

Global Awareness Themes in English Senior High School Textbook

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Abstract

This study explores the extent of global awareness themes in Senior High School English textbooks in *Merdeka Curriculum*. With the growing importance of global interconnectedness, it is essential to assess how English Senior High School textbooks address global issues. By employing a comprehensive content analysis method, this study examines three Senior High School English Textbooks to identify the global awareness topics incorporated into the curriculum. Findings of this study show that four global awareness themes are included in all textbooks: (i) global system (economics, environment, health, sports, finance, education, and peace; (ii) diverse human values, (iii) global issues and (iv) world cultures. The distributions of the global awareness themes in English textbook grade XII are more comprehensive than in grade X and XI. This research contributes to understanding textbooks' role in shaping global awareness among Indonesian students.

Keywords: *global awareness themes, content analysis, Senior High School English Textbook, EFL*

Introduction

Global awareness is a fundamental concept suggesting an individual's recognition of their role within the global community and their corresponding obligation to make constructive contributions (Walker & Inui, 2020). It encompasses understanding the interdependence among human beings and the cultivation of global consciousness and global thinking (Burnouf, 2004; Lasekan et al., 2023; Veselinovska et al., 2011).

Within educational context, students can attain the diverse cultures and nation context through fostering global challenges, civic responsibilities and collaboration with individuals from different countries and cultural background (Aubrey, 2009; Chen, 2023; Zhu, 2011). It is essential to recognize that global awareness forms the bedrock upon which the construct of global citizenship is built.

Literature reviews on integrating global awareness and global competence in English classrooms have been revealed. Omidvar & Sukumar (2013) combined global issues into the English language teaching program curriculum for intermediate, multilingual, and culturally diverse conversational class at the Institute of Language Studies (IOLS) in India. Through the experimental course in the intended syllabus, the students demonstrated the awareness of global issues, as well as enhanced analytical skills and the application of critical thinking. Furthermore, they exhibited more effective and coherent participation in their class activities than in other instructional contexts. Balkir (2021) explored the perspectives of a group of tertiary-level English as a Foreign Language (EFL) learners in Türkiye. The students

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showed a positive attitude towards the global themes such as poverty, environmental concerns, education, and oppression. The findings promote global education as an integral aspect of foreign language instruction, with the aspiration of fostering positive change in the world. In Arab Saudi, Al-Jarf (2022) proposed the global themes-integrative model. The model was conducted in EFL classroom, particularly on reading and speaking. The insights are addressing the ideologies, cultures, and customs of different countries, humanity, global population, and challenging stereotypes from Western individuals regarding Islam, Muslims, Arabs, and women.

Due to the significance of English textbooks for cultivating global issues, some scholars have underpinned previous research. Siddique (2021) examined the values and attitudes of global citizenship in Islamiyat textbooks in Pakistan. Drawing upon Islamic teachings, the books are in harmony with the development of global awareness skills. The values such as human brotherhood, unity, tolerance, equality, adherence to commitments, justice, sincerity, piety, truthfulness, punctuality, purity, service to the community, observance of worship rights, affection for one's homeland and its people, as well as fostering national unity, were identified as elements that can effectively enhance students' global awareness. Similarly, Al-Jarf (2021) investigated the presence of global themes within secondary school textbooks in Singapore. A content analysis of these textbooks revealed that a well-structured approach that centers on thematic content and includes a diverse array of contemporary global issues holds significant potential for nurturing global awareness among students.

Some studies on English Senior High School textbooks in Indonesian have been revealed. Hasiyanti (2023) investigated the representation of Islamic religious values, focusing on English textbooks for grades X, XI, and XII. The findings highlighted that ritual, social, and material values existed in all grades, with the predominant aspect being material values. Additionally, Islamic characters were depicted visually and non-visually, with visual representation being the prevailing mode. The research underscores the prioritization of material and visual elements in senior high school English textbooks. Wakhidah & Adityarini (2021) examined the representation of English language varieties from Inner, Outer, and Expanding Circle countries, as well as cultural themes, within three senior high school English textbooks published by Indonesian publishers, including the Indonesian Ministry of Education and Culture, Yrama Widya, and ESPS Erlangga. Based on Kachru's Concentric Circle model and Prifster and Borzilleri's cultural theme categories, all three textbooks adequately featured variations of English from the Inner, Outer, and Expanding Circles. Concerning cultural themes, environmental and art-related themes were the most prevalent across the three textbooks, surpassing other cultural themes such as personal, social, religious, arts/humanities, political systems and institutions, and the environment.

In a scholarly investigation conducted by Sulistiyo et al. (2021), an in-depth analysis was carried out on an Indonesian textbook titled "Pathway to English for SMA/MA Grade XI," with a specific focus on its alignment with the cultural information cores as delineated by Adaskou et al. (1990). Given the primary emphasis on cultural aspects within the study, the findings elucidated the presence of four principal categories of cultural information integrated into various textbook components, encompassing reading texts, visual elements, auditory materials, and textual content dedicated to cultural awareness. However, cultural information needs to be more specific in some reading texts. The results also suggest that teachers adapt and balance the cultural information in the textbook. In addition, Ramadhana et al. (2019) are also interested in evaluating the English senior high school textbook "Interlanguage English for Senior High School Students." The results indicate that several

aspects, such as layout, physical appearance, content, and objectives, were considered appropriate. A new structure was integrated into different contexts and situations, as the instructions within the material were clear and sufficient. Unfortunately, the assessment reveals areas of weakness in the textbook.

The above literature review shows that the studies on investigating the global awareness themes in English senior high school textbooks in Indonesia has not done yet. Therefore, this study aims to explore the representation of global awareness themes in English Senior High School Textbooks. To this end, this study attempts to answer the following two questions:

1. What are the global awareness themes in each senior high school English textbook grade?
2. What is the overall distribution of the global awareness themes in each grade of senior high school English textbooks?

Method

Content analysis requires several comprehensive steps: selecting the text, specifying the unit of analysis, categorizing the categories of each unit, and totaling the frequency of each category (Hammond & Wellington, 2020; Okeeffe, 2013). The study focused on three English textbooks for Senior High School, all adhering to the *Merdeka* curriculum endorsed by the Ministry of Education, Culture, Research, and Technology in Indonesia. These textbooks are "Work Progress" for grade X, "English for Change" for grade XI, and "Life Today" for grade XII. The English textbooks are a bridge in the learning process, incorporating the four core language skills of listening, speaking, reading, and writing, complemented by a grammar component (Richards, 2014). The selected textbooks present four skills: listening, speaking, reading, and writing. The students also have learning activities such as viewing and presenting and doing assessments, enrichment, and reflection. The classification and categorization were done by reading each unit, note-taking, and annotation. The Kniep framework guided the criteria for determining the global awareness themes.

Data Analyzing

This study employed a mixed-method data analysis approach. The researcher employs the analysis by using the Kniep Framework (Kniep, 1986). Kniep postulates global awareness topics in four elements: (1) global system; (2) diverse human values; (3) current global problem and global issue; and (4) world culture and history. Each element then can be expanded in more topics such as global system may include cultural, ecological, economics, political, health system, educational system, technology, social system, etc. Diverse human values consist of shared values like teamwork, cooperation, adaptability, respecting others, responsibility, appreciating national and ethnic heritage, teamwork, cooperation, adaptability, and self-pride. Meanwhile current global issue includes sustainable development, world peace, terrorism, hunger, poverty, refugees, conflict among religion, biodiversity, and housing problem. World culture may be categorized as folktale, ancient civilization, history of science and technology, the industrial revolution, history of languages, and conflicts in 21st century.

After all, the researcher observes, calculates and displays the manifestation of global awareness themes of each book unit.

Results and Discussion

Results

The results and analysis will be discussed in this chapter, which includes two parts. The first one is the existence of global awareness themes in each senior high school English textbook. The second part is the overall distribution of global awareness themes in each senior high school English textbook.

The textbook content analysis framework (horizontal) consists three dimensions. The first dimension (Unit) refers to the unit number in the textbook. The second dimension consists of themes or topics. The numbering list is the example of the title of reading texts in the unit which contains the global awareness themes. The third dimension is the overall global awareness themes represented from the title of reading texts or themes. By employing Kniep Framework (Kniep, 1986) in particular, there are four elements: (1) global system; (2) diverse human values; (3) current global issue; and (4) world culture.

Table 1 represents the global awareness themes in English senior high school textbook Grade X, which consists of six units (the first dimension). The second dimension is the themes or topic. Table 1 shows that there are three themes or topics: Sport, Healthy Food and Art. The numbering list under the theme topic are the example of reading text presented in the unit, for instance, Sports and Healthy Food theme consists of the following reading texts: Sport events' Spectators' Attitude, Tips to Healthy, etc. The third dimension is global awareness themes. The categorization of the global awareness themes is based on the content of the reading texts, for example, Sport and Healthy Food topics consists of three global awareness themes: global system, current global issues and diverse human values.

Table 1. Global Awareness Themes in English Senior High School Textbook Grade X

Unit	Themes/Topic Unit/e.g. Text Title	Global Awareness Themes/ Categories
1	Sport/ Great athletes 1. Athletes Description;	1. Global System: Sport 2. Diverse Human Values: teamwork, cooperation, adaptability, respecting others, responsibility
2, 3, and 4	Sports/ Sports and Healthy Food 1. Sports Events' Spectators' Attitude 2. Tips to Stay Healthy 3. Healthy Activities 4. Mental and Physical Health Tips 5. Procedural Text on Staying Healthy 6. Social media	1. Global System: Health System 2. Current Global Issue: Sustainable Development/ health 3. Diverse Human Values: teamwork, cooperation, adaptability, respecting others, responsibility
5 and 6	Art/ Graffiti 1. Giving Opinions About Graffiti 2. Story of Malin Kundang 3. Story of Little Red Riding Hood	1. Global System: Art 2. Diverse Human Values: appreciating national and ethnic heritage, teamwork, cooperation, adaptability, respecting others, responsibility

3. World Culture: Folktale

Source: Researcher's analysis of data from English Book Grade X- "Work Progress" 2021

Table. 2 represents the global awareness themes in English senior high school textbook grade XI, "English for Change", which consists of five units (the first dimension). Similar to Table.1 above, the second dimension is the themes or topics, which covers five following topics: (1) Digital safety, (2) Environmental awareness, (3) Nutrition and wellness, (4) Indonesian environmental figures, (5) Personal money management. The numbering list under the themes/ topics is the example of reading text presented in the unit. For instance, Digital Safety theme consists of the following reading texts: The blogging Algorithm Works, Greysia Polli, Content creator purpose, and Key to writing Killer Caption on social media. The third dimension is global awareness themes. The categorization of the global awareness themes is based on the content of the reading texts, for example, Digital Safety topics consists of three global awareness themes: global system, current global issues and diverse human values.

Table 2. Global Awareness Themes in English Textbook Grade XI

Unit	Themes/Topic Unit/e.g., Text Title	Global Awareness Themes/Categories
Unit 1	Digital Safety/Digital Literacies for Youth's Identity Construction <ol style="list-style-type: none"> 1. The blogging Algorithm Works 2. Greysia Polli 3. Content creator purpose 4. Key to writing killer captions for social media 	<ol style="list-style-type: none"> 1. Global System: Technology Literacy 2. Current Global Issues: Education for Future 3. Diverse Human Values: responsibility, recognizing oneself, adaptability, cooperation, teamwork, participation
Unit 2	Environmental Awareness/ Preserving Environment <ol style="list-style-type: none"> 1. Types of waste 2. Waste bank in Indonesia 3. Marine polluter 	<ol style="list-style-type: none"> 1. Global System: Ecological 2. Current Global Issues: environment, climate change, water and land 3. Diverse Human Values: cooperation, teamwork, responsibility, participation, solidarity, adaptability
Unit 3	Nutrition and Wellness/ Healthy Life for a Healthy Future <ol style="list-style-type: none"> 1. The Debate between Cooked versus Raw Food 2. The easiest way to stay healthy 3. Should junk food be banned or allowed in schools? 4. The importance of sleep to our health 5. Pros and Cons: Should Junk Food Be Banned or Allowed in Schools? 	<ol style="list-style-type: none"> 1. Global System/ Health 2. Current Global Issues/ Sustainable Development- health 3. Diverse Human Values/ conflict resolution, responsibility, solidarity, recognizing oneself, adaptability, cooperation, teamwork

Unit 4	Indonesian Environment Figures 1. Laetani Belai Djandam 2. Xiye Bastida, a climate activist 3. The Grammatical Function of Intonation in English 4. Inspiring Story of Healthy Living	1. Global System/ Ecological 2. Current Global Issues/ Sustainable development- climate change, greenhouse 3. Diverse Human Values/ appreciating national and ethnic heritage, responsibility, recognizing oneself, adaptability, cooperation, teamwork, participation, respecting differences, solidarity 4. Culture: English intonation
Unit 5	Personal Money management 1. How to change your pin 2. 10 ways to save money in high school 3. How to Wire Money Online	1. Global System/ Finance, Technology 2. Current Global Issues/ Sustainable Development- economic growth 3. Diverse Human Values/ responsibility, adaptability, teamwork

Source: Researcher's analysis of data from English Book Grade XI- "English for Change" 2021

Table. 3 depicts the global awareness themes in English senior High school textbook Grade XII, "English for Today, which consists of four units (the first dimension). Similar to Table.1 and Table.2 above, the second dimension is the themes or topic. There are four themes or topics: (1) renewable energy (2) digital money, (3) netiquette, (4) carbon footprint. The numbering list under the theme topic are the example of reading text presented in the unit. For instance, Digital money theme consists of the following reading texts: E-money, Cashless Society, Homemade Banking and digital payment, and Environmental Impact on Online Shopping. The third dimension is Global Awareness themes. The categorization of the Global Awareness Themes is based on the content of the reading texts. For example, Digital Money theme consists of Four Framework of Global Awareness Themes: Global system, Current Global issues, Diverse Human Values, and World History.

Table 3. Global Awareness Themes in English Textbook Grade XII

Unit	Themes/Topic Unit/e.g. Text Title	Global Awareness Themes/ Categories
Unit 1	Renewable Energy/ The story of a friendly future 1. Energy saving 2. The Breakers of Limitations from Gunung Mali 3. Kilion and his bright Amdui village 4. The Boy Who Harnessed the Wind	1. Global System/ Ecological 2. Current Global Issues/ Energy 3. Diverse Human Values/ adaptability, respecting others, responsibility 4. World History/ History science and technology, Culture
Unit 2	Digital Money/ E-money 1. E-money	1. Global System/ Economics

	2. Cashless Society 3. Homemade banking and digital payment 4. Environmental Impact of Online Shopping	2. Current Global Issues/ Ecology, Economics 3. Diverse Human Values/ Conflict resolution, responsibility, teamwork 4. World History/ Ancient Civilization, Culture
Unit 3	Netiquette 1. Social Media 2. Netiquette infographic 3. Are Social Media Platforms Safe? 4. Conflict on Social Media	1. Global System/ Technological System 2. Current Global Issues/ World Peace 3. Diverse Human Values/ Conflict resolution, respecting differences, cooperation, responsibility, teamwork 4. World History/ Historical relation
Unit 4	Carbon Footprint 1. Reducing carbon footprints 2. Stop eating meat 3. Can healthy food save the planet	1. Global System/ Climate 2. Current Global Issues/ Sustainable Development- climate change 3. Diverse Human Values/ responsibility, participation, adaptability, solidarity 4. World History/ Culture

Source: Researcher's analysis of data from English Book Grade XII- "Life Today" 2021

Instead of presenting global awareness topic in the reading text, all three books also strengthen the global awareness activities. The students have learning activities such as viewing and presenting and doing assessments, enrichment, and reflection. Figure 1 and 2 are the examples of Global Awareness of Diverse Human Value and Culture in English Textbook:

Fig. 1. Example of GA-Diverse Human Value in English Textbook Grade X

C Discuss and Decide

How did it feel to watch a sports event? Some people enjoy watching sports games live or through the screen. In groups of three, rank the following list based on what you think are the most important etiquette to be a good spectator. Explain the result to the class.

	Do not litter.
	No profanity.
	Stand for the National Anthem.
	Congratulate the winning team.

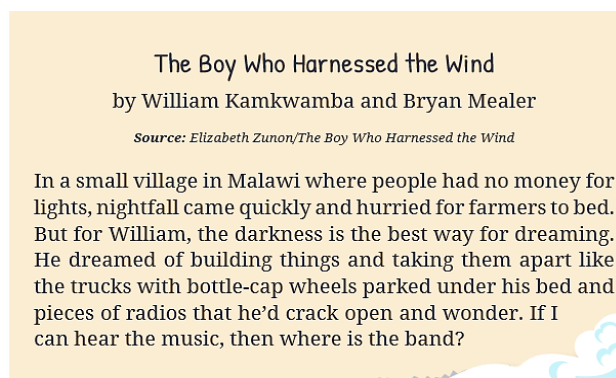


Fig. 2. Example of Global Awareness Themes (World History) in English Textbook Grade XII p.46

The overall distribution of global awareness themes in each senior high school English textbook grade is presented in figure 1. Senior High School English Textbook Grade X, XI and XII consist four elements of global awareness themes: (1) global system; (2) diverse human values; (3) current global issue; and (4) world culture. The most frequent themes in textbook grade X are global system, current global issues and diverse human values which cover in all unit. On the other hand, world culture themes only exist on one unit of six units. The distribution of global awareness themes in textbook grade XI is quite similar to textbook Grade X in which global System, current global issues and diverse human values are prominent in all unit of the book, and world culture themes only exists on one unit of five units. Furthermore, the distribution of four elements (global system, diverse human values, current global issue, world culture) in textbook Grade XII are provided in all four units of the book. Each unit presents the four elements.

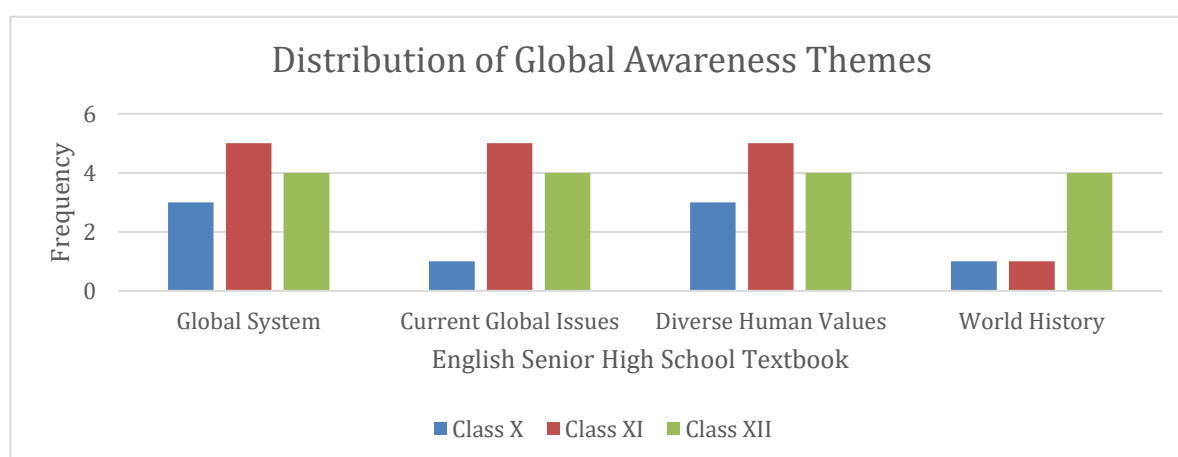


Diagram 1: represents the Overall Distribution of Global Awareness Themes in English Senior High School Textbook Grades X, XI, and II.

Discussion

In response to a dynamic global shift in Indonesia, the Ministry of Education, Culture, Research, and Technology has launched *Kurikulum Merdeka*, wherein English textbooks serve

as pivotal resources for students and teachers. Textbooks are the tools for achieving Learning Achievement, understanding the language content and context, and effective language models and input (Richards, 2014; Vitta, 2021).

This study aimed to know the representation of global awareness themes within the English senior high school textbooks across different grade levels. Regarding the four categories of global awareness themes proposed by Knip Framework (Knip, 1986): (1) global system; (2) diverse human values; (3) current global issue; and (4) world culture. The result of textbook analysis exhibits some variation. In English textbook Grade X, global awareness themes encompass aspects of the global system, mainly sports, health, and art. Furthermore, there is an emphasis on current sustainable development, such as health. However, the exploration of world culture, as evidenced by folktales, is limited to Unit 5, with other units needing more coverage of global historical issues. Concurrently, the diverse human values emphasized in activities involve appreciating national and ethnic heritage, teamwork, cooperation, adaptability, respect for others, and a sense of responsibility.

In contrast, English textbook Grade XI delve into a broader spectrum of global awareness themes. These themes include the global system, for instance, technology, ecology, sport, health, and finance. Moreover, the textbooks address current global issues such as education for the future, climate change, water and sanitation, greenhouse gases, and economic growth. Important diverse human values are interpreted in teamwork, solidarity, responsibility, respect for difference, self-recognition, appreciation of national and ethnic heritage, adaptability, self-esteem, and active participation, including volunteer and relief work. The world culture is represented by the target language culture, such as intonation.

The English textbook grade XII covers comprehensive themes because each unit exposes the four global awareness themes: global system, diverse human values, current global issue, world culture. The global system covers the topic of ecology, economics, technology, and climate. The current global issues represented in the unit are energy, economic growth, world peace, and climate change. Furthermore, the world culture theme is more extensive than in textbook Grade X and XI such as the history of science and technology, ancient civilizations, and historical relations. The value of cooperation, teamwork, responsibility, and active participation, which includes volunteer and relief work, respect for differences, solidarity, self-recognition, appreciation of national and ethnic heritage, adaptability, self-esteem, and managing conflict, are represented in the learning activity in each unit.

Theoretically, this study highlights the importance of global awareness themes in English senior high school textbooks. These themes feature global issues, including health, environment, economics, technology, climate change, water and sanitation, and world peace, essential points across all selected textbooks. Mainly, some global issues such as poverty, terrorism, refugees, harassment, famines, immigration, drug addiction, religious conflicts, and housing problems are not addressed in these textbooks. This study confirms the findings of Chimmarak et al. (2023), who explored the Global Englishes features in three English textbooks used in Thailand schools, and Ping (2023), who investigated the global competence manifestation in English higher vocational in China.

The distribution of four global awareness themes across different grade levels is similar. Each unit within the textbook encompasses at least three global awareness themes; however, the Textbook for grade X is different if compared to textbook Grade XI and Grade XII. Unit 2, 3, and 4 of English textbook grade X in depict limited reading texts and learning activities, so the researcher categorized them into one unit (first dimension). In contrast, Textbook grade XI and XII offer more extensive reading materials and interactive learning

activities within each unit. Consequently, both English textbook grades XI and XII exhibit a higher abundance of global awareness themes.

Conclusion

Global awareness themes refer to the key issues and topics that are relevant on a global scale, emphasizing the interconnectedness of the world and the need for individuals to understand and engage with these issues. This research study examines the manifestation of global awareness themes in three English senior high school textbooks and the overall distribution of the themes. By encompassing Kniep frameworks (Kniep, 1986), the results showed that all selected English senior high school textbooks covered four elements of Global Awareness Themes: (1) global system; (2) diverse human values; (3) current global issue; and (4) world culture. The reading topics include the area of economics, technology, climate, sport, finance, health, environment, water, sanitation, and world peace. Likewise, the diverse human values and world history are depicted in the reading texts and learning activities. The overall distributions of global awareness themes are depicted in textbook. Therefore, this study could benefit the teacher in incorporating the student's awareness of global issues. Further research can be expanded on integrating the global awareness themes in English learning activities.

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