

ANALYSIS OF WORLD ENGLISH FEATURES IN THE GOVERNMENT ENGLISH TEXTBOOK

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Abstract: World Englishes (WE) is a revolutionary approach to the ownership of English that impact how English is taught and learnt. The purpose of this study is to identify any instances of WE pedagogy in a textbook that had received government endorsement and to highlight any suggestive characteristics represented in author-initiated discourse that help to make WE perspectives operational. Analysis was conducted multimodally to texts and images on the content of learning materials presented in the textbook. Analysis to content and presentation of the textbook indicates that the author-initiated discourse to WE is represented in themes such as integrating (local/foreign) contextualized lexis, promoting local heritage, developing intercultural competence, generating insights from current issues relevant to various situations/ settings, understanding the local variety of English, teaching English in a local language, and teaching communication strategies in local discourses. These findings suggest that when learning English is made localized and personal, this can help students learn English better.

Keywords: World English, author-initiated discourse, multimodal, textbook, contents

INTRODUCTION

Globalization has submerged the blending of local and transnational cultures, including the language. To this extend, English is no longer the privilege of the inner circle countries (where English is spoken as a first language) because English has blended with new varieties from the outer and the expanding circle countries. The idea of acknowledging the emerging varieties of English from different language users is called World Englishes (Kachru, 1998). This revolutionary framework recognizes English varieties developed in the expanding and outer circle regions, while also increasing the inner circle's current variety (Yeh, 2013). This suggests that the teaching of English is no longer presenting English-speaking world but should also include a blending of cultures, both local and international, so that learners can naturally blend their own local experiences and cultures with those presented in the learning materials, such as textbooks.

However, portraying WE to not only as a paradigm but also as a phenomenon that is ever present in the evolution of teaching English in a regional context might be difficult to realize due to the unavailability of textbooks that address WE perspectives. Research working on materializing WE perspectives in student textbooks has looked at how local cultures are incorporated in student textbooks to facilitate students learning English as a second/foreign language (Ahmed & Combes, 2011; Alcoberes, 2016; Dinh & Sharifian, 2017; Ketabi & Rajabi, 2012; Xu, 2013). Ketabi and Rajabi (2012), for example, introduced the idea of "lingua-culture," or the local culture embedded in the English textbooks and deployed analysis on this matter to

four local ELT textbooks in Iran. The study shows that teaching English using those textbooks has become more localized by incorporating local culture and values that help Iranian students acquire a second language (L2) better. They justify that the students' first language (L1) made English instruction feasible for the students.

In another study, Alcoberes (2016) looked at the author-initiated discourses in the localized English textbooks from the expanding circle countries (Vietnam and Indonesia) and the outer circle countries (Singapore and the Philippines). He examined the characteristics of WE teaching and discourse aspects in chosen English textbooks. He elicited that some local and foreign lexes (e.g. fiesta, a Spanish term; Serangoon Road, a Singapore local road) and discourse characteristics supporting local heritage (e.g. Filipino culture and values, a tale about Singapore) are integrated into author-initiated discourses. He concludes that these author-initiated discourses have highlighted the significance of the local language in relation to the development of local English.

Alcoberes (2016)'s study has shed light on the importance of how author-initiated discourse and WE perspectives align together to make up English which is more suited and localized. When this idea is incorporated in textbooks, this will help learners to enhance their proficiency. Thus, study on the analysis of author-initiated discourse to WE perspectives in the textbooks, particularly the textbooks issued by the government, is in need of investigation because the book is supplement to the curriculum and part of the policy which are enforced nationwide. Therefore, this study explored what author initiated discourse to WE perspectives are represented in one of the English textbook endorsed by the government.

METHOD

Materials


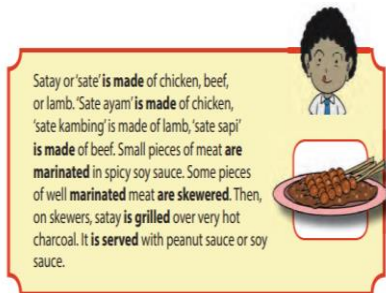
The object being investigated is English Student Textbook (*Buku Siswa*) Grade IX entitled Think Globally, Act Locally published in 2018. The textbook was written by a group of ELT textbook authors who are familiar with Indonesian ELT practices. The textbook is widely used across the country and may be downloaded for free from the Ministry of Education and Culture's website. The textbook was also peer-reviewed by a group of Indonesian ELT professionals to ensure its quality. The textbook is said to have adopted genre-based approach in ELT. It was divided into fourteen chapters or lesson units, each covering a different topic and illustrating sociocultural processes in various regions.

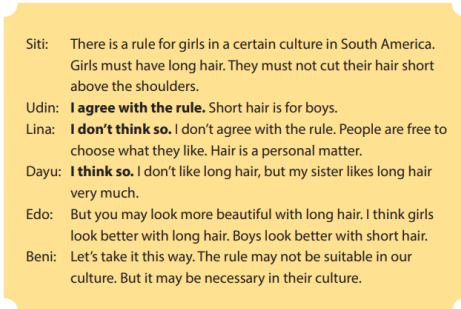

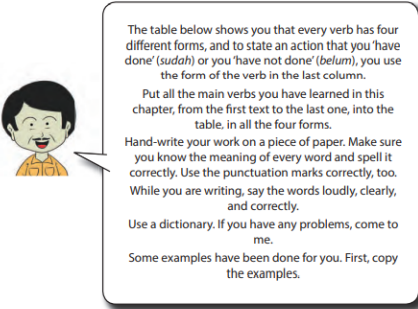
Data Analysis

The framework of analysis is derived from the previous study (Alcoberes, 2016) on the author-initiated discourse to WE. This framework is selected because the idea of author initiated discourse to WE aims to link the local cultures and English taught to the learners so that it can

enhance learners' proficiency while at the same time promoting the local cultures. Such a framework aligns with the purpose of teaching English in Indonesia, that is, to promote bidirectional literacy. This means that English is learnt not only as a subject matter but also used to introduce local culture to the world. Alcoberes (2016) proposed six themes of unit analysis to examine the integration of WE perspectives in an EFL textbook. These include; integrating local and foreign lexis, promoting local heritage, developing intercultural competence, generating insights from current issues relevant to various situations/settings, understanding local varieties of English, teaching English in a local language, and teaching communication strategies in local discourses. The current study deploys a content analysis with multimodal to look at the WE perspectives represented in Indonesian EFL textbook endorsed by the government as part of the Curriculum and education policy.

Analysis is conducted to visual, texts, and other aspects from the textbook which depict the author-initiated discourse to WE perspectives. Below are examples of how multimodal analysis to author initiated discourse is conducted in the study.

Multimodal Texts	Author-initiated Discourse Represented	Description
 <p>Figure 1</p>	Integrating local and foreign lexis	The figure shows some local names which are typical of Indonesian names and they become central characters in the textbook. Each of the students represent their unique characteristics as represented from their hair color, skin tone, and other typical physical features and appearance.
 <p>Figure 2</p>	Promoting local heritage	Figure 2 depicts the promotion of local heritage, that is <i>sate</i> or satay. The text provides detail description of satay and illustrative visual of <i>sate</i> .

 <p>Figure 3</p>	<p>Developing intercultural competence</p>	<p>This is an example of lesson on giving opinion, agreeing, and disagreeing to opinion on one foreign culture. Students learn how to express their opinion towards other culture and appreciate on this particular culture.</p>
 <p>Figure 4</p>	<p>Generating insights from current issues relevant to various situations/settings</p>	<p>This task exemplifies current issue on instant foods/junk foods which are dangerous to people's health. Students learn to present facts about them and make connections in order to make judgements and decisions.</p>
 <p>Figure 5</p>	<p>Teaching English in the local language</p>	<p>This figure depicts a teacher explaining a task on the grammar exercise using word(s) in local language ('have done' to refer to 'sudah') to help students understand better the grammar point.</p>

FINDING AND DISCUSSION

The study emphasizes on the thematic analysis focuses on author-initiated discourse on WE content integration in the English textbook and how such integration expresses local meaning and functionality that may contribute to the success of learning English in a foreign language context. The representation of WE perspectives as interpreted by authors involves some pervasive themes such as integrating (local/foreign) contextualized lexis, promoting local heritage, developing intercultural competence, generating insights from current issues relevant to various situations/

settings, understanding the local variety of English, teaching English in a local language (translation), and teaching communication strategies in local discourses.

In the government- endorsed English textbooks, the discourse characteristic **"integrating local and foreign lexes"** incorporates lexical borrowing from the local language such as names of people, foods, objects as well as other word or phrases adopted from foreign languages to the local language. Lexical borrowings are apparent and often used in the English textbooks. This indicates the significant cultural influence of the non-native English-speaking countries. One of the most prevalent lexical borrowing found in the textbook is local names such as *Siti*, *Edo*, *Dayu*, *Udin*, *Beni*, and *Lina* as illustrated in Figure 1. All of them are students and become central characters in the textbook showing the different characteristic of the students representing the diverse ethnicities of Indonesia. *Siti* is a girl with hijab representing her identity as a moslem and a Javanese. The name of Siti is also common in Arab culture, suggesting the acculturation of Arab's culture as a result of economic trade in the history of Indonesia. Beni is a typical name of people from Sulawesi, i.e. Manado, and they usually Christian. Edo is described as a boy with dark complexion and curly hair. He is representing people from the eastern part of Indonesia such as Papua and Ambon. Lina is characterized as a girl with white complexion and slanted eye, representing the Chinese. Dayu and Udin are typical names of people from West Java and Jakarta, so they represent Sunda and Betawi ethnicities. Those characters and the identity they represent are just exemplar and should not be regarded to undermine other ethnics and their identity. The textbook depicts how those students perform their day-to-day activities at school, home, and surrounding neighborhood using English. At this point, English is brought to the local context to accommodate local functionality (Blommaert, 2010) for the purpose of real communication.

Names of local foods and ingredients also appear in the textbook such as *sate* (satay), *lemper* (glutinous rice with chicken or beef filling), *pempek* (kind of fish cake), *cuko* (vinegar dipping), *krupuk* (cracker), *sambal* (chili paste), *urap* (vegetable salad), *sambal kelapa* (coconut dressing), *es teler* (ice fruit cocktail with condensed milk), etc. In terms of objects, some local lexes are introduced, for example, *lidi* (skewered), *angklung* (music instrument from bamboo), *noken* (kind of bags), *payung* (umbrella), *ulos* (kind of fabrics), etc. The textbook also introduces some local lexes from a common acronyms and clipped words in the local language, for instance, *SMP* (Senior High School), *OSIS* (Student Association), *Posyandu* (community health service), *mading* (school bulletin board). These lexes are intentionally retained in their form to introduce the local variety of English which enrich the corpus of World Englishes.

"Promoting local heritage" is a discourse element that provides knowledge about the people, their culture, way of life, and the country. They are significant because in the context of language teaching and learning, this is one obvious characteristic of WE. This discourse element

also emphasizes a country's and its citizens' rich cultural legacy. In Chapter 11, for example, specifically dedicated to discuss Indonesia's culture and how to boost them to the world. Upon completing the chapter, students are expected to be able to communicate some of their cultural artifacts; such as food, art work, music, etc. by describing their features and their usages. One example of this in a learning activity is illustrated in Figure 2. This figure shows a grammar learning on the topic of "Passive". The language form is presented in a contextual manner where the students are exposed to various examples of passives used in sentences to describe Indonesian cultural products that students find in their neighborhood. In this example, one student is describing 'sate'. This signature dish from Indonesia is now well-known and the word 'sate' is modified into 'satay' and been registered to English lexeme. Although English word of 'satay' is available, the authors intentionally use the word 'sate' to emphasize the cultural artifact and so is used repeatedly when describing 'sate ayam' and 'sate sapi.' Later, on the following section of the chapter, the authors present exemplar of how foreigners (red: native speakers of English) adopt some local words when explaining Indonesian cultures with their fellows.

In most South East Asian countries, English is taught as a lingua franca with a major emphasis on culture. The exemplars serve to highlight this discourse and give idea on how widely local tradition of the people is promoted (Alcoberes, 2016) and English as a lingua franca in ASEAN is distinguished by mutual intelligibility despite the region's constant diversity (Kirkpatrick, 2008). Canagarajah (2006) argued that this can only be accomplished when learners are supported and permitted to move across communities in ways that the discourse are contextually appropriate for instilling the significance of knowing one's roots and heritage.

The discourse aspect of **"developing intercultural competence"** promotes trans-national understanding. The discourse gives the students opportunity to be guided in a role-playing activity and exposed to pertinent events and circumstances that will aid their understanding and appreciation of other people's cultures. The students can use it to exhibit and explain what they know about other people. Exemplar of such an activity is articulated in the textbook as in Figure 3. The conversation depicted in the task showcases the pedagogic exemplar to teach intercultural competence. Students are presented with a custom in one country (girl must have long hair in South America) and how they express their opinion towards the custom. While students learn to express their opinion on different perspectives, they are also aided with language features to express their agreement and disagreement towards the issue simultaneously. This exercise is beneficial for international communication in addition to being applicable in a local situation. Role-playing and simulations are used in this discourse feature to show how learning the values of cultural sensitivity is accomplished. The ultimate goal is to develop intercultural competence by recognizing the differences between individuals from various cultural

backgrounds in terms of material culture (i.e., clothing), world view (i.e., understanding the message content), and nonverbal communication (i.e., body language). The practice on such a discourse can promote insightful and successful cross-cultural communication. While the case and exemplar are usually address native speakers' culture (Alcoberes, 2016; Setyono & Widodo, 2019), it calls on attention to accommodate the culture sensitivity from the outer circle and expanding circle countries.

The discourse feature “**generating insights from current issues relevant to various situations/settings**” enables local students to think critically about sociopolitical, economic, and environmental issues. Students are compelled to voice their thoughts by expressing them in class discussions. Additionally, they are updated on newsworthy topics and events that have an impact on their daily lives. This discourse feature will also facilitate students to become discerning and sensitive members of the society. Considering that this textbook is designed for junior students (grade 9) and most Indonesian students just start learning English in grade 7, the issue presented in the textbook is also adjusted with their abstraction and their English proficiency. So, the discourse is made simpler but maintains the sense of critical reasoning at their level to respond to the issue in their surroundings. Figure 4 presents a model for students to express their concern on the issue of instant foods/junk foods. If we look at the discourse, students learn to express ideas in longer sentences showing a cause-effect relationship (We should not eat too much instant foods so that we will not get serious disease).

The tasks presented in the exemplar will be able to help students to comprehend topical and pertinent issues concerning the various aspects of the global society, which will encourage them to act as responsible citizens. Alcoberes (2016) assumed that the absence of political and social economic issues in Vietnamese English textbooks in his study indicated that students are prevented from raising these topics as a sign of deference to their teachers and authority due to their socialist political orientation. However, the result of this study shows that the government English textbook accommodates discussion on such issues, suggesting that the Indonesian political orientation is more opened and democratic. This finding also confirms his assumption that the absence of discussion on social, economic, and political issue in Indonesian selected English textbook is just a matter of the textbook samplings and he believed that such discussion on the issues are present in any other Indonesian English textbooks.

The aspect of “**local variety of English**” was found in this study, but the linguistics aspects such as syntax and morphology are taught in the standard form of Western English. However, some lexical words such as local names for individuals, things, and places (see discussion on integrating local and foreign lexes) that might assist learners in understanding the context of the choices were incorporated in the textbook and allowed to be used in the classroom. This finding

supports Alcoberes' (2016) study and highlights the value of the L1 in aiding teachers and students in comprehending a foreign language for local learners.

The discourse feature displaying “**teaching English in the local language**” is realized through translation from the target language to the local language. The texts are translated into the local language in a way that they are understandable to local students rather than being translated exactly. The word, phrase, sentence, or discourse levels can all be translated. A word or phrase's translation is made clear next to the word reference. Since English is still regarded as a foreign language in Indonesia, translation for lexes and verb tenses makes learning easier for the local students. Figure.5 is an example of how L1 is used to teach English verb tenses. The exemplar shows a teacher gives instruction to list the verbs from the given dialogs in the table provided. This grammar exercise is to rehearse the past participle verb form that indicates present perfect tense. The teacher emphasizes the tense usage by suggesting the meaning in local language ‘*sudah*’ to refer to the action that have been completed ‘*have done*’ and the negative form of the tense with ‘*belum*’ to indicate action that hasn’t been done ‘*have not done.*’ The instances of using word translation in local language to teach vocabulary and grammar to help students comprehend the idea is also coined by Alcobere’s (2016). Since English is regarded as a foreign language in Indonesia, this English textbook would help students comprehend the target language using their first language. This bilingual approach of language learning is meant to help learners make sense of some linguistic items that have just been presented to them.

CONCLUSION

The author-initiated discourses derived from WE perspectives have underlined the value of the local culture when learning a foreign language. The adoption of local cultures and language have demonstrated that this approach is a successful means of assisting the local learners in comprehending the distinctions between the two varieties of English without devaluing the less widely spoken variety as a foreign language. For example, instead of using foreign names for persons, things, or places, the lexes as represented by local names and acronyms enable local learners get familiar with those names mentioned in the texts. Using these lexes, which are available in their local language, makes meaning-making simple. Because the target language is taught and learnt in the local context and not fully as per the norm of the native speakers of English, local learners would find language learning interesting and meaningful. The overall results of this study provide a good approximation of the discourse characteristics of WE in this textbook. Discussion of the discourse offers a prospective setting for the localization of the English language. The local variation and the environment of language acquisition must be taken into account in L2 instruction in order to facilitate successful language learning. By using this

textbook as a teaching and learning tool, educational institutions may assist English language learners with the form of English which is more personal to them.

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