

Global Englishes in Indonesian and International ELT Textbooks: A Comparative GELT Framework Analysis

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ABSTRACT

This study investigates the extent to which Global Englishes principles are represented in Indonesian and international English Language Teaching (ELT) textbooks. Specifically, it compares the Indonesian Curriculum 2013 (K13) English textbook and the Interchange Third Edition using the Global English Language Teaching (GELT) framework to examine representations of people, cultural perspectives, cultural practices, and cultural artefacts. The analysis findings reveal that international ELT textbooks are beginning to reflect the global use of English by incorporating a wider range of English varieties and cultural contexts. In contrast, features of Global Englishes are only partially incorporated into Indonesian ELT textbooks, which largely adhere to traditional native-speaker norms. The study underscores crucial research gaps and emphasizes the urgent need for comprehensive comparative analyses of textbook content, pedagogical approaches, and teacher training in Indonesian and international contexts. It also advocates for empirical research into how exposure to global Englishes influences students' perceptions and outcomes. The study highlights the necessity for more inclusive and effective ELT materials that prepare students for international communication. The findings contribute to the growing literature on Global Englishes by demonstrating how centralized national curricula may constrain textbook representation of linguistic diversity. In practical terms, the study provides recommendations for textbook developers, curriculum designers, and teacher educators seeking to incorporate Global Englishes into ELT materials.

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1. INTRODUCTION

Growing research within the Global English paradigm showcases the changing sociolinguistic landscape of English as it has spread worldwide. In this respect, Rose and Galloway (2019) define a

Global English-driven approach that influences policy, curriculum, pedagogy, and assessment. This approach places greater emphasis on providing teachers and students with more exposure and engagement in authentic social interactions that showcase the diversity of English as a global lingua franca. It also places more value on students' multilingualism and orients students toward reappropriating native-speaker norms.

Global English is an inclusive term that recognizes the varieties of English from World Englishes (WE), as well as the diversity and fluidity of English use from the English as a Lingua Franca (ELF) paradigm (Crawford, 2021; Fang, 2017; Jenkins, 2014). Most English speakers today have acquired the language alongside their existing linguistic repertoire, which has had a significant impact on the Language Itself. Thus, English is no longer only spoken as a first language by those born into a 'native' English-speaking country, such as the United States or the United Kingdom, or a 'foreign' language acquired to communicate primarily with the 'native' English speaker. Previous research Galloway and Rose (2018); Rose and Galloway (2019) has shown that English is used worldwide and, as such, has been appropriated by its speakers in diverse ways. Consequently, both students' needs and the goals of English Language Teaching (ELT) have changed. World Englishes, ELF, and Translanguaging research, in particular Baker (2021) and Canagarajah (2011) showcase how communication can be successful without conforming to so-called 'native English-speaking norms' and highlight a mismatch between what is taught in the ELT classroom and how the language is actually used.

The rise of English as a global language has changed how the language is taught and learned. More recently, Galloway and Rose (2018) have proposed that English should be taught and learned as a global language to communicate with non-native speakers from the Outer or Expanding Circles. However, achieving change is no easy task, and barriers to incorporating a Global Englishes perspective into ELT have been identified (Rose & Galloway, 2019b). One of these is the lack of suitable materials that provide authentic language samples in global contexts. This is problematic, given the key role that ELT materials play in the learning and teaching process.

Global English in ELT textbooks is a groundbreaking attempt to unite discussions on the pedagogical implications for researchers and teachers. The need to explore the ELT textbooks in line with global Englishes has become increasingly recognized. It is furthermore essential for EFL textbooks to provide models of effective interaction in English as a global language, to raise students' awareness of linguistic and cultural diversity, and to develop their ability to negotiate multilingual or translingual practices (Fang, Yuan, Xu, & Wang, 2022). Despite such calls, EFL textbooks in many educational contexts have relied on the Inner Circle model for setting language and cultural standards, as studies of the language used in ELT materials show (Abdul and Jalalian, 2020; Fang et al., 2022; Hu & McKay, 2012; Jack, 2014). Prior research examined an evaluation of Interlanguage English textbooks for Senior High School students (Ramadhana et al., 2019), the multimodal resources used in five EFL textbooks approved by South Korea (Joo et al., 2020), an analysis of the cultural context (Abdul and Jalalian, 2020), and the presentation of 21st Century Skills through ELT Textbooks (Ait, 2016). Another study by Widodo and Setyono (2019) conducted a critical micro-semiotic analysis of the values depicted in the Indonesian Ministry of National Education-endorsed secondary school English Textbook.

Textbooks are considered a vital resource in English Language Teaching (ELT), and their role in a language course should be carefully planned and closely monitored. Since they provide much of the input to their lessons, teachers should be involved in choosing the textbooks. In English language teaching (ELT) contexts, language textbooks play an important role in mediating students' language learning inside and outside the classroom (Setyono & Widodo, 2019). In many schools, a textbook should reflect the curriculum being applied. Compatibility of the philosophical foundations of the curriculum and the textbook is needed to achieve the educational goal (Megawati et al., 2020; Pulungan et al., 2024). Therefore, textbooks raise two important issues: the authenticity of the language they contain and the representation of the content they provide (Richards, 2014). A systematic analysis of Indonesian ELT textbooks compared to international standards is needed. This includes evaluating the types of artefacts, the contexts in which they are presented, and their relevance to Global Englishes.

This study addresses these gaps by conducting a comparative analysis of the Indonesian Curriculum 2013 (K13) English textbook and the Interchange Third Edition using the Global English Language Teaching (GELT) framework developed by Galloway and Rose (2018) and operationalized by Syrbe and Rose (2018). Unlike previous studies that primarily examined linguistic or cultural representations independently, this research integrates analyses of representations of people, cultural perspectives, cultural practices, and cultural artefacts to evaluate the overall Global Englishes orientation of both textbooks. By comparing locally developed and internationally published instructional materials within a single analytical framework, this study contributes to a deeper understanding of how textbook design reflects competing ideologies of English language teaching.

The findings are expected to contribute both theoretically and practically. Theoretically, the study extends the GELT framework to a context characterized by centralized curriculum governance, illustrating how national education policy influences textbook representations of Global Englishes. In practical terms, the findings provide evidence-based recommendations for textbook writers, curriculum developers, teacher educators, and English teachers seeking to develop instructional materials that better reflect the multilingual and intercultural realities of contemporary English use. Therefore, the following research question serves as the basis for this study: 1) To what extent do the Indonesian Curriculum 2013 (K13) English textbook and the Interchange Third Edition reflect the principles of Global Englishes? and 2) How are representations of people, cultural perspectives, cultural practices, and cultural artefacts constructed in the two textbooks from a Global English Language Teaching (GELT) perspective.

2. METHODS

Research Design

To address the purpose and research question above, this study employed a qualitative comparative content analysis to examine the extent to which Global Englishes principles are represented in Indonesian and international English Language Teaching (ELT) textbooks. Qualitative content analysis is particularly appropriate for investigating both explicit and implicit meanings embedded in textual and visual materials because it enables researchers to systematically interpret linguistic and semiotic representations (Hsieh & Shannon, 2005; Neuendorf, 2019). Given that ELT textbooks consist of written texts, illustrations, photographs, dialogues, and learning activities, this approach facilitates a comprehensive examination of how English language users, cultures, and communicative practices are represented.

Specifically, the study adopted a directed qualitative content analysis approach. In directed content analysis, coding categories are derived from an existing theoretical framework rather than emerging solely from the data (Hsieh & Shannon, 2005). Accordingly, the Global Englishes Language Teaching (GELT) framework developed by Galloway and Rose (2018) and operationalized by Syrbe and Rose (2018) served as the analytical framework guiding the coding and interpretation of textbook content. Using an established framework ensured conceptual consistency while allowing the analysis to identify the extent to which textbook representations aligned with Global Englishes principles.

As a comparative qualitative study, this research examined two textbooks representing different educational and publishing contexts: a nationally produced Indonesian textbook developed under the centralized Curriculum 2013 (K13) and an internationally published ELT textbook. Comparing these two instructional materials enabled a systematic exploration of similarities and differences in their representations of English users, cultures, communicative practices, and language ideologies.

Corpus and Data Sources

The corpus comprised two English language textbooks widely used in Indonesian educational settings:

1. Bahasa Inggris untuk SMA/MA Kelas XII (Curriculum 2013 Revised Edition), published by the Ministry of Education and Culture of Indonesia (Widiati et al., 2018); and
2. Interchange Third Edition, published by Cambridge University Press (Richards et al., 2013).

The Indonesian textbook consists of 12 chapters designed to support the implementation of the 2013 National Curriculum for senior high schools. As a government-endorsed textbook, it represents the official pedagogical orientation promoted in Indonesian public education. The international textbook, Interchange Third Edition, consists of sixteen instructional units and has been extensively adopted in universities, private language institutions, and English courses in Indonesia. Although a newer edition (Interchange Fifth Edition) is currently available, the Third Edition was deliberately selected because it was one of the most widely used international ELT textbooks during the period when the Curriculum 2013 textbook was introduced and widely used. Furthermore, numerous previous textbook evaluation studies (e.g., Meihami & Khanlarzadeh, 2015; Tajeddin & Pakzadian, 2020) have analyzed the Third Edition, allowing meaningful comparison with existing scholarship.

The unit of analysis included all written texts, dialogues, reading passages, listening scripts, learning activities, illustrations, photographs, and other visual representations contained in every chapter or unit of both textbooks. Analyzing the complete corpus ensured that the evaluation reflected each textbook's overall orientation rather than isolated examples.

Analytical Framework

The analysis was guided by the Global Englishes Language Teaching (GELT) framework proposed by Galloway and Rose (2018) and subsequently operationalized for textbook evaluation by Syrbe and Rose (2018). The framework conceptualizes English as a global means of communication rather than the exclusive property of native speakers and therefore evaluates whether educational materials reflect multilingual and multicultural realities. Building upon this framework, the present study examined four analytical dimensions:

1. Representations of people, referring to how English users are portrayed in terms of nationality, linguistic background, and ownership of English;
2. Cultural perspectives, referring to the values, beliefs, and viewpoints represented within texts and visual materials;
3. Cultural practices, referring to communicative activities, everyday interactions, and language use presented throughout the textbooks; and
4. Cultural artefacts, referring to material culture such as places, food, clothing, monuments, artworks, and other culturally significant objects depicted in textual or visual forms.

These four dimensions collectively provided a comprehensive evaluation of each textbook's orientation toward Global Englishes. Thus, the textbooks were evaluated as falling on a spectrum ranging from an EFL-oriented ideology (the tone end) to a Global English ideology, as shown in Table 1.

Table 1. Framework for textbook analysis used in the study (Syrbe & Rose, 2018)

	EFL-Oriented Ideology	Global Englishes-oriented Ideology
Who are positioned as the owners of English?	Native speakers, with an emphasis on the inner circle use	Native and non-native speakers, with emphasis on global use
Who are the target interlocutors in the materials?	Native English Speakers	Native English Speakers and Non-Native English Speakers
What models and norms of English are presented in the book and audio materials?	Inner circle Native Englishes; English as standard and static	World Englishes, English as diverse and flexible
How is culture depicted in the materials?	As fixed inner circle cultures	As a fluid, global culture

Data Analysis Procedures

The analysis followed five systematic stages.

Stage 1: Familiarization

Both textbooks were read repeatedly to obtain a comprehensive understanding of their overall structure, pedagogical organization, and recurring themes. During this stage, all textual and visual materials potentially related to Global Englishes were identified.

Stage 2: Coding

The researchers coded every relevant textual and visual element according to the four analytical categories derived from the GELT framework. Coding included written passages, dialogues, photographs, illustrations, classroom activities, and cultural references.

Each representation of human characters was classified according to Kachru's (1985) Three Circles model whenever sufficient contextual information was available. Information such as names, nationality, accompanying descriptions, communicative context, and cultural references informed the classification.

Stage 3: Comparative Analysis

After coding each textbook independently, comparisons were conducted across the two textbooks to identify similarities and differences regarding the representation of English users, cultural diversity, communicative practices, and language ideologies.

Stage 4: Interpretation

The coded data were interpreted through the theoretical lens of Global Englishes Language Teaching. Rather than merely reporting frequencies, the analysis examined how textbook representations reflected broader assumptions about ownership of English, target interlocutors, cultural diversity, and multilingual communication.

Stage 5: Synthesis

Finally, findings from all four analytical dimensions were synthesized to evaluate each textbook's overall Global Englishes orientation and to answer the research questions.

3. FINDINGS AND DISCUSSION

This study examined the extent to which the Indonesian *Bahasa Inggris* textbook (Curriculum 2013/K13) and the internationally published *Interchange Third Edition* represent the principles of Global Englishes using the Global Englishes Language Teaching (GELT) framework. The analysis focused on

four dimensions: (1) representations of people, (2) cultural perspectives, (3) cultural practices, and (4) cultural artefacts. Rather than merely identifying the presence of these elements, the analysis explored how they collectively construct specific ideologies of English-language use and shape learners' perceptions of English users, cultures, and communicative practices.

The Representation of People in the Textbooks

This step relied on the people's visual representation and information about the character provided in the written text. Following this, each instance was categorized according to Kachru's model (Schreier et al., 2019). Furthermore, the character's role in the social practice is represented in the image. This analysis focused on the individual human character within an image as the primary unit of study. The analysis of the eleven (11) chapters of the Indonesian textbook identifies forty-eight (48) images and thirty-two (32) pictures with human or human-like characters. Out of fifty-two (52) visual representations of human characters, thirty-five (35) portrayed characters (all adults), such as a teacher in a school environment, students in a classroom, a teenager, a doctor, a policeman, or a singer, in chapters 1 and 12. The vast majority of the images represented communicative events or interactions between characters. Representations of nationality or linguistic identity were not always explicitly stated in the textbooks. In such cases, coding decisions were based on multiple semiotic indicators, including character names, accompanying verbal descriptions, clothing, physical appearance, cultural symbols, communicative settings, and contextual information presented within the lesson.

The analysis of the sixteen (16) units of the Interchange textbook identified one hundred twenty-three (123) images and one hundred and twelve (112) pictures with human or human-like characters. The representation of the people model of Global Englishes reveals that the researchers of Interchange, 3rd edition, have attempted to include a variety of nationalities. The researcher focuses on the representation of the people in the textbooks and how both English textbooks provide EFL students with opportunities to enhance their Global English knowledge and awareness. The results of the research must be supported by sufficient data. The research results and the discovery must answer the research questions stated in the introduction.

Table 2 below compares the representation of characters and nationalities in two English-language textbooks: the Indonesian Curriculum 2013 (K13) English textbook and the international textbook Interchange Series, Third Edition. The dominance of Indonesian characters in the K13 textbook reflects its intended audience. As a nationally produced textbook, it is designed primarily for Indonesian students who learn English as a foreign language. Therefore, the inclusion of familiar names, social relationships, and cultural settings can make the learning materials easier for students to understand. Characters such as Beni, Zahra, Raisa, Nyoman, and Mr. Lukman represent names and identities that Indonesian students are likely to recognize. These representations closely correspond to the sociolinguistic reality of Indonesia, where English functions primarily as a foreign language acquired through formal education rather than in everyday communication. Consequently, the textbook successfully establishes local relevance by enabling learners to identify with characters who share similar linguistic and cultural backgrounds.

Table 2. Character's Nationalities

Curriculum – 13 (K13) English textbook (Indonesian Textbook)			Interchange Series Third Edition (International Textbook)		
Nationality	Character	Chapter & Page	Nationality	Character	Unit & Page
Indonesian	dr Nahda, Fafa (EFL)	Chapter 1, p. 4	American	Chris (L1), Kim (L1)	Unit 1, p. 2
Unclear Nationality Indonesian	Stranger, Tania (EFL)	Chapter 1, p. 5	American	Andrea (L1), James (L1), Mr Johnson (L1)	Unit 1, p. 4
Indonesian	Dhea, Riza (EFL)	Chapter 1, p. 5	American	Tracy (L1), Mark (L1)	Unit 2, p.11
Asian	Hamada, Diana (EFL)	Chapter 1, p. 6	South American, American	Carlos (L2), Paul (L1), and Julia (L1)	Unit 2, p. 12
Indonesian	Zahra, Raisa (EFL)	Chapter 1, p. 9	Asian, American	Ming-gu (L2), Jana (L1)	Unit 3, p. 16
Indonesian	Beni, Alex (EFL)	Chapter 2, p. 20	Germany, American	Marta (L1), Karen (L1)	Unit 5, p. 33
Indonesian	Mr Lukman, Nyoman (EFL)	Chapter 2, p. 25	Korean, American	Won Gyu (L2), Kelly (L1)	Unit 8, p. 52
Indonesian	Joko, Edwin (EFL)	Chapter 2, p. 25	Asian American	Mayumi (L2) Ben (L1)	Unit 12, p. 80
Indonesian	Dela, Emi (EFL)	Chapter 2, p. 25	Asian Latin America American	Shao-Fang, Mariela (L2) Paul, Jack (L1)	Unit 16, p. 106

However, the majority of EFL users are Indonesian, which limits students' access to a wide range of English-speaking groups globally from a Global Englishes perspective. The textbook contains a small number of foreign or unidentified characters; however, they are rarely encountered and typically occur on the outskirts of conversations rather than at the center. Additionally, English is frequently depicted as a language used exclusively by native speakers, rather than as one shared by individuals from various cultural backgrounds. This perspective reinforces the conventional notion that the Inner Circle is the primary audience for English speakers and that effective communication necessitates conversing with native English speakers.

In contrast, Interchange Series, Third Edition, contains a wider range of national and regional identities. The characters include Americans, South Americans, Asians, Koreans, Germans, and Latin Americans. Examples include Carlos, who is categorized as South American; Ming-gu and Mayumi, who are categorized as Asian; Won Gyu, who is Korean; Marta, who is associated with Germany; Mariela, who is Latin American; and Shao-Fang, who is Asian. This range suggests that Interchange seeks to represent English as a language of international communication rather than as one restricted to a single national community. Nevertheless, the international representation in *Interchange* remains strongly centered on American characters. Chris, Kim, Andrea, James, Mr. Johnson, Tracy, Mark, Paul, Julia, Jana, Karen, Kelly, Ben, Jack, and another character named Paul are identified as American. Therefore, although the textbook introduces culturally diverse speakers, American English and American identities remain the main reference point. This is understandable because *Interchange* is an international English textbook that largely follows American English conventions. However, it also

suggests that the cultural diversity presented in the textbook operates within an American-centered linguistic framework.

The language status of the characters in *Interchange* also differs from that of the K13 characters. American characters are marked as L1 users, meaning that English is their first or native language. Characters from other national or regional backgrounds, such as Carlos, Ming-gu, Won Gyu, Mayumi, Shao-Fang, and Mariela, are generally classified as L2 users. L2 refers to individuals who use English as an additional or second language. The textbook consequently facilitates interactions between native and non-native English speakers. This mixture of L1 and L2 characters can help learners observe English being used for intercultural communication. For example, Carlos, an L2 speaker from South America, interacts with Paul and Julia, who are American L1 speakers. Similarly, Ming-gu, an Asian L2 speaker, is presented alongside Jana, an American L1 speaker. Won Gyu, a Korean L2 speaker, appears with Kelly, an American L1 speaker. Such combinations illustrate communicative situations in which people from different linguistic and cultural backgrounds use English to communicate with one another.

The 13 (K13) English textbook, *Bahasa Inggris*, provided by the Government of Indonesia, presents English as the language of the inner circle, with some references to outer-circle speakers (foreign characters). However, it is undoubtedly the language owned by native speakers. One example of non-native speakers' use of English was directed toward native speakers as the target interlocutors. Thus, such findings do not accurately reflect the use of English as a global language or as a language used across Kachru's three circles, with global ownership (e.g., stranger and Tania, Indonesian Text), as shown in Figure 1.



Figure 1. Unclear Inner Circle (*Bahasa Inggris*, Chapter 1, P.5)

Moreover, the *Interchange* textbook makes a clear effort to position English as a global language in its coverage of some outer-circle contexts of English usage. Not all images in the textbooks can represent nationality, characters, and identity. If a participant's name or nationality was not mentioned in the images or text, physical characteristics (e.g., skin color, hair, facial features) and cultural traits (e.g., traditional costumes, iconic buildings) could be considered. When these indicators did not provide sufficient evidence to determine whether a character represented an Inner, Outer, or Expanding Circle context, the character was classified as "Unclear Inner" or "Unclear Outer." These categories were introduced to avoid forcing ambiguous representations into predefined classifications and to maintain analytical transparency. Such cases were revisited throughout the coding process to ensure consistency across the corpus.

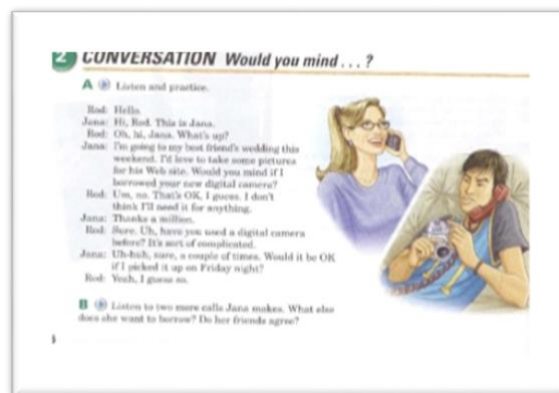


Figure 2. Unclear Inner Clear (Interchange, unit 3, page 16)

The analysis also highlights an important implication for the GELT framework. While previous textbook evaluations have focused primarily on the numerical diversity of represented nationalities (Syrbe & Rose, 2018), the present findings suggest that diversity alone does not necessarily indicate a Global Englishes orientation. Rather, it is equally important to examine the communicative relationships among characters and the roles assigned to different English users. A textbook may include speakers from multiple countries while still privileging Inner Circle norms if multilingual speakers consistently communicate through native-speaker interlocutors. This finding extends the GELT framework by demonstrating that representations of interactional roles should complement analyses of nationality and linguistic background, particularly in contexts such as Indonesia, where national curriculum policies continue to emphasize standardized English models.

The Portrait of Cultural Perspectives

This section focuses on the portrayal of cultural perspectives in the Curriculum-13 (K13) English textbook, Bahasa Inggris, and the Interchange Series, Third Edition. The analysis of the Curriculum 13 (K13) English textbook, Bahasa Inggris, revealed that cultural content of the sociological sense refers to the way of life in the target community, such as six things to do if you visit Seattle (C.1, p.17), and reading caption (C.3, p.33). This content was considered part of the inner circle. Carefully examine the example of visual and performing arts related to traditional Javanese dancing (www.omahjoglo.com, C.1, p. 14). (www.japantoday.com, C.9, p. 119), online school registration (The Jakarta Post, C.6, p. 84), and Let's Make a Better World for all (statistic.tempo.co, C. 11, p. 149) were considered as outer/expanding circle. The category of 'others' pertained to content mainly related to phenomena or knowledge in natural science, such as its garbage in and artworks out (C.7, p. 93) provided in the Curriculum – 13 (K13) English textbook, Bahasa Inggris. The following example, taken from Chapters 3 and 5, focusing on the development of students' speaking skills, demonstrates communication-oriented content. The text helps students improve their communication skills and promotes intercultural competence by discussing how to create captions and news articles. By comparing their ideas and discussing news from different parts of the world, students gain insight into other cultures and their own.

Most theories propose that the first aspect to consider when developing a good textbook is designing an attractive cover, meaning the cover is full color and includes appropriate pictures or photographs to attract the reader (Soori et al., 2011). Researchers of Indonesian textbooks create the first impression on their potential readers with the book cover. The English language is mainly used with interlocutors who are fix to a particular country. The Bahasa Inggris textbook reflects that English is the primary language of the United States (US), the United Kingdom, and Australia. At the same time, Europe (France and the Netherlands) is part of the outer circle. This means that many Asian teachers still view their own varieties through the lens of British or American English and perceive them as

substandard, deficient, and inferior. Moreover, it is an impression still fostered by the examining boards, which dominate teachers' mindsets.

Interchange included several mixed cultural references, such as those in Indonesia, Micronesia, Bulgaria, India, Taipei, Shanghai, and the Philippines. Some activities demonstrated sensitivity to the use of English across cultural borders (e.g., 'the wrong stuff', p. 83). Some examples existed entirely within the Outer Circle, such as drawing cultural references from Bollywood (page 97). However, other activities positioned the Inner Circle as a cultural reference point. For example, in 'It is Against the Law' (Interchange Third Edition, p. 100), the textbook compares the United States and Canada to 'other countries', all of which are from the Outer and Expanding Circles. Similarly, 'Comparing cultures' (page 118) used US culture as its reference point. Needless to say, Interchange Third Edition reflects that English is the primary language of global communication and is not limited to any country, region, or culture.

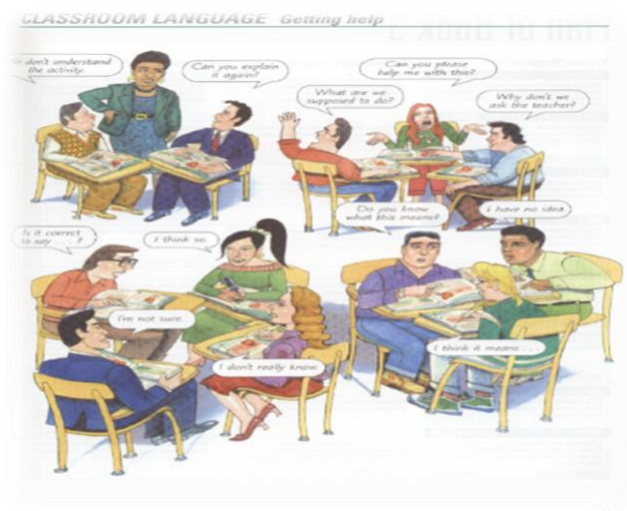


Figure 3. Interchange's cultural perspectives (Interchange, page v)

Practices in the Textbooks

The textbooks provide numerous exercises for students. The textbook material includes reading passages, listening practice, pronunciation practice, dialogue practice, and writing tasks. Activities that foster reflection on the students' culture are increasingly present (Bahasa Inggris & Interchange). The fact that specific references are made to intercultural communication may naturally lead to further reflection on how English is used among bilingual users in cross-cultural Global Englishes settings. One of the primary purposes of the analysis is to determine whether varieties of English and Global Englishes have been included in the textbooks and, if so, to what extent. Both textbooks contain more or less explicit references to British and American English, mainly to show differences in spelling and pronunciation. Coding is subjective and interprets elements based on the researcher's views as representative of each criterion. The two textbooks contain twelve (12) chapters of the Curriculum – 13 (K13) English textbook and 16 units in the Interchange Series Third Edition textbook that depict real-world language use between speakers of English. Almost all of these characters involved only native English speakers, who communicate within their broad linguistic communities (e.g., within the inner circle or the outer circle).

Bahasa Inggris is not promoting the global norms of English use. The textbook contains many references to American English norms, perhaps best illustrated by American-centered pronunciation practice (e.g., colleagues /'ka:li:g/, p. 49; resume /rɪ'zu:m/, p. 49; obey /ə'beɪ/, p. 63). Phonological norms were in standard American English (e.g., 'Phonetic Symbols', pp. 46, 49, 63, 83, 95, 112, 128, 138, and 154). This analysis used accents represented in the text's audio materials as a proxy measure of

representativeness. Each chapter of the Bahasa Inggris textbook is completed with exercises/tasks to support the achievement of basic competence (KD), as well as material and connecting elements that enhance students' interest and motivation in learning English. In addition, the arrangement of the material helps teachers adopt a scientific approach and the learning model recommended by the 2013 Curriculum. The integration of four skills is crucial in the 2013 English curriculum materials (Marsuki, 2016). All materials integrated these four skills in each topic. Take, for example, Chapter 5, which discusses responding to and creating news items; these four skills were also integrated. In listening (chapters 1, 5, and 11), we find some listening tasks. The students were asked to listen to their teacher to improve pronunciation. In reading, students were also asked to complete various tasks (chapters 2 through 11). Surprisingly, the textbook does not employ an inductive approach to teaching grammatical structures and other instructional points; if it does, this is not immediately apparent within its task structure. The activities that use auditory and visual channels to provide input to students are infrequent in the Bahasa Inggris textbook. The book expects students to focus more on written or spoken structures, such as words, phrases, or sentences, rather than extended output, as when the student is required to write a paragraph or give an oral description.

Interchange promoted standards in its grammar-focused activities, but there was no explicit preference for vocabulary standards. The tasks more often encourage the students to use the language. Moreover, these tasks require them to express themselves rather than to be listeners (Unit 1, that is what friends are for!). The proportion of tasks requiring students to compare language samples based on their form or meaning is slightly higher than the proportion of tasks involving relating sounds to objects. The objective of tasks that involve comparison is to enable students to notice differences between two sets of language samples, including sounds, words, phrases, sentences, etc., in order to learn about their form (structure or pronunciation) and/or their function (all units of the textbook). These kinds of tasks (Unit 5, Crossing Cultures; Unit 7; The world we live in) enable students to express their ideas or feelings via a foreign language, and in this regard, these activities are both motivating in that they offer opportunities to express themselves and demanding, as the student should draw on all his/her linguistic and world knowledge to produce a piece of meaningful discourse. The activities involving students in pairs, in groups, or in class have the same proportion as those involving students individually. This shows that the researchers of the selected textbook have given importance to pair/group work in their book.

The Representation of Cultural Artifacts in the Textbooks

Representing cultural artifacts in English Language Teaching (ELT) textbooks is essential to providing students with a holistic understanding of English as a global language. Using the Global English Language Teaching (GELT) framework, the researcher can analyze how well these artifacts reflect the diverse cultures where English is spoken. Cultural aspects must be included in English learning materials to support students' understanding of the target language. Without culture, students would struggle to acquire the language they learn. This is because all cultural aspects can be incorporated into the material being learned without compromising the essence of learning the language itself. The researchers present particular values in the textbooks through a series of visual depictions. Visually (e.g., graphs, diagrams, icons), pictures and photographs, and other cultural artifacts represent values that teachers and students need to realize.

The cultural content in the Bahasa Inggris textbook fosters reflection on one's culture, as the materials explore more of Indonesian culture than the target culture. Focusing more on the source culture than on the target culture in teaching English also reduces students' ability to comprehend, adapt to, and integrate into the target culture. Through the English textbook, students should gain experience with the target culture to enhance intercultural competence. Interchange is written in American English, reflecting that English is a primary language of international communication, not limited to any country, region, or culture. The philosophy of the series is that English is best learned when used for meaningful communication. This book provided substantial, explicit cultural information throughout the units. In the first unit, North America is portrayed, and students learn

about love, marriage, and relationships. Reading passages in the textbook teach students about living in a foreign culture (Unit 3, p. 21; Unit 5, "Crossing Cultures"; Unit 14, and Interchange Activities 5).

4. CONCLUSION

The nature of the Curriculum-13 (K13) English textbook, Bahasa Inggris, is to educate students in English, with the stated goal of using the language as an international language. This is evident in the depiction of Global English users, whom students may encounter, as primarily coming from English-speaking countries, an extroverted focus on the inner-circle model, and a corresponding neglect of the successful intercultural English users' model. The textbook should have included more tailored tasks aimed at Indonesian students' likely future use of English as a Global English. Therefore, it is suggested that the Ministry of Basic and Secondary Education encourage the publication of textbooks that represent Global English, including Kachru's circle, the source culture (Indonesian culture), the target culture (native speakers' countries), and international culture, to support students' intercultural communication competence. It helps English teachers with less GE-related experience who have not been presented with comprehensive information in the textbook. Through this study, teachers and users are hopefully better equipped to understand how GE content is applied in English textbooks.

The Interchange 3rd Edition tries to draw on meaning as the basis for the learning task. This could be a clue to the selected textbook's success, since one of its primary objectives is to develop communicative competence by enhancing language comprehension. The textbook promotes inner circle norms regarding Standard English (SE) and Received Pronunciation (RP). Interchange cleverly avoided inner-circle-dominant content by depicting English as primarily used between interlocutors who were not fixed to any particular country. In Interchange, the interlocutors were mostly depicted as the students themselves – the users of the textbooks, for example, through a Student A and Student B task construction. While many native-speaker names were used in the example communications, these were not explicitly associated with specific countries. In the rare instances when it was situated within a national context, the book seemed inclusive of English as Global English (GE) communication, even if it was not the dominant form.

Notwithstanding that this article has focused on Global Englishes in English language textbooks used in the Indonesian school system, exploring in depth teachers' and students' perceptions of the inclusion of GE in English textbooks would be worthwhile, as it can foster mutual understanding between textbook researchers and users. It also requires a more critical examination of English textbooks produced by various publishers and written by researchers from countries where English is still viewed as a foreign or additional language. With the growth of English as a global language, the researcher expected to find more diverse depictions of English language use than would typically be found in commercial textbooks aimed at general users worldwide.

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