

Culture-related Content in an EFL Textbook: A Need for Locally Relevant Materials

Rudi Hartono¹⁾

rudihartonojr@yahoo.com

Abstract: This study aimed to shed light on the representations of global and local cultures in an EFL textbook. The analysis of cultural themes of the local English textbook was described qualitatively. The textbook was analyzed in terms of its cultural contents in order to examine how the representations of foreign, local and global cultures are portrayed in this textbook. The study also looked into the degree and ways in which the authors' resistance toward English culture as the target culture in this textbook. The analysis revealed that cultural content in this textbook is dominated by local cultures. The textbook authors attempt to instill local values in this textbook in order to provide students with more meaningful locally relevant materials. The study also suggests that EFL local textbooks should ideally include both global culture and local culture in order to equip students with diverse learning experience and better intercultural learning.

Keywords: *EFL textbook, culture-related content, and locally relevant materials.*

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan representasi budaya global dan lokal dalam buku teks bahasa Inggris. Hasil analisis tema-tema budaya dalam buku teks bahasa Inggris lokal ini dijelaskan secara kualitatif. Buku teks dianalisis dalam hal konten budayanya untuk melihat bagaimana representasi budaya asing, lokal dan global digambarkan dalam buku teks ini. Studi ini juga mengkaji sejauh mana cara dan resistensi penulis buku terhadap budaya bahasa Inggris sebagai budaya target dalam buku teks ini. Hasil menunjukkan bahwa konten budaya dalam buku ini didominasi oleh budaya lokal. Penulis buku berusaha untuk menanamkan nilai-nilai lokal dalam buku teks ini untuk memberikan siswa materi yang relevan secara lokal dan lebih bermakna. Studi ini juga menunjukkan bahwa buku teks Bahasa Inggris lokal idealnya harus mencakup budaya global dan budaya lokal untuk membekali siswa dengan pengalaman belajar yang beragam dan pembelajaran antar budaya yang lebih baik.

Kata-kata kunci: *buku teks Bahasa Inggris, konten budaya, materi lokal yang relevan*

¹⁾ Lecturer of the English Education Study Program, Universitas Indo Global Mandiri, Palembang

‘A language can be made a priority in a country’s foreign-language teaching, even though this language has no official status’ (Crystal, 2003, p. 4). Indonesia has no history of being colonized by any of the English speaking countries but is heavily influenced by the spread of English. In Indonesia, English is taught as a main foreign language. The government put more emphasis on English than any other foreign language by making it as a required subject on National Examination at junior and senior high school.

English is introduced as a compulsory subject in secondary schools. In junior high school English is introduced at grade 7, where students are mostly 13 years old. While in elementary, English is an elective school. While the schools are free to decide whether to include English lessons in their curriculum, many have introduced English at primary level. English is made as an elective in primary school due to “an increased emphasis on national language and culture education” (Galloway and Rose, 2015, p. 138). The government is concerned on the decline of young generation’s mastery in national language. In addition, a resistance toward English can be seen from Indonesian government’s decision to reduce the English hour secondary education for example in senior high school English is taught in 2 lessons a week, 1 lesson is 90 minutes while in junior high school English is taught in 2 lessons, each last for 80 minutes.

One of interesting aspects of ELT practices and policies is curriculum. Indonesian government attempted to increase the quality of education in Indonesia is through the enactment of curriculum 2013. Curriculum 2013 demands a balance of attitudinal competence, knowledge competence and, skills competence. The manifestation of curriculum is textbooks which contain activities and materials designed to achieve certain learning objectives. Therefore, it is important to look at ELT textbooks that

have been used by teachers as a main resource for teaching and learning materials in the classroom.

This study attempts to shed light on global and local culture in an EFL textbook used for 8 graders of junior high school in Indonesia. In this paper, I attempt to qualitatively describe the results of my analysis of cultural themes of the local EFL English textbook produced by the Indonesian Ministry of Education and Culture. This textbook was analyzed in terms of its cultural contents in order to examine how the representation of foreign and local cultures is portrayed in this textbook. The guiding questions for the study:

1. What are the cultural aspects portrayed in this EFL textbook?
2. How local and global cultures are represented in this EFL textbook?

Using Textbook and Evaluating Textbook

Textbook is the main resources of learning material used by teachers. There is no ideal book for our students. Instead, teachers have to be informed about their decision in selecting the most appropriate textbooks for their classroom situations. Teachers in outer and expanding circle countries either in EFL and ESL contexts are bombarded with imported textbooks that are written by English authors and produced in US, UK with predominantly cultural content related to English speaking countries. Teachers have to be mindful about the content of those imported textbooks because textbook may be a form of ‘cultural imperialism’ in language teaching. Cultural imperialism can be defined as “the transmission of ideas about a dominant culture during the course of teaching (i.e. via textbooks, the choice of content, etc.) in which certain cultural stereotypes and values are presented as universal and superior while others (either by omission or by direct presentation) are viewed as inferior.” (Richards & Schmidt, 2002, p. 137).

Textbooks for foreign language learning play an important role in classroom as they contain activities and drills for practicing in the language. Teachers often use and rely on textbook as a resource for learning and teaching. Textbooks also contribute to the success of teaching and learning in classroom. Textbooks serve not only as a resource of learning, but convey ideas, values that the authors carry through the material contents for example the selection of certain topics in a unit of a textbook. There are a lot of books written for international students in EFL and ESL contexts. Although they are powerful resources for both teachers and students, they may not be locally relevant to all contexts. Since textbook is a means of transferring values, ideology from native English speaking countries, textbook has a significant influence on students' cultural awareness.

In selecting an appropriate textbook, teachers might have to ask the following questions "Which variety or varieties of English presented in the textbook is relevant to my students? "Which one to be included in our classroom materials? "What image of English is portrayed in these materials?" These are very important questions to address as an attempt to provide meaningful and locally relevant materials and cultural sensitivity of students toward English based on local context where the teachers teach.

Liu and Laohawiriyanon (2013) analyzed Chinese teacher's manual EFL college English textbooks using target culture, international culture and source culture. They found that 262 cultural units in the textbooks and subcategorized them into big C and small c culture. They have 12 themes for big C and 7 themes for small c (2013, p. 87). They found that the content of NHCE teacher's manual was mainly related to target culture and unidentified sources of culture. Their finding is that small "c culture of "values" dominated the content of the textbook (58.08%). They concluded that the "students are equipped with cultural

knowledge of English speaking countries." (p. 90).

Globalization, Localization, and Glocalization

The fact that English as a global language is something that we can inevitably accept. Indonesia as one of the expanding circle countries, English is taught as priority a foreign language in Indonesia. In Indonesia the phrase "English as an international language" is much more common than English as a global language. Kubota and McKay (2009) argue that "the discourse of English as an international language intersects with the local multilingual context where English does not serve as a shared language." (p. 597). Given the impact of globalization, English teaching material such as textbooks may contain global culture of the inner circle (English speaking countries) which may not be in line with the students' culture and social background. It is very important to make an appropriation to material presented in the book to meet the teachers and students' local contexts. Teachers have to localize the globalized materials in order to suit their local purpose. Localization is" the process the process of incorporating local needs into international integration (Galloway & Rose, 2015, p. 255). Local contexts of the teacher's teaching situations should be considered as an important element to make more meaningful and contextual learning for the students. Learners need to be given opportunities to engage in authentic communicative in the target language. Nunan (2003) argues that "feature of successful foreign language education is the opportunity for learners to take part in authentic communicative interaction" (p. 609).

Teachers can also choose to teach both local and global contents of the textbook, known as glocalization "the process of incorporating both local and global needs into international integration" (Galloway & Rose, 2015, p. 254). This appropriation is

one step toward being more critical and reflective teachers in order to provide students with more locally relevant materials for both local and global learning purpose. “English language will continue being moulded and adapted by its users to fulfill immediate purposes, it will always be influenced by exposure to alternative, creative uses of language” (Galloway & Rose, 2015, p. 246). English language teachers and learners should reflect and develop their own local cultures into their English language teaching and learning. Teachers should be also more tolerant to English which has some ‘Indonesian flavor’ as a response to the notion of English as a global language and every language learner is a legitimate speaker of their English.

Definition of Culture

Richards and Schmidt (2010, p.138) define culture as “the set of practices, codes and values that mark a particular nation or group: the sum of a nation or group’s most highly thought of works of literature, art, music, etc.” They also make a distinction between “High” culture or big “C” which refers to *literature and the arts*, and small “c” culture which refers to *attitudes, values, beliefs, and everyday lifestyles*. Brown defines culture as “the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time” (2000, p. 177). According to Lee (2009, p. 78) big “C” includes “arts, history, geography, business, education, festivals, and customs of a target speech society” only for the highly educated. Big “C” culture includes music, social norms, economy, politics, geography, architecture, classical music, literature, political issues, society’s norms, legal foundation, core values, history and cognitive processes (Peterson, 2004). Small “c” culture refers to routine aspects of life such as holiday, food, gestures, weather greeting, customs and values. Peterson (2004) state that small “c” culture are those related to common, minor themes, opinions, viewpoints, preferences, tastes, gestures,

body postures, use of space, clothing, food, hobbies, music, popular issues, and certain knowledge. Liu & Laohawiriyanon (2013, p. 85) maintain that EFL learners should know about small c culture in the target culture in order to participate in intercultural environment.

Relationship between Language and Culture

Relationships between language and culture are intertwined. In language teaching, it is important to teach culture along with the language being taught as Richards and Schmidt (2002) state, “In foreign language teaching, the culture of the language may be taught as an integral part of the curriculum” (p. 139). In language learning we must consider the culture of the language (target culture) to be integrated into the curriculum because it is an important element in language teaching and learning. It might be difficult to separate between language and culture. Brown (2000) argues that “A language is part of a culture, and a culture is part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 177).

An often time, the culture of the language learned is the dominant culture. The dominant culture often refers to English speaking countries such as US and UK, while other inner circle countries such as Australia, Canada and New Zealand are often ignored. Textbooks are often rich of materials that contain a lot of cultural information which come from the dominant culture, English speaking countries. We do have to question the ownership of English when there is a claim that English or English culture only belongs to inner circle countries. In English language teaching, English culture is still considered to be target culture that needs to be taught to students EFL learners. It is problematic when English speaking countries’ culture are made as the ultimate goal of foreign

language teaching. The problem is “whose culture to be taught?” because English speaking countries include all the inner circle countries. It may be impossible to teach all those countries’ culture.

Textbooks should involve not only dominant culture but also global cultures. More importantly, textbooks should have an emphasis on local culture as a way to provide more locally relevant materials. Warschauer (2000) pointed out that “Culture remains an integral part of language learning, but the approach toward culture must become multifaceted, taking into account the diverse culture of the many people who speak English around the world” (p. 514). It is important to acknowledge students’ English without associating it to English speaking norms. It is important not to impose certain English cultures, ideas, values, and ideology of English to students in foreign language class. Students also need to be recognized as a legitimate user of their English. One of the arguments for not teaching English norms, or English ways of speaking and English culture is that because students will need English based on their local purpose. Galloway & Rose (2015) suggest, “English learners will most likely use English with other nonnative English speakers in ELF interactions. Teaching learners that English conforms to a singular ‘standard’ will ill-prepare them to use the language” (p. 203).

There should be some space for localness of students’ own culture in textbook and language classroom in general. Language learning is not about how they express English in English culture, but how they express their own culture in English. Richards and Schmidt (2002, p. 138) state that “Culture and Language combine to form what is sometimes called “Discourses”, i.e. ways of talking, thinking, and behaving that reflect one’s social identity.” There is also a need for teachers and textbook writers to increase students’ cultural awareness of diverse cultures. One of the importances of teaching global

culture to students is to enable students learning about different cultures from different countries which is important for building students’ cultural awareness. If the idea is to prepare students to be students with adequate cultural awareness, teacher might have to consider both local and global cultures in their language classroom.

In regards to culture, Galloway and Rose (2015, p. 217) suggest some questions that teachers need to ask themselves “What foreign cultures are my students familiar with? “Which are relevant to my students and which are included in our classroom materials?” “Is there any consideration of the role of culture in ELF communication?” “How can I provide ways for students to practice mediating and negotiating culture in ELF contexts? “Does the book raise awareness of global Englishes (e.g. diversity /global use of English? Does the book help prepare my students to use ELF in the future?” and “What kind of culture should be taught in language classroom?” These fundamental questions help teachers make the right classroom decision especially in determining which book and what culture are relevant for their own teaching context.

Integrating Culture into English Language Teaching

In English language learning, English culture may serve as a target culture which is the dominant culture especially when using imported books written by English authors and dedicated for international students in various language learning settings. Some might think that learning English language also means learning English culture. A profound question that needs to be addressed is “What is the purpose of learning English?” If learning English language means learning its culture, then subsequent question to be addressed is “Whose culture? Which English culture should be incorporated in English language teaching?” which gives the fact that English is spoken not only in the inner circle countries but also in outer and expanding

circle countries. It is a dilemma for teachers because not every target culture is appropriate to be taught to students. Alternatively, teachers now have the option of integrating their own local cultures in foreign language teaching. Learning English language can go hand in hand with the idea of integrating local cultures. Integration of local culture allows for culture reflexivity that reflects students own culture. It is expected that it would create more meaningful language learning experience for the students.

It is important to move away from the perspective that sees English-speaking countries' culture such as British or American culture as the target culture that students have to attain. English teachers now must provide students with global Englishes. Teachers have to introduce the notion of English a global language, and that English has many varieties. So teachers have to introduce students to all kinds of Englishes and should not emphasize only British or American English only as a rule of thumb for Standard English.

Culture is directly and indirectly integrated in teaching materials such as textbooks. Textbooks contain not only language items but cultural aspects of the target language. Textbooks may impose on the use of target culture to be transferred to students. Textbooks serve as medium for authors to instill the English culture to English learners. It is problematic when English is taught as a second or foreign language where students are required to be engaged or master the English culture which may not be relevant to them. It should be understood that some target culture may seem unfamiliar to students. Those culture specifics may not always be appropriate or relevant to students' life. Therefore, teachers have to think ways how to appropriate those target culture into local culture. In other words, instead of avoiding all target cultural content in English

language classroom, teachers have to provide students with more locally relevant cultural content that reflect students' own culture. Textbooks which are written by native English-speaking authors are likely to convey some kind of English values, and ideologies. In English language learning either EFL or ESL, target culture has often been the goal of language learning. ELT textbooks carry target culture which refers to only inner circle countries' culture. Although some textbooks now also include international cultures, there is a need to include source culture (local culture) into students' textbooks as a way to "cultivate learners' knowledge of their own culture" (Liu & Laohawiriyanon, 2013, p. 84).

METHOD

This study employed content analysis. "Content analysis is a method used for analyzing and tabulating the frequency of occurrence of topics, ideas, opinions and other aspects of the content of written and spoken communication... in a set of language teaching materials, in order to discover if any particular attitudes or themes were unintentionally being communicated in the material" (Richards & Schmidt, 2002, p. 114). The primary purpose of this paper was to examine cultural contents in the English textbook used for junior high school grade 8 in Indonesia. For this purpose, I scrutinized each chapter of the textbook using cultural lens. I analyzed the textbook by looking through each chapter with a focus on the local and global culture contained in the textbook. My analysis focused on the representation of local and global cultures in this textbook with an emphasis on how local culture is integrated in this textbook. I analyzed not only written text such as conversations in speech bubbles but also visual images in the textbook. Since this is a local textbook, I also aimed to see the degree and ways in which the authors' resistance toward English culture as the

target culture in this textbook.

About the Textbook

This local textbook is written and published by Ministry of Education and Culture Republic of Indonesia in 2014. This 226-page book has been prepared for use in curriculum 2013 which has been implemented since 2013/2014. The government distributes this textbook to schools that have implemented curriculum 2013. The ministry of education and culture published two kinds of textbook namely student book, and teacher's handbook. For this study, I focus on student book only which is a handbook for students at grade 8 in junior high school. This textbook contains 12 units designed for one academic year. Each chapter has a theme, for example, chapter one is entitled "It's English time, and chapter two presents a topic on "Can you play the guitar?". Each chapter begins with a "Useful tips" section that provides information for coping with any learning difficulty students might encounter. Since this book is supposed to be used for junior high school grade 7, the context of the textbook is mainly focused on basic conversation for daily communication.

RESULTS AND DISCUSSION

Throughout the book I have found a lot of local culture integrated in the book. The local cultures found include Indonesian names, food, clothing, music, animals, and metric system. The localness of the textbook can be seen first from the authors' intention to write the preface in Bahasa. This also acts as a resistance toward the hegemony of English. In the preface, it is mentioned that English is main language for communication among nations and it is needed to participate in global arena. This shows how English is considered as an important language in globalization era. It is also mentioned that globalization in the science and technology has required people to master English language. The author of this book emphasizes the importance of

learning English because English is seen as a means of communication with global countries. The book also claims that English plays an important role as means of accessing information due to the fact that a lot of information, sources of learning is written in English. The information from the preface explains the necessity of learning English as an impact of globalization.

Throughout this textbook, local culture can be clearly seen. Furthermore, Indonesian names are used such as *Beni Siti gunawan, Udin, Lina*. Meanwhile English names such as *John, Smith and George* are frequently used in global textbook or imported textbook. It is interesting to see English names are no longer used in this textbook. Next, the representation of students' uniform, white and blue which is a very typical Indonesian uniform for students in junior high school in Indonesia. I also found the mentioning of local traditional clothing such as Batik as in the following example, "You can wear a batik shirt or a formal shirt. But please don't wear T-shirt." Batik is a typical local outfit that Indonesian people often wear.

Regarding the names used in this textbook, a lot of vocabularies are very familiar in local context. For example, "How do you say 'manggis' in English?. "*manggis*", mangosteen is a kind of tropical fruit that is often found in Indonesia. In terms of local food, I have found the mention of some local food, for example on p.28 "*Yuli can make fried rice and she can fry the egg nicely. She can also serve fried rice beautifully with tomatoes and celery.*" Fried rice is a type of food common to people in Indonesia. The next local culture represented in this book can be found in Chapter 2 (p. 27) for example "Can you play the Angklung?" Mentioning *Angklung* as one of the Indonesian traditional musical instruments has made the conversation relevant to the students as they are familiar with this type of musical instrument. Metric system is also another local culture mentioned in this book, for example, in one

of the conversations the students says “*My brother loves sport. He thinks that exercise is the best way to be healthy. For his health, he will walk 2 kilometers to his office every day.*” Instead of *mile* which is common to be found in imported textbook, *kilometer* is used as it is the common metric system in Indonesia. Kinds of animals that are common to be found in Indonesia such as *cat, fish, rabbit, and duck* are also mentioned.

It can be said that this book is intentionally written to provide students with locally relevant English materials. The authors attempted to include local culture into the content in order to provide students with more meaningful locally relevant materials. It is very important to provide materials that relate students’ experiences. This kind of appropriation is an agentive action taken by the ministry of education and culture of Indonesia. This is a kind of resistance to the idea of teaching English culture to students which may not be locally relevant to students’ lives and experiences.

The idea of representation local culture into language classroom can also be seen through visual images/ pictures. First of all, the students represented in this textbook are typical Indonesian students as we can see from the faces. Next, in this textbook, one of the students in the class wears a hijab (a veil) (p. 53) which is a common phenomenon in Indonesian classroom due to the fact that Islam is the majority religion in Indonesia. This representation of hijab in class is very locally relevant to students’ life as it is a common phenomenon in Indonesian classrooms. In this picture, one of the students, Edo, is represented as one student with dark skin in order to portray the diversity of Indonesian classroom given the fact that Indonesia consists of 34 provinces, and in fact there are some areas where the majority of people have dark skin. I assume that the rationale of doing this is to give diversity of classroom because Indonesia itself is the most diverse country with various ethnicities. So

whenever the textbook is used in that context, the textbook can still be relevant to the students.

Local Values

In the picture, there is conversation between a student and her teacher “Excuse me, Ma’am. What is ‘attention’ in Bahasa?” This is very contextual for the students where the students often ask the English word for a word that they don’t know. And the teacher answered “*Attention means ‘perhatian’*”. This conversation represents what conversation among students might look like in real context. The use of L1 translation facilitates students’ understanding as what Iqbal (2013) stated that “Explaining the meanings of the difficult words in local language can keep the students interests and make the learning process more effective (p. 4). Another local value that emerged in the textbook, which is the idea of politeness, for example “*Sir, may I wash my hands?*” is used by one student when he wanted to leave the classroom to wash his hand. In Indonesia, it is common for students to ask for *permission* before going out of class. This shows a politeness and respect to an older person, someone who has authority in the classroom. This idea may not happen in a western classroom, where students may just leave the room without saying anything to the teacher first. It is a representation of local culture and local character which is deeply rooted in society.

On page 14, two students were discussing the English class, while they were cleaning the class. The idea of cleaning the class is called “*piket*” in Indonesian context which is a duty of every member of the class to clean the class. Every student in class will have a turn to clean the class. It is common for students in secondary schools in Indonesia to be assigned to clean the class as part of the responsibility to keep the classroom clean. Also, it is common for the teacher to ask the students to clean the white board (p. 41). It

may not be the case in western education where students just come to class without having to clean the classroom, because it is part of school that has provided cleaning service to do this job.

Global Culture

Although this is a local textbook I still found global cultures represented in this textbook. This may be due to the idea of integrating English culture into ELT materials. The global culture represented in the textbook include: *Invitation, Halloween Baby shower, Nemo, and Tweety*. The topic of writing an English invitation (p. 59) may seem irrelevant for the students because in real life Bahasa is still commonly used as the language of invitation in Indonesia. For the students, it is neither meaningful nor contextual to learn how to write an invitation in English. It does not reflect reality. It is not meaningful as it is so rare that students find or receive invitation in English. Also, RSVP in an invitation card is not a concept in our culture. Indonesian people do not normally expect guests to give a notification whether they are attending or not. It may be even considered rude to ask someone's presence to a party. Teachers may have to problematize this material because the need for the writing an invitation in English in local context seems unnecessary. Although, it cannot be denied that using invitation as a text in language class enables students to learn language items, conventions and the discourse of writing invitation in general. In this case, the authors' attempt to provide authentic language has failed to show the necessity of using English in invitation where it is used for local purposes.

Halloween party is another foreign culture represented in this textbook. This example shows foreign culture that travels to local through this textbook. Halloween is not usually celebrated by Indonesian people. Although there are some people who would celebrate but it is not part of Indonesian

culture. Since Halloween has association with western cultural practices, teachers may have to ask themselves about the rationale of teaching *Halloween* to their students as it may not be locally relevant to the students. Instead, teachers have to consider local culture for classroom materials such as local festivals or celebrations that are more meaningful and relevant to the students. Another example of foreign culture that is still found in this local textbook is "Baby shower". It is a foreign cultural practice that the textbook tries to carry. Localization in both in wedding invitation and Halloween can be seen from the uses of local addresses in this invitation.

The idea of celebrating these events is not culturally socially relevant for the students. Although we do celebrate events similar along these themes, they are foreign cultural concepts. This is in line with Liu and Laohawiriyanon's (2013) study which found that in the textbook, "they learn the English names of western festivals and ways of celebrating them, but they are not taught to talk about their own festival in English". Therefore, teachers' initiative to include more locally relevant material should be enhanced. Local festivals and celebration such as *Lebaran, yasinan, aqiqah or sunatan* which students are familiar with should be integrated in local textbooks.

Another global culture found in the textbook is the global cartoon character *Nemo* and *Tweety*. These two characters are popular cartoon that many people know through movies. Globalization in media such as TV and internet helps the spread of these global features in local context. In order to provide locally relevant characters in language teaching, local teachers can integrate local characters that are common to students. In the case of Indonesia, local characters such as *Si Unyil* and *Pak Raden* can be integrated in materials as a way for providing local cultures in language classroom.

CONCLUSION AND IMPLICATION

The analysis revealed that cultural content in this textbook is dominated by local culture. Local cultural themes include local names, *food, fruit, clothing, music, animals, and metric system*. The uses of local language (L1) and local values such as politeness and cleaning the class also characterize the localization process in this textbook. From the images used in this book, localization can be seen from the classroom arrangement which includes students' wearing a hijab (a veil). The results of this study indicated that the book promotes local culture into the contents of English textbook for 8 graders in junior high school in Indonesia. It can be said from the findings that the authors try to instill local values in this textbook. Moral values are integrated in order to reflect the Indonesian local character. A lot of the material contents in this textbook have been localized. It is contrary to what Liu and Laohawiryanon (2013) found in their study that more than half of the total units of analysis (58, 08%) were related to target culture. In addition, global culture contents are also found in some sections such as *English wedding Invitation, Halloween, Baby shower, Nemo, and Tweety*.

With globalization, English language teachers need to prepare students for a wider scope of intercultural communication and to enable them to communicate across cultures. English language teachers have to make an attempt for providing locally relevant materials for students that include students' own culture. The integration of both local and global culture in ELT textbooks should be enhanced for a better intercultural communicative competence. English language teaching and learning can go hand in hand with the idea of integrating local cultures. The study suggests that EFL local textbook should ideally include both global culture and local culture in order to equip students with diverse learning experience. Teachers also have to introduce the notion of English as a global language.

English language teachers and ELT textbook authors should instill not only English speaking countries' culture such as British or American culture but also international culture.

Instead of using imported textbooks which may not be relevant to students' background, teachers have to make an adjustment by making appropriation of textbooks they are using. In addition, local authors are needed to write local English textbook that give more meaningful, contextual and relevant materials based on students background and experiences. Using the framework of English as a global language consequently, the integration of both local and global culture in ELT textbooks should be enhanced for a better intercultural communicative competence.

By looking at how English culture presented in textbook for EFL learners, it is hoped that teachers can have a more informed understanding of how to utilize textbook for teaching English in their own context. This study gives meaningful contribution for teachers in order to make the right decision regarding the choice of textbook and content material related to culture presented in the textbook.

Also, one obvious implication of English as a global language is the emergence of variations in English. English language teachers need to expose and familiarize students with varieties of English as much as possible. There is a need to integrate the discussion of English as a global language in an attempt to prepare students to be a global citizen. Galloway and Rose (2015) state that global English language teaching has "a focus on exposure to non-native English and ELF, including students' own varieties of English" (p. 221). They need to be aware of English as a global language and be better prepared for the challenge they might encounter as they spread the wings in international stage. In other words, they need to be equipped with appropriate English in order to enable them compete in international arena.

REFERENCES

- Brown, H. D. (2000). *Principles and language learning and teaching* (4th ed.). White Plains, NY: Addison Wesley Longman.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Galloway, N & Rose, H. (2015). *Introducing global Englishes*. New York, NY: Routledge.
- Iqbal, J. (2013). A review of English textbook at secondary level in the province of Khyber Pakhtunkhwa, Pakistan. *Research Journal of Educational Sciences*, 1(3), 1-5.
- Kementrian Pendidikan Kebudayaan Republik Indonesia. Bahasa Inggris. (2014). *"When English Rings a bell" SMP/MTS Kelas VIII*. Jakarta, Indonesia: Kementrian pendidikan kebudayaan Republik Indonesia.
- Kubota, R., & McKay, S. (2009). Globalization and language learning in rural Japan: The role of English in the local linguistic ecology. *TESOL Quarterly*, 43(4), 593-619.
- Liu, S., & Laohawiriyanon, C. (2013). Cultural content in EFL listening and speaking textbooks for Chinese university students. *International Journal of English Language Education*, 1(1), 82-93
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589-613.
- Peterson, B. (2004). *Cultural intelligence: A guide to working with people from other cultures*. Yarmouth, ME: Intercultural Press.
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). Kuala Lumpur, Malaysia: Pearson Education Limited.
- Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34(3), 511-535.

