

**Evaluation of the Global English Coursebook *Motivate!3*:**

**Implication for Pedagogical Material in the Cambodian Context**

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**Abstract**

The study sought to evaluate the global contents, viz. inclusivity and inappropriacy, global connectedness, and global issues in the global English coursebook *Motivate! 3*. The study also aimed to see whether the inside contents were in line with the stated objectives. Photos and content analysis were employed. The results revealed that the global contents were partly presented in this coursebook. The results also indicated that the inside contents were in alignment with the cited objectives. In terms of inclusivity, the authors presented men and women fairly without any bias. Apropos of inappropriacy, the authors adhered to the rule of thumb (PARSNIP rules), as the authors did not present inappropriate topics. Howbeit, apropos of global connectedness, some biases were found. The coursebook is void of a variety of Englishes and the locations of other parts of the world. Finally, the authors also presented some parts of three global issues including socio-economic issues,

intercultural communication issues, and health concerns issues, but other issues like environmental issues were not presented. Therefore, this study argued that when using this book as teaching material for global education, school administrators or instructors may need supplementary materials consisting of other global contents which were not presented in this coursebook. Alternatively, some contents of this coursebook may need to be revised or glocalized to meet the diverse learners' needs.

**Keywords:** Global English coursebooks, globalization, inclusivity and inappropriacy, global connectedness, global issues

## **Introduction**

Since a new vision and mission for Cambodian education is to respond to global and regional contexts, Cambodian general education including secondary education aims at equipping students with the 21<sup>st</sup> century skills (Ministry of Education Youth and Sports [MoEYS], 2019a, 2015) to become 21<sup>st</sup> century workforce (Donaher & Wu, 2020; MoEYS, 2019a, 2015). Meanwhile, the significance of foreign languages especially English for students to learn has also been embedded in the policies. For instance, one objective of Curriculum Framework of General Education and Technical Education 2015 intended to develop students' competency of foreign languages on four skills (listening, speaking, reading and writing) so that students are able to use this language in their study, research, and communication ( MoEYS, 2015). The New Generation School (NGS) Program, launched in 2015, is the new school reform aiming to promote autonomous public schools in order to improve the quality education (Donaher & Wu, 2020; MoEYS, 2019). The compulsory subject regarding foreign language in NGSs is English, and each NGS has its own decision in choosing an English coursebook as teaching material. One NGS has chosen the coursebook *Motivate!* which is the four-balance level course for secondary-school students as teaching and learning material for an English subject. The coursebook *Motivate!3* published in 2013

by Patrick Howarth and Patricia Reilly is the one among the four. As stated on the back cover of this book, this coursebook is to give a well-place balanced approach to teaching grammar, pronunciation, and the four skills of reading, listening, speaking, and writing. The authors also stated that culture and CLIL (Content and Language Integrated Learning) features were included in each unit. Nevertheless, the question of whether this coursebook is suitable for the context of globalization has been suspicious or unanswered. In the global era, students should have both knowledge of linguistic and other knowledge of other dimensions such as intercultural knowledge (cross-cultural), and knowledge of global concern and issues. With this respect, the evaluation of *Motivate!3* is needed to inform school administrators or instructors whether it is suitable for a pedagogical material.

The need for the evaluation of the global English coursebook has also been proved by the literature reviews. It would help guide school administrators or the instructors to decide whether it is an appropriate teaching and learning material in a particular context. To begin, it is crucial to look at the overall roles of the global English coursebook in teaching and learning milieu. Numerous scholars assert that global English coursebooks, like other coursebooks, serve various critical roles in teaching and learning. They are critical for transferring curricular information and understanding of the subject in the classroom (Tsantila & Georgountzou, 2017). They are the supplements for instruction in the classroom, aids of teaching and learning, and guidance for teachers in giving systematic materials for students (Ramadhana, Indah & Suhardi, 2019). Coursebooks can be used to determine a range of activities and procedures in the classroom, as well as to serve as a teaching syllabus (Hilliard, 2014). In addition, the global English coursebooks serve other additional roles in providing the learners with the glocal knowledge, the global and local knowledge. They are called the global coursebooks due to the two main determinants. The first reason is that English, which is the main content manifested in the coursebooks, is known as the global

language. The other reason is the global content, which is supposed to meet diverse users around the globe. However, not all English coursebooks are good global coursebooks that entail these two dimensions. Regarding this, it is a must to evaluate the global contents in the global English coursebooks. In the teaching and learning sphere, evaluating teaching and learning material like coursebooks is critically significant (Sulistiyo, Wulan, Arif, Efriza, & Anwar, 2021; Zar & Ramnath, 2016). Therefore, this study sought to evaluate the global contents in the English coursebook *Motivate!3*. The findings would serve as the blueprint for the English language teachers and school administrators before deciding whether *Motivate!3* is suitable for Cambodian contexts where English is taught and learnt as foreign language, and it is even possible for other similar contexts.

## **Literature Review**

### ***Globalization and English Language***

It has been acknowledged that globalization has become a prevalent term and has received ample attention from many scholars in the last decades. Regarding its meaning, scholars (Knight, 2004; Wiggan & Hutchison, 2009) describe it as a free movement of people, goods, values, technology, and so forth across international borders. Globalization is “a social and economic process that is identifiable by growing levels of financial and technological integrations and interconnections in the world system” (Wiggan & Hutchison, 2009, p.2). Some scholars ascribed globalization to the influence of the western countries. For example, Tuia (2019) stated that globalization is accepted as the driving force behind the expansion of westernization and the rapid transformation of individuals' social, cultural, educational, and economic circumstances in former colonized countries and their surroundings. Steger (2003) argued that the term "globalization" should be used to describe a series of social processes that are believed to turn our contemporary social situation into one of globalization. Globalization, like "modernization," implies to a dynamism best conveyed

by the concepts of "development" or "unfolding" in identifiable patterns. This unfolding might happen rapidly or slowly, but it always corresponds to the concept of change and, as a result, represents the alteration of current circumstances (Steger, 2003). Globalization and internationalization are often used interchangeably to describe the increasing interconnectedness and interdependence of people and institutions around the world and globalization has changed how we live and interact, making the world appear to be much smaller (Altan, 2017). Some scholars have a common consensus on the nexus between globalization and English language and the influence of the two on people's lives.

Globalization and the English language are coupled together (Altan, 2017; Block & Cameron, 2002) since both have spread and remain spreading hand in hand all over the world (Altan, 2017). English has been recognized as a global language because of globalization development (Yezhi 2016). Globalization is an inevitable phenomenon that affects almost every aspect of our life (Hamid & Nguyen, 2016) the same as the English language does. In communication, technology, academia, and entertainment, English is used as their primary language (Crystal, 2003) and that must be the reason why, now, English is called the global language by most scholars. In other words, English has become increasingly essential as a result of globalization advancement and in versus, English pulls globalization forward as the numbers of English users dominate most parts of the world. Seeing this nexus, the connection between the English language and globalization, which is crucial to the learners, the authors strive to infuse the global contents in the English coursebooks.

### ***The Global Contents in Global English Coursebooks***

In the contemporary era of globalization, learning English is not solely about linguistics anymore. English, according to Yezhi (2016), has become “a multi-nation, a multi-cultural language, and multi-functional language” (p.45). In this sense, the students must be equipped with the knowledge of global aspects alongside the linguistic one (Omidvar

& Sukumar, 2013) to become global citizens (Pratama 2016). It is accepted that the global English coursebooks are noteworthy teaching materials for the teachers to deploy in their teaching to equip the students with such knowledge. Appropriate teaching and learning materials are central for a teacher to teach a lesson effectively (Charunsri, 2019). According to this perspective, not all coursebooks are good teaching materials for global education, and Gerday (2019) also argues that the global English coursebook earns much interest, but also doubts regarding if the contents in it represent the meaning of the term 'global'. Therefore, it is vital to see what contents should be included in the global English coursebook. The global English coursebooks frequently include culture as part of their contents and are regarded as the best medium for presenting cultural content to learners (Andarab, 2015). Such culture is of significance in communication performance, as it is the fifth skill in English language education, alongside the macro skills of speaking, listening, writing, and reading (Sevimel-Sahin, 2020). Because being able to use a language without comprehending its culture would result in a miscommunication due to the violation of cultural norms (Sulistiyo et al., 2021). Melliti (2013) also agrees that coursebooks must comprise of the cultural contents in addition to the linguistic one. Knowledge, beliefs, arts, morals, law, tradition, identity, and habits gained by individuals of a society are all examples of culture (Zar & Ramnath, 2016). Gray (2002) claims that the global coursebook seems to be more and more localized, with coursebooks designed to satisfy the demands of local context, while maintaining their link to the world. With respect to this perspective, the contents of the good global English coursebooks should be glocalized to encompass the diversity of both local and global contexts. In the context of English language teaching and learning, the local contexts must refer to the learner's contexts where English is used as a foreign language, while global contexts must refer to the other parts of the world where English is used as a second language or mother tongue.

### ***Theoretical Framework***

As aforementioned, the global English coursebooks are the central teaching and learning materials, and the good global English coursebooks should encompass both linguistic and global domains in their contents since these two are central to students' learning in the global era. Therefore, this study sought to evaluate the global English Coursebook *Motivate!3*. The framework of this study was based on three principles including inclusivity and inappropriacy, global connectedness, and global issues as seen in Figure 1.

*Inclusivity and Inappropriacy:* Coursebook authors must adhere to two sets of guidelines when creating materials for the teaching of a global language: inclusivity and inappropriacy (Gray, 2002). Inclusivity is what should be included, while inappropriacy is what should be excluded in the contents of the coursebook (Herath, 2020). Gray (2002) describes the early term Inclusivity as how men and women are depicted in the text in a non-sexist manner. Gray (2002) claims that, in the earlier course books, the presentation of women regarding the proportional representation and stereotypes of women's roles was unfair; therefore, the recent coursebook publishers appeared to be making an effort to eradicate the problem. A negative representation of women is likely to have a negative impact on female students and cause them to learn less effectively (Andarab, 2015). In other words, if the topics regarding women are considered as being culturally provocative or inappropriate by female students, they, no doubt, would pay no attention to those topics which affect their language learning. Inappropriacy refers to the avoidance of topics that could offend the consumers or readers (Herath, 2020; Gray, 2002; Roshan, 2014). Regarding the inappropriate topics, according to Gray (2002), most publishers used the acronym PARSNIP (politics, alcohol, religion, sex, narcotics, isms, and pork [banned meat food in some countries e.g. Kuwait, Mali, Libya, Pakistan] ) as a guideline that the authors of the global coursebook should follow. Adhering to these guidelines could guarantee the need for a

larger global market (Herath, 2020).

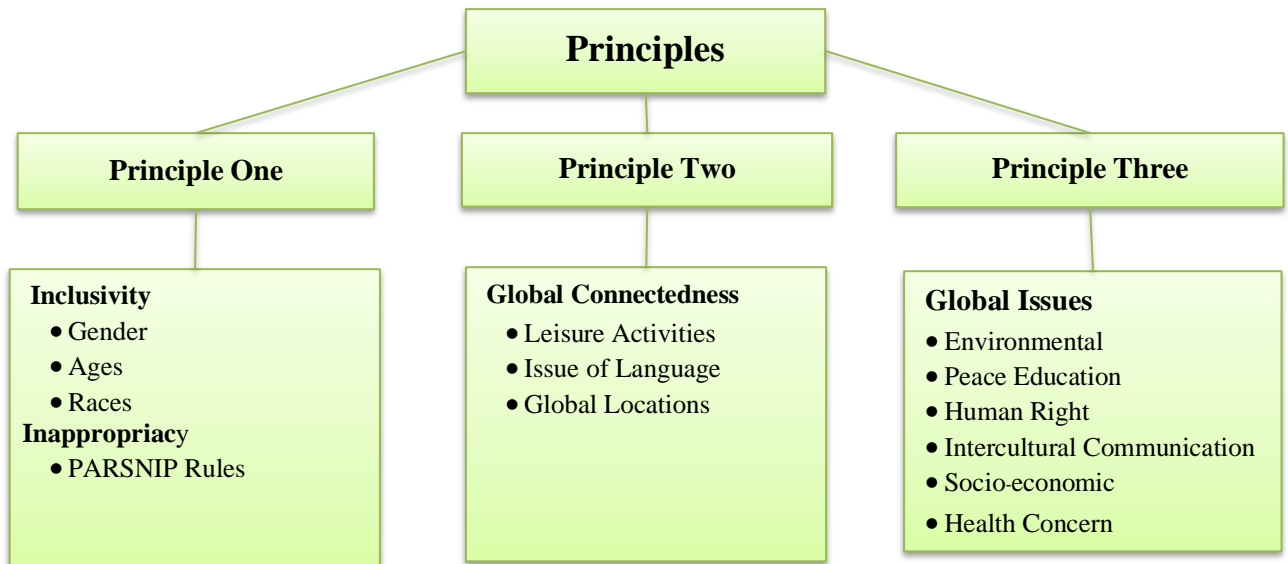
*Global Connectedness:* Global connectedness could be defined as the connectivity between one nation and the other nations around the globe. Chang (2003) has ascribed such global connectivity to human mobility. The increase in this mobility and connectedness resulted in the increase in using English known as the global language to communicate with people across borders. Crystal (2003) asserted that it was a key consequence of globalization. Therefore, the authors of English coursebooks usually attempt to connect people to other parts of the world by infusing diverse dimensions in the contents of the course books. Deriving the concepts regarding global connectedness from the work of Chang (2003), Melliti (2013) suggested three principles of connectedness that the authors strived to include in their global coursebook. He categorized the principles into leisure activities, the issue of language, and global locations. The global leisure activities embedded in the English coursebook could connect the learners by raising their awareness of how people from other parts of the world spent their leisure activities. Melliti (2013) sought to investigate the global content in Headway Intermediate, which showed leisure activities of travel followed by sports dominate other topics and regarding issues of language, only British and American English were dominantly included in Headways Intermediate. His study also found that the locations of Western Europe and America were frequently presented. The reason behind this finding can be supported by other scholars. Mishan (2021) said that although publishing companies are established for the purpose of spreading the English language over the world, only a few of them acknowledge a variety of Englishes in passing in their coursebooks. The other reason raised by Andarab (2015) could be the root of this. Andarab said that the majority of English coursebooks are issued in native speaker countries like British and America, so these countries' hegemony may be felt throughout the coursebooks. Simply explained, these companies may endeavor to promote their own identity like their language.



*Global Issues:* A global issue is a current phenomenon that has a negative impact on people's lives and the health of the globe. Therefore, no doubt, students should have a chance to get knowledge related to global issues. Global issues, according to Omidvar and Sukumar (2013), include globalization, poverty, peace, the environment, and human and animal rights, all of which influence world inhabitants. Yakovchuk (2004) categorized global issues as environmental issues, peace education issues, human rights issues, intercultural communication issues, socio-economic issues, health concerns, and linguistic imperialism. The 'environmental issues' refer to the topics such as pollution, deforestation, endangered animals, global warming, recycling, natural disasters, etc. 'Peace education issues' involve topics like wars, nuclear arms race, refugees, etc. 'Human rights issues' refer to racism, gender issues, children's rights, etc. 'Intercultural communication issues' include the topics of cultural issues, global citizenship vs. national identity, multiculturalism, etc. Intercultural communication issues in this study were categorized as learner' culture which focuses on Asian culture, target culture, and international culture cultures of countries in other parts of the world such as Africa, France, Spain, and so on. Asian culture was considered as learner's culture since the study focused on the Cambodian context where English is taught and learnt as foreign language. In this study, intercultural communication issues referred to only the cross-culture, not individual culture since culture was investigated in the first research objective. The researcher focused on photos or the topics that discussed different cultures in terms of similarities and differences. Socio-economic issues include the topics of poverty, wealth, consumer society, advertising, etc. 'Health concerns' refer to the topics of AIDS/HIV, mental health, nutrition etc. 'Linguistic imperialism' is imposing one language on people who speak other languages. This study excluded linguistic imperialism as it is similar to the sub-principle of global connectedness (issue of language).

**Figure 1**

*Theoretical Framework*



***Purposes of the Study and Research Questions***

The study sought to evaluate the global English coursebook *Motivate!3*. The study, first, aimed at exploring if the inside contents was in accordance with its stated objectives. In addition, the study intended to explore how the global contents namely inclusivity and inappropriacy, global connectedness, and global issues were presented in this coursebook. The results of this study would help provide clues to school administrators or English language instructors to decide whether this coursebook should be used as teaching material. The study was guided by two key questions:

1. Are the inside contents of *Motivate!3* in line with its stated objectives?
2. How are the three principles namely inclusivity and inappropriacy, global connectedness, and global issues presented in *Motivate!3*?

**Methods**

The study sought to evaluate the global English coursebook *Motivate!3* published in 2013 by Patrick Howarth and Patricia Reilly. To begin with, the study aimed to see whether the inside contents were in line with the stated objectives of this coursebook. In addition, the study intended to explore how the three principles of global coursebook were presented in *Motivate!3*. Qualitative method was employed to collect the data. According to Creswell and Creswell (2018), the process of qualitative methods is similar to quantitative ones, but qualitative methods count on image and text data. In this study, the researcher used photos or topics which could be categorized as photos and content analysis. Bell (2004) defines content analysis as an observational and objective method for assessing recorded audio, visual or verbal representation using specifically specified categories. The researcher of this study used principles of global coursebooks as an observational and objective method to trace the photo (images) or topics related to each principle.

Specifically, to see whether the inside contents in *Motivate!3* were in line with the cited objective, the researcher read carefully to find the contents that corresponded to the themes mentioned in stated objective of Motivate 3, and then the researcher analyzed the data by using frequency count and comparing with the theme derived from stated objectives mentioned in *Motivate!3*. To examine how the global contents were presented in *Motivate!3*, the researchers used tables to record the data including photos, topics, or texts that are closely related to three principles of global contents namely inclusivity and inappropriacy (Gray, 2002), global connectedness (Melliti, 2013; Chang, 2003) and global issues (Yakovchuk, 2004). In other words, when the researcher found photos, topics or texts related to each principle, the researchers recorded them in the table. Then frequency count was adopted to analyze the data. Since each principle includes its sub-principles, the researcher reported and interpreted each sub-principle extensively. For instance, regarding the sub-principles of inclusivity including genders, ages, and races, the researcher

elaborated how the men, women, white, black, Westerns, and Asians and what topics and roles related these groups were presented in this coursebook. Apropos of inappropriacy, the topics such as politics, alcohol, religion, sex, narcotics, isms, and pork (banned food in some countries e.g. Kuwait, Mali, Libya, Pakistan.), the researcher read and counted to see how frequently the authors presented these topics in *Motivate!3*. Concerning connectedness, the researcher also examined how the authors of *Motivate! 3* strived to connect the learners to the world. The researcher scrutinized leisure activities, the issue of language, and global locations embedded in this coursebook. Finally, the researcher explored the global issues entailing environmental issues, peace education issues, human rights issues, socio-economic issues, health concern issues, and intercultural communication issues. The researcher read and recorded the number of images and topics and then examined how frequently the authors invested in these topics.

## **Results and Discussion**

### ***Results Regarding the Contents inside Motivate!3***

Research question1: Are the contents of the coursebook in line with its stated objective?

The aforementioned objective of the coursebook is to provide teaching pronunciation, grammar, vocabulary, and all four skills (reading, listening, speaking, writing), and culture. However, in this study, the researcher did not include pronunciation in the result report since pronunciation was found to be associated with the listening section. The authors of *Motivate!3* also stated that CLIL (Content and Language Integrated Learning to the learners) was integrated in each unit. Table 1 presents the data found in *Motivate!3*. This English coursebook consists of 9 units with 126 pages.

### **Table 1**

*Results of the inside Contents in Motivate!3*

Unit/ Page	Gram.	Vocab.	Reading	Listening	Speaking	Writing	Culture	CLIL
Unit1 Page	yes 8,13,16	yes 12	yes 12	yes 9,10	yes 10,11	yes 14	yes 11	yes 15
Unit2 Page	yes 20,25,28	yes 24	yes 24	yes 22	yes 23	yes 26	yes 23	yes 27
Unit3 Page	yes 32,37,40	yes 30,36	yes 31	yes 33,34,36	yes 35	yes 38	yes 35	yes 39
Unit4 Page	yes 48,56	yes 46,52	yes 47,52	yes 46,49,50	yes 50	yes 54	yes 51	yes 55
Unit5 Page	yes 60,65,68	yes 58,64	yes 64	yes 58,61	yes 62	yes 66	yes 63	yes 67
Unit6 Page	yes 72,77,80	yes 70,76	yes 71,76	yes 70,71,74	yes 74	yes 78	yes 75	yes 79
Unit7 Page	yes 86,88,96	yes 86,92	yes 87,93,94	yes 89,90	yes 90	yes 94	yes 91	yes 95
Unit8 Page	yes 100,105, 108	yes 98,104,1 07	yes 99	yes 98,101,1 02	yes 103	yes 106	yes 103	yes 107
Unit9 Page	yes 112,120	yes 110,116	yes 111,117	yes 110,113	yes 115	yes 118	yes 115	yes 119

As seen in Table 1, the results revealed that the authors exactly included what has been stated in the mentioned objective. The coursebook consists of the contents regarding teaching grammar and vocabulary, all four skills (listening, speaking, reading, and writing), culture and CLIL in each unit. Apropos of CLIL, the authors also included various topics, but the authors presented the topics of history and science 2 times each. The topics found in *Motivate!3* included history (unit1&5), science (unit 2&6), literature (unit3),geography (unit4) , art(unit7),technology (unit 8), and music (unit9). The result found regarding the four skills manifested in each unit of this coursebook was congruent with the objective of Curriculum Framework of General Education and Technical Education 2015 launched by

MoEYS (2015) since the curriculum framework also aimed to develop students' competency of foreign language in these four skills. The culture was also presented in each unit. For example, Unit 1 on page 11, presented the culture about famous sporting events with a text about tennis and the tennis player Wimbledon. This finding was supported by scholars (Andarab, 2015; Melliti, 2013; Sevimeh-Sahin, 2020) who stated that culture alongside the linguistic was the main content in the global English course book. However, the current finding showed that only target cultures in inner circle countries were presented in this coursebook. British or English cultures were dominantly presented 6 times in 6 units. The other target cultures including American, Australian, and Canadian culture was presented once each. Since *Motivate!3* was published in England, promoting English culture may become common for publishers. This finding was supported by Andarab (2015) who asserted that the dominant parts of the West are showcased in the coursebooks depending on where those coursebooks were published. In this regard, it may not support the new vision and mission of Cambodian education in response to the global trend that requires students to gain intercultural or cross-culture knowledge.

### ***Result Regarding the Three Principles***

With respect to the principles of the global coursebooks, the study aims at examining how the three principles namely inclusivity and inappropriacy, global connectedness, and global issues are presented. Photos and contents were employed to analyze the mentioned principles.

Research question 2: How are the three principles namely inclusivity and inappropriacy, global connectedness and global issues presented?

Table 1 presents the data regarding the principles of the global contents found in the global English coursebook *Motivate!3*.

**Table 2**

*Data regarding the Global Contents*

Principles of Global Contents	Sub-principles	Topics/Number of Images Found	Examples of Pages Found
Inclusivity	Gender	Males:47	4, 6, 7..
		Female: 48	4, 5, 7..
		LGBT+: None	
	Ages	Children: 9	58, 59, 63...
		Adolescents:32	4, 5, 6...
		Adults:34	9,11, 12,..
		Seniors:13	23, 24, 49...
	Races	The White: 87	4, 5, 7....
		The Black: 27	4, 13, 24.....
Asian: 2		6 & 99	
Inappropriacy	PARSNIP	None	
Global Connectedness	Leisure Activities	27 (Sports, Sightseeing, music...)	6, 7, 14...
	Issue of Language	None	
	Global Locations	England:5	51, 47,83
		USA: 6	37,52,75
	Other :5	15, 57,115	
Global Issues	Environmental	None	
	Peace Education	None	
	Human Right	Non	
	Intercultural Communication	1	99
	Socio-economic	5	43, 59,63..
	Health Concern	3	7, 24, &67

***Inclusivity and Inappropriacy***

Regarding inclusivity, the study included three sub principles namely genders, ages, and races. Firstly, the study intends to explore how genders were mentioned in the coursebook. Genders were categorized as males, females, and LGBT+. There was no bias in terms of the representation of males and females in *Motivate!3* as the frequency of the two genders were quite similar. Women were mentioned 48 times and men were mentioned 47

times in this coursebook. Interestingly, women and men were frequently present together in diverse situations. For instance, in unit 1, on page 4, both men and women in casual clothes were found in the same picture and the topic associated with this picture was favorite hobbies. Gray (2002) claimed that the presentation of women regarding the proportional representation and stereotypes of women's roles was unfair in the earlier global coursebook; thus, the recent textbook publishers appear to be making an effort to eradicate the problem. This coursebook could be considered as the recent or earlier coursebook since it was published in 2013. In other words, the authors of *Motivate!3* seemed to know how the global coursebook should be like in terms of inclusivity. LGBT+ was not mentioned in this coursebook. Secondly, *ages* were categorized as children, adolescents, adults, and seniors. The presentation of adolescents and adults outnumbered the ones of children and seniors. Specifically, children were mentioned 9 times; adolescents were mentioned 32 times; adults were mentioned 34 times, and seniors were mentioned 16 times. No doubt, the dominant presentation of adolescents and adults was found in this coursebook since, as aforementioned, the authors stated that the target audiences of the coursebook are secondary students. Finally, races (white, black, Asian, Western.) were found biased in this coursebook because mostly only Westerners were mentioned. Although whites and the blacks were often presented together such as on page 10, 12, 22 and 59, the images of the white (87) outnumbered the images of the black (27). There were only two presentations of Asian people with two images with short captions (see unit 1, page 6 and unit 8, page 99).

For inappropriacy, the authors seem to follow the PARSNIPS rule which stands for politics, alcohol, religion, sex, narcotics, -isms, and pork. Only one photo of a man holding a beverage plastic glass with the logo of Pepsi was found on page 90 in Unit7, but the topic was not related to the beverage. This finding was supported by existing literature which indicated that the authors of the global English coursebooks strived to avoid provocative



topics suggested by the publishers (Gray, 2002), so they could guarantee wider markets (Herath, 2020). In some contexts, all of these topics are considered as culturally unseemly. In this sense, the authors of *Motivate! 3* tend to know how to make this coursebook more global as the exclusion of these topics in the content were worthy of attracting numerous readers from different contexts.

### ***Global Connectedness***

The first sub-principle of global connectedness is a leisure activity. 27 types of leisure activities were mentioned in this coursebook such as sightseeing, camping, and playing sports. The most frequently mentioned topics were sports and followed by music. The result was partly congruent with the study of Melliti (2013) also aiming to investigate the global contents of connectedness in Headway Intermediate since his study showed that sports was the second dominant topic. One reason that could be implied from this finding is that these two coursebooks are intermediate levels and the target audience are adolescents and adults. The publisher must know that these audiences tend to favor playing sports, so the inclusion of such topics would catch their interest.

With regard to language issues, the writers presented only American and British English. This finding was supported by Mishan (2021) who said that not many publishers acknowledge a variety of Englishes in passing in their coursebooks. The other reason could be that *Motivate!3* was published in a native speaker country. Andarab (2015) claimed that because the majority of English coursebooks were issued in native speaker countries like the British and the US, these countries' domination may be felt throughout the coursebooks. Because of the inclusion of only British and American English, learners would not get familiar with other varieties of English used by non-native English speakers. They would face problems when communicating with non-native speakers of English, especially those who are from expanding circles where English is used as a medium of communication. The

finding could justify the doubt raised by Gerday (2019) who stated that a global coursebook might not represent its term 'global'. However, the finding revealed that *Motivate3* could be a good teaching and learning material for students who wish to acquire American or British Standard English.

Finally, apropos of global locations, the results indicated that the locations of the west dominate the other parts of the world since there were 17 different locations mentioned in this coursebook, five places located in England and six others located in the United States, and only one located in China. The other five places are located in different parts of the world. This result was in accordance with previous study (Melliti, 2013) which indicated that the dominant places mentioned in Headway Intermediate were located in Western countries. As previously mentioned, Andarab (2015) ascribed the dominant parts of the West to the places in which the coursebooks were published. Using this coursebook, the learners may not be able to be aware of some other places in the world. Thus, this book might not be the only material that the teachers can use in teaching English to help students acquire enough global knowledge. This means that when using this book, the instructors may need to spend some time introducing the other locations that are not presented in this textbook so that the students could extend their global knowledge in terms of global connectivity.

### ***Global Issues***

The topics investigated in this study, regarding global issues, include environmental issues, peace education issues, human rights, intercultural communication issues, socio-economic issues, and health concerns. One component of linguistic imperialism is excluded in this part as this component is related to language issues already presented in principle two, global connectedness. Two issues were mentioned in this coursebook. Firstly,

intercultural communication issues were found in the coursebook in Unit 8 on page 99. Aforementioned in the theoretical framework, in this study, intercultural communication issues referred to only the cross-culture, not individual culture since culture was investigated in the first research objective. On page 99, the writers introduced all the three types categorized in this study namely Asian culture (the learner's cultures), international culture, and target cultures. For instance, in Asian culture, the Chinese culture, 'click finger' is considered rude behavior. For target cultures, the cultures of the UK and US, the authors presented that interrupting conversation is not polite. For international cultures, cultures of five countries were presented including Spain, France, Germany, Austria, and Mexico. The provision of information about such different cultures would enable the learners to gain intercultural awareness. Sevimeh-Sahin (2020) also asserted that intercultural knowledge is necessary for students, as it is the fifth skill. However, the Western cultures (target and international cultures) were dominantly mentioned in the text; only China was the country in Asia that was mentioned. Thus, when teaching this part, the instructor should find other supplementary materials that could help the learners to know the cultures of other countries.

The other global issues such as socio-economic issues found were mentioned five times in this coursebook, for example, in Unit 5 on page 59 with regards to fundraising to help the poor and children to get an education. The authors presented a white woman setting up a charity to build schools for street children in Ghana to get free education. The writers included a long text with the white woman carrying a black boy in school uniform. Both of them showed nice smiles. This text would instill the value of giving as human beings in the learners since the women in the text would be the role model for them and other people.

Health concern issues were also found two times in this coursebook. The first concern related to pressure was mentioned on page 7 in Unit 1. The authors of Motivate3 presented the first health concern topic related to the pressure the teens usually get from

parents and study. The other presentation of the health concern issue is on page 67 of Unit5, which is about horrible diseases called smallpox and cowpox. The writers presented these two diseases which could cause many people to die and seriously suffer if they survived after catching these kinds of diseases. However, the discovery of vaccines helped people against these diseases. In the two times of presenting the health concern issues, the writers mentioned the adolescents as the stereotypes. It can be implied that the writers choose adolescents in this representation to make the learners more familiar with the situation as mentioned in the stated objective of the coursebook, this book has been published for secondary school learners, specifically adolescents.

### **Conclusion and Recommendation**

The study sought to evaluate the global English coursebook *Motivate!3*. The study, first, aimed at exploring if the inside contents in *Motivate!3* was in line with its mentioned objectives. In addition, the study intended to explore how the global contents namely inclusivity and inappropriacy, global connectedness, and global issues were presented in *Motivate!3*. The result revealed that the contents of this coursebook are in line with the stated objectives. The authors integrated all four skills (listening, speaking, reading, and writing) and culture in each unit. The authors present men and women fairly since no bias of representation of genders was found. Additionally, prejudice of races was not found either as the presentation of topics and roles related to women, the black and the white was frequently presented together. The writers also followed the rule of thumb which meant the writers did not include the inappropriate topics in this coursebook. Some global issues were also mentioned in this coursebook. However, environmental issues, which are the topics of the most common concern, were not presented. Additionally, regarding the cultures, only target cultures such as British and American cultures were dominantly presented. For global connectedness, the writers did not include any varieties of Englishes except British and

American, and the authors included many places located in England and the United States. That is to say, this coursebook is void of global contents since the other parts of the world were not presented in this coursebook.

Based on the results, the question of whether *Motivate!3* is suitable for a global education is still under suspicion. Specifically, in the context of Cambodia, since the goal of education is to equip students not only with the competency of four macro skills, but also shape students to become the 21<sup>st</sup> century workforce who are able to respond to the global trend. The study suggested that, in the global education setting, when using this book as the teaching material for global education, the instructors or school administrators may need other supplementary materials consisting of other local or global contents which were not presented in this book. Alternatively, some contents of this coursebook may need to be revised or glocalized to meet the diverse learner's needs. Nevertheless, as global connectedness of inner- circle countries, such as the UK and the US in this coursebook, dominate other parts of the world, this coursebook is worthy of using as teaching and learning material in the contexts which intends to help students become aware of the target cultures – the cultures of inner circle countries.

This study focused on photos and content analysis which was based on the three principles\_ inclusivity and inappropriacy, global connectedness and global issues. The future study may include the other aspects which are crucial for the global era. In addition, the future study may expand the findings by employing mixed methods. For instance, the future study may also include interviews with administrators and teachers regarding their attitudes toward *Motivate!3* because their attitudes may affect their decision in choosing this coursebook.

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