (6%); which are all are moderately well represented. To give further examples, the statement according to which 'in Junior

and Senior Infants the teacher is usually a woman' (Text 3) is a good example of *perspectives*, and gender stereotyping. 'Boys playing ball games in the schoolyard' (Text 7) is an example of Irish *practices*, but could imply gender stereotyping (*perspectives*) as well; and as this example demonstrates, *perspectives* and *practices* are closely related as *practices* tend to convey internal and external worldviews. i.e. *perspectives* (as discussed in Section 3.2.1.1). As a consequence, it is often difficult to separate *perspectives* from *practices*. The presence of Irish *perspectives* in the texts and illustrations in *The Big Picture* has an important implication for promoting learners' cultural content knowledge since, according to Page and Benander (2016), it may be more difficult for learners to realise cultural perspectives than to identify products and practices – due to the abstract nature of perspectives.

According to the findings of *The Big Picture*, regarding the presence of the categories of the 'pentagon of culture' of the learners' countries, which can be primarily and overwhelmingly detected in the illustrations, the presence of *people* (40%) seems very significant. *People* are followed by *perspectives* (15%), e.g. the importance of discipline and engagement (Illustration 9); *practices* (7%), e.g. attentiveness as manners (Illustration 8); *products* (4%), e.g. hijab (headscarf worn by Muslim women, Illustration 2); and *geography* (less than 1%), e.g. Ethiopia (Text 6). The strong presence of learners' countries in *The Big Picture* is due to the high proportion of references to newcomer learners in the illustrations, especially regarding the depiction of the *people* category of the 'pentagon of culture', and because of the eight short texts (as presented in Section 5.2.1.2). The intention of the authors is, one could surmise, to make newcomer learners feel that they are part of and belong in an existing society, and to show that Ireland is a multicultural society. On the other hand, in the illustrations, there seems to be a strong emphasis on depicting people from the Middle East since many of the female learners in the photos are wearing a hijab (e.g. Illustration 2). Although the *Big Picture* was published about 15 years ago, but coincidentally and interestingly, it somewhat appears to mirror the present class profile of ESOL classrooms in Ireland due to the emergence of Syrian (Muslim) learners, as discussed earlier in Section 6.1. However, Respondent 22 of the survey questionnaire thinks that the representation of the learners' country (in the materials in frequent use of the teachers' choice to comment on) is 'insensitive and stereotypically poor.' The

stereotypical depiction of learners could also be traced in the illustrations examined by the researcher (as discussed above regarding Muslim learners) as a sign of cultural ‘essentialism’ (Holliday 2011) discussed in Section 2.1.1. On the other hand, the relatively strong emphasis on *perspectives* reflects a more ‘non-essentialist’ approach to culture (Holliday 2011 in Section 2.1.1), as a way of ‘balancing’ between the two views of culture.

The Big Picture does not seem to promote the acquisition of direct information from other cultures than Irish culture (except some cultural content related to Ethiopia) in the texts, but of course, teachers can interpret and adapt the materials. For example, Respondent 13 purposefully looks ‘for information in *Google Images/Maps* and *YouTube* regarding the learners’ country of origin.’ Learners can bring information about their own culture to the class as well, for instance ‘they exchange their traditional food and drinks’ (Respondent 4). However, ‘many learners are reluctant to remember their own countries in the classroom’, sadly, which is ‘usually because of persecution’ (Respondent 18; also see 1.3.2 in Chapter 1).

In *New Headway Pre-Intermediate*, about 73% of the cultural content appears to relate to the UK, while only 27% of the cultural content seems to be in connection with other countries, of which, almost 10% is about the USA, and there seems to be no direct information about Ireland (as presented in Section 5.2.2.2 and in Table 5.39 in Chapter 5). Regarding the ‘pentagon of culture’, based on the findings summarised in Table 5.39, cultural content in a UK context is presented very well: *people* (29%), e.g. a male software programmer (Text 1); *perspectives* (26%), e.g. whisky as a secret of long life (Text 4), or good old days (Illustration 3) as stereotypes; *products* (21%), e.g. reference to the song ‘Lucy in the sky with diamonds’ from the Beatles (Text 5); *practices* (21%) e.g. going to a pub once a week (Text 4); and *geography* (6%), e.g. North of England (Text 4). *Geography*, *people*, and *perspectives* of other countries, mainly the USA, are also present, but to a much lesser degree. These findings are consistent with that of Rose and Galloway (2019) about *New Headway Upper-Intermediate*, according to which, there is ‘clear reference for British and US-centred content’ (152). Another interesting conclusion is that *New Headway Pre-Intermediate* has more of the ‘essentialist’ elements of culture (Holliday 2011 in

Section 2.1.1), e.g. *products* and *practices*, than *The Big Picture*. e.g. *people* and *perspectives*.

As we can see, *New Headway Pre-Intermediate* has considerably greater potential for presenting UK culture to Irish ESOL learners, but it is not a good fit for the Irish context. This is clearly expressed by a respondent of the survey questionnaire who stresses that it would be ‘more pragmatic’ if learners are acquainted with life in Ireland and not in the UK because ‘when in Ireland, do as the Irish do’ (Respondent 20; also see 6.4.1). Other teachers also claim that materials (of UK origin) are UK-centric and the themes are inappropriate for the Irish context (Respondent 4), or even ‘very English’ (Respondent 20) as were reported in Chapter 5, and earlier in this chapter.

It must be remarked here again, as mentioned in Section 4.3.7, that the categorisation of cultural elements in texts and illustrations into the ‘pentagon of culture’ (as well as the categorisation of activities into the levels of the cognitive and affective domains of learning discussed in 6.3 and 6.4 in this chapter) is very subjective. In addition to this, referring back to Tomlinson’s (2018) statement (in Section 4.3.7), ‘no two evaluations can be the same’ (54). The results and their discussions in this study, therefore, must be viewed with these limitations in mind.

6.2.2 Conclusions

Overall, based on the discussion above, the findings summarised in Tables 5.25 and 5.39, and the evaluations summarised in Tables 5.26 and 5.40 in Chapter 5, it can be concluded that the texts and illustrations in the sample unit in *The Big Picture* provide Irish ESOL learners with relevant cultural content in a fairly extensive and comprehensive way (see Section 3.2.2) emphasising learners’ countries. Although the British produced *New Headway Pre-Intermediate* also offers considerably extensive and sophisticated account of cultural content via texts and illustrations in the sample unit, it relates predominantly to the UK which is seen as inappropriate for the Irish context. Consequently, *The Big Picture* considerably well promotes Irish ESOL learners’ cultural content knowledge, as a component of intercultural

competence (see Figure 3.1 in Chapter 3) which fosters learners' cultural awareness. At the same time, the use of *New Headway Pre-Intermediate* for the Irish context is not very helpful on this matter, unless teachers adapt it to make it suitable for their learners.

6.3 ACTIVATING IRISH ESOL LEARNERS' COGNITIVE PROCESSING OF CULTURAL CONTENT THROUGH ACTIVITIES

In relation to the handling of cultural content through activities, one research question focused on the extent to which materials activate the cognitive processing of (A.2.2) cultural content in general in the most frequently used materials of teachers' choice, and (B.2.3) country-specific cultural content in a sample unit in the most frequently used Irish published textbook *The Big Picture* and the most commonly used non-Irish produced textbook *New Headway Pre-Intermediate*. Although the data gathered from the teacher questionnaire is not statistically comparable with the data collected from the two textbooks (as stated in Section 5.1.3.1), the two data sets together could provide valuable holistic insights into the potential of materials in frequent use in the ESOL provision of ETBs in Ireland to deploy cognitive processing of cultural content via activities.

6.3.1 Teachers' perspectives on the cognitive processing of cultural content in the most frequently used materials of their choice

As presented in Section 5.1.3.3, 70% of the 22 respondents think that the chosen materials in general promote interpreting cultural content (*comprehend*); according to 60% of the teachers, their materials help learners to reuse cultural information in familiar situations (*apply*), and half of the respondents think the materials foster retrieving cultural content from memory (*recall*) (see Section 3.3.1 for cognitive domain of learning). These levels of the cognitive domain of learning via activities are all lower-order thinking skills (see Table 3.4 in Chapter 3 for classifications of cognitive processes according to complexity by Anderson and Krathwohl 2001). Although fewer teachers are of the opinion that the materials promote higher-order thinking skills – i.e. analysing (*analyse*), and evaluating (*evaluate*) cultural content

(about 45% and 40% of the teachers, respectively), these results still cannot be considered 'low'. On the whole, however, teachers think that lower-order categories of thinking are activated more than higher-order ones. This finding is in line with the finding of the researcher's empirical study (discussed below), and is also consistent with what is often claimed in the literature, namely that lower-level materials tend to be limited to demanding only lower-order thinking skills (Mishan and Timmis 2015). According to the teachers' responses (see Figure 5.12), their learners are mainly beginners, or are at elementary or pre-intermediate levels – which is confirmed by the report from Kett (2018) on the entry levels of ESOL learners (see 1.3.1 in Chapter 1).

It must be added, however, that learners of lower-level proficiency in L2 use higher-order cognitive skills, but they cannot necessarily express these thoughts through their L2 (drawn on Masuhara 2007, see Section 3.3.1). This could be a reason why activities on lower-level textbooks tend to place less focus on the engagement of higher-order thinking skills.

6.3.2 Cognitive processing of cultural content in *The Big Picture* and *New Headway Pre-Intermediate*

As specified by the findings of the researcher's analysis of the two textbooks taking the country-specific contexts of activities into consideration (summarised in Tables 5.25 and 5.39 in Chapter 5, and illustrated in Figures 6.2, 6.3, and 6.4 below), activities are estimated to be more likely to activate lower-order thinking skills than higher-order ones, which corroborates the teachers' views as discussed above (in Section 6.3.1). This is clearly visible in Figure 6.2 below which shows that almost half of the 28 activities in *The Big Picture* might activate lower-order thinking skills; to *recall* and *comprehend* to process Irish cultural content (46% and 43%, respectively), and 32% of the activities seem to deploy *apply* skills to process Irish cultural content. A quarter of the activities are approximated to activate *analyse*, and only 7% of them might engage evaluative skills (*evaluate*) when dealing with cultural content in relation to Ireland. Somewhat understandably, the sample unit in *New Headway Pre-Intermediate* does not seem to activate cognitive skills to process Irish

cultural information directly (Figure 6.2 below, also see Section 5.2.2.3). However, as was mentioned earlier, teachers could steer class discussions generated by the activities in the direction of Irish culture, and this type of activity would activate some higher-order cognitive skills, such as *analyse* or *evaluate*, to process cultural content relevant to the Irish context.

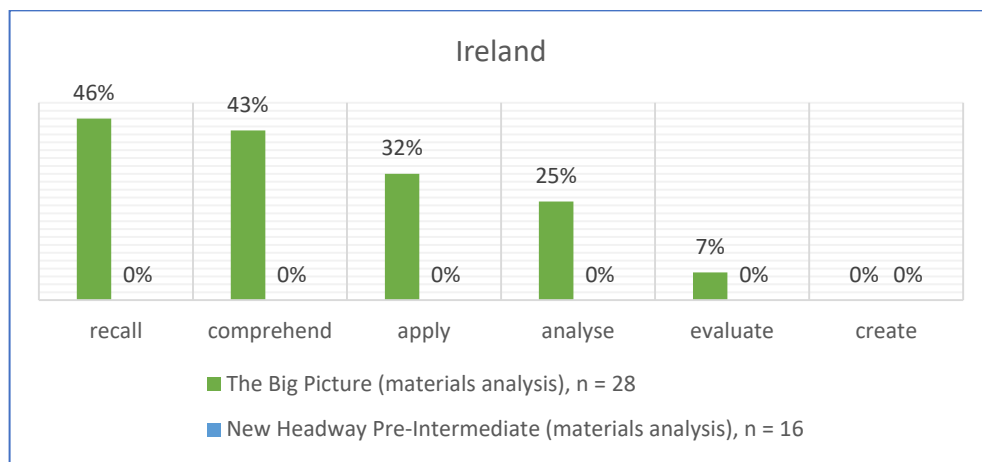


Figure 6.2. Potential categories of cognitive processing of cultural content related to Ireland deployed through activities in *The Big Picture* and *New Headway Pre-Intermediate*

From the aspect of learners' countries as shown in Figure 6.3 below, interestingly, in *The Big Picture*, activities (75% of them) seem to deploy the cognitive processing of cultural content related to these countries considerably more than Ireland (cf. Figure 6.2 above, also see Table 5.25 in Chapter 5) at mainly lower levels of cognition as discussed above in relation to Irish cultural content. This may imply that particular emphasis was placed on involving learners' cultures, besides Irish culture, in the activities. It can be stated, therefore, that a fair amount of activities appears to resonate with the *savoir comprendre* aspect of intercultural competence from Byram (1997) and Byram *et al.* (2002) as explored in Section 2.2.2.1. In other words, activities encourage learners to compare and relate meanings from their own culture to similar meanings from Irish culture that could help them avoid cultural misunderstandings in their new Irish environment. (See further possible reasons for the strong presence of the learners' countries in *The Big Picture* discussed in 6.2.1 earlier.) However, it must be remembered that 'many learners are reluctant to

remember their own countries in the classroom' (Respondent 18) due to their persecution as mentioned above (also see 1.3.2 in Chapter 1). Any other countries, apart from Ireland and the learners' countries, do not seem to be significantly dealt with through the activities in *The Big Picture* (see Figure 6.4 below).

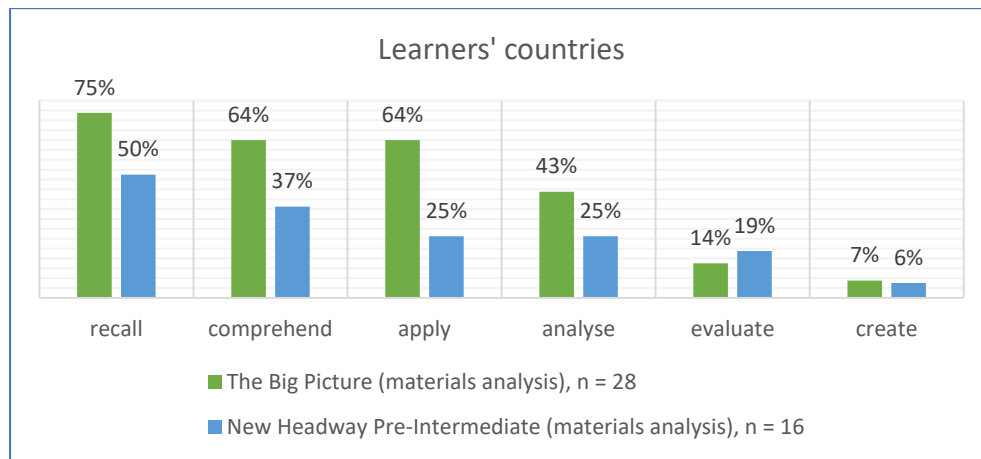


Figure 6.3. Potential categories of cognitive processing of cultural content related to learners' countries deployed through activities in *The Big Picture* and *New Headway Pre-Intermediate*

On the contrary, in the case of *New Headway Pre-Intermediate*, there seem to be plenty of opportunities to cognitively process cultural content related to the UK as shown in Figure 6.4 below, while there appear to be fewer opportunities to process cultural content in relation to the learners' countries as Figure 6.3 above presents. There seem to be much fewer occasions that would involve any other countries (see Table 5.39 in Chapter 5). The activities predominantly address lower-order thinking skills which could be drawn in line with the view of Tomlinson and Masuhara (2013) in connection with *New Headway Intermediate*, according to which the focus on language acquisition makes activation of higher-order thinking skills unlikely. The findings of this study regarding the heavy Anglo-centric nature of the textbook are in line with conclusions about the UK-centric nature of the *New Headway* series (as discussed earlier, for example, Rose and Galloway 2019).

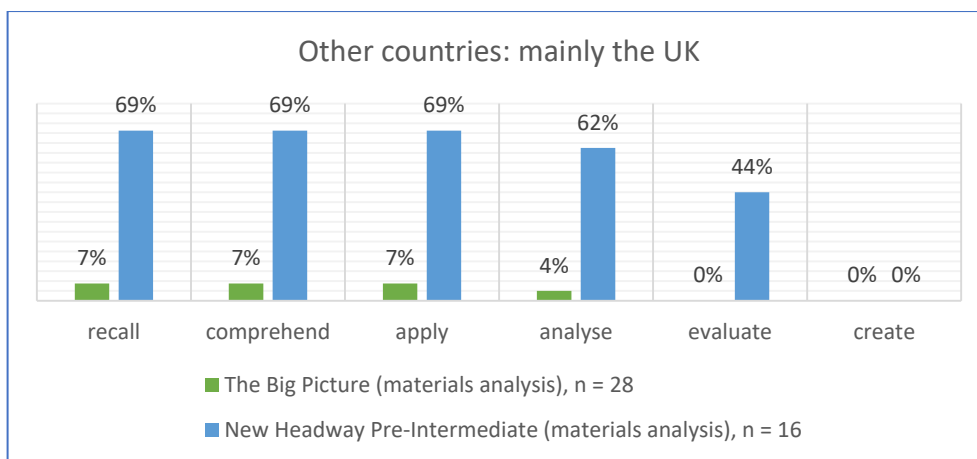


Figure 6.4. Potential categories of cognitive processing of cultural content related to other countries (not Ireland and learners' countries) deployed through activities in *The Big Picture* and *New Headway Pre-Intermediate*

All things considered, the country-specific contexts of the activities in *New Headway Pre-Intermediate* are gauged to be less meaningful for Irish ESOL learners than in *The Big Picture* in terms of depth of cognitive engagement they seem to require to process culturally relevant content.

In addition, 'compare' as one of the cognitive skills in the category of *analyse* (see 3.3 in Chapter 3) is fundamental in fostering learners' cultural awareness as advocated by Byram and Morgan (1994, see 3.2.1.2 in Chapter 3). From the comparative aspect of learning about cultures, the researcher's analysis revealed (as Figure 6.5 below shows) that 54% of the activities in *The Big Picture* (also see Figure 5.31) and 60% of the activities in *New Headway Pre-Intermediate* (also see Figure 5.41) offer opportunities to compare and contrast different countries as part of the *analysis* level of the cognitive domain of learning (the lowest level of higher-order thinking skills, see Table 3.4 in Chapter 3). Similarly, more than half of the teacher respondents (12 out of 22) of the survey questionnaire think that activities ensure the comparison of countries in general (see Figure 5.21 in Chapter 5). 'We exchange information. We talk. We compare.' – as Respondent 20 put it in a nutshell. The findings of the teacher questionnaire and the researcher's materials analysis and evaluation in relation to the comparative aspect of learning about cultures are important as the comparison of cultures forms the basis of intercultural awareness

(Baker 2012) which is a step towards the development of intercultural competence (for example, Byram 1997; Byram *et al.* 2002; Deardorff 2006, 2009; Hofstede *et al.* 2010).

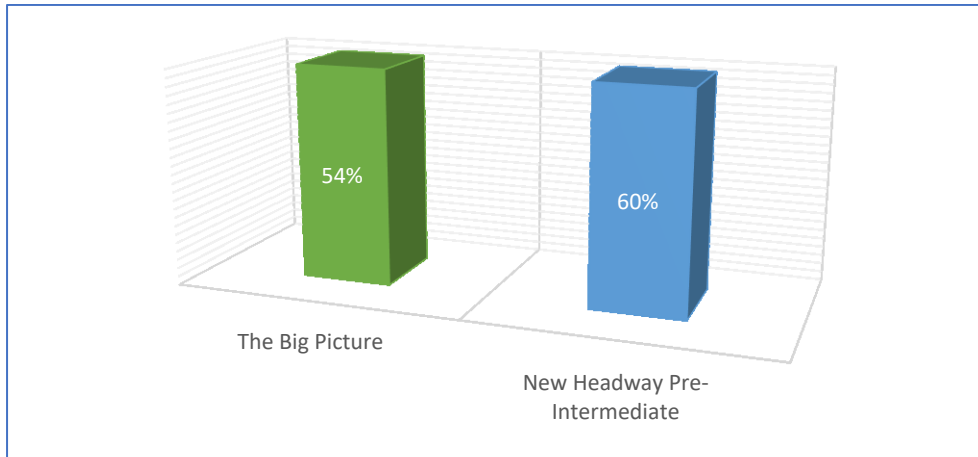


Figure 6.5. Proportion of activities with potential to compare countries through activities in *The Big Picture* and *New Headway Pre-Intermediate*

6.3.3 Conclusions

Overall, it can be deduced that materials in frequent use chosen by the teachers to comment on as well as *The Big Picture* as the most frequently used Irish published materials provide learners of lower-level proficiency of English with cognitively engaging activities to process culturally appropriate content (see assessment grid in Table 5.20 in Chapter 5). This implies that learners' cultural awareness, from the aspect of cognitive learning about cultures, is quite well promoted by these materials. As a result, the development of learners' intercultural competence is also supported from the aspect of cognitive processing of cultural content. However, *New Headway Pre-Intermediate*, due to processing of cultural content irrelevant to the Irish context, is not very helpful in fostering Irish ESOL learners' cultural awareness at all (see assessment grid in Table 5.35 in Chapter 5).

6.4 STIMULATING IRISH ESOL LEARNERS' AFFECTIVE PROCESSING OF CULTURAL CONTENT THROUGH ACTIVITIES

Still in connection with the handling of cultural content through activities, another research question centred on the extent to which materials stimulate the affective processing of (A.2.3) cultural content in the most frequently used materials that teachers could freely choose to comment on, and (B.2.3) country-specific cultural content in the most frequently used Irish published textbook *The Big Picture* and the UK published *New Headway Pre-Intermediate*. The two data sets offer insights into the potential of the materials in use in ESOL in Ireland for the stimulation of affective processing of cultural content.

6.4.1 Teachers' perspectives on the affective processing of cultural content in the most frequently used materials of their choice

As illustrated in Section 5.1.3.4, more than half of the 22 teachers (55%) are of the view that the materials in frequent use of their choice could stimulate learners' willingness to value other cultures (*value*). This is clearly expressed in a respondent's comment regarding Irish culture who said that 'students need to [...] accept and *appreciate* Irish culture as the majority of students have made their new life here and intend to stay' (Respondent 8, emphasis added). This opinion is in line with the conceptualisation of the *value* level of the affective domain of learning, as seen in Section 3.4.1, as it denotes the desire to accept values of growing kinship with members of another culture (Krathwohl *et al.* 1964; Lynch *et al.* 2009); and it also refers to the willingness to appreciate other cultures, i.e. intercultural sensitivity, as advocated by Chen and Starosta (1998, 1999) and discussed in Section 2.2.1.1. The quote 'when in Ireland, do as the Irish do' from Respondent 20 (also see 6.2.1) could well mirror the concept of intercultural sensitivity in an Irish context. Almost half of the teachers (45%) think that materials could generate motivation for learning about (and attend to) other cultures which corresponds to *receive*, the lowest level of the affective domain. As discussed in Section 2.2.2.3, Fantini (2009) highlights motivation as an essential personal trait for the successful development of intercultural competence. Furthermore, Mishan and Timmis (2015) claim that

materials, as psychological aids, can create motivation for learning about cultures (as described in Section 2.3.1). Interestingly, however, according to the opinion of almost 20% of the respondents (4), promoting interest and encouraging appreciation do not seem to be supported by the materials of their choice. This could be the reflection of the argument from Kett (2018) and Mishan (2019) according to which there is a lack of culturally appropriate materials for ESOL in Ireland.

6.4.2 Affective processing of cultural content in *The Big Picture* and *New Headway Pre-Intermediate*

The above results from the teacher questionnaire somewhat agree with the findings of the researcher's analysis of the 28 activities in the sample unit in *The Big Picture* (see Section 5.2.1.4 and Table 5.25 in Chapter 5, and illustrations in Figures 6.6, 6.7, and 6.8 below). Figure 6.6 shows the distribution of activities that could stimulate different categories of the affective domain in relation to Ireland. It can be seen that 40% of the activities might have the potential to *receive* and prompt learners' willingness to and awaken interest to learn about cultural content (*respond*) related to Ireland, 18% of the activities could stimulate the appreciation of Irish culture, while 7% of the activities are likely to make learners characterise and make judgements about different Irish cultural elements (*organise*). To give an example, Activity 26 'Discuss how to sound polite in English' could stimulate learners' desire to identify and characterise different ways of politeness by forming judgments (see Section 3.4.1). Unsurprisingly, the 16 activities in the examined unit in the UK published *New Headway Pre-Intermediate* do not provide opportunities to affectively process any Irish cultural content directly (see Section 5.2.2.4 and Table 5.39). However, as stated in the previous section (6.4.1), teachers could integrate Irish cultural content into discussions generated by the activities to evoke emotional responses in their learners. Furthermore, the topmost affective skill *internalise*, that refers to learners' willingness to revise judgments about Irish culture in order to live by the developed new philosophy of life (see Section 3.4.1) in their new society, does not appear to be encouraged; although addressing this aspect of affective learning would be very important for migrant learners.

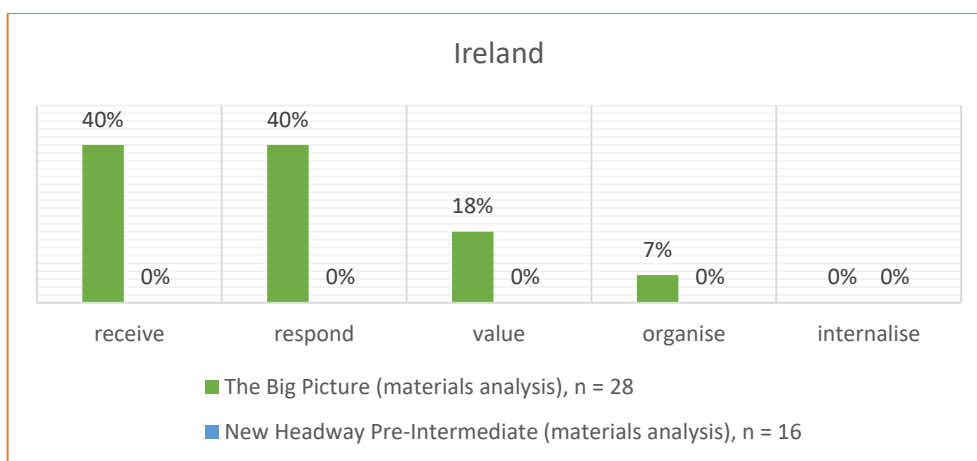


Figure 6.6. Potential categories of affective processing of cultural content related to Ireland stimulated through activities in *The Big Picture* and *New Headway Pre-Intermediate*

According to Byram *et al.* (1997, 2002), as discussed in Section 2.2.1.2, the learner’s own culture has an important influence on intercultural interaction. Figure 6.7 below illustrates the proportion of activities that could stimulate different categories of the affective domain in relation to the learners’ countries in *The Big Picture* (see 5.2.1.4 and Table 5.25) and *New Headway Pre-Intermediate* (see Section 5.2.2.4 and Table 5.39). Figure 6.7 shows that, in *The Big Picture*, about 71% of the 28 activities are likely to engage learners in the affective processing of cultural content in relation to their countries mainly in the categories of *receive* (20 activities) and *respond* (20 activities), 36% of the activities could stimulate *value* (10 activities) as lower-order categories of the affective domain (see Table 3.6 in Chapter 3 for ordering of the categories of the affective domain of learning by Krathwohl *et al.* 1964), while only about 7% might have the potential to stimulate *organise* as a higher-level category of the affective dimension. For instance, the activity ‘Write about your own education system using *Education in Ethiopia* student-writing as a model’ (Activity 21) requires learners to display willingness to form judgments about their own education system. In contrast, in *New Headway Pre-Intermediate*, only half of the 16 activities might stimulate *receive* and *respond*, and 25% could engage *value* in the lower-order categories, while about 12% of the activities are likely to stimulate *organise* with regard to cultural content in connection with the learners’ countries. We can see, therefore, that *The Big Picture* places more emphasis on engaging

learners' affect in relation to their own and other learners' countries than *New Headway Pre-Intermediate*. This could imply that the authors of *The Big Picture* would like to make learners feel that the culture of their countries is appreciated in Ireland. On the other hand, this could cause learners deep anxiety since many of the learners 'are reluctant to remember their own countries [...] because of persecution' (Respondent 18) as highlighted earlier. This deep anxiety could cause a negative affective filter considerably hindering fostering cultural awareness (see more on the cultural affective filter further below). (The researcher also experienced this deep emotional turbulence expressed by one of his learners first hand in his tutoring class at the University of Limerick.)

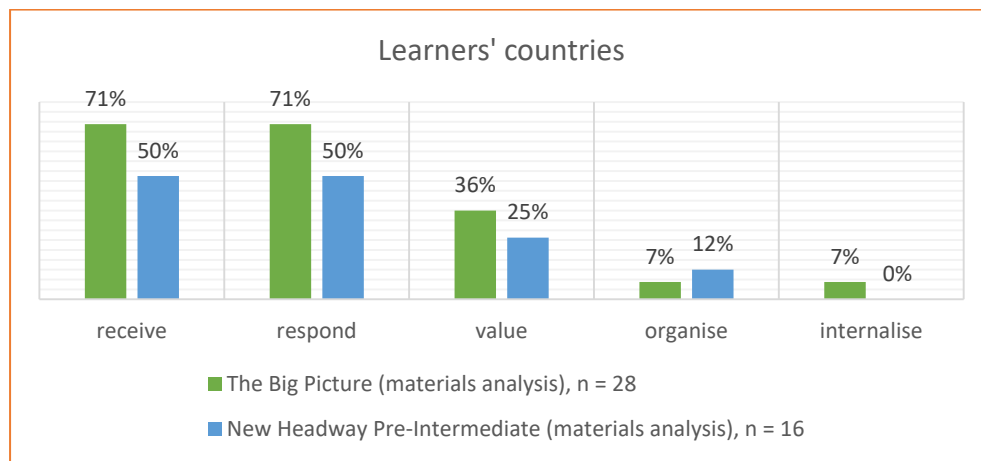


Figure 6.7. Potential categories of affective processing of cultural content related to learners' countries stimulated through activities in *The Big Picture* and *New Headway Pre-Intermediate*

Figure 6.8 below illustrates that the stimulation of affective processing of cultural content in connection with countries apart from Ireland and the learners' countries does not seem to be supported to a high degree in the sample unit of *The Big Picture* (see 5.2.1.4 and Table 5.25). On the other hand, as Figure 6.8 also shows, *New Headway Pre-Intermediate* seems to offer plenty of opportunities to process cultural content, although related to the UK mainly (as the findings of the analysis of the sample unit show in Section 5.2.2.4 and Table 5.39). It can be seen in Figure 6.8 that about 70% of the activities could stimulate *receive* and *respond*, and half of them could engage *value* in the lower-order categories, while about 12% of the activities

are likely to stimulate *organise* with regard to cultural content predominantly in relation to British culture. To give an example of valuing cultural content, Activity 7, ‘What do you think of the diet? Will the Bonrichs live to be 120? Why/why not?’ could engage learners affectively in discussing a variety of viewpoints on a controversial issue (Krauthwohl *et al.* 1964; Lynch *et al.* 2009) in a UK context which might lead to the appreciation of the viewpoints of others and could enhance intercultural sensitivity (Chen and Starosta 1998, 1999). (The Bonrichs are a couple living in Wimbledon, South London – according to the article the text was based on, as described in Section 5.2.2.2.)

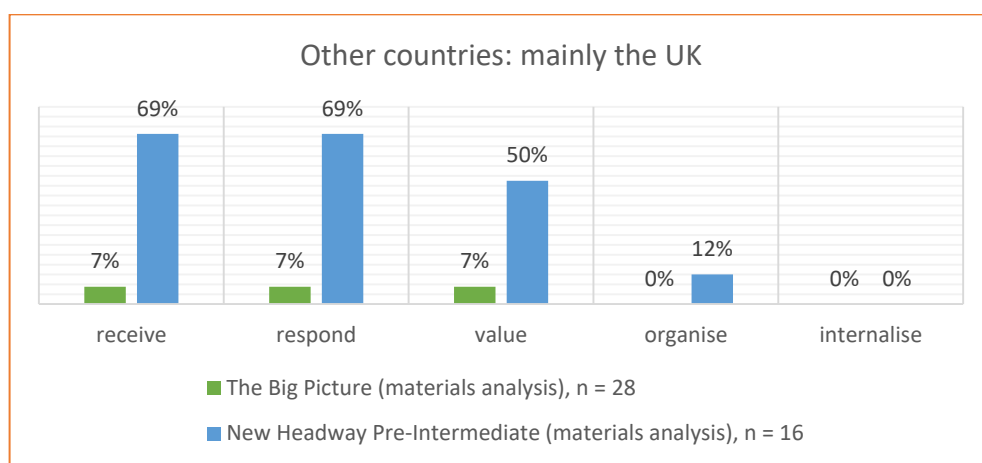


Figure 6.8. Potential categories of affective processing of cultural content related to other countries (not Ireland or learners’ countries) stimulated through activities in *The Big Picture* and *New Headway Pre-Intermediate*

The outcome regarding the stimulation of the affective domain of learning about cultures discussed here seems slightly contrary to previous studies which have suggested that, for example in the case of *New Headway Intermediate*, the explicit knowledge of grammar is promoted more in language coursebooks ‘at the expense of affective [...] engagement’ (Tomlinson and Masuhara 2013: 233). However, it is important to bear in mind the possible bias in the outcome presented above; therefore, the researcher’s assessment needs to be interpreted with caution. Still, this outcome might reflect that ‘affect is given a high priority in the context of language learning’ (Mishan and Timmis 2015: 12). It is significant because dealing with cultural content in a language classroom could create a ‘cultural affective filter’ caused by negative

culture-related emotions (as referred to above), and this filter could not only block learners' motivation, interest, and appreciation towards cultures as emotional factors, but this barrier could also impede the acquisition of the language itself (based on Krashen 1982).

6.4.3 Conclusions

Taken together, the activities in *The Big Picture* stimulate learners' affective engagement with their own culture, as an important element of one's cultural awareness (Byram 1997; Byram *et al.* 2002), more than *New Headway Pre-Intermediate*. In fact, *The Big Picture* offers more opportunities to engage affective processing of cultural content in connection with the learners' own countries, than Ireland. This is somewhat surprising given the provenance (Ireland), the target audience (Irish ESOL learners), and the goals (assisting Irish ESOL learners' real-life requirements) of the textbook as described in Section 5.2.1.1. However, it reflects the particular emphasis placed on addressing newcomer learners' cultures via the activities as discussed in relation to cognitive engagement above (in Section 6.3.2) – and in relation to the cultural content in the illustrations (see Section 6.2.1). *The Big Picture* does not seem to provide too many opportunities to stimulate learners' affective involvement with any other countries though. Still, it can be concluded that *The Big Picture* is potentially suitable in the respect of stimulating learners' affective engagement with cultures relevant to the Irish context (see assessment grid in Table 5.24 in Chapter 5). *New Headway Pre-Intermediate*, on the other hand, provides ample opportunities to process predominantly British cultural content affectively through the activities, which could not be seen as relevant at all to the needs of Irish ESOL learners (see assessment grid in Table 5.38 in Chapter 5).

Overall, both data sets indicated that materials in frequent use in the ESOL provision of ETBs in Ireland offer considerable opportunity to stimulate affective engagement with regard to cultural content appropriate to the Irish context, mainly at the lower levels of the affective domain.

6.5 FOSTERING IRISH ESOL LEARNERS' CULTURAL AWARENESS THROUGH LEARNING MATERIALS

The discussion of the research findings has endeavoured to address the need for a dynamic approach to the analysis and evaluation of materials that examines how texts, illustrations, and activities ‘together generate meaning potentials’ as advocated by Weninger and Kiss (2015: 60) from the aspect of fostering learners’ cultural awareness via frequently used materials in the ESOL provision of ETBs in Ireland. As was discussed in Chapters 2 and 3 (drawing on Byram 1997; Byram *et al.* 2002; Fantini 2009; and Tomlinson and Masuhara 2004a), and as is illustrated in Figure 6.9 below, *cultural awareness* denotes the abilities that emanate from learnings and perceptions in the areas of *content knowledge*, *cognition*, and *affect*, and it is a central and crucial element of intercultural competence (Byram 2012).

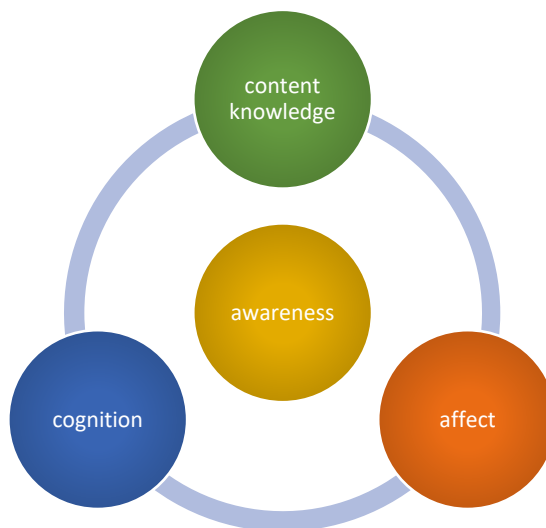


Figure 6.9. A model for intercultural competence in ESOL (reproduction of Figure 3.1)

It was also claimed in Section 3.1 in Chapter 3 (drawing on Deardorff 2006), that the more potential materials offer for promoting cultural *content knowledge*, activating cognitive processing of cultural content (*cognition*), and stimulating affective processing of cultural content (*affect*), the greater is the possibility to foster learners’

cultural awareness, and by this, promote the development of their intercultural competence in the interest of their successful integration into Irish society.

Thus far, this chapter has attempted to answer the questions under the two prime questions (A and B) that referred to cultural content knowledge, cognition, and affect based on the findings of the survey questionnaire and the researcher's materials analysis and evaluation. Drawing on the answers and explanations provided, this section answers the two prime questions (A and B) in order to arrive at answering the core research question as posed in Section 1.4 in Chapter 1 (and reproduced at the beginning of this chapter).

(A) To what degree do materials in frequent use in the ESOL provision of ETBs in Ireland support in-service teachers in fostering learners' cultural awareness?

The results of the survey questionnaire and the findings of the researcher's materials as presented in Chapter 5 and as examined in this chapter suggest that materials in frequent use in the ESOL provision of ETBs in Ireland *fairly well* support in-service teachers in fostering adult migrant learners' cultural awareness.

The results of the survey questionnaire indicate that teachers tend to use and combine a variety of resources and materials that cover cultural content. As Respondent 13 summarised, teachers need to 'learn to adapt and produce own' materials to meet their ESOL learners' needs for the Irish ESOL context. The findings of the researcher's materials analysis and evaluation show that the Irish published textbook *The Big Picture* offers cultural content appropriate to the Irish context, and effectively engages learners' in the cognitive and affective processing of this cultural content, but the UK published *New Headway Pre-Intermediate* is not very helpful in teachers' efforts to foster their learners' cultural awareness for the Irish context (Sections 6.2 to 6.4). The comment from Respondent 13 above underlines the researcher's overall estimation, according to which materials in frequent use in the Irish ESOL provision (Section 6.1) provide teachers with a considerable but not full support for fostering learners' cultural awareness.

(B) To what degree is the cultural content of the materials in frequent use in the ESOL provision of ETBs in Ireland suitable for fostering learners' cultural awareness?

The findings of the researcher's analysis and evaluation of *The Big Picture* indicate that the cultural content and its processing in this textbook is suitable for the Irish ESOL context. These findings are somewhat confirmed by the statement which says that *The Big Picture* is an excellent resource 'for living in Ireland' (Benson 2019: 107). On the other hand, the cultural content and its processing in *New Headway Pre-Intermediate*, due to its heavy UK-centrism, is not suitable at all for Irish ESOL learners. However, teachers also confirm that the content of textbooks they use is 'a good basis for further exploration of Irish culture' (Respondent 23). All in all, with the answer given above to 'Question A' in mind, it might be suggested that the cultural content and its processing in the materials in frequent use in the ESOL provision of ETBs in Ireland is *adequate* to foster adult migrant learners' cultural awareness.

Core research question: To what degree do materials in use in the ESOL provision of ETBs in Ireland foster learners' cultural awareness?

It is hoped that this research generated sufficient amount of data gathered from the survey questionnaire and the researcher's materials analysis to answer the overarching research question of this study supported by the use of the proposed theory-based frameworks (Tables 3.3, 3.5, and 3.7 in Chapter 3) for the development of the components of intercultural competence (Figure 6.9). Taken together, from the findings of this study, it might be assumed that the materials in use in the ESOL provision of ETBs in Ireland – by addressing the *cultural content knowledge*, *cognition*, and *affect* components of intercultural competence, **reasonably well** foster learners' *cultural awareness*, being a step towards the development of their intercultural competence.

6.6 CONCLUSION

This chapter presented the discussion of the findings of this study guided by the research questions. It attempted to provide answers supported by the synthesis and explanation of the results of the survey questionnaire and the findings of the researcher's materials analysis and evaluation with reference to the data presented in Chapter 5, and with reference to previous research. The chapter discussed the most significant findings related to the materials in use and their provenance, together with discussing the presence of different countries in the materials. The chapter also discussed the emergent themes from the findings related to the promotion of cultural content knowledge, activation of the cognitive and stimulation of the affective processing of cultural content in different country-specific contexts. Finally, the chapter offered answers with regard to the suitability of the materials in use in the Irish ESOL provision in ETBs in Ireland to foster adult migrant learners' cultural awareness.

In the final chapter, the overview and significance, as well the limitations and strengths of the study are provided, in addition to recommendations and implications for practice and further research.

CHAPTER 7 – CONCLUSIONS

The aims of the last chapter are to show the broader implications of this study. The last chapter, firstly (in Section 7.1), summarises the results of this study by revisiting the purposes of the study and the research questions as set out in Chapter 1 in the light of the findings reported in Chapter 5 and their discussion in Chapter 6. The chapter presents the implications of the study findings for practice in ESOL provision in Ireland (7.2). This chapter also aims to highlight the strengths of the study (7.3), and give final comments on the aspects that could have strengthened it, together with directions for future research (7.4). The chapter ends with a summary of the conclusions, including some final remarks (7.5).

7.1 SUMMARY OF STUDY FINDINGS

Before revisiting the research questions that have guided this study and informed its choice of theoretical and methodological frameworks, it is important to reiterate the dual-layered purposes of this study. The primary focus was to come to conclusions regarding the suitability of the materials currently in use in Irish ESOL provision with regard to cultural content by means of the discovery of the materials in use, and the analysis and evaluation of the cultural content in the materials. This was performed by a survey questionnaire with in-service ESOL teachers at the ETBs in Ireland and the researcher's content analysis of the most frequently used Irish published textbook *The Big Picture*, and the most often used non-Irish (UK) produced textbook *New Headway Pre-Intermediate 4th Edition Student's Book* as identified by the results of the survey questionnaire. The empirical study was guided by the theory-based frameworks proposed in the study for analysing the cultural content in texts and illustrations, as well as the activation of cognition and stimulation of affect in relation to the processing of cultural content through activities. It was claimed that promoting cultural content knowledge, and engaging cognitive and affective processing of cultural content could foster learners' cultural awareness as a key factor of the development of intercultural competence. The secondary focus was on the pilot-testing of these frameworks with respect to their validity and reliability, and potential usability by teachers and materials developers. It is also important to

reiterate that the present study was carried out in the context of ESOL provision in Ireland where the main goal is to develop the English language competence of the increasing number and diverse array of adult migrant learners, as well as fostering their cultural awareness in the interest of their successful integration into Irish society.

As we saw in Section 1.3.4 in Chapter 1, the number of research studies reporting on the lack of suitable materials in ESOL provision in Ireland is growing (e.g. Benson 2019; Ćatibušić *et al.* 2019; Kett 2018; Mishan 2019; Prodromou and Mishan 2008), but few of them offer contemporary results of the materials in use, and of the analysis of cultural content in the materials in the light of fostering learners' cultural awareness. Similarly, few of these studies recommend practical theory-based guidelines on the integration of cultural content within texts, illustrations and accompanying activities. This study attempted to fill these gaps.

Therefore, the study was supported by the following two primary research questions:

- (1) To what degree do materials in frequent use in the ESOL provision of ETBs in Ireland support in-service teachers in fostering learners' cultural awareness?

- (2) To what degree is the cultural content of the materials in frequent use in the ESOL provision of ETBs in Ireland suitable for fostering learners' cultural awareness?

These questions were further supported by questions in relation to what materials are in use, the provenance of the materials, teachers' views on the cultural content in the most frequently used materials of their choice, the strengths of the presence of different countries in these materials, and the extent to which these materials engage cognitive and affective processing of cultural content. Also, further research questions supported the researcher's exploration of the same aspects.

The findings of the study overall indicate that the materials in frequent use in the ESOL classrooms of ETBs in Ireland are likely to help adult migrant learners become ‘more successful and more active participants’ (Kett 2018: 1) in their new country. The materials appear to offer potential for the promotion of learners’ extensive and comprehensive cultural content knowledge (through learning about geography, people, products, practices, and perspectives; as discussed in Section 3.2) in relation to Irish cultural content. The cognitive processing of cultural content at different, mainly lower levels (Section 3.3) seems well supported, with respect to Irish culture as well as the learners’ cultures. In the same way, the materials appear to offer ample opportunities to engage learners affectively in dealing with cultural content at predominantly lower levels of the affective domain taxonomy (Section 3.4). This could fairly well help learners be sensitive to the culture of Ireland and of their own culture, in other words, promoting their cultural awareness (as defined in Section 2.2.2). Promoting learners’ cultural awareness, in the meantime, can develop their abilities to effectively and appropriately interact with Irish as well as other people, who are linguistically and culturally different, namely their intercultural competence (as described in Section 2.2.2), which can enhance their more successful integration into Irish society.

The study has identified the diversity of countries where learners are from, and by this, shed light on the representation of many and various cultures in an ESOL classroom in Ireland. The analysis undertaken here has confirmed that the majority of ESOL learners in Ireland come from Poland and Syria, according to the information provided by the ESOL teachers surveyed. This is especially significant as the two countries are very different from each other from numerous cultural aspects. For example, Poland uses the Roman alphabet, but Syria primarily uses the Arabic alphabet (e.g. ‘Ireland’ is written as ‘Irlandia’ in Polish and *أيرلندا* in Arabic). Another good example could be the differences between the most common religion of the two countries (Catholicism in Poland and Sunni Islam in Syria), and as a result of this, between the worldviews rooted in religion. This might suggest that the wide range of differences between the learners’ own cultural background could add to the tough challenges faced by both teachers and learners, and in fact, materials developers.

Another major finding that has emerged from this study is that there is a diverse range of materials (online/digital resources, textbooks, and realia) in use in ESOL provision in Ireland, which also indicates the use of different modes of delivery. By simultaneously using, for example *The Big Picture* and *New Headway Pre-Intermediate* along with other resources and materials, teachers are likely to provide learners with learning materials that could offer optimal potential for both the development of learners' language competence and cultural awareness. However, according to a presumably mature teacher respondent, 'young teachers must be putting in a lot of effort to do this' (Respondent 13), and even this probably experienced respondent would 'be pleased if new authentic materials became available' for Irish ESOL teachers. Until such time, teachers are likely to use a lot of random and unstructured online resources blended with textbooks and other resources and materials as the results of this study have indicated. But regrettably, as the results have also revealed, the majority of the resources and materials in use do not appear to be designed for ESOL in Ireland.

It could be claimed that while it seems inevitable that the British produced textbook *New Headway Pre-Intermediate* would provide little if any cultural content in connection with Ireland, and the Irish produced material *The Big Picture* would provide a lot, the present study has revealed the details and extent of this. The results confirm the expectations that *The Big Picture* is suitable for the Irish ESOL context as it appropriately and efficiently promotes learners' cultural content knowledge through cognitively engaging and affectively stimulating activities. However, *New Headway Pre-Intermediate* as a global ELT coursebook is not very helpful due to its lack of cultural content appropriate to the Irish context. Additionally, the comparative aspect of learning about cultures seems to be very well supported by *The Big Picture*. Taken together with the results of the Irish ESOL teachers' perspectives on the cultural content in the resources and materials of frequent use of their choice, it can be said that the materials and resources in use at ETBs in Ireland appropriately and efficiently support the fostering of adult migrant learners' cultural awareness that greatly contributes to the development of their intercultural competence. At the same time, the results indicate that teachers need to make a lot of extra effort to make their

resources and materials more suitable for teaching about the minutiae of everyday life in Ireland.

In the meantime, the present study has reaffirmed that the unsuitability of Anglo-centric coursebooks for fostering learners' cultural awareness in an Irish context is unquestionable. In relation to this, the provenance of many of the materials used in Ireland for ESOL is the UK – and indeed in English language teaching in general which implies broader implications for ELT, including EFL. This is worrying as the content in these materials is influenced by the writer(s)' culture-specific schemata, the 'hidden curriculum' (Cunningsworth 1995: 90), as discussed in Section 2.3.3 in Chapter 2, which can influence the development of intercultural understanding (Kramsch 1987). Prodromou and Mishan claim that materials could accept the communicative approach of most British textbooks, but they should 'colour it Irish' (2008: 208), emphasising that the 'need for culture-specific material is even more intense in the burgeoning ESOL sector' (*Ibid.*: 204). Thus, the problem is not the teaching approach of British materials, but the cultural content offered by them.

Finally, but equally importantly, it can be concluded that the results gained by the use of the proposed frameworks for analysing learning materials for their potential to foster cultural awareness in Irish ESOL provision are supported by findings similar to those of other research studies; for instance, regarding the activation of lower-order cognitive skills more than higher-order thinking skills in materials for learners at lower competency levels (e.g. Mishan and Timmis 2015, in Section 6.3.1); or the UK-centrism of *New Headway Pre-Intermediate* (e.g. Rose and Galloway 2019, see Section 6.3.2). It must be remembered that, by offering these frameworks, the present study advocates the need for a dynamic approach to the analysis of materials that examines how texts and illustrations, as well as accompanying activities 'together generate meaning potentials' as stated by Weninger and Kiss (2015: 60); however, this research did not extend to the semiotic analysis of the combination of texts and illustrations advocated by Weninger and Kiss (2015) since this was considered beyond the scope of the study. Texts and illustrations should contain comprehensive and extensive cultural content, while the attached activities should promote cognition and (positive) affect since 'the interrelationships between cognition and affect cause

a learner to further internalise the information and promote a change in attitude' (Boyd *et al.* 2006: 29).

7.2 IMPLICATIONS OF THE STUDY FINDINGS FOR PRACTICE

The findings of this study have significant implications in aiming for better ESOL teaching in Ireland with respect to the fostering of migrant learners' cultural awareness. The findings from the participating teachers' and the researcher's evaluation of the cultural content in the materials currently in use in relation to the promotion of learners' cultural awareness have directly shown that more emphasis should be placed on appropriate and relevant materials so as to enhance the effectiveness of teaching about cultures in the classrooms of Irish ESOL providers. Indirectly, the valid and reliable functioning of the proposed frameworks indicates their possible use in the analysis as well as development of ESOL materials, in addition to ESOL teacher training in Ireland. Thus, the implications address two interrelated broad areas: (1) materials analysis and materials development in the ESOL provision in Ireland, and (2) ESOL teacher training in Ireland. These implications reflect the urgent need for the development of ESOL materials as well as ESOL teacher training in Ireland advocated by other researchers of the field (e.g. Ćatibušić *et al* 2019, Kett 2018, Mishan 2019).

7.2.1 Materials development in ESOL provision in Ireland

As the findings of this study provided insights into the materials currently in use and the cultural content in some of the most frequently-used ones, the results presented here could be taken into consideration when developing ESOL materials of cultural aspect for adult migrants in Ireland. The findings could also draw attention to the need for and use of locally produced materials which could encourage greater involvement of learners' cognitive and affective engagement in the process of intercultural learning (Tomlinson and Masuhara 2013). However, as was indicated in Section 5.2.2, the global perspectives of non-Irish materials currently in use might be localised by teachers, which appears to echo the future of materials development (e.g. Giralt *et al.* 2020; Masuhara *et al.* 2017; Mishan and Timmis 2015). These localised

materials, at the same time, need to mirror the language and culture that migrant learners encounter outside the classroom (Hann 2013).

Furthermore, this study proposes a practical guide on how materials can effectively implement teaching about cultures in ESOL in Ireland by means of the suggested frameworks based on the components for intercultural competence in ESOL proposed by the researcher. The frameworks can, therefore, be utilised both in the analysis of existing materials and the development of new materials providing practitioners with a systematic, and principled way (Mishan and Timmis 2015) of handling cultural content. In addition, the frameworks presented in this study could have the potential for ELT/EFL materials analysis and development in international contexts as well.

Although the scope of this study is limited to the examination of English language learning materials in use in ESOL, the voices of the teachers who have basic literacy and ESOL literacy learners in their classrooms as well, often sitting together with ESOL learners in the same classroom (Ćatibušić *et al* 2019; Cowie 2019), can be clearly heard. As one of the respondents says, ‘I find my needs are not met *at all* resource-wise’ (Respondent 22, emphasis added). Therefore, this study also stands in line with scholars and researchers (e.g. Ćatibušić *et al* 2019; Cowie 2019; Mishan 2019; Kett 2018) who stress the compelling need for ESOL literacy resources and materials appropriate and effective for the contemporary Irish ESOL context.

7.2.2 ESOL teacher training and ESOL teachers in Ireland

ESOL is much more than language learning as was pointed out in Chapter 1, which means that teachers have ‘an expanded role’ (Mishan 2019: 368). It implies that teachers continuously face the need to support migrant learners’ efforts ‘to be more successful and more active participants’ (Kett 2018: 1) in Irish society by fostering learners’ cultural awareness, and in a broader sense, promoting the social cohesion of Ireland (as was highlighted in Section 1.3.2). However, as was also emphasised in Chapter 1, teachers do not seem to be provided with ‘adequate preparation and training’ (Mishan 2019: 368) to fulfil their expanded duties. Moreover, the

development of a national framework for ESOL is still shaping (Section 1.3.2). Considering these circumstances, the proposed frameworks are recommended to be included in both pre-service ESOL teacher training and continuing professional development (CDP) programmes involving experienced teachers in an attempt to *help* teachers devise materials of cultural aspect in a structured way. In this regard, this study adds to the on-going call for the development of frameworks specific to language education that could underpin curriculum in ESOL in Ireland (Farrell and Baumgart 2019). In a broader sense, the frameworks could contribute to the implementation of the policy of a cultural democracy and intercultural dialogue in Europe advocated by the Council of Europe (2018) through ESOL teacher education in Ireland, as well as language teacher education in general.

Moreover, according to Čatibušić *et al.* (2019), the appearance of Syrian learners in the classrooms generated a need for more non-Irish, especially Arabic speaking language teachers, particularly with older learners. Although the results of this research indicate that none of the teacher participants are of Arabic origin (as presented in Section 5.1.1), this finding cannot be extrapolated to all ETBs due to the low number of respondents. Consequently, the issue of teachers speaking the learners' language(s) may need to be addressed in further research.

7.3 STRENGTHS OF THE STUDY

The study has cast light on the degree to which materials in use in the ESOL provision in Ireland are suitable to develop adult migrant learners' intercultural competence by fostering their cultural awareness. The investigation of this was carried out by means of the exploration of in-service teachers' views on the materials, and the presentation of the results of the researcher's analysis and evaluation of two of the most frequently used textbooks identified by the teachers. Despite the limitations of this research study, as will be discussed in the next section (7.4), the study has several strengths.

From a theoretical point of view, firstly, the findings of the survey questionnaire were based on the views of a homogenous group of respondents. According to the results on the respondent demographics (5.1.1), the participants were mature and

experienced teachers which could strengthen the validity of the findings. Secondly, the researcher's materials analysis and evaluation drew on well-established existing models, frameworks and approaches from scholars of high distinction (e.g. Bloom *et al.* 1956; Krathwohl *et al.* 1964; Byram and Morgan 1994; Byram 1997; Byram *et al.* 2002; Anderson and Krathwohl 2001; Deardorff 2006; Fantini 2009; Mishan 2012; Tomlinson 2012; Tomlinson and Masuhara 2004a; presented in Chapters 2 and 3) which might increase the likelihood of the validity and reliability of the researcher's findings.

From a methodological viewpoint as discussed in Chapter 4, the use of both quantitative and qualitative approaches which involved various methods of data collection and analysis provided a more comprehensive picture of the suitability of the materials for promoting ESOL learners' cultural awareness in an Irish context, and also enhanced the validity of the findings. In addition, the triangulation of the results of the survey questionnaire and the researcher's materials analysis and evaluation further validated the findings. The application of the complex mixed method approach (described in Chapter 4) provided a comprehensive database to address the research problem (Section 1.1) and answer the research questions (Section 1.4). Also, the use of the proposed frameworks in the empirical study was a way of piloting them to test their validity and reliability. The results appear to justify the applicability of the frameworks as the findings appear to be in line with the findings of other research projects as discussed in Chapter 6.

From a practical consideration, the study will be of interest to the professionals working in the ESOL provision in Ireland (as well as teachers of other languages in other contexts as mentioned above). Firstly, it offers insights into the cultural content of the materials currently in use, secondly it intends to provide practical guidelines to evaluate and create materials of cultural aspect in a systematic way as discussed in Chapter 3.

7.4 LIMITATIONS OF THE STUDY AND DIRECTIONS FOR FUTURE RESEARCH

There are many factors that can affect fostering ESOL learners' cultural awareness in the classroom in Ireland and it was not possible for the researcher to investigate all of them, thus several questions remain unanswered. Some aspects that could have helped to strengthen this study were identified during the research study, whereas some aspects had been identified prior to the commencement of the empirical research (limitations regarding the survey questionnaire have been discussed in more detail in Section 4.2.8, limitations concerning the researcher's materials analysis and evaluation have been explored more extensively in Section 4.3.7). These limitations, at the same time, can well serve as starting points to provide directions for future research and generate further research questions as presented below.

7.4.1 Limitations observed during the empirical study

One important issue was 'the problem of the reliability of the evaluator judgements' (McGrath 2016: 73) as discussed in Section 4.3.7. This was observed first hand by the researcher during the analysis and evaluation processes. Although the researcher's supervisors provided constant guidance and constructive feedback to increase the reliability of the findings by overviewing the methodology and instruments of the study, this research could be repeated by the involvement of more ESOL analysts and practitioners to establish a greater degree of accuracy on this matter.

Another significant issue was that the researcher's own analysis and evaluation of the materials could have been influenced by the results of the teacher questionnaire; however, the researcher attempted to distance himself from the results of the survey questionnaire (as discussed in 4.2.7). To remedy this matter, in further studies, the analysis of the teachers' (and learners') views could be performed by a researcher different from the one who carries out the analysis and evaluation of the materials.

7.4.2 Limitations identified before the empirical study, and directions for future research

The proposed as well as the existing models and frameworks could be considered theoretically delimited (Spitzberg and Changnon 2009) – together with the materials analysed and evaluated, because they are a reflection of our current time and the designers’ beliefs (McGrath 2016). This implies that they need to be revisited at different times in the future to ensure up-to-date validity and reliability. Additionally, this study adopted an ‘essentialist’ approach to culture which, although it has been claimed as simplistic (e.g. Holliday 2019), can be a good starting point to discover cultures in a language classroom (Lessem *et al.* 2016) as has been argued in Chapter 2. Further studies could adopt an approach with more emphasis on a ‘non-essentialist’ view of culture posing such research questions for the Irish ESOL context as:

1. What impact do the materials in use have on learners’ identity construction?
2. How do the materials in use contribute to learners’ intercultural sensitivity?

There were a number of methodological limitations of the survey questionnaire identified and discussed in Section 4.2.8 that could also open doors to further research. First, respondents of the survey questionnaire comprised in-service teachers only (as presented in 4.2.3), therefore further studies could target pre- and post-service ESOL teachers as well in order to gather data from a broader spectrum of teachers. This extension of the survey is likely to make findings more generalisable. Second, additional interviews with the teachers could be carried out which would result in more qualitative data to enrich the quantitative findings ensuring more in-depth triangulation, and enhancing greater validity and reliability. Interview questions could, for example, include questions such as:

1. What is your opinion about the extent to which teaching materials and resources help you to teach about cultures?

2. What is your opinion about the extent to which teaching materials and resources help you to foster learners' cultural awareness?

There were also methodological limitations identified regarding the researcher's own materials analysis and evaluation as discussed in Section 4.3.7. First, only pre-intermediate-level textbooks were analysed and evaluated, thus the exploration of textbooks of other levels could be the focus of future research. Second, an investigation of online resources and teacher-made materials could be carried out by seeking answers to research questions as follows:

1. What resources do teachers use successfully for fostering learners' cultural awareness?
2. To what degree does the cultural content of online/digital materials designed for ELT support the promotion of learners' cultural awareness?

Although the discovery of teachers' perspectives on the cultural content of the materials in use in ESOL provision in Ireland and the examination of the cultural content of the most frequently used materials were attempted to be addressed in this study, research on the learners' perspectives on the cultural content and the appropriateness and effectiveness of the materials could help to better understand the research problem outlined in Section 1.1. This is of particular importance since ESOL learners face diverse challenges outside the classroom, and their needs include not only the acquisition of the language, but also preparation for higher education, employment, and integration in Ireland (as was outlined in Sections 1.2 and 1.3) and suitable materials should meet these needs. The following questions addressing Irish ESOL learners' needs could be formulated:

1. To what degree do ESOL materials in use support learners in learning about cultures?

2. To what degree does the cultural content in materials in use support ESOL learners' successful participation in Irish society?

As the expertise and the vision of Irish ESOL teachers are proved to be 'the most important resources for effective ESOL practice' (Kett 2018: 40), teacher education lies at the heart of successful ESOL provision. Besides the exploration of learners' needs, it could be useful to investigate into Irish ESOL teachers' needs as regards their professional development. Questions to explore teachers' views on training regarding teaching about cultures could include the following:

1. What are teachers' perspectives on teaching about cultures?
2. What suggestions do teachers have for improving training on the promotion of learners' cultural awareness?

It must be noted, that the lack of both pre- and in-service ESOL teacher training in Ireland is still a burning issue (Mishan 2019; Kett 2018) and also in the UK (Mishan 2019) as was indicated in Chapter 1; however, there are indications of positive steps forward (Mishan 2019) – of which the present study endeavours to be part of, and to which this study attempts to contribute.

7.5 CONCLUSION

This study is the result of the researcher's professional curiosity about what teaching materials are in use in ESOL provision in Ireland and what cultural content they offer for fostering learners' cultural awareness. This curiosity was aroused from the challenges that the researcher himself met in language classrooms in Ireland as a teacher in the pulpit and a language learner at the school desk. The present study is also a result of the researcher's desire to contribute to the development of appropriate and effective language learning materials for use in an Irish context, which was fully supported by his supervisors. The present study has reconfirmed that there is an urgent need for scholars to explore current practices and activities in ESOL classrooms regarding the fostering of learners' cultural awareness as a crucial element contributing to the development of their intercultural competence. This need is specifically pressing due to rapid changes in society, and in the extremely challenging times in the first half of the twenty-first century. This call is intended to go out to scholars, teachers, materials analysers, materials developers, and ESOL providers not only in the Irish ESOL provision but also in any ESOL provision worldwide suggesting that *we exchange information* as regards the analysis of the cultural content in the materials, *we talk* about our perspectives on the integration of culture into language learning materials, and *we compare* our views on the approaches towards the development of learners' intercultural competence.

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