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SOCIOLINGUISTICS

The role of language identity in the English language textbooks for primary school education in Sarajevo, Bosnia and Herzegovina

Uloga jezičnog identiteta u udžbenicima engleskog jezika za osnovnu školu na području Sarajeva, Bosna i Hercegovina

Final paper

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ABSTRACT

This study is set out with the aim of investigating the extent to which young learners' English language textbooks promote and reflect teaching about identity. In particular, it was an attempt to assess whether the selected textbooks encourage development of learners' own social identities and to which extent this development affects SLA. Accordingly, two English language textbooks which are currently taught in primary schools in Sarajevo, Bosnia and Herzegovina have been analysed. In order to find out whether the selected textbooks promote learning about students' own identity, this study analyses the contents of the textbooks that promote various social and cultural aspects of students' own home culture. The analysis has shown that the selected textbooks do comprise material related to learners' own culture, encouraging the development of learners' own identities. Moreover, it was indicated that through language learning, the students do learn both about their own native culture and target language culture.

Besides the textbooks analysis, the current study also examines questionnaire responses given by primary school English language teachers. This study reveals the attitude of teachers towards the concept of identity being taught at schools as well as their opinion about the importance of identity for SLA. In both cases, the teachers who participated in the study have expressed a positive attitude. Namely, they believe that students should be taught about identity at schools and they also suggest that the development of one's identity can in many respects contribute to SLA. This study also accounts for teachers' attitude towards the importance of learning about cultures and target language culture stressing a considerable significance of intercultural communication for SLA but also for the development of learners' skills and competences relevant to this process.

Keywords: identity, second language acquisition, young learners, teachers' attitude, culturality

APSTRAKT

Ovaj rad za cilj ima analizirati udžbenike engleskog jezika za osnovnu školu kako bi se istražilo u kojoj mjeri udžbenici stranog jezika stimuliraju podučavanje i učenje o identitetu učenika. Tačnije, analizom će se pokazati da li sadržaj udžbenika podstiče razvoj socijalnog identiteta kod učenika, te da li i kako socijalni identitet može uticati na usvajanje stranog jezika. Za svrhe ovog istraživanja, analizirali smo dva udžbenika engleskog jezika koja se trenutno koriste u osnovnim školama na području Sarajeva, Bosna i Hercegovina. Udžbenici su analizirani na način da se u njima ispitivao sadržaj koji podstiče podučavanje i učenje o vlastitoj kulturi učenika u cilju razvijanja njihovih socijalnih identiteta. Istraživanje je pokazalo da je takav sadržaj zastupljen u udžbenicima, odnosno da pored učenja o kulturi naroda čiji jezik uče, učenici u sklopu nastave engleskog jezika uče i o svojoj kulturi.

Nakon analize udžbenika, ovaj rad istražuje i stavove nastavnika o važnosti i značaju razvoja identiteta kod učenika. Rezultati istraživanja potvrđuju pozitivan stav nastavnika o mogućnostima razvoja socijalnog identiteta učenika kroz nastavu i o doprinosu takvog razvoja usvajanju stranog jezika. U ovom istraživanju, nastavnici su također izrazili svoje mišljenje o važnosti interkulturalne komunikacije za razvoj kompetencija i vještina učenika.

Ključne riječi: identitet, socijalni identitet, usvajanje stranog jezika, rano učenje, stav nastavnika, kulturalnost

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1. INTRODUCTION

Recently, there has been a wealth of research that explores identity in language education. Multiple studies that have appeared lately are a testament to the fact that the concept of identity has become a central issue in the fields of applied linguistics, second language acquisition (SLA) and language teaching in order to bring sociological and cultural dimensions of language learning into focus. Of particular interest is the number of graduate student theses and dissertations that have been written on the topic of identity, suggesting that emerging researchers will continue this trajectory of research in the future. Similarly, the present study focuses on the role of identity in second language acquisition, or, the development of language learners' identity within classroom settings. Similar research, discussing the same phenomenon from slightly different perspectives, has already been carried out by a great number of researchers. Thus, the work of Sumaryono and Ortiz (2004) focuses on the idea of preserving the Cultural Identity of the English language learner. Also, Gomez Labaton (2011) argues about identity construction of the students in an EFL university classroom. Similarly, Tarhan and Balban (2014) try to account for the relationship between learners' motivation, identity and language learning. Sa'd and Hatam (2017) discuss the role of a foreign language learning and identity reconstruction in learners' understanding of the self, the other and power.

Consequently, the abovementioned studies together with this research paper, rely on poststructural theories (i.e. Duff, 2002; McKay and Wong, 1996; Miller, 2003; Norton, 1995: 2000; Simon-Maeda, 2004; Piller, 2001; Pavlenko and Blackledge, 2004; Pavlenko, 2001) describing the identity as a dynamic phenomenon constructed both through individual's interaction with his/her social environment and through language as a means of self-representation. The same theories discuss the role of identity elaborating SLA theories such as motivational, investment, power theories in relation to identity development. Besides the theories that explore the relationship between identity and language learning, this study also focuses on the sociolinguistic perspective on language and identity. Therefore, the first section in this paper is the section which comprises of a great number of theories regarding language and identity. Considering the complexity of this topic, this section is divided into two parts. The first part provides an insight into sociolinguistic ideas and theories proposed by John Edwards (2009), MyKinlay and MyVittie (2008), Wardhaugh (2006), (Stockwell, 2002), discussing the

relationship between identity and language. It also points to the role of language in identity construction, revealing the aspects of identity which can be represented by language.

On the other hand, the second part of the theoretical background section illustrates the importance of identity for language learning through examination of SLA theories such as motivational theories which suggest that learning a foreign language requires learning about the target language culture as a motivation to learn the target language; or acculturation theories which account for the individual willingness to learn about the target language culture. These theories go together with the accompanying process of development of learners' cultural competence described as *the ability to think, feel, and act in ways that acknowledge, respect, and build on ethnic, [socio-] cultural, and linguistic diversity.* (Lynch & Hanson, 2004, p. 43), and the process of developing social identities constructed through individual's relationship and association with his/her wider social world (Norton, 1995). In other words, cultural competence teaches us how to accept something that is different.

Consequently, relying on the theories of identity and SLA, the purpose of this study is to show what happens to an individual's social identity (the study uses the term 'identity' and 'social identity' interchangeably to refer to an individual's identity constructed in relation to his/her social environment) in the process of second language acquisition. Moreover, this study reveals how an individual's social identity reacts when in the process of SLA an individual meets with various cultural aspects of the target language culture and other cultures. Furthermore, the purpose of the study is to investigate whether acculturation, or meeting between cultures, represents a threat to an individual's social identity and his/her acquisition of a second language, or it really facilitates both of them.

Additionally, in order to achieve the above mentioned purposes, two studies have been conducted: investigation of English language textbooks and English teachers' attitudes towards the role of identity in second language acquisitions. These studies are aimed at responding to the following research question:

1. To what extent do language learners learn about the target language culture and cultures in general and to what extent do they learn about their own home culture in their language classrooms?

The present study tries to answer this research question by investigating English language textbooks for primary school. An investigation of textbooks, in particular young learners' textbooks, is essential, because textbooks are the most essential resources used by teachers in language classrooms; moreover, textbooks play an important role in conveying curriculum objectives to students through the help of teachers. By answering this question, the study points to the cultures students learn about, separately identifying the textbook activities in relation to the culture of Bosnia and Herzegovina and the activities related to the cultures around the world. The purpose of the investigation of the textbooks is to reveal whether language learning stimulates students' association with their own culture in order to facilitate development of their social identities.

Similarly, the research reveals teachers' attitudes towards the role of identity in second language acquisition. Teachers' attitudes and opinions will be discussed in relation to the following research questions:

2. Does student's learning about his/her own culture (association with his/her social environment) facilitates the construction and development of student's social identities?

3. Do students' social identities encourage or hinder the process of SLA?

4. Does learning about different cultures contribute to SLA?

There are four research questions which will try to achieve the purposes of this study primarily by focusing on teachers' opinions about the role of identity in language learning classrooms; the possibilities of constructing and strengthening learner's social identities in language learning classrooms through the promotion of learners' own culture; the importance of learning about cultural diversity in second language acquisition.

Finally, learning processes take place at school and in the classroom. All the things that happen in the classroom are strongly related to the experiences that individuals live every day: the way they relate to others, the way they communicate and the way they perceive and are perceived by others. Teachers are active participants who have a direct influence on students' choices and decisions related to the way they learn a second language, which, depending on the context and students' interests and motivations, might or might not represent a meaningful step in their process of education. Considering these arguments, it is really important not only to include teachers into contemporary studies on identity, but to seriously inspect their attitude and behaviour towards identity issues.

2. THEORETICAL BACKGROUND

This theoretical framework is structured to present and challenge a number of theories and definitions regarding the topic of language identity. Therefore, this research starts with a discussion on language. The theoretical part of this study suggests what kind of relationship can exist between language and identity firstly focusing on division between personal and social identity in general, and later elaborating on the representation of our identities by language within broader cultural and social framework, especially focusing on our ethnic, national, gender and religious identities. Also, the second part of the theoretical study presents SLA theories which explain how our social identities influence second language acquisition, suggesting whether our complex social identities support or prevent second language learning and why. So, the theoretical study is approached from sociolinguistic and language learning perspectives.

2.1 Language

Since many have argued that language is the most important distinguishing characteristic of our species, it seems that any study of identity must include some consideration of language. Edwards' definition of language includes in it a reference to society. Since society represents any group of people gathered together for certain purposes, a language is what the members of any particular society speak. (Edwards, 2009, p. 53) Additionally, the language we speak shapes our identity and it forms an important part of our own individual sense of who we are. When we utter words, phrases and sentences, we produce language which, at the same time, both affects and forms part of our own identity. Therefore, our language does not only speak for us, but it also tells about us. (Edwards, 2009)

Hence, how we present ourselves through language, or by language, has considerable impact upon the ways in which others will respond to us in an immediate context. This is how we become creators of our own, as MyKinlay and MyVittie (2008) call it, conversational identity taken up when we engage into communication and interaction with other individuals or groups. Conversational identities can reflect immediate identities of the speaker and listener. Conversational identities can both identify a personal identity of an individual and point to any social identity within an individual social and cultural framework. Therefore, conversational identity illustrates the power of language as a social construct. (MyKinlay & McVittie, 2008, p. 23-25)

In addition, to explain how it is even possible for language to have this power to represent each individual at some deeper levels, we have to account for the difference between symbolic and communicative aspects of language. Accordingly, the symbolic aspect of language is the reason why our language becomes our identity marker. Edwards points out that the symbolic aspect is superior to the communicative one. To illustrate the difference between symbolic and communicative aspects of language, Edwards suggests that foreigners who have learnt language for a particular purpose, use the language as an instrumental tool, which means only for communication, while some deeper, symbolic aspects of language remain unknown to them. (Edwards, 2009, p. 55-57) The symbolic value of any particular foreign language or its historical and cultural association is not of the same significance for a foreigner as they are for those who are native speakers. The fact that any person can learn any language does not mean that they have full appreciation of that culture's literature or capacity for deeper interpretation of its language. (Edwards, 2009, p.55-57)

Finally, to explain this process in which our language represents us in many respects, we need to adequately describe the dependence between two seemingly independent entities, identity and language, primarily focusing on the idea of possessing more than only one identity and capacity of language to be a marker of every single one of them.

2.2 Language and Identity

As we have already mentioned, language is communicative intent to link the individuals to others, but it does not only function as a 'meeting point' between speakers, moreover, it is considered to be a profound indicator of identity. As Wardhaugh suggests, it is a more potent indicator than any *cultural artifacts such as dress, food choices, and table manners.* (Wardhaugh, 2006, p. 6). In this section, we will try to explain why our language is given this importance and why we seek for our identity to be represented and evident.

A speaker's variations in language, dialects and accents reveal their memberships to particular speech communities. Moreover, if we try to the expand linguistic focus, we get to know more about the speaker's jargon, style or register. (Edwards, 2009, p. 21) Similarly, association to the particular group is seen as a confirmation of our identity. The membership in and identification with any particular speech community or community in general is of significant importance because it intensifies our sense of belonging. The reason why we give so

much importance to our social belongingness is that having an identity has become a matter of prestige and glory. Therefore, people find a sense of identity and solidarity through using a particular language. Accordingly, the idea of having your own national language unifies individuals and groups and strengthens their notion of togetherness. No matter if it symbolizes social, ethnic, regional or religious identity, it gathers people within larger community separating and distinguishing them from other groups. (Wardhaugh, 2006) Furthermore, to be different from others means to have your own identity and independence that accounts for social autonomy and self-sufficiency. These can be achieved through language that represents both a proof of any independent existence and a very efficient weapon in a struggle for social dominance and power. (Wardhaugh, 2006)

To summarize, the role of our language is to represent our identity. Representation of identity is invaluable since it confirms our independence and self-sufficiency and it has become a matter of prestige. Moreover, by the term identity, we usually mean the identity which is composed of many other identities created under influence of our social environment. For that reason, the next section deals with the types of identities each individual possesses. We start with probably the two most conflicting identities of human integrity, personal and social identity, and continue our argument further elaborating on the latter.

2.3 Personal and Social Identity

Even though identity accounts for the tiniest characteristics, feelings or beliefs of an individual, it should not be viewed as singular, fixed, and intrinsic to the individual. As John Edwards points out, *identity is at the heart of the person, and the group, and the connective tissue that links them.* It seems that our identity has two very important roles; at an individual level it represents us, but it also represents individuals and groups we are associated with. Edward's definition suggests that identity is viewed as socially constituted, a reflexive product of the social, historical and political contexts of an individual's lived experiences. Hence, our identity is a manifestation of everything we are part of in any particular social context.

However, besides completely dominant and clear social roles of our identity, individual's identity has its own inner uniqueness. Therefore, Edwards argues that *the elements of individual identity are not unique but, rather, are drawn from some common social pool; there is uniqueness at the level of personality, to be sure, but it comes about through the particular*

*combinations and weightings of those broadly shared elements. On the other hand, the social store in which these elements are found is an assembly of personalities. (*Edwards, 2009, p. 2) So, our identity is not entirely socially dependent. What makes it unique and personal is our authentic combination of all those social roles we adopt throughout our lives. Our social role and identity starts with our membership in a range of social groups into which we are born such as gender, social class, religion, and race and continues with our support of many other widely spread ideologies we choose on our own.

Thus, the uniqueness of our personal identity is achieved through combination of our social identities which usually significantly influence our way of thinking, living and coexisting. Consequently, social influence on our identity remains inevitable. This means that personal identity is hardly ever originally and genuinely ours. But its uniqueness is still a matter of choice. Even though they seem to be conflicting, social and personal identities are hardly being described without bringing them into connection with one another. However, in the next section, the focus will be on our social identities whereby we go on to discuss how our language reveals the integral parts of our identity such as nationality, gender, religion.

2.4 Language identity within social and cultural framework

To understand the process by which our identity is constantly being shaped and reshaped under numerous influences coming from our social environment, we need to inspect different types of social identities we usually encounter ourselves in. These identities are usually communicated and interpreted through language, the most important means of our communication. Therefore, in this section we focus on what our language tells about our ethnicity, nationality, religion, gender or social class.

The idea that no one understands and appreciates our language better than we do, encourages our patriotic and protective sentiments about our language.
Language association with our national history, tradition and culture further stimulates the development of our national identities. According to psychologists Andrew McKinlay and Chris McVittie national identity allows us to see ourselves as belonging to a particular society within the social world. National identity accounts for the connection between space that is occupied and individuals who occupy it. Moreover, national identity rests upon feelings of shared heritage and things that have been generally forgotten.

Additionally, to answer the question who we are, we usually have to say where we are from or where we live. It seems that the place where we live in, call it our ethnicity, encourages our national identity. Even though ethnicity and nationalism are obviously not identical phenomena, nationalism implies ethnic connectivities. Also, both share that sense of 'peoplehood' and 'groupness'. Most believe that nationalism, broadly understood as a political principle, comes as a result of ethnicity and describe it as 'self-aware' ethnicity, ethnicity expanded by a desire for self-government and independence.   (Edwards, 2009, p. 153-158) Consequently, national identity comes as a confirmation of our ethnicity and encourages the idea of shared ancestry. This transition from ethnicity to nationalism must have included some linguistic aspects. Edwards argues that language is important but he also points out that *the possession, promotion and continuation of the 'original' or ancestral variety is not a necessary pillar of ethnonationalist sentiment.* (Edwards, 2009, p. 211) Pillar or not, language and rhetoric have always been an instrument used to strengthen nationalism, national loyalty, and the belief in unity and autonomy. Moreover, our language is capable of communicating information regarding our ethnicity or nationality. Additionally, an important role in this communication is given to our dialects and accents. Therefore, people do not want to be confused about the language they speak since the relationship between language and ethnicity may prove to be of considerable importance in nation-building. However, in case we do not understand people's concerns and uncertainty regarding the language they speak, we should remind ourselves that having an identity, which means being sure that you speak a proper language not a dialect of some language, or even that you can properly name language you speak, has always been a matter of prestige. (Wardhaugh, 2006, p. 27-30)

Together with ethnicity and nationalism, religion is considered to be another symbol of our identity. Some believe that language and religion have been the two most important markers of ethnonational identity, suggesting that religion has always been the only accredited representative of identity. (Safran, 2005) This basically means that, our religious affiliation together with language we speak reveals the place of our origin.

Edwards argues that the spread of religion has always been accompanied by the spread of language. As a means of communication, language has always been considered as an effective tool to spread and promote ideas and ideologies including religious ones. Our religious identity, which is constructed through different religious beliefs and convictions, routes our understanding

of the world around us. Religion is probably one of the most powerful if not central parts of our identity.

Nowadays, one of the most controversial topics around the world is definitely the topic of gender. Differences between sexes are hardly a matter of dispute. There is a deeply rooted belief about how men and women behave and are supposed to behave. Accordingly, there has been a huge interest in the question whether men and women speak the same language. Wardhaugh suggests that some differences may result from different socialization practices. Therefore, differences in voice may be the results of the expectation about what both men and women should sound like in public. The quality of their voice may depend on their professions and social status. Besides that, women's speech is usually being described as gossip-laden, less profane and trivial. Wardhaugh does not support these judgments describing women's speech, claiming that we lack evidence for them. (Wardhaugh, 1998, p. 317)

Similarly, another characteristic of women's language is super politeness which includes less swearing, tag phrases that make women's speech less formal. It is also believed that men and women behave differently in a conversation. Men tend to dominate and speak more and explain things to women while women use to support and ask questions and use more backchannel noise. On the other hand, women raise their intonation to make a firm statement because they are less confident than men. (Stockwell, 2002)

It is important to say that all these differences are expected and normal as long as we understand them as sex differences rather than gender differences. Gender is determined as a social construction, while sex accounts for biological characteristics of both women and men. (Edwards, 2009, p. 127)

Finally, our role in a society we live in is in many respects determined by our gender. The fact is that more and more people emphasise their gender as one of the integral parts of their identity and integrity. Being a man or a woman can in many ways affect all the previously mentioned social identities, changing even the language we use whenever we employ any of the abovementioned identities.

To sum up, as much as you might believe that your nationality, gender, or religion is irrelevant, they affect how others perceive you. In fact, they even affect how you perceive yourself. We all have many aspects to our identities that we do not even realize we have. Every action we take every word we say, no matter how seemingly trivial, can have meaning to others,

which is why it is critical to be thoughtful about shaping our identities. Even though we cannot choose some aspects of our identity, still we can shape them the way we want them to be.

2.5 The role of identity in second language acquisition

2.5.1 Identity construction in the classroom

After focusing on language identity and what it stands for, we continue our discussion in a slightly different tone, trying to assume what happens with our identity while in process of second language acquisition. In this section, we will try to describe whether our identity supports or prevents second language acquisition and in what way.

Learning a foreign language has become a must in this globalized world which acknowledges the importance of how knowing a different language implies knowing a different culture. Despite the increasing use of technology, which facilitates language learning in many ways, it can be argued that the main place and source of learning is still the classroom. Consequently, the language classroom requires interactions that promote meaningful communication in the target language. Moreover, this interaction engages students into the processes of interpretations and reflection on new concepts about language and culture, deepening their experience and understanding of the target language. (Tsui, 1995, p. 81) Consequently, many authors stress the relationship between second language interaction and identity construction. Therefore, according to Wenger (1998), identity is constructed through interaction and in relationship with others. Similarly, Aneta Pavlenko and Adrian Blackledge's (2003) in their study called Negotiation of Identities in Multilingual Contexts, state that an identity is constantly being constructed through communicative interaction, suggesting that an identity is a narrative which emerges through language. (Norton, 2013) In other words, individuals' identity is shaped by their relationship with others and represented through languages. By extension, every time language learners speak, read or write the target language, they are not only exchanging information but organizing a sense of who they are and how they relate to the social world. (Norton, 2013)

Apparently, the relationship between individuals and their society, especially their membership to various social groups, has a significant role in the construction of a social identity. Norton (1995) argues that a social identity is constructed through the relationship

between the individual and the larger social world. Moreover, relationship is mediated through institutions such as schools, workplaces, and families among others. Similarly, Luke (1996) argues that students have multiple social identities that help them take different positions in every day interactions. Therefore, the positions they hold account for the diversity of their identity. Therefore, individuals' social identities are the reflection of the relationship they have with their society, especially their sense of belonging to the particular social groups. Additionally, these social identities account for individuals' differences in attitude.

Also, when it comes to second language learning, the role of teachers in this process is of considerable significance, since the classroom, undoubtedly, is the main scenario for this process of identity construction as language learners, Apparently, teachers are those who should stimulate students' identity negotiation, identifying the individual identity differences and prompting the interaction through which the students would be able to communicate their identities. Similarly, Norton argues that teachers should take great care to offer learners multiple identity positions from which to engage in the language practices of the classroom, the school and the community. Additionally, she suggests that teachers should not limit students' access to language learning and their access to different identities. (Norton, 2013, p. 17) It seems that teaching practices can in many respects influence students' willingness to express themselves and the efforts they make in order to learn any foreign language.

In addition to teachers' prominent role in second language acquisition, motivational factors can significantly influence the course of second language acquisition.

2.5.2 Motivational theory

The study of motivation in second language acquisition has its origins in the 1970s, when Gardner and Lambert proposed that the various sources of learner motivation could be divided into two main categories of orientation: integrative and instrumental. Thus, when learners study a foreign language for some functional reasons, they employ their instrumental motivation. This means that learners are motivated to study a foreign language in order to get a better job or pass an examination. (Ellis, 1997, p. 75) Accordingly, these learners focus primarily on communicative aspects of the language, which means that their language learning goal is to be able to communicate information. The symbolic value of language is not so important for

foreigners and they do not attempt to identify themselves with the culture of the people whose language they are studying.

On the other hand, some learners choose to learn a particular foreign language because they are interested in the culture of the native speakers. Those are the learners with integrative motivation who learn a foreign language for some social purposes, they usually learn it because they want to become accepted members of that community. (Yule, 1996, p. 192) Moreover, these learners associate themselves with social identities of the native speakers. Accordingly, adoption of some features of the foreign language stimulates our learning of that foreign language. It seems that foreign language learning partly transforms our identity in a way that we get socially influenced both by our own culture and the culture we have chosen to associate ourselves with.

However, not all learners have positive attitudes toward the second language community. This can be attributed to social distance factors that account for the lack of interest in foreign cultures and lack of need for communication and interaction. (Ellis, 1997, p. 92) Consequently, high social distance is frequently the reason why some learners fail to acculturate to the target-language group. (Ellis, 1997, p. 40) Ellis argued that in Schumann's (1978) acculturation model argued that the degree to which a learner acculturates to the TL group would determine the extent to which he/she acquires the second language. (Ellis, 1997) In order to define acculturation theory, we have to refer to social and psychological scientists who theorized about this topic throughout most of the 20th century.

2.5.3 Acculturation theory

In general, most of the acculturation definition of this period revolved around the idea of acculturation as a dynamic process of adaptation to new conditions, also suggesting that acculturation is the result of the contact between different cultures. Still, different authors offered different dimensions to the definition of acculturation theory, expanding it or elaborating specific features of this theory.

In 1914, Robert Park, a famous social scientist, studied what happens to people from different cultures and languages when they come into contact with one another. Park relied on a three-stage model proposed by the Chicago school of sociology. This model promoted three stages which include contact, accommodation and assimilation, focusing on contact between people from different cultures as necessary for accommodation that minimizes chances for

conflict and maximises those for assimilation. (Padilla & Perez, 2003, p. 36) In 1936, this model was expanded by Redfield, Linton, and Herskovits, who made a reference to acculturation in explaining accommodation processes. They state that *acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups.* (Redfield, Linton & Herskovits, 1936, p. 149-150) These authors were clear about the importance of *continuous first-hand contact*, i.e. continuous direct contact between members of different cultures that subsequently changes the original cultural patterns of either or both groups. Also, they suggest three results of acculturation. The first result is seen in acceptance of greater portion of another culture, including both the acceptance of behaviour patterns and the inner values of the culture, and the loss of most of the older cultural heritage. The authors suggest adaptation as the second result of acculturation process, where both original and foreign characteristics are combined to produce functional cultural unity. Redfield, Linton, and Herskovits state that oppression or reaction against acculturation can be seen as a third result of their acculturation theory. Consequently, the reason for this kind of reaction is a feeling of interiority or need for prestige. (Redfield, Linton & Herskovits, 1936, p. 152)

Several decades later, another group of scientists expanded Redfield, Linton, and Herskovits' acculturation model offering a psychological dimension to the process of acculturation. The scientists tried to account for how particular identity factors and individual characteristics besides cultural traits, can contribute to how individuals accommodate when they come into contact with each other. Teske and Nelson (1974) in their research called Acculturation and assimilation: A clarification, suggest that besides external changes assimilation comprises a subjective or internal change. According to their definition, the external changes account for *the manifest changes which lead to similarity of appearances and actions*, while internal changes suggest an individual's psychological and identity changes that contribute to the process of assimilation. (Teske & Nelson, 1974, p. 360) In other words, what Teske and Nelson suggest is that assimilation involves changes in an individual's set of values. They argue that change in values or acceptance of values is not necessary for acculturation to occur but it has a considerable significance through assimilation process, which requires identification with and positive attitude towards the values of the group we are trying to assimilate with. Additionally, in

their study, Teske and Nelson treat acculturation and assimilation as separate processes trying to point out their differences and similarities. (Teske & Nelson, 1974)

Therefore, they insist that both acculturation and assimilation are a group or an individual process, not a result, which require direct contact between two cultures or subcultures. According to Teske and Nelson the most significant difference between these two is exactly the abovementioned change in values required in assimilation case, suggesting that the acculturation process does not require change in values. Finally, they argue that even though both acculturation and assimilation processes happen independently, acculturation is a necessary condition for assimilation to happen. (Teske & Nelson, 1974)

It seems that acculturation does not require change in values, indicating by its definitions that different values could be adapted and modified rather than changed in order to be accepted. Consequently, acculturation is therefore a meeting point between two cultures which does not require loss of any cultural heritage. Therefore, this idea could really be important for the development of one's identity. Seemingly, when we talk about values then we have to make a reference to identities since one's identity comprises the unique sets of values, or characteristics, as we have previously noted in this study. Therefore, we may conclude that acculturation is not an impediment to one's identity development. In other words, the acceptance of different values should not been seen as a threat to our own cultural values. Moreover, in his study of acculturation and adaptation, Berry (1980) states that individuals have a choice in terms of how far they are willing to go in the acculturation process. In other words, individuals make their own decisions whether to learn a foreign language or not, whether to learn about different cultures and inner cultural values and to which extent to acculturate and why. However, there are certain individual differences and nuances which may affect acculturation processes and an individual's willingness to acculturate.

Therefore, in his acculturation model, Padilla (1980, 1987) focuses on an individual's cultural awareness as one of the important aspects which can affect the course of acculturation. According to this model, cultural awareness stands for the knowledge of the cultures an individual shows. This knowledge includes such things as proficiency of the languages of each culture, knowledge of significant historical events, understanding of artistic forms of the cultures, standards of behaviour and sets of values. The more knowledge of the cultures an individual shows, the more acculturated he is considered to be. The knowledge of the cultures is

undoubtedly important for the acculturation process but knowing about the cultures does not imply the logical and natural acceptance of different cultural norms. Moreover, two individuals can have a great knowledge of one another's culture but without any motivation and willingness to acculturate and meet their own values.

There are a variety of factors that influence the different ways in which people acculturate. These include adherence to certain religious beliefs, gender, personality characteristics, language, power relationship etc. However, major theories rarely take into consideration individual differences that facilitate or delay acculturation. We lack an insight into why people choose one culture over the other. Moreover, it should be explained why people from the same educational, familial, socioeconomic, religious, ethnic backgrounds differ in their competence and willingness to acculturate.(Padilla & Perez, 2003) Whether to acculturate or not, can be a very personal thing, a matter that goes beyond any instrumental or integrative motives. Moreover, Padilla and Perez (2003) state that the choice to acculturate may also be related to personality characteristics such as assertiveness, extraversion, or sociability. However, acculturation is more complicated and not merely an outcome of two cultural groups being in contact with each other as earlier models hold. Therefore, we have to account for two processes involved in acculturation process and relevant to our study of identity.

2.5.2 Cultural Competence and Social Identity

Relating to the already mentioned definition which illustrates acculturation as a dynamic process, we should account for the processes which go hand in hand with it. Moreover, the theories we are going to explain next can be seen as the preconditions for acculturation that at the same time support it and retard it.

We have previously mentioned that it is a matter of choice whether or to which extent to acculturate. Seemingly, in order to acculturate you have to be willing to do that, but it takes effort to do that. Moreover, even though you really have motivation and feel readiness to meet different cultures, it may happen that you do not know how to do it. The explanation for this case we find in something that is called cultural competence. Cultural competence refers to the learned ability to function in a culture in a manner that is corresponding with the values, customs, beliefs, language of the majority of the members of the culture. (Padilla & Perez, 2003) Moreover, living according to some different regulations becomes completely normal and

natural. Being culturally competent suggests that an individual has learnt how to accept and live diversity. Similarly, according to Lynch and Hanson (2004) an individual is culturally competent when he/she has —*the ability to think, feel, and act in ways that acknowledge, respect, and build on ethnic, [socio-] cultural, and linguistic diversity.* (p. 43) Moreover, Peterson (2004) argues that cultural competence is not something that can be achieved immediately but something that is in the constant process of development. He then proposes aiming for cultural intelligence as it represents the higher goal. Peterson (2004) defines cultural intelligence as *the ability to engage in a set of behaviors that uses skills (i.e., language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts.* (p. 89) Therefore, cultural competence is something that should really be taught in the forms of raising awareness that being different does not mean being wrong. The extent to which an individual accepts what is different and engages in a set of qualities such as tolerance and flexibility and the extent, to which he/she is taught how to properly do that, can have a considerable effect on the acculturation process.

The social identity theory (Tajfel & Turner, 1986), stresses that an individual's larger societal units affect individual behaviour. In other words, an individual's association with different groups, organizations and cultures influences individual identity that is usually represented through an individual's behaviour. (Padilla & Perez, 2003, p. 42-43) Previously, we have mentioned that our identity is complex. Similarly, the social identity theory states that people think not as individuals but as members of certain social groups. Therefore, an individual's behaviour is in many respects the illustration of their membership to various social groups upon which individuals are dependent. It seems that the association to various social groups represented through our social identities can affect the process of acculturation and SLA. Therefore, we have to account for how this actually happens.

Brewer holds that having a social identity meets two significantly important human needs, the need for inclusion and the one for differentiation. (Brewer, 1991) In other words, humans have to meet their need to belong to certain social groups and be social while remaining different from different groups. Having a social identity (e.g., ethnic, religious, or national) satisfies individuals' simultaneous needs for inclusion and differentiation. In other words, we need to simultaneously fill the need to belong to a social group while maintaining our distinctiveness from another group. In this way, we are motivated to identify with social groups

with which we feel kinship and to separate from groups of which we do not feel a part and from which we strive to remain detached through the manifestation of distinctiveness. However, the idea of promoting an individual's own difference from others in order to be appreciated by an individual's own social environment may hinder the processes of acculturation and acquisition of a second language. The promotion of cultural differences does not contribute to the acculturation process; it does not allow the meeting of two cultures and exchange of cultural values. Apparently, in this case second language acquisition is directly hindered since the acculturation process represents a significant motivational factor in acquiring a second language.

Moreover, an individual's need for differentiation contributes to his/her maintenance of a positive self-concept. Social identity theorists state that the social identity theory revolves around the idea of maintaining a positive self-concept that is usually dependent on group identification. (Operario & Fiske, 1999) Operario and Fiske (1999) state that the maintenance of a positive self-concept can lead to the conflict or rivalry between different social groups and identities, since an individual's positive self-concept depends on their constant association with their social groups while disregarding other social groups. In other words, the more individuals associate themselves with their social groups, the less learning about diversity takes place because the development of the positive picture about themselves becomes the goal of their association with the social world around them.

Apparently, there is another example of how our social identities can influence the course of second language acquisition. Edwards argues that the learners show a high level of proficiency when supported and motivated by their social environment to accepts native-speakers norms. However, when they get no stimulus and choose to remain loyal to their social groups rejecting any foreign influence (because any foreign influence as Edwards states, threatens the stability of your identity), less learning takes place. (Ellis, 1997, p. 38-39) Apparently, less learning takes place when an individual's positive self-concept is endangered, which is a sign of the unstable association with his/her association with his/her society. In other words, an individual does not want to associate with any foreign culture because it represents a potential danger for his social identities. For this reason, they choose to remain loyal to their social groups and to satisfy their need for inclusion. However, since acculturation is a process which does not require an individual to abandon his/her cultural heritage and values, there should be another effective tool to convince individuals that this will not happen. Consequently, cultural

competence does not only teach us to accept diversity but how to accept it. Apparently, individuals' social identities encourage their association with various social groups. Similarly, through the development of cultural competence individuals do not only learn about the aspects in which the cultures differ but they also learn how to accept those difference. Moreover, an individual's need to be different does not require him/her to totally disregard what is different. Cultural competence stimulates the acculturation process, which contributes to the process of second language acquisition in a way that it raises the awareness that learning and accepting different cultures, rituals, and languages does not mean giving up one's own.

In conclusion, the development of cultural competence encourages an individual's understanding of the acculturation process as a process which does not endanger the existence of their own identity. Through the development of cultural competence, an individual realises that in order to acculturate he/she does not have to give in his/her own social identities, betraying the membership to various social groups he/she is in association with. The development of cultural competence does not only strengthen our perception of different cultures but it also strengthens our own identity following the idea that learning about the cultures encourages one's appreciation not only of foreign cultures but of one's own culture as well. Consequently, the development of one's cultural competence seems to be necessary, since too rigid concepts of social identities may prove to be destructive to the process of second language acquisition. Cultural competence gives the necessary dimension which completely transforms the aims of an individual's social identity. Therefore, an individual's social identity turns its focus from the association with his/her social world to appreciation of other social groups and identities as a means of strengthening the uniqueness of one's own social identity.

Finally, following the arguments and theories accounting for the role of identity in second language acquisition, this study is oriented towards the development of students' social identity in second language classrooms. Through the analysis of the English language textbooks used in primary schools in Bosnia and Herzegovina and teachers' attitude towards the importance of identity development for the process of second language acquisition, the study points to the relevance of learning about one's own and other people's cultures for the identity development, acculturation processes and second language acquisition.

3. RESEARCH

This study reveals the results of two types of research conducted. The first research is the analysis of the English language textbooks used in primary schools in Bosnia and Herzegovina, which compares the activities related to the culture of Bosnia and Herzegovina with those that promote various other cultures around the world. Methodology, results and discussion on this research results are presented first. Then comes the analysis of the second research.

The second research reveals teachers' behaviour towards: 1. The importance of identity for the process of second language acquisition; 2. The content found in the selected textbooks which either facilitates the process of the development of social identity or acculturation process; 3. The relevance of social identities and acculturation for the process of second language acquisition.

3.1 English language textbooks

3.1.1 Materials

For the purpose of this study, two textbooks for young learners were selected and examined in order to check whether their contents include the material relevant to the development of students' identity, i.e. material related to the language, history or any other cultural aspect of Bosnia and Herzegovina. The textbooks are part of the series of books entitled *Challenges* (*Challenges Students' Book 1, Challenges Students' Book 2*) written by Michael Harris, David Mower, Anna Sikorzynska and Asmir Mešić. Students' Books were examined only.

The selected textbooks are currently used for teaching English in primary schools in Sarajevo, Bosnia and Herzegovina. These textbooks are approved by the Federal Ministry of Education and Science of Bosnia and Herzegovina.

The units in the two analyzed textbooks entail the four skills (listening, speaking, reading and writing) as well as grammar, vocabulary, and pronunciation activities and practices.

The textbooks are published by Pearson ELT. The rationale for selecting these young learners' textbooks was that they had not been studied in the previous research studies despite being widely taught in primary schools in Bosnia and Herzegovina.

3.1.2 Participants

Even though the students were not directly involved in this study, the textbooks which are examined are taught at primary schools to sixth and seventh graders. The students who use the selected textbooks are usually 11 and 12 years old.

3.1.3 Procedures

The selected textbooks were carefully examined in order to illustrate whether their contents include material related to learners' mother tongue, cultural history or any other aspect associated with learners' culture. In other words, this study illustrates first to which extent the culture of Bosnia and Herzegovina is being represented by the analysed textbooks through exploring diverse cultures, following the theory that the association with one's social world influences the development of one's own social identity, and, second, to which extent children learn about different cultures in order to develop their cultural competence and strengthen the process of second language acquisition through the acculturation process.

In the quantitative part of the study, all the textbooks were examined in search of the identified activities. Therefore, any activity (no matter whether it is an activity related to the four skills, pronunciation, vocabulary or grammar) oriented towards a specific cultural issue in relation to Bosnia and Herzegovina or its language, was treated as one example of an activity aiming at exploring and strengthening learners' own social identity. The number of the identified activities found in each module of the textbooks is presented using tables. There are thirteen modules in each textbook. The textbooks will be analysed one by one, starting with *Challenges Students' Book 1*, and continuing with *Challenges Students' Book 2.*

At the qualitative stage of the study, the activities related to any particular cultural issue and to any particular culture throughout the world, were analysed and examined in order to account for cultural diversity being represented in these textbooks, but also, in order to discuss whether interculturality encourages learners' understanding of the different cultural identities around the world. The exact number of the activities related to different cultures around the world is not given. Instead, its frequency of appearance in each module is compared to the number of the activities related to learner's own culture.

3.1.4 Results

The results of young learners' textbooks analysis in terms of the number of activities related to learners' own culture contributing to the development of learners' identities are shown in the following table, with the description and analysis of other activities related to teaching about the cultures around the world following it.

Table 1 The activities related to learners' culture found in the English language textbook for the sixth grade (Distribution by modules)

Challenges **Students' Book 1** **English language textbook for 6th grade**	
Module	**Activities related to learner's culture**
Get Ready	
1. The Challenge	
2. Exercise	Across Cultures 1. Project: Your country: Who are the top players in your country? Is your national team good?
3. Risk	
4. Out and About	
5. The Weather	
6. Expeditions	1. Across Cultures: Portfolio Project: Make a poster about living in your country
7. Television	
8. Helping	
9. Teams	
10. Fun	1. Across Cultures: Project: Make a poster about a festival in your country
11. My life	Everyday life: 1. Reading activity related to everyday life of the teenagers living in Bosnia and Herzegovina 2. My free time: Reading activity about how children in Bosnia and Herzegovina spend their free time

	This module includes authentic illustrations of children who live in Bosnia and Herzegovina and illustrations of some places in Bosnia and Herzegovina that learners could be familiar with, e.g. Olympic Stadium Koševo
12. Yesterday, Today, Tomorrow	Family: Reading activities and a set of exercises which accompany them: 1. Read the text about a Bosnian family and answer the questions 2. Read the text about Amir's grandfather This module includes some illustrations of a Bosnian family and Bosnian neighbourhoods
13. My country	This module is structured to tell more about culture of Bosnia and Herzegovina. It includes units such as Amazing nature around us, illustrating nature in Bosnia and Herzegovina; this unit includes: 1. Reading activities which include reading of the postcards coming from B&H 2. Writing postcards about holiday in a beautiful place in B&H. Unit: Famous people in Bosnia and Herzegovina provides us with information about famous authors, artists, singers, sports persons, mainly through reading activities. It includes: 1. Reading Corner activity

Table 1 displays that the content of six out of thirteen modules includes the activities related to the culture of Bosnia and Herzegovina. Table 1 suggests that there are ten activities which directly relate to the culture of Bosnia and Herzegovina. The most common activity used to refer to learners' home culture is reading activity. Seven modules in this textbook do not promote a single activity or exercise in connection to learners' own language, history or culture. Nevertheless, these modules do promote activities focusing on cultural diversity around the world. Therefore, the activities which are going to be analysed and described next, are the activities which promote the cultures around the world but without referring to learners' own culture.

Firstly, the textbook consists of five *Across Cultures* section. Each *Across Cultures* section comprises activities and a set of exercises that promote various aspects of the cultures or societies around the world. These five *Across Cultures* sections in this textbook are about: 1.

National sports, 2. Education systems around the world, 3. Life in the UK, 4. Civil rights, 5. New Year Celebrations.

Table 1.1 illustrates the activities found in each of the five *Across Cultures* sections.

Table 1.1

Across Cultures 1	Across Cultures 2	Across Cultures 3	Across Cultures 4	Across Cultures 5
1. Reading activity: Read about national sport	1. Reading + 2. Listening activity Read and Listen about the school days of people coming from Cameroon, Mexico, and Australia. 3. Project: Your ideal school day	1. Reading activity: Welcome to the UK; 2. Listening activity: Helena is a British girl from Manchester but now she lives in Spain. Listen to the interview	1. Reading activity: Read the UNICEF leaflet 2. Listening activity: listen to interviews with three students who work for charity organisation	Reading activity: New Year Celebrations Listening activity: Descriptions of New Year's Eve in Scotland and Australia

Besides these sections, the activities or exercises promoting different cultures can be found in the modules of *The Challenges* textbook. Therefore, the very first activity in the introductory module *Get Ready* is *Country Quiz* activity which requires students to match countries with the flags. Bosnia and Herzegovina is not listed here and its flag is not illustrated. In the accompanying activity which requires students to make nationality adjectives, the name of learners' home country is not on the list. One of the units in the second module is called *Sport Fashion*, the reading and listening activities of this unit focus on sportspersons from around the world mentioning David Beckham, Maria Sharapova, Ian Thrope. Not a single sportsperson from B&H is mentioned. In Module 4, one of the activities requires students to give and ask for directions following the given map of Birmingham. Module 5 is called *The Weather* and it describes both the weather around England and climate in Antarctica and Asia. Module 7 *Television* presents us with TV programmes, chat shows, and movies that are originally from the UK or US. The unit of Module 9 is called Group of the Century and it tells the story about *The Beatles*. Module 9 called *Fun* provides an insight into the world of famous festivals around the world.

The next analysis will reveal the distribution of activities related to the learners' culture in the English language textbook for the seventh grade.

Table 2

The activities related to learners' culture found in the English language textbook for the seventh grade (Distribution by modules)

Challenges Students' Book 2 English language textbook for 7th grade	
Modules	**Activities related to the learner's culture**
Back to School	
1. Our World	Across Cultures 1. Writing and Speaking activity: Write true and false sentences about your country with adjectives. 2. Project: Look at the brochure about Ireland. Write a brochure about Bosnia and Herzegovina
2. Neighbours	
3. Life Stories	
4. Mysteries	
5. Looks	
6. Holidays	
7. Performers	
8. Technology	
9. Style	Across Cultures 1. Project: Describe an interesting building in your city or town.
10. Winners	

11. Animals	Unit: Wild Animals 1. Reading activity: A trip to Sutjeska National Parkanimals Unit: Living with animals 1. Reading activity: Living with animals in the country near Sarajevo
12. Stay healthy	Unit: Healthy Food 1. Reading activity: Read the recipes of traditional Bosnian food (Begova čorba, Bosanski lonac, Ćevapčići) 2. Writing activity: Write a recipe for the healthiest Bosnian dish ever.
13. My country	Unit: A good time to visit 1. Reading activity: Read the letter about the boy who is going to visit Bosnia and Herzegovina. Unit: Holidays 1. Reading activity about different holidays including holidays that are celebrated in Bosnia and Herzegovina

Table 2 displays that the contents of five out of thirteen modules include the activities related to the culture of Bosnia and Herzegovina. The analysis of these five modules shows that there are nine activities, together with their accompanying exercises, which are related to Bosnian culture in many respects.

Other modules found in this textbook consist of a number of activities in association with the cultures around the world. The activities which aim to familiarise students with various cultures and cultural aspects throughout the world are described next. They do not culturally relate to the learners' own culture.

In the textbook we find five *Across Cultures* sections consisting of reading activities about Ireland; life in the 50s in the UK and the USA; traditional costumes in Scotland, Japan, South America and Nigeria; dances from around the world (Spain, Russia, Ukraine, West Africa, Mali); traditional Irish, Japanese, Native American, Mongolian houses, together with their sets of accompanying exercises in relation to the topics of the reading activities.

Table 2.1 illustrates the activities found in each of the five *Across Cultures* sections.

Table 2.1

Across Cultures 1	Across Cultures 2	Across Cultures 3	Across Cultures 4	Across Cultures 5
1. Reading activity: Read the brochure about Ireland	1. Reading activity: Read text "Born in the UK", "Born in the USA"	1. Reading activity: Read about traditional costumes	1. Reading activity: Dances from around the world	1.Reading activity: Traditional houses

Besides these *Across Cultures* sections which depict different aspects of cultures worldwide, there are also activities which promote intercultural understanding, found in a separate module of this textbook. The first module *Our World* starts with the *London Quiz* activity checking the students' knowledge regarding London and its history. This activity is followed by a reading and listening activity about London neighbourhoods and Londoners found in module 2. The *Life Stories* module provides us with reading activity focusing on the life of a famous American actress Nicole Kidman and another reading activity which focuses on the life story of a French actor Henri Charriere. This module comprises a set of activities requiring a comparison between states such as Canada, Australia, and America. The Module *Mysteries* tell us a story of a Scottish boy and his missing dog. This module also comprises of reading activities and various exercises based on the stories written by an English author Agatha Christie. The title of module 5 is *Looks,* it provides us with the stories about changes of the faces and fashion through the ages and around the world. The same module talks about *Movie Magic* and offers reading activities about the Hollywood movies such as *Spider-Man*, *The Lord of Rings*, *Buffy*, and *Star Wars*. The accompanying exercises such as *Film Quiz* require the students' knowledge of movies made in the USA (*Independence Day, Star Trek, Titanic, The Lord of the Rings*). The module called *Holidays* suggests winter holidays in British Columbia, Manitoba, Finland, China and Sweden through reading activities.

As we can see from the analysis of the textbook contents, there are many intercultural topics focusing on tradition, rituals, history, language and customs of the cultures around the world. The results of the quantitative and qualitative analysis of the English language textbooks suggest that the number of the activities focusing on the cultures around the world overcomes the number

of the activities which are related to the learners' own culture only. The *Challenges Students'* *Book* 1 consists of ten activities that, through its reading, listening or speaking tasks promote the learner's own culture. These activities are found only in six different modules while the *Students' Book* 2 comprises nine activities in relation to the culture of Bosnia and Herzegovina, found in five different modules. Considering the fact that both textbooks consist of *Across* *Cultures* sections which include at least one activity whose content is related to the cultures around the world, we may conclude the number of the activities found in these *Across Cultures* sections together with the number of similar activities found in at least four identified modules of each textbook evidently overcomes the number of those activities which promote the learner's own culture.

3.1.5 Discussion

Since textbooks play a mediator role in conveying the curriculum objectives to students, the analysis of the textbooks seems to be essential. According to the social identity theory, social identities are constructed through an individual's association with the social world around him/her. Following this theory, while investigating and analysing the content of two selected textbooks the focus was on the activities whose content promoted the topics in relation to the learner's own culture, society, language, or any other topic that might be in association with the student's own social world.

Therefore, the purpose of the textbooks study is to show whether and to what extent the selected textbooks promote the contents related to the various aspects of students' own culture. Consequently, as indicated in the results section, both English language textbooks comprise topics describing the culture of Bosnia and Herzegovina. Therefore, despite the fact that these textbooks are foreign language textbooks, they still promote the contents related to the students' home culture.

On the other hand, the study also reveals that these textbooks consist of a great number of topics which are oriented towards the learning about different cultures. Apparently, the textbooks promote the learners' own culture in order to help them learn about themselves and develop their identity but they also help them learn about cultures around the world, stimulating their intercultural communication. Similarly, there are topics about the target language culture which

definitely can contribute to the acculturation process accounting for learners' motivation to learn a foreign language.

Therefore, this study answers the first research question revealing that these textbooks comprise the activities that have contents related to the students' own culture but the textbooks also include contents that promote various cultures around the world. Also, the study reveals that the culture of Bosnia of Herzegovina is not the most promoted culture in the selected textbooks, instead, these textbooks promote the concept of different cultures around the world more than they promote the culture of Bosnia and Herzegovina alone. Still, we may conclude that the students can occasionally learn about their own culture following the English language textbooks and frequently learn about the cultural differences around the world.

Unfortunately, this study does not investigate the Teacher's Book, or guides how to use the Student's Books. These guides might be relevant because they state the ways in which each teaching unit should be approached, describing the activities and the procedures by which the activities should be done. Teacher's Books are very helpful to the teachers since they explain step by step how the activities should be done, accounting for the tasks that should be done alongside the given textbook tasks. Unfortunately, we do not know what kind of tasks can be found in the Teacher's Book and whether these tasks can be brought into connection with identity development. However, the reason why this study does not investigate Teacher's Books is that we cannot be sure whether the teachers use the Teachers' Book to plan their lesson or they only follow Students' Books.

Nevertheless, all teachers who participated in this study state that they stimulate their students to compare and contrast between their own culture and other cultures whenever they have a chance to do so. Unfortunately, the amount of work the teachers have to do is not compatible with the number of hours they have to achieve their goal. A lack of time can represent a great obstacle to teaching about the concepts such as identity.

Finally, after the analysis of the English language textbooks, this study focuses on the analysis of the teachers' attitude towards the contents of the selected textbooks, developments of social identity and its role within second language acquisition processes.

3.2 Teacher's questionnaire

3.2.1 Instruments

Questionnaire

A considerable range of areas in second language research employs questionnaires. (Gass & Mackey, 2007) To account for the teachers' attitudes towards the development of learner's identity and contents of the English language textbooks which either stimulate or hinder this development, this study has employed a questionnaire as a means of collecting data, consisting of Likert-type items. The items in question were pointed from 1 (Strongly Disagree), 2 (Disagree), 3 (Either agree or disagree), 4 (Agree) to 5 (Strongly Agree). Seven out of fourteen questions were intended to elicit the teachers' opinion about the identity development in the process of second language learning and acquisition. The remaining seven items were intended to obtain teachers' attitudes towards the contents of the activities found in the English language textbooks which contribute to the identity development and second language acquisition. The questionnaire is anonymous, requiring information about participants' age, gender, year and place of graduation, period of teaching experience and name of the school where they currently teach.

3.2.2 Participants

Teachers

The questionnaire was completed by five English language teachers, including four female and one male teacher of English. All of them teach in public primary schools in Sarajevo, Bosnia and Herzegovina. They are from 31 to 42 years old. Three out of five teachers graduated in Sarajevo (English language degree), the remaining two teachers graduated in Mostar and Zenica, Bosnia and Herzegovina. Their teaching experience ranges from 5 years of teaching English to 19 years of teaching. This study also reveals the year of graduation since it may represent a relevant factor for the topic of this study.

Participants	Gender	Age	Teaching experience	Year and place of graduation	School where they teach
5	4 females	31	7 years	2011,Sarajevo	Primary schools in Sarajevo, Bosnia and Herzegovina
		39	5 years	2010, Zenica	
		42	18 years	2003, Mostar	
		42	19 years	2003,Sarajevo	
	1 male	31	7 years	2012,Sarajevo	

3.2.3 Procedure

Questionnaire result analysis

After collecting the responses to the questionnaire, the analysis of the teachers' responses to it was obtained in the following directions:

1. Firstly, the results reveal teachers' opinion whether:

a) A notion of having an identity can be taught at schools

b) Learners' social identity can be developed and strengthened through learning about learners' own language, history and culture

c) Learning about one's own culture and strengthening one's own identity encourages learning about different cultures and different identities

2. Secondly, the results reveal teachers' opinion whether:

a) The selected English language textbooks promote the material which can facilitate the development of social identity

b) The selected English language textbooks promote the content in relation to the target language contributing to the process of second language acquisition

The next section of this paper reveals the results the teacher's questionnaire findings. The teacher's questionnaires reveal the attitude of the teachers towards the contents of the textbooks, development of the learners' identity and the role of an identity in second language acquisition.

3.2.4 Results

Teachers' Questionnaire

In this section, the results of the teachers' questionnaire are revealed, and are followed by an analysis. The results are illustrated as given below:

Table1

Questionnaire: Teachers' overall opinion regarding concept of identity and both its role in English language textbooks and importance for second language acquisition.

Items	1	2	3	4	5
	N	N	N	N	N
	%	%	%	%	%
1. A notion of having an identity can be taught at schools.			2 (40%)	3 (60%)	
2. Learning about their own language, history and culture strengthens student's own identity.				4 (80%)	1 (20%)

Statement					
3. Development of student's own social identities helps them understand different social identities and cultural diversity.				3 (60%)	2 (40%)
4. Learning about target language culture and identity of the native speakers can help a student's second language learning.				3 (60%)	2 (40%)
5. Student's own identity can be lost if he learns about different cultures and social identities of people coming from different cultures		2 (40%)	3 (60%)		
6. Student's social identities represent an obstacle to a second language learning		5 (100%)			
7. Student's association of his mother tongue with his identity represents an obstacle to second language learning.	1 (20%)	2 (40%)	2 (40%)		
8. The content of these textbooks (activities and exercises) contributes development of student's identity.				3 (60%)	2 (40%)
9. These textbooks promote intercultural communication and development of intercultural competencies.				1 (20%)	4 (80%)
10. These English textbooks lack content relating to the culture of Bosnia and Herzegovina.	2 (40%)	2 (40%)	1 (20%)		
11. These textbooks promote other cultures more than they promote student's own culture.	1 (20%)	1 (20%)		2 (40%)	1 (20%)
12. Learning about one's own culture helps student's understanding of other cultures.				4 (80%)	1 (20%)
13. As an English language teacher, I ask my students to compare and contrast between their own culture and the target language culture.				4 (80%)	1 (20%)

The findings about the teachers' attitude towards the concept of identity and its role in the English language textbooks and second language acquisition are analysed following the classification given in section 3.2.3 above. The first thing that can be noticed is that the teachers' attitude towards the idea of having an identity that can be taught at schools is mainly positive. Apparently, there are no negative answers regarding whether the concept of identity can be taught at schools. Similarly, the teachers' attitude towards learning about one' own culture, history and language in order to develop an individual's identity and understand the cultures around the world, is positive, too. Also, a positive attitude towards the idea that having and strengthening an identity encourages learners' understanding of other identities and cultural diversity, together with the idea that it can facilitate second language acquisition, prevails as well. So, according to these findings, teachers do support the idea that having an identity is an

important factor in second language acquisition since it does not only encourage learning about one's own identity but it also facilitates an idea of learning about the target language culture as an important prerequisite for second language acquisition.

On the other hand, we have to take into consideration the attitude of the teachers regarding the contents of the English language textbooks which they use. Apparently, the teachers either agree or strongly agree with the idea that the English language textbooks they use (*Challenges Students' Books*) promote intercultural communication and contents related to the cultures. Moreover, 60% of them think that other cultures are more present in the textbooks than the learners' own culture, the culture of Bosnia and Herzegovina. However, the teachers' opinion about the question whether the textbooks lack contents related to the culture of Bosnia and Herzegovina and whether the contents found in the textbooks facilitate the development of students' identities are quite vague. While 40% of the teachers agree that the contents of the textbooks facilitate the development of student's identity, 60% of them neither agree nor disagree. Similarly, 40% of the teachers think that the textbooks do not lack the contents related to the culture of Bosnia and Herzegovina while 40% of them neither agree nor disagree.

Consequently, in the following section, we will discuss which factors could be hidden behind these neutral answers of the teachers and what might have contributed to their vague and unclear attitudes. Also, in the following section we will try to discuss the findings bringing them into connection with the already mentioned theories in section 2. Finally, the results of the textbooks analysis together with the results of the teacher's questionnaire analysis will be further elaborated, compared and discussed.

3.2.5 Discussion

A notion of having an identity can be taught at schools

Even though some would say that education does not happen exclusively in schools, classrooms are still the places where most learning takes place. Consequently, teachers are those who have a profound influence on the process of education of their students. As indicated in the results section, the attitude of majority of teachers regarding the possibility of teaching about the concept of identity in schools is positive. Needless to say, without a positive attitude of the teachers towards the issues of identity, especially towards the idea that identity is something that can be taught in schools, any further study and discussion on identity would be useless and purposeless. It is always important to have teachers whose understanding of the teaching concept

goes beyond the idea that teaching is merely a transmission of knowledge from teacher to student. Moreover, having teachers whose attitude towards teaching about the concept of identity in schools is positive means having teachers who are ready to really teach about it and promote its importance. Unfortunately, besides the best intention of teachers, they are not the only ones who make the decision what to teach and how. Moreover, without support of the whole educational system their hands are tied.

Student's learning about his/her own culture facilitates construction and development of student's social identities

The second research question revolves around the idea whether learning about one's own culture facilitates the development of one's own social identity. Moreover, this research question was raised according to the theories about the role of social identity in SLA, primarily focusing on the theory that an individual's social identity is created through his/her association with his/her social world. Therefore, as indicated in the results section, the findings of the teachers' questionnaire show that all teachers agree that learning about students' own culture contributes to the development of students' social identities.

Moreover, their positive attitude towards the social identity development is significantly important, especially because it points to important conclusions. The first conclusion is that teachers are able to detect and differentiate between multiple identities of their students. The second conclusion is that teachers have an ability to identify what affects the development of students' identities, suggesting that teachers are able to follow an identity development.

Finally, this study reveals teachers' opinion about the role of identity in SLA, particularly whether it encourages or hinders the process of SLA. Similarly, this study reveals teachers' attitude towards learning about the target language culture pointing to the contribution of this learning to SLA.

Both development of the student's social identity and learning about target language culture encourage SLA

As indicated in the results section, the teachers neither agree with the statement that students' social identity can be lost if they learn about different cultures or about the target

language cultures nor they agree that students' social identities represent an obstacle to second language learning. According to their responses, social identity does not hinder SLA, instead, developing one's own social identity contributes to his/her understanding of the target language culture and facilitates his/her learning of the second language.

Moreover, teachers' attitude towards learning about the target language culture that stimulates second language learning is positive, too. The teachers agree or strongly agree that learning about the target language culture stimulates learners to learn the target language. Therefore, we can say that the responses on research questions are absolutely positive. Finally, according to teachers' responses, both student's social identity and learning about the target language culture encourage SLA.

It is really encouraging to see the results which point to the positive attitude of the teachers regarding the development of students' identity and its invaluable contribution to second language acquisition. Moreover, having teachers who have a positive attitude towards learning about cultures in general is fulfilling as well. Similarly, no matter whether the final purpose of learning is to acquire a foreign language or not, learning about diversity can have a considerable impact on the development of students' competencies.

As indicated in the result section, the idea of developing one's own identity in order to accept different identities or learning how to appreciate one's own culture in order to be able to appreciate any foreign culture is welcomed by the teachers. Apparently, the development of one's social identity makes an individual capable of understanding both the identities he/she is in cultural association with and those he/she is different from. Through the development of social identity, making it more flexible towards other identities, one is ready to enter the process of acculturation, the process of meeting between two cultures that stimulates second language learning and acquisition.

Finally, we conclude that students learning about their own culture do develop their own social identities, while learning about the target language culture and cultures in general, they develop their competencies to accept what is different. Accepting what is different they learn how to accept the target language culture and acquire the target language.

4. COMPARISON OF TWO PIECES OF RESEARCH

The reason why we compare two different types of research presented in this study, is that besides being different, they have certain elements that can be further examined and compared. Moreover, both studies demonstrate two different types of results and the comparison between them is made through the interpretation of the given results.

The first study focuses on the analysis of the English language textbooks. It reveals that the textbooks contain material related to the culture of Bosnia and Herzegovina that contributes to the social identity development. The second study reveals that the opinion of the teachers about the importance of identity for SLA is mainly positive and it also reveals their opinion regarding the contents of the selected textbooks. Apparently, the results suggesting what kind of opinion teachers have towards the textbooks they use, proved to be very interesting. Actually, it was very interesting to see what the teachers think about the textbooks they use especially because the exact textbooks were analysed through this study.

However, beside the fact that the results of both studies reveal teachers' absolutely positive attitude towards the development of social identity, its importance for SLA as well as the importance of learning about other identities, some of the answers given by the teachers were quite unclear. The teachers were quite uncertain whether the contents of the selected textbooks stimulate the development of students' social identities. Even though this study suggests that these textbooks promote teaching about cultures and learners' own culture, the teachers have mixed opinions whether the contents of the selected textbooks promote the identity development.

According to the results, all teachers agree that the student's social identity is strengthened through learning about his/her culture, but when asked about their opinion on the identity development using the textbooks, they showed slightly ambiguous opinions. Apparently, the majority of the participants (60%) neither agree nor disagree with the statement that these textbooks contribute to the identity development. Similarly, 40% of them are not sure whether the textbooks lack contents related to students' own culture while 40% of them believe that the textbooks do not lack contents related to students' own culture. This represents an interesting phenomenon which tells us that the majority of teachers are not sure whether the textbooks they use can contribute to the development of students' identities.

On the other hand, our study which focuses on the analysis of the textbooks reveals that they comprise modules, activities and exercises related to the culture of Bosnia and Herzegovina.

The results of this analysis suggest that the textbooks promote topics which can definitely contribute to the development of learners' social identities.

However, interestingly, the teachers in our study are not that convinced or sure that the textbooks we have analysed can contribute to the identity development. So, the question might be why the teachers do not have a clear opinion about the contents of the textbooks they use.

It is very difficult to account for the ambiguous answers given by the teachers. However, we can only guess that it might be that the concept of identity development is not very clear to the teachers themselves. The teachers might not be familiar with the core concept and unsure what it stands for and how the textbooks contribute to it. This should be taken seriously. The fact that three out of five teachers are not sure whether the textbooks they use promote identity development can be understood as a lack of knowledge on this topic or even lack of understanding of the contents found in the textbooks or even demonstrate undetermined aims and objectives of both teaching and learning. For these reasons, additional studies regarding this topic should definitely be carried out more frequently.

Unfortunately, this study is limited in scope, and it would be much more relevant if the number of participants was higher. However, in-depth research about identity development should be carried out more. Actually, it would be very desirable to find out what kind of knowledge about a concept of identity teachers possess. Moreover, it would be of considerable significance to find out more about teachers' towards importance, necessity, relevance of identity development. Apparently, this kind of research could in many respects contribute to teaching about the concept itself. Moreover, this kind of research would reveal whether teachers have adequate competencies to teach about a concept of identity or they lack necessary knowledge and skills. Furthermore, teachers should be familiar with the certain concepts before presenting them to students. Actually, in order to teach something they have to be well taught themselves. Therefore, it would be very interesting to see whether teachers are taught about concept of identity, what they know about it and how they teach about it.

We have to say that the teachers who have participated in this research graduated during the last fifteen years. Actually, two teachers graduated in 2003, fifteen years ago, and they are at the same time the most experienced among the teachers. We are not going to evaluate and judge the education system in Bosnia and Herzegovina back in 2003 and compare it to the current system. However, we can only say that the education system is constantly being modified,

frequently following and fitting the dominant ideology and atmosphere in the country. The identity topics could be one of the most sensitive issues back in 2003 considering the fact that only seven years before this year, the war in Bosnia and Herzegovina had been ended. However, it is very encouraging to see that regardless of their place and year of graduation and teaching experience, the positive attitude of the teachers regarding the importance of identity development, diversity and intercultural communication is optimistic. The teachers who graduated in 2003 have expressed the same enthusiasm when it comes to teaching about different identities, comparing and contrasting between cultures, as well as the three teachers who graduated during the last eight years.

Nowadays, students are frequently being taught about tolerance, stereotypes and prejudice. The whole education system is oriented towards the concepts of accepting difference and diversity. Consequently, teachers are in constant process of professional development, informing and educating themselves as well as developing their competencies and skills in order to fit the needs of the newest standards. Fortunately, this research reveals that the teachers who are in their early forties, having almost twenty years of teaching experience, recognise the significance of identity concept. On the other hand, those teachers who are ten years young display the same interest for this issue, too. Finally, the discussion on identity, diversity, interculturality should never be skipped, postponed or ended since we have individuals who are ready and willing to discuss it and make a change.

5. CONCLUSION

Throughout our life we are constantly being taught about the importance of identities for every individual. However, thinking back about our school days, we can barely remember who taught us about identity theories and who taught us what it means to have an identity. One of the aims of this study is definitely to answer whether students learn about their identities and how this concept is being presented to them. Apparently, whenever we try to investigate whether something is being taught in schools, we have to ask teachers for their opinion simply because they have one of the central roles in the education processes.

We have chosen to talk about social identity particularly because social environment has a growing influence on the lives of individuals. Moreover, this study is carried out in Bosnia and Herzegovina, the country with multiethnic population, the country which is the meeting point between various societies, cultures, races and religions. This is what makes both teaching and learning about one's own identity more complicated.

What is encouraging and stimulating is that the results of this study reveal the positive attitude of teachers about teaching identity at schools. Moreover, this study successfully answered the research questions. In order to get answers to our research questions two types of research have been conducted. The first one reveals that students learn about their own culture using their English language textbooks. The second study reveals that this learning (about one's own culture) stimulates the development of students' social identities that contributes to second language acquisition. Similarly, the same study suggests that besides learning about their own culture, students do learn about the target language culture that also contributes to SLA.

These research questions were raised according to the theories we have discussed in the theoretical section. While going through various theories we have concluded that our identity can significantly influence learning and acquisition of second language. For that reason, our prime hypothesis revolves around the idea that the learner's social identity encourages his/her second language acquisition. The hypothesis has successfully been defended considering the responses of the teachers whose answers are probably the most appropriate and relevant to our study. Consequently, teachers have demonstrated a positive opinion about the importance of identity development for SLA. Moreover, they definitely do not consider the learner's identity to be an obstacle to SLA.

In order to answer our research questions and defend our prime hypothesis this study has dealt with many concepts bringing into connection identity development with SLA, while simultaneously reflecting the complex relationship between the two. For this reason, besides examination of identity through learning about one's own social world and the role of social identity for SLA, we have also discussed learning about the target language culture, acculturation and its contribution to SLA. Actually, this study reveals what else can contribute to SLA and whether learning about the target language culture affects it.

Finally, we have to say that the concept of identity is becoming a central research subject of many studies. Fortunately, there is a growing number of studies interested in the role of identity for second language acquisition and language learning in general. This study reveals the attitude of teachers regarding the role of identity for SLA and it also investigates the contents of the textbooks suggesting whether the English language textbook can stimulate the development of social identity. However, besides these analyses, it would be very interesting to analyse the curriculum, or even to account for students' own attitude towards their own identity. This study does analyse the textbooks but it does not reveal whether teachers really teach everything that is found in them. Therefore, it would be very desirable to know whether teachers incorporate teaching about identity in their teaching styles. These are some examples of how the concept of identity could be studied in the future.

This study points to the positive attitude of the teachers in the study regarding identity development and its importance for SLA. However, we still cannot say whether the concept of identity is appropriately approached. No matter to what extent the studies on this issue are being conducted, we still do not know what really happens in the classrooms. The studies should encourage the whole education system to think about the importance of this concept and to try to find the medium to incorporate it in the classrooms. Teaching your students about who they are is probably the best lesson you can give them.

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TEACHER QUESTIONNAIRE

The role of language identity in the English language textbooks for primary school education in Sarajevo, Bosnia and Herzegovina

In this questionnaire I plan to account for teachers' attitude towards development of students' identities through intercultural teaching. Also, this questionnaire reveals attitude of the English language teachers towards the content found in the English language textbooks called Challenges, suggesting whether these textbooks include content relevant to development of students' identities and which effects it has on student's second language learning.

This is an anonymous questionnaire. Please do not put your name on it. We appreciate the time and effort that this takes and thank you for your cooperation and your contribution.

Gender:

Age:

Year and place of graduation:

Teaching experience (how long have you been teaching English):

Name of the school where you currently teach:

Please, read each statement and then decide if you: (1) Strongly Disagree, (2) Disagree, (3) Neither Agree nor Disagree, (4) Agree, or (5) Strongly Agree.

ITEM	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. A notion of having an identity can be taught at schools.					
2. Learning about their own language, history and culture strengthens student's own identity.					
3. Development of student's own social identities helps them understand different social identities and cultural diversity.					
4. Learning about the target language culture and identity of the native speakers can help student's second language learning.					
5. Student's own identity can be lost if he/she learns about different cultures and social identities of people coming from different cultures.					
6. Student's social identities represent an obstacle to second language acquisition (SLA).					
7. Student's association of his/her mother tongue with his identity represents an obstacle to second language acquisition.					
8. Do you use Challenges Students' Books ?	YES	NO			

9. The contents of these textbooks (activities and exercises) contribute development of student's identity.					
10. These textbooks promote intercultural communication and development of intercultural competencies.					
11. These textbooks lack contents related to the culture of Bosnia and Herzegovina.					
12. These textbooks promote other cultures more than they promote student's own culture.					
13. Learning about one's own culture helps student's understanding of other cultures.					
14. As an English language teacher, I ask my students to compare and contrast between their own culture and the target language culture.					