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International Textbooks Analysis Used for EFL Students: A Critical Content Analysis of Multicultural from Kachru's Models

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Abstract: This study examines the multicultural contents in two international textbooks entitled New Interchange Fifth Edition used in Indonesia for English foreign language (EFL) students to underlying the multicultural values. Applying Kachru and Nelson's model of English and their categorization into Inner, Outer and Expanding circles. This study also implemented both quantitative and qualitative analysis. The quantitative analysis refers to the quantitative data and to what extent multicultural values of race/ethnicity, gender/sexuality, social class, and people with are represented. The result showed that the representation of culture from three circles countries were unbalanced and stereotypical. The percentage shows from materials representation of inner, outer and expanding circles were 74,1%, 23,3% and 2,6% respectively. There were highly dominated inner circle culture even though these textbooks are used in expanding circles (e.g., Indonesia). Anchored from the research finding, it suggest that both textbook writers and designers should emphasized on balance multicultural values in international textbook materials particularly in expanding circle country (e.g. Indonesia) in order to help students recognize the cultural diversity.

Keywords: EFL students, international textbooks, kachru three circles, multicultural values

INTRODUCTION

English language has played an important role in a global stage. Thus, English positioned as the main interaction tools in the context of social, economic, political and cultural interaction among different countries (Pennycook, 1994). Furthermore, this views language as international communication. Ping (2005), impelling that every nation has move forward to the broadly target into knowledge and economic success. Likewise, English as international language trend is a tremendous motivation to dig English from people in different countries in which English as not their first language particularly for English as their second or foreign language. In Indonesia, English is not made as compulsory subject in primary school (Sulistiyo et al., 2020). Consequently, English is importantly taught in junior to high school level. Widodo (2016) has also emphasized in EFL classrooms, for instance in Indonesia, English has continued to be viewed as a Western language and associated with the culture of English-speaking countries. However, English as globalization language have brought huge effect particularly in the loss of culture and teaching culture (Sonntag, 2003). Thus, it reflects to the curriculum design and cultural contents of English language textbooks (McKay & Bokhorst-Heng, 2008).

The reformation curriculum from KTSP into the enactment of 2013 curriculum is integrated with several aspects such as intellectual, social, spiritual and student's need into their environment. The student's need covers the students' culture and moral values. In line with this statement, there are several character education guidelines within 19 values (Puspitasari et al., 2021). Therefore, this study highlights 9 main values as in line with parameter analysis, such as hard work, discipline, independence, peace-making, environmental and social awareness, cultural heritage and responsibility. As mentioned in the Indonesian character education, teaching culture and teaching multicultural or intercultural is the main correspondent of language communication (Xiang & Yenika-Agbaw, 2019). Hence, the students not only learn language rules particularly English language in general but also develop themselves in understanding ample of culture through EFL education. Xiang and Yenika-Agbaw (2019) stressed, students particularly in the junior into high school levels are able to put the important meaning of cultural diversity and how they understand culture and cultural values based on their own views through EFL learning.

By the adaptation of multicultural education in the textbook contents bring the huge interest for the teachers and researchers (Cho et al., 2007). In Indonesia, there are huge supported textbooks beside the mandated English textbooks which international textbook used in Indonesia. Thus, multicultural contents have been a growing concern during teaching and learning process in Asia (Jo, 2010; Kang, 2008; Lee, 2008; Mitchell

& Salsbury, 1996; Park, 2007). Existing textbooks have revealed that foreign-language textbooks largely present cultural identities rather than focus on introducing knowledge and linguistic skill (Hua et al., 2021). However, textbooks portray a lack of cultural diversity and an overwhelming focus on products and people that may bring about cultural stereotypes that exist in each country (Davidson & Liu, 2020; Rahim & Daghigh, 2020).

Prior study has indicated that there are huge number of researches in education context are concerned with the cultural aspects in English language education both in outside and inside the school context. In response to this case, particularly in Indonesia where English is positioned as a foreign language both in school and community. Moreover, in expanding countries where English is viewed as a foreign language, mandated textbooks and additional textbooks based on the school's policy (e.g., English) are used as main sources for teaching and learning activities. By this case, many researchers have been exploring on how cultural contents are represented and taught in school. Many studies on EFL textbooks around the world have shown that there are imbalance representation on cultural aspects which they focus more on their respective countries' first language (Lee 2005; Ookawa, 2015; Rodríguez, 2015; Shin et al., 2011; Yamada, 2010). Conversely, Setyono and Widodo (2019) found that cultural representation in Indonesian EFL textbooks have shown the contest of ethnicity and religious groups within Indonesia. Those several previous studies are mainly adopted from national and international studies approach (Risager, 2018). Moreover, there are two studies that are represented as good examples of multicultural studies in EFL context. Sleeter and Grant (1991) conducted research to scrutinize the race, class, gender, and disability in English language textbooks in the US, and found that males are ethnic minorities. The other females and people with disabilities were largely absent. Another excellent previous research by Lie (2000) which reported that several multicultural variables in the textbooks in which English is viewed as foreign language. This multicultural variable includes gender, ethnicity, geography and socioeconomic. In his study, he investigated Indonesian EFL textbooks which found that EFL students are able to learn and accept ethnic diversity and sociocultural through classroom activities. Others, Lie also found that Indonesian's textbooks still emphasize gender bias throughout their contents. However, another research in textbook analysis of textbooks contents focus on one or two variables in response to the research effectiveness (e.g., gender bias, gender stereotype, cultural representation, and how culture is represented in English textbooks) (Barton & Sakwa, 2012; Gray, 2013; Yamada, 2011). In line with this, the current EFL textbooks in China are even worse. Previous research found that the contents of the EFL textbooks are not multicultural values. However, little representation on Chinese culture (Guo, 2014; Ji, 2011; Liu, 2011; Wu, 2014; Xie, 2014). Furthermore, most studies in China have analyzed content analysis from a national perspective and neglect the concern of ethnic culture and multiculturalism.

Guided by critical multicultural theory in which this study will underlying the unequal power relations' May (2003) in international English language textbook used for EFL context. In this study, we attempt to systematically analyze how multicultural content in foreign textbook standards used in Indonesia as additional English materials and make suggestions to improve international textbooks from a multicultural perspective. In doing so, we will argue for an alternative concept of culture to be covered in international textbooks. The research questions are as follows:

(1) First, which countries' culture are represented in the student's book 3 and 3A from Richards et al. (2017a)?
(2) Second, how are race/ethnicity, gender/sexuality, social class, and people with disabilities portrayed?

METHODS

This content analysis was to investigate these research questions above. In our research, we implement a content analysis in which a research technique for making a replicable and valid data from the textbook contents (Krippendorff, 2004). Furthermore, many previous research of textbooks analysis has been adopted contents analysis in order to investigate textbook contents through quantitative and qualitative analysis (Risager, 2018). However, this study goes beyond the simplicity of content analysis regarding the multicultural contents are represented in both international textbooks entitled *New Interchange Fifth Edition 3 and 3A* by Richards et al. (2017). This study also implemented both quantitative and qualitative analysis. The quantitative analysis refers to the quantitative data and to what extent multicultural values of race/ethnicity, gender/sexuality, social class, and people with disabilities Xiang and Yenika-Agbaw (2019) are presented in international textbooks used for EFL students. Then, the qualitative approach is adopted to interpret the deep structural meaning of the data under the cultural representations. In line with this, manual coding and data presentation regarding the multicultural contents from those two textbooks are signs as research technique analysis. Table 1 shows how we adopted coding parameters for visual and textual analysis.

Table 1. Coding restraints for multicultural variables.

	Coding methods	
Multicultural variables	Words and drawings included but not limited to:	Coding restraints
Race/ethnicity	Physical features (e.g., skin and eye color, hair and other facial features). Names of countries, language used, habitual including daily activities	If drawings corresponding to dialogues, it is not included; If drawings not corresponding to dialogues, it is included; The multicultural variables only include once, even though there are more than one of multicultural variables;
Gender/sexuality	Male and female pictures Pronouns she/he	Several variables in dialogues and pictures only include one under the same topic;
People with disabilities	People with limitedness (e.g., deaf or dumb) Older people	Gender/ sexuality variables are included Pronouns is not included
Social class	Wealthy people People with economic standard People with no house (homeless).	Writing the conclusion must be in a written text.

Data Analysis Framework

The data analyzed both visual and textual contents in both international textbooks used for teaching and learning activities for EFL students. The analysis refers to the several parameters which multicultural values of race/ethnicity, gender/sexuality, social class, and people with disabilities. In this research of textbook analysis, we categorized the data into the marked and unmarked parameters. Marked data refers to the data which have clear definition of race/ethnicity, gender/sexuality, social class, and people with disabilities. However, unmarked data refers to the excluded data from parameters analysis to get more exact and replicable quantitative results. Meanwhile, the first research question in this article from Kachru and Nelson's (1996) regarding three circles model of English was employed to explore the international textbooks contents used in Indonesia both from textual and visual lens. Also, to what extend multicultural contents are presented in the textbooks and which countries cultures are mentioned in the textbook materials. Following to this multicultural analysis, the second research question from this study is how multicultural values are portrayed in the textbooks through several parameters such as race, gender, social class, and people with disabilities contained in both international textbooks. This study also the subcategories of Kachru and Nelson's (1996) three circles model of English. Race or ethnicity refers to different ethnic group such as cultural traditions (e.g., local habitual and custom), skin color and conditions area portrayed in the textbooks. Second, gender refers to the representation into male, female or LGBT characters presented in the textbooks. Third, social class analysis refers to how socioeconomic status presented in the textbooks such as upper, middle and lower class. Last, people with disabilities refers to how these kinds of people are presented in the textbooks contents such as blindness, deafness, seniors with imitations and so forth (Federal register, 2011).

Analytical Procedures

To answer the first research question, we begin by classifying the verbal and visual data of English three circles countries found in the two textbooks (see Table 2). For our textual analysis, we selected verbal-visual texts regarding multicultural values through dialogues/conversations, instructions, and other relevant texts. Table 2 presents the presentation of multicultural materials in three circles of English from Kachru's framework which are inner circle, outer circle, and expanding circle countries which are 250, 78, and 9 respectively. Furthermore, for our quantitative analysis, we determine the percentage from four main parameters race/ethnicity, gender, social class and people with a disability refers to the three concentric circles of English (Xiang & Yenika-Agbaw, 2019). Qualitatively, Krippendorff (2004) was used to analyze the multicultural contents referring to provided parameters (race/ethnicity, gender/sexuality, social class, and people with disabilities).

RESULT AND DISCUSSION

Representation of countries

As this analysis defined into three countries categories such as inner circle (e.g. America, US, Canada, Australia and etc.), outer circle (Philippine, Nigeria, India, Singapore and etc.) and expanding circle (Indonesia, Thailand, Malaysia, Laos and etc.). By using Kachru and Nelson's model (1996) of English Table 2 summarizes

the detailed result of three circles of English within the countries culture presented in both international textbooks by Richards et al. (2017) used for EFL students. Furthermore, the general result of countries represented in the textbooks where the majority of textbook cultures were appears in inner circle countries as the textbooks country's designed. As shown in Table 2, the percentage of the coverage of the Inner, Outer and Expanding circle are 74,1 %, 23,3 % and 2,6% respectively. The results clearly show the percentage of expanding circle were the lowest, with only one material in both textbooks mentioned. Following to this, outer circle country is positioned in the second stage which the textbooks contents presented the Chinese culture and several people habitual in outer circle (e.g., moving in an apartment and having mandarin class).

Table 2. Distribution of countries and multicultural variables.

Categories of country cultures	Race/ Ethnicity	Gender/Sexuality		Social Class	Disability
		Male	Female		
Total	338 (100%)	173 (51,1%)	165 (48.8%)	Middle to upper class	1 (0,29%)
Inner circle	250 (74,1 %)	173 (51,1%)	164 (47,8%)	1 (1%)	1 (0,29%)
Outer circle	78 (23,3 %)	0	0	5 (50%)	0
Expanding circle	9 (2,6%)	0	1 (0,1%)	2 (20%)	0

Representations of race/ethnicity, gender, social class and disabilities

Within the three-circle framework, Table 2. summarizes the detail presentation of race/ethnicity, gender/ sexuality, social class, and disabilities. For race/ethnicity, the presentation of ethic group form inner circle country was highest in numbers. In which the majority of textbooks content both visual and textual were using an inner circle country (e.g., people with white and black skin, luxurious facilities and foreign people ability such as night club and party). The presentation result within three circles of English are 74,1%, 23,3% and 2,6% respectively. Textbook materials and picture contain huge number of gender or sexuality variables both male and female. Again, inner circle is positioned as the highest number of sexualities as much as 51,1% and 47,8% respectively. Although textbooks designed from inner circle countries, these textbooks have also put expanding circle of woman sexuality with only 0,1%. Lastly, gender variable from outer circle has presented zero percentage of 0%. Determining socioeconomic class from the pictures and other texts was difficult. However, the majority of dialogues, reading settings, and pictures showing scientific concepts in action use middle-class and upper-middle-class artefacts, e.g., car, luxurious office, hobbies and picnics. Rarely did we see a depiction of lower-class people. Furthermore, people with disabilities are identified of one picture in both textbooks (Book 3, p. 19). It showed once of an older man who needed a help. As the grandma was not able to open the car's door.

Constructing the discourse of race/ethnicity
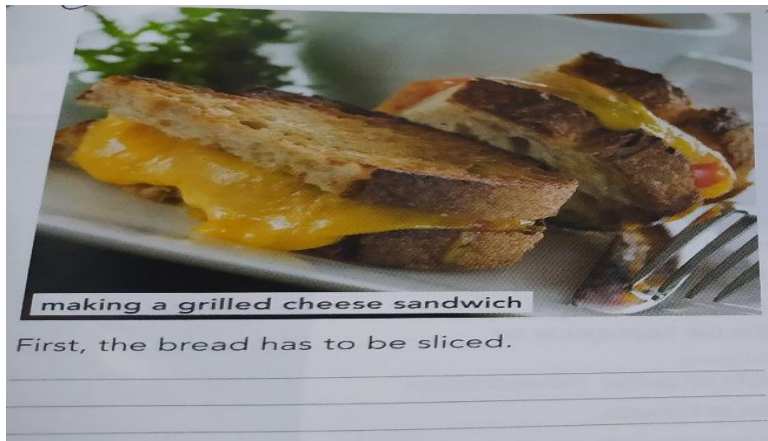
Figure 1. Source: Interchange Fifth Edition 3. Unit 13. p. 99.

Cultural values regarding the race or ethnicity are important in Indonesian society. The parameter of ethnic in a social activities and life including physical features (e.g., skin and eye color, hair and other facial features), names of countries (e.g., China and Chinese) and languages; drawings of famous figures, food and clothing, etc. The international textbook analyzed through this research also emphasized the culture of food consumption. As appeared in the textbook materials entitled *New Interchange First Edition 3 and 3A*. In the textbook materials, students are taught to make a grilled cheese sandwich and as the basic ingredient of

sandwich are bread, vegetables and several kinds of chicken or meat. This kind of meal is one of the inner circle countries' habitual. As appeared in the textbook that students have to write the detail steps of making a sandwich (e.g., *First, the bread has to be sliced...).* It also refers in the Table. 1 that the ethnic culture in three circles of English have appeared in both international textbooks. The weightage is 74,1%, 23,3% and 2,6% respectively. Even though the ethnic of expanding circle positioned as the aspect of minority in the textbook contents. Most of the textbook's contents serve western foods such as bread, sandwich, burger, fried chicken and French fries where they are the signs of junk food or unhealthy food which contains big number of calories.

Many researchers have argued that over food supply or calories supply has led to the growing obesity faced by many developed countries (e.g., Caballero (2007); Critsen (2003); Moss (2013); World Health Organization, (1998)). Our aims in this section is to look closer into multicultural contents from two international textbooks focused on their race/ ethnicity, gender/sexuality, social class, and people with disabilities into three circles of English uses (e.g., inner circle, outer circle and expanding circle). Therefore, the inner circle countries are related to the US, Canada, Australia, New Zealand, and America. The outer circle countries are India, Nigeria, Pakistan, Philippine, Singapore, South Africa and another for more than 50 countries. Lastly, the expanding circle countries are China, Denmark, Indonesia, Iran, Japan, Korea, and Sweden.

Constructing the discourse of gender/sexuality

Figure 2. Source: Interchange Fifth Edition 3. Unit 11. p. 73.

Gender sexuality is a general discussion in the context of education particularly in textbook contents. Many researchers have put gender issues such as gender representation, gender stereotyping, and underrepresentation of females in school textbooks. This research has been much discussed in a larger international literature of gender and education, gender and language in the education context, for instance textbook materials (Atchison, 2017; Lee, 2019; Namatende-Sakwa, 2019; Sarvarzade & Wotipka, 2017). These textbook contents have also brought a huge number of sexuality context in each chapter. As presented in the picture regarding women discussion in the kitchen as it is seen in the kitchen tools and several meals and fruits. The parameter of this sexuality content analysis such as male or female pictures and pronouns she/he. Through the manual coding, weightage of gender representation in three circles of English which inner, outer and expanding circle for male as much as 51.1%, 0%, 0% respectively. While, female gender presentation as much as 47,8%, 0%, 0,1% respectively. Female habitual in the kitchen is shown in the picture (see Figure 2). As seen in the picture that those girls represent togetherness and unified among their friends. As seen in their interactions, the textbooks' writers may have intended to build a strategy to develop friendship togetherness through the visual picture which they divide jobs respectively such as reading the food ingredient, putting all the stuff from shopping bag while the other one is executing the foods.

As the coding data seen in both male and female, the culture of inner circle is positioned as the majority presentation. In which the textbook materials tend to put American people rather than Asian people character or physical appearance. However, the outstanding result which these international textbooks also put female character of expanding circle country where the majority of them are wearing veil. Even though the weightage is only 0,1%. In response to this, the textbooks' writers try to put tolerance and cultural variation between inner circle and expanding circle. We translated that the textbook' writers or designers attempt to introduce culture and religion particularly Muslim as the majority religion in expanding circle countries. This highlights the discourse on cultural tolerance bring the countries togetherness.

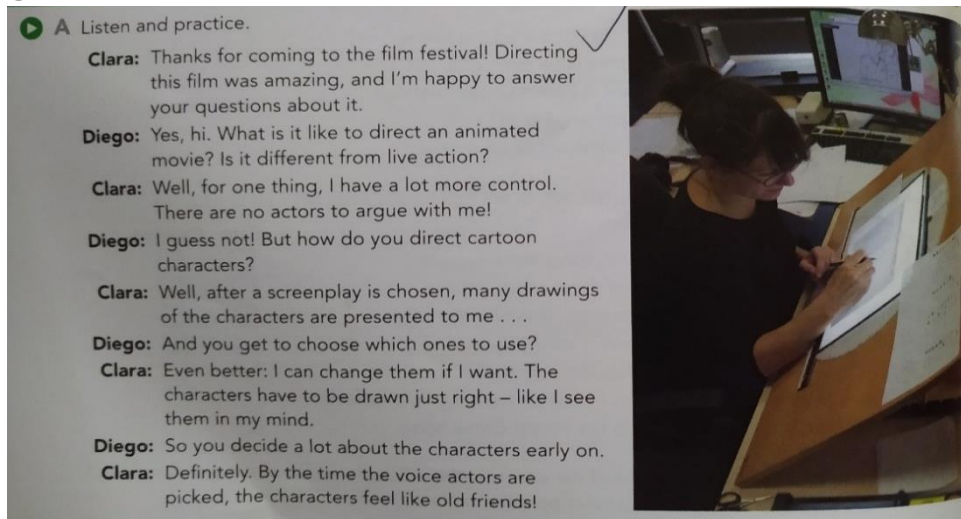**Constructing the discourse of social class**

Figure 3. Source: Interchange Fifth Edition 3. Unit 14. p. 92.

Social class is highly important in textbook contents as to introduce students the social class position within several countries. Through manual coding of critical content analysis, these international textbook materials put several diverse social class from the lower into the upper social class. The textbooks show middle class into the upper social class, which the lower social class are not presented in three circles of countries. Within the three circle of English, outer circle presented the highest middle into the upper social class there are five pictures in the textbooks (50%). The second position comes from expanding circle country which presented by two pictures (20%). Lastly, the inner circle of country presented only one picture of upper social class as it is seen in the figure. 3 of movie director.

> *Clara: Thanks for coming to the film festival! Directing this film was amazing, and I'm happy to answer your question about it.*
> *Diego: Yes, hi. What is it like to direct an animated movie? Is it different from live action?*
> *.......*

From those several dialogs between two people, we analyzed that the Clara's job was a movie director. Following to this, the textbook materials particularly of social class mainly discus rich families or luxurious jobs. Therefore, this textbook's contents are highly different from the textbook user's life of expanding circle where there are more people with part time jobs or impermanent jobs. Since the Indonesian cultural country are living in economically under-developed rural areas.

Constructing the discourse of people with disabilities

Figure 4. Source: Interchange Fifth Edition 3 and 3A. Unit 3. p. 19.

Presenting people with disabilities are important in textbook contents. Following to this textbook's material, the students are highly appreciating other people around them particularly for disabilities people. As the result of manual coding from two international textbooks used particularly in Indonesia, the representation of people with disabilities are poor presented where only one picture or materials in the textbook presented in figure. 4. The weightage of people with disabilities which only 0,29% as presented in Table. 2 as distribution of countries and multicultural variables. This character of material comes from the inner circle country followed by the physical appearance of white hair, brown eyes and white skin. Thus, people with disabilities have little agency in this international textbook's materials. The majority of both textual and visual contents talk about so-called healthy people. This implies that this world belongs to them.

However, textbook materials regarding people with disabilities are highly important in order to encourage the students or learners to be more aware with their surroundings in the real-life situations. A study by Indonesian health and services declares most person with disabilities particularly in Indonesia are from poor families and do not have access to good health services because of these welfare problems. In contrast, these international textbook materials bring this materials contents of people with disabilities are from upper into middle social class. This statement is in line with the picture shown in the Figure. 4 that the elderly people with her physical limitations after doing a little shopping with her daughter or families. This also represents that they have good personal transportation (See the picture of red car). Following to this, international textbook materials regarding people with disabilities are breaking the Indonesian's stereotypes of poor family's background.

CONCLUSION

This research points out that putting race or ethnic values in textbook materials help the students' solidarity or togetherness among group (Banks & Banks, 2014). To conclude, ethnic or several group diversities should be emphasized in teaching and learning activities. In which, if these materials presented in all the textbooks among inner, outer and expanding circles, would help the students to reach easy cultural access. Therefore, race or ethnicity in educational contents is important for both ethnic majority and minorities. In respon to this, our research finding reveals that although several cultures represented in two international textbooks used for EFL students, the majority of culture are mainly the textbooks' culture designer which is inner circle country. Meanwhile, the multicultural variables within inner, outer and expanding circles countries. This textbooks materials mostly presents inner circle countries in both race and gender parameters which 74,1 %, 23,3 % and 2,6% respectively. To conclude, this critical content analysis has revealed how multicultural content appeared in the international textbook used for global consumption within all countries including foreign language learners particularly for Indonesian students. These two textbooks have great attentions for the future international English language designer to prepare multicultural contents in order to prepare global users or students. The fact that most international textbook contents from Richard et al. (2017) are dominated by inner circle country and little representation of outer and expanding circles particularly in the context of race/ethnicity, gender/sexuality, social class, and people with disabilities.

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