



The Representation of Multicultural Values in National Mandatory English Textbooks Used in Indonesian Secondary Schools

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Abstract

In last few years, there are some critical problems such as racial discrimination, terrorism, and radicalism. The issues appear in many countries such as America, UK, and Indonesia. Multicultural based English learning is essential in promoting students' sense of tolerance, especially from English textbooks. This research aims to investigate the multicultural values represented in the official English textbook authorized by MONEC. This content analysis research uses Bennet's four multicultural dimensions to analyse multicultural values. The results of this study tell that three dimensions of multicultural values occur from the textbook, such as (1) acceptance and appreciation of cultural diversity; (2) respect for human dignity and universal human right; and (3) respect for the earth. The implications suggest that English has a progressively vital part as a lingua franca; multicultural resources from the inner and outer circle of countries are essential in EFL textbooks. As a result, it is necessary to add more aspects of multicultural values: the world community's responsibility, because it is less represented in the EFL textbooks.

Keywords: *Content Analysis; English Textbooks; Multicultural Values*

Introduction

In a recent global issue, the world faces some critical problems such as racial discrimination, terrorism, immigration, and ultra-nationalism. The problems are appeared in many countries, especially in Indonesia. According to Laksana's research (2015), there are tensions between majority group and minority group caused by some teachers that provided learners a conservative understanding of religious tolerance. In addition, Gebregorgis (2017) argues that if there is no tolerance and multicultural understanding, it will be very difficult for the society to survive in the multicultural country. Thus, it can be concluded the problems are caused by the less understanding of the multicultural value in society.

The reality of conflicts between ethnics and religious groups in Indonesia reinforces the importance of multicultural understanding. The need for people of varying backgrounds to have a better understanding of one another has important implications for future generations. One of ways to grow the

multicultural understanding in the society is through multicultural education. According to Goo (2018) stated, "Multicultural education is based on the idea that students can obtain knowledge and associated values from being exposed to different cultural messages, ideals, attitudes, and values; as evidenced and communicated by participation in interpersonal relationships".

Experts argue that textbook takes a vital role as teaching units to reinforce multicultural education. As Widodo (2017) stated that "textbook as a curriculum artifact canalizes a piece of baggage of cultural and moral values that both teachers and students need to be aware of. The critical evaluation of textbooks is one of the ways to examine ethical and cultural values, particularly in ELT textbooks". Many researches on EFL (English as Foreign Language) textbooks have conducted to investigate the portrait of multicultural values in ELT (English Language Teaching) textbooks (Awyed-Bishara, 2015; Cho and Park, 2016; Setyono and Widodo, 2019). Several researches are conducted in Asia countries such as Korea, Israel, and Indonesia. To extend the study of textbook analysis about multicultural in Asian, the study conducted to investigate the multicultural values portrayed in ELT textbook with Indonesia context (Widodo, Wood, and Gupta 2017). The previous studies focused in how the cultures of local and international represented in the textbooks (Awyed-Bishara, 2015; Cho and Park, 2016). Therefore, the research goal of this study is to investigate the representation of multicultural values in mandatory English textbook. The research question formed in this research is what multicultural values portrayed in mandatory English textbook in Indonesia.

Education Value in Indonesia

Ministry of National Education and Culture (MONEC) has developed the 2013 Curriculum as national curriculum since it first announced in 2013. In the development, it is essential to implement various values and characters to formulate it in a complete framework. MONEC formulate the 2013 Curriculum, to develop learners become productive, innovative, religious, and passionate citizens, who can contribute in national and global scope. According to Setyono (2019) stated, "school graduates are expected to become citizens of the world who respect religious, social, and cultural values, enjoy working hard, and creative thinking to contribute at national and international levels". Thus, MONEC hopes the application of 2013 Curriculum can improve the quality of national education and prepare individuals to think globally and act locally both in hard skill and soft skill.

In the application of the curriculum, textbooks take a significant part. Because of guided by textbooks, teachers can organize teaching materials and use it not only inside but also outside the classroom. In critical perspective, textbooks are viewed as "ideological message systems for transmitting dominant values and beliefs of society" (Opoku-Amankwa et al., 2011). For this reason, textbooks are suitable to represent Indonesian standard value/norm and behavior. From a value viewpoint, textbooks have a significant role for the teacher in guiding the teaching values in all school subjects. Therefore, MONEC have commanded schools in Indonesia to use an authorized English textbook published by MONEC in the application of 2013 Curriculum. As Widodo stated, "this textbook series aims to strengthen character education as a critical feature of the 2013 ELT Curriculum. As far as Indonesia is recognized as a multilingual and multicultural country respecting and appreciating cultural diversity have become the fundamental of character education."

Operationalization of Multicultural Values in Textbook

Multicultural value is the notion of pluralistic ideology which emphasizes on the various cultures from people with different ethnic, religious, socio-economic, and geographical backgrounds. Moreover, multiculturalism uses English as a lingua franca to communicate with others (Baker, 2012; Hajjisteriou and Angelides, 2016). It accepts other people with different background such as socio-cultural and geographical backgrounds.

One of ways to grow the multicultural values in the society is through education. Because Indonesia is known as a multicultural country, respecting and appreciating cultural diversity has been placed at the core of character education (Widodo, 2019). Therefore, the existence of learning element that support multicultural education is needed by teachers and students, for example, textbooks. Textbooks play an important role in the process of teaching and learning a foreign language as a tangible object which helps both teachers and learners. Dubin and Olstain (cited in Matsuda, 2012) argue that “the tangible element that gives language course face validity to many learners and teachers is the textbook”.

Textbooks contain classes of various texts which are prepared to fulfil the goals of policy makers, writers and programs just like the goals of the curriculum. In determining both the texts and activities in the textbook, the authors collaborated some theoretical frameworks from curriculum. The textbook has the purposes such as expressing the values of the official curriculum (van Dijk, 2001), growing the concepts to form the learners’ characteristics (Awayed-Bishara, 2015), and promoting specific values needed in the society (Gebregeorgis, 2017). In short, ELT contents in the textbook consists both language values and different hidden cultural programs.

To analyse visual elements that contain multicultural values in the textbook, this research was carried out using Bennett (2011) dimension of multicultural values. The values are “(1) acceptance and appreciation of cultural diversity, (2) respect for human dignity and universal human rights, (3) responsibility to the world community, and (4) respect for the earth”. All of the four dimensions of multicultural values were analyzed in *Bahasa Inggris* textbook.

Literature Review

To conduct the research on the issue of multicultural in EFL textbooks, the researcher has reviewed several studies that analyzed the multicultural values in English textbooks which are explained in the following:

First, the study done by Awayed-Bishara (2015) was to investigate the cultural content in English textbooks for the Palestinian Arab students. The research used critical discourse analysis to analyse the cultural contents. The article presents a critical discourse analysis of six English textbooks used in Israeli high schools to examine the recurrence of seven discursive devices. The result indicated that the English textbooks in Israel marginalize the Palestinian Arab minority, its culture and common traditions, thereby engendering a learning environment that creates a negative learning experience for students of this sector. The similarity of the previous and the current research is that both explore how the multicultural values are represented in English textbooks. While the difference is the context and the theory used to analyse the cultural contents. Moreover, the current study used a content analysis and the previous study was a critical discourse analysis research.

Second, McConachy (2017) studied research about the critical cultural meanings and representations in English textbooks. The research objective was to find out the cultural portrait in the language textbooks. Although it is problematic but it is beneficial for the learners as the resource to enhance their critical interpretation. The data collection was collected in an English language classroom in Japan to investigate how to construct the language learners critical understanding about culture in ELT textbook. Moreover, the discursive strategies used in the class will be used to construct their ability. Therefore, its potential will be developed to improve the students’ intercultural competence. The similarity of this previous study and the current study is the topic of multicultural values in the EFL textbook. The difference is the research design and the context of the research.

Third, Kusumaningputri (2017) conducted a research about promoting students’ critical intercultural awareness by using digital photograph-mediated intercultural tasks. The aim was to find out the college students’ critical awareness, which involves critical understanding, analysis, evaluation, and interpretation of sociocultural realities. Furthermore, this article analyzes a classroom-based study in the

use of digital photograph-mediated intercultural tasks to promote students' critical intercultural awareness in the tertiary ELT context. Data collection were from students' work artifacts, classroom observations, in-class discussion notes, and field notes. The study was a quantitative content analysis. The finding showed that digital photograph-mediated intercultural tasks improve students' critical awareness of cultural realities portrayed in the photographs they accessed online. The similarity of this study with the present study is the research design which is a quantitative content analysis in the cultural content. The difference is the document which being analyzed in this study is EFL textbooks.

Isnaini (2019) analyzed visual images which contain multicultural values in the textbook. In attempt to categorize the types of culture, Isnaini uses Chao's framework (2011) of the main categories of culture to analyze the multicultural values. Moreover, in analysing multicultural values the researcher uses visual semiotic by Barthes to examined the four categories of multicultural values; "respecting other people's traditions (ROPT), appreciating other people's perspectives (AOPP), acts of appreciating women's equal rights (AWER), acts of appreciating other people's cultural products (AOPCP)". The finding reveals there is imbalanced representations of multicultural values because none of the cultural values depicted in the textbook represents the target culture. The similarity of this previous study and the current study is the topic of multicultural values in the EFL textbook. While the difference is the context and the theory used to analyse the multicultural values. In addition, current study not only analyzes visual content but also textual content.

Setyono & Handoyo (2019) was investigate the multicultural content in the English textbook. The research aims to investigate multicultural values by using discourse analysis and SFL. The findings of this research reveal that there are four types of multicultural values in the textbook, those are; "(1) respect for cultures of different ethnic and religious groups; (2) respect for cultures of indigenous people; (3) conflict avoidance and peace with all forms of life and nature; and (4) appreciation of creative cultural products". The similarity of the previous and the current research is that both explore how the multicultural values are represented in English textbooks. While the difference is the context and the theory used to analyse the cultural contents. Moreover, the current study used a content analysis and the previous study was a critical discourse analysis research.

The similarity of the previous studies is that all of them conducted to find out the phenomena of cultural and multicultural values. Moreover, the design was similar to Kusumaningputri (2017) who used a quantitative content analysis to answer the research question. Moreover the research's textbook was an EFL textbook published by MONEC which Setyono and Handoyo (2019) also used the book from MONEC.

The difference of the present study with the previous studies are from the research design, the document analysis, the underlying theories, and the context. The research design used were critical discourse analysis (McConachy, 2017; Awayed-Bishara, 2015) and systemic functional linguistics (McConachy, 2017). Moreover, the document used to analyse was in the different form, such as tasks in a research conducted by Kusumaningputri (2017). Then, this present study used the underlying theory from Bennett (2011), while the previous studies used Chao's framework (2011). Then, the context of the previous studies are various which are from Indonesia (Isnaini, 2019; Kusumaningputri, 2017; Setyono & Handoyo, 2019), Israel (Awyed-Bishara, 2015), and Japan (McConachy, 2017).

The research gap in the research is to investigate the research of Setyono & Handoyo, (2019). They studied about the multicultural values represented in MONEC's English book. The present study studied the new version of EFL textbooks authorized by MONEC with a content analysis design. Moreover, the present studies adapt the more than framework to be used to analyze the multicultural values. Isnaini (2019) analyzed the semiotic representation in EFL textbooks while the current research analyzed both visual, textual, and visual-textual representations in the textbooks, so the analysis was more comprehensive to compare the aspects represented.

Methodology

This study is conducted based on qualitative research. Thus, a content analysis was chosen to explain multicultural values portrayed in the mandatory English textbook in Indonesia. According to Schreier (2012) “Qualitative content analysis is one of the several qualitative methods currently available for analyzing data and interpreting its meaning”. Furthermore, Cohen (2007) stated that content analysis in wider context refers to the process of interpreting and summarizing written data, whereas, in a narrower context, it is “a strict and systematic set of procedures for rigorous analysis, examination and verification of the contents of written data”.

MONEC published the material for the multicultural content analysis in this research chosen from the textbook and used for ELT textbook for senior high school in Indonesia entitled *Bahasa Inggris Untuk SMA Kelas X* (The English textbook for Grade X). The textbook published by MONEC in 2017, and it is free to be downloaded on the MONEC website. The textbook was claimed developed by the team of an expert who is highly competent and acquainted with Indonesian culture. *Bahasa Inggris Untuk Kelas X* was selected as an object to analysis because it contains teaching-learning activities and exercises. In contrast, the textbook for Grade XI and for Grade XII was not selected because it has the same pattern but different themes. For the data analysis, this research uses Miles and Huberman's (2014) data analysis. There are three main steps of the analysis involving data condensation, data display, and drawing and verifying conclusions. The researcher analyzes visual media in the textbook by using Bennett (2010) the types of multicultural using the four dimensions of multicultural values. Those dimensions of multicultural values are: (1) acceptance and appreciation of cultural diversity, (2) respect for human dignity and universal human rights, (3) responsibility to the world community, and (4) respect for the earth.

Findings and Discussion

The study focuses on analyzing visual content that represented multicultural values in the English textbook. The handbook writer presents multicultural values by using a series of visual representations such as photographs, pictures, and other visual media that depicted multicultural values that both students and teachers need to understand. Sometimes the students and the teachers take those optical media for granted. Exposing these values is essential to improve student and teacher understanding of multicultural values portrayed in the textbook.

In analyzing multicultural values in the textbook, the visual contents of this study were undertaken by using four dimensions of multicultural values by Bennett (2010). The values are (1) acceptance and appreciation of cultural diversity, (2) respect for human dignity and universal human rights, (3) responsibility to the world community, and (4) respect for the earth. All of the four dimensions of multicultural values were analyzed in *the English* textbook. Because of space limitation, this study only shows two examples of each dimension.



Picture 1a.

The first dimension of multicultural value, which is found in the textbook, is the acceptance and appreciation of cultural diversity. The Picture 1a shows a dialogue between two people. From the conversation, we can know that one named Edo comes from Raja Ampat with light-dark skin and brown hair, and the other one is Slamet that comes from Jepara, who has bright skin and black hair. The dialogue is considered as presenting multicultural value because it exposes two kinds of different cultures. The representative of cultural content is shown by telling specific place and name. Naming is one of the representations of cultural content. (Byram, 1994; Yuen, 2011; Mahmood, 2012; Dweik and Al-Sayyed, 2015; Aawayed, 2015; Dewi, 2016).

Moreover, the picture also shows Slamet wears a shirt with a *batik* pattern, which carried a hidden message of accepting and appreciating cultural diversity and pluralism in Indonesia. By exposing those elements, the students/reader knows the difference in culture in Indonesia. And it arouses the value of unity in diversity as a national motto. It also emphasizes clearing up myths and stereotypes associated with ethnic groups and different races in aims "to develop antiracist behavior based on awareness of historical and contemporary evidence of individual, institutional, and cultural racism and sexism to maintain societal harmony" (Bennet, 2011)



Picture 1b

Another accepting and appreciating cultural diversity is illustrated in Picture 1b. The data shows some pictures, such as the Malin Kundang statue, Rumah Gadang, and Minangkabau traditional dress. Then, those visual data represent some cultural aspects of west Sumatra. Malin Kundang is one of the folktales, which means the value of the Minang tribe. The story tells about a son who has terrible behavior toward his mother because he has been rich. The importance of culture is affected by the norm of the Minang tribe.

Moreover, the writer described West Sumatera's culture by showing the picture of a traditional house called *Rumah Gadang*. The design is unique and different from other traditional places in Indonesia. It shows how diverse Indonesia to have many individual traditional houses. The book contained the traditional home and the traditional dress of the Minang tribe. Moreover, the dress is represented through the picture of Malin Kundang and his wife. *Bugih* cloth has a role as the completeness of traditional clothing in Minangkabau. The images of *Malin Kundang* statue, *Gadang* traditional house, and *Bugih* cloth have represented the cultures of the Minang tribe. Showing these pictures shows that those visual data contains acceptance and appreciation of cultural diversity value.



Picture 2a.

The next dimension of multicultural value is respect for human dignity and universal human rights. "Human dignity and human rights capture the notion that every human being is uniquely valuable and therefore, ought to be accorded the highest respect and care" (Andorno, 2013). The goal is to develop a sense of belonging and caring for each other human that bring to the peace. The existence of peace is the presence of human right and social justice (Bennett, 2010) (Bennett, 2010). Picture 2a illustrates two men, the man whose black hair and light skin showing care to his friend with brown hair and dark skin with a stomach ache. This illustration tells students/readers to be kind to everyone without seeing race and their appearance. It means showing care/sympathy without seeing stereotypes, which is considered respect for human dignity and universal human rights in multicultural value. Picture 2a indicated that by seeing the picture showing care/sympathy, students are expected to deliver care when interacting with others. The physical touch use addresses the decoding of emotion; a subsidiary purpose was to provide tactile signals to communicate empathy, anger, and happiness between humans (Hertenstein & Keltner, 2011). The picture shows that the man touched the other's shoulder to show his care because he felt stomachache. Although there is no dialogue by analyzing the gestures, he wanted to make sure his friend's condition. Moreover, the picture showed how people show care or sympathy. It is considered as respect for human dignity and universal human rights in multicultural value.



Picture 2b

Another example of the picture that contains respect for human dignity and universal human right is represented in Picture 2b. The image is about a man showing care/sympathy to his friend. The picture showed that the man was injured and in the hospital because he had worn the hospital gown. The other man showed his care by asking about his condition, as we saw in the picture. The picture showed that the man was injured. He has bandage on this head, his hand holds crutches and he wears the hospital gown. The other man showed his care by asking about his condition, as we saw in the picture. Although there is no dialogue by analyzing the gestures, he wanted to make sure his friend's situation. Moreover, the picture showed how people show care or sympathy. It is considered as respect for human dignity and universal human rights in multicultural value.

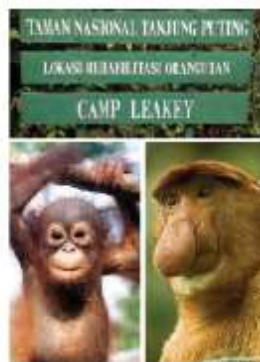
The last dimension which is analyzed is respect for the earth. It originates in the belief that all things in the universe are symbiotic. This idea develops an understanding of the balances that exist in all-

natural systems, or ecology. "All beings are related, and therefore human beings must be constantly aware of how our actions will affect other beings, whether these are plants, animals, people, or streams" (Bennett, 2010). Picture 3a shows a photograph of Coban Rondo Waterfall located in Malang, Indonesia. It is a beautiful waterfall on the slope of Mount Panderman. By exposing a significant natural resource, students are informed to protect and take care of our nature, improving the awareness to respect the earth. According to Bennett (2010), to bring about a better and more peaceful world, we need to understand the planet's past and present and a strong recognition of its potential for a more peaceful future. Thus, it can be concluded that the EFL textbook should be able to visualize the beauty and the condition of human nature to increase students' awareness of loving nature. It will also develop students' awareness as a citizen of the earth.



Picture 3a.

Another way to show respect for the earth is not only applied by representing natural resources such as waterfall but also by representing flora or fauna. Picture 3b shows respect for the earth by showing Tanjung Puting National Park is one of the conservation camps for flora and fauna. Tanjung Puting National Park is an internationally famous eco-tourism destination located in the southwest of Central Kalimantan peninsula. By showing the conservation camp for flora and fauna, students are informed of their country's resources that can engage not only to love but also to protect flora fauna for their existence in this world (Dewi, 2016). Thus, it can be concluded that this data contains respect for the earth.



Picture 3b.

Accordingly, the pictures depicted in the textbook describe socio-cultural phenomena related to Indonesian people's lives. Picture 1 shows the acceptance and appreciation of cultural diversity. Picture 2 respect for human dignity and universal human rights by presenting a man showing care to his friend, who has a different appearance from him. Picture 3 respect the earth by exposing a photograph of a

beautiful waterfall. These pictures are chosen to be displayed in the ELT textbook to represent and strengthen multicultural values in the EFL textbook. It can be a way to solve the current issues, which are about the appreciation of pluralism, cultural diversity, and take care of our earth. It also gives the students a chance to improve their multicultural competence by appreciating cultural diversity and accepting racial and religious tolerance around them (Isnaini, 2019).

However, the textbook did not expose the dimension of multicultural value, representing the world community's responsibility. It is defined as an individual's awareness that he or she has a view of the world that is not universally shared and differs profoundly from that held by many members of different nations and ethnic groups worldwide (Bennett, 2010). It is crucial to improve awareness as a global citizen. Yet, the textbook did not expose the social-global or real-life condition of the world. Therefore, the students who use this book will not know the current development of the global situation. As a global citizen, the students should be given this information to think globally and act locally.

Based on the finding above, there is an imbalance of multicultural content in the textbook. Isnaini (2019) stated that English textbooks should provide more images representing multicultural values' materials to help language learners improve their multicultural awareness through images. Exposing multicultural representations in the language textbook can become "a starting point for multicultural dialogue" (Setyono & Widodo, 2019).

Conclusion

This study explains multicultural values as depicted in an English textbook written for Indonesian EFL students. It shows the government's official textbook in a country where English is positioned as a foreign language has contained some multicultural values to foster students' tolerance awareness. The present research has analyzed the four aspects of multicultural values depicted in the high school English textbook authorized by the Ministry of Education and Culture of the Republic of Indonesia (MONEC). In analyzing multicultural values in the textbook, the visual contents of this study were undertaken by using four dimensions of multicultural values by Bennett (2010). The values are (1) acceptance and appreciation of cultural diversity, (2) respect for human dignity and universal human rights, (3) responsibility to the world community, and (4) respect for the earth. Three dimensions were found in the finding of the study, which are (1) acceptance and appreciation of cultural diversity, (2) respect for human dignity and universal human rights, (3) respect for the earth. A dimension that is not represented in the English textbook is a responsibility to the world community. Thus, it can be concluded that there is an imbalanced representation of multicultural values used in the students' senior high school English textbook authorized by MONEC.

There are important roles for the writer and the teachers. As the evaluator and the English textbook users, they have to be more active by selecting the appropriate English textbook, analyzing, and giving a review to the authors of textbook publishers. The textbook needs to add more images that represented the dimension of responsibility to the world community to reduce the imbalance. To make the students more engaged in the class, teachers should teach them how to compare the differences and similarities of many cultures in Indonesia to enhance students' multicultural values. Further research needs to find the techniques, strategies, and methods of teaching multicultural values to different students' levels. Therefore, the students who use this book will not know the current development of the global condition. As global citizens, the students should be given this information to implement both thinking globally and act locally. Finally, some visual elements that illustrate or represent the responsibility to the world community in ELT textbooks need to be more strictly observed and added in future development because of this weakness.

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