



"Fear, greed, and dedication": the representation of self-entrepreneurship in international English textbooks

Yuto Wahyuto^{1*}, Joko Nurkamto¹

¹English Education Department, Faculty of Teacher Training and Education,
Universitas Sebelas Maret, Surakarta, Indonesia

*Email: yuto.w@student.uns.ac.id (corresponding author)

Article history: Received 8 March 2022

Accepted 30 June 2022

Available online 19 July 2022

Published regularly September 2022

Abstract

A number of studies have reported neoliberal representation in English textbooks in a variety of contexts around the world. However, the study focusing on self-entrepreneurship as one of the critical neoliberal tenets is scantily addressed. To fill this void, the present study seeks to investigate the representation of self-entrepreneurship deliberately inculcated in English textbooks. Anchored in critical discourse analysis and Halliday's Systemic Functional Linguistics (SFL), this study investigated three Business English textbooks used in higher education in Indonesian. The findings of the study revealed that the English textbooks employed role-playing, presenting celebrity and fame, exhibiting famous entrepreneur figures, presenting the distinct image of entrepreneurial figures, and portraying entrepreneur figures through article or literature to disseminate self-entrepreneurship notions displayed in a variety of discourses. The findings of the current study call to equip educational practitioners (e.g., teachers, policymakers, book designers) with critical thinking skills as well as provide them practical tools to interrogate ideology, norms, and values encapsulated within curriculum artefacts such as language textbooks.

Keywords: Critical Discourse Analysis (CDA); English textbook; neoliberalism; self-entrepreneurship; Systemic Functional Linguistics (SFL)

To cite this article: Wahyuto, Y., & Nurkamto, J. (2022). "Fear, greed, and dedication": the representation of self-entrepreneurship in international English textbooks. *Journal on English as a Foreign Language*, 12(2), 295-317. <https://doi.org/10.23971/jefl.v12i2.3898>

To link to this article: <https://doi.org/10.23971/jefl.v12i2.3898>



Copyright © 2022 THE AUTHOR(S). This article is distributed under a *Creative Commons Attribution-ShareAlike 4.0 International* license.

Introduction

Recently, neoliberalism has attracted the interest of linguistics scholars in the particular field of foreign language teaching and learning (Bori, 2020a). In educational landscaping, global English textbooks not only serve as the object of neoliberalism but also act as a vehicle to (re)produce its discourses. Under the neoliberal regimes, individuals are shaped to become enterprising individuals as well as competitive entrepreneurs (Olssen & Peters, 2005). From this view, Bernstein et al. (2015), argue that language learners are the entrepreneurs who selectively choose proper language to learn and perceive learning a proper language as an act of investment, which will raise their competitiveness in the labour market.

The growing body of research in neoliberalism has revealed methods, principles, and rationales on how neoliberal ideologies are (re)shaped and mediated through language teaching (e.g., English). In this regard, textbooks have been not only pedagogical tools but also a venue in disseminating and reproducing neoliberal tenets such as self-entrepreneurship. Framed in this context, the current study interrogates self-entrepreneurship as one of the prominent notions for neoliberal governmentality (re)produced and maintained in EFL textbooks. In search of operationalising the data collection, a corpus of the data was extracted from three prominent Business English textbooks.

The author's ideological stand (e.g., neoliberalism) and moral values are often concealed in textbooks and other curricular materials (Brown, 1997; Gebregeorgis, 2016). In a similar vein, English teachers and learners, to some extent, are unaware of self-entrepreneurship notions encapsulated in English texts or they take it as common sense without critically questioning it as value laden. Thus, the English teachers, students and educational practitioners need practical guidance to reconsider the existence of such a hidden curriculum (see Babaii & Sheiki, 2017). However, the challenge here was not a practical pedagogical yardstick to systematically and critically analyse them (Babaii & Sheikhii, 2017) nor do they have an overall picture of the self-entrepreneurship covertly represented within EFL textbooks. Consequently, many of them left behind it, and others were merely aware but without explaining and giving proper guidance to their students about the core ideological concepts, how

these ideologies are mediated and maintained within global ELT textbooks. In this regard, critical discourse study is urgently needed for such enlightenment which has become the aim of the current study.

As a prevalent economic and political ideology, neoliberalism dynamically moves as a massive phenomenon adjusted to multiple contexts and periods of time (Peck et al., 2012). As a dominant political ideology, neoliberalism has influenced a wide spectrum of political dimensions such as reducing government intervention and budgetary policy, lowering the controls of capital on international monetary flow, deregulating market activity while encouraging neoliberal general principles such as free trade, competitiveness, and privatisation (Desjardins, 2013). Some critics even addressed neoliberal rationalities and disciplines linked to the most malicious impact of the current global crisis (Peck et al., 2012). Others believe that this ideology is responsible for asset redistribution from projects of social welfare to market enterprise, the exploitation of both natural and human resources, and obliteration of complementary and mandatory education as one of the fundamental human rights (Lakes & Carter, 2011).

Many neoliberal studies may be divided into three analytical categories: through the lens of a policy framework, ideology, or governmentality (Larner, 2006). The current article views neoliberalism as governmentality explained by Foucault in his famous lecture entitled "sécurité, territoire, population" where he introduced governmentality which soon changed how people view 'how to govern'. Semantically, the word 'governmentality' linked two words (*gouverner* and *mentalité*) indicating Foucault governmentality hypothesis is based on reciprocal relation between the technology of power and form of knowledge as it is impossible to study technologies of power alone without analysing the construction political rationality underlying them (Lemke, 2001). The concept of Foucauldian governmentality lies upon the notion that government is viewed as "conduct of conduct" or to act on other individuals' actions in order to manage how individuals think and behave (Foucault, 1991). Governmentality is built on the subject's behaviour in the realm of open possibilities or the subject's actions to regulate, direct, shape, and construct the actions of others (Foucault, 1982). Thus, the power relation model of governmentality may only be applicable to subjects who have many possible choices through "systems of knowledge or discourses" (Varman et al., 2011, p. 1165). This is what distinguishes governmentality from domination relations models and strategic games that emphasise domination and sovereign force. In nutshell, the concept of governmentality best accentuates naturalisation and pauperization of some

particular ways of thinking and behaviours as the result of the reciprocal relation between subject and government.

Neoliberal governmentality shapes political rationality, such as individual ways of life, life expectations, behaviours, habits, and subjectivity to control how individuals think and behave using technologies and techniques (Lemke, 2002; Lorenzini, 2018). Moreover, it constructs both the subjectivity of consumer and entrepreneur encouraged to compete in the global market by maximising potentials (Lorenzini, 2018). From the lens of Foucauldian, technology (or techniques in specific) is a set of practises enacted to socially and physically control the world through a certain routine enabling neoliberalism to shape docile individuals to manage but perceive themselves as a subject that holds freedom to act at the same time (Bori, 2020a). In this case, Individuals have become complacent in their perceptions of freedom, while simultaneously allowing collective power to exert control over them (Davies & Bansel, 2007). Thus, governmentality works as a valuable framework to investigate the subject's constitution by mean of critical approach to language policy (Haque, 2014).

Recently, the study of neoliberalism in ELT textbooks has gained a plethora of scholar intentions. To begin with, Gray (2010), who examined how the representations of the world of work from the late 1970s until the present, found that enterprise became one of the central topics in English textbooks where entrepreneurial figures such as Vijay and Bhikhu Patel and Anita Roddick, the successful entrepreneurs, who built their career from scratch is clearly depicted. In addition, readers were also invited to reflect on how these figures inspire the younger generation. A textbook study by Copley (2017) explored the content of ELT coursebooks over 40 years. It was found that the ideological positioning of global textbooks has evolved where the modern global textbooks accentuate subjectivity rather than the sense of communal citizenship. They also represent competitive, aspirational, and atomized individuals in search of their self-realisation under the free-market framework.

Xiong and Yuan (2018) reported that material orientation and neoliberalism in English language education have a very close relationship. This can be seen from two things. First, English language competence is seen as a linguistic-cultural capital. This commodification is believed to be an intelligent investment that can provide both short and long-term benefits for students. English learners are perceived as competitive individuals in the job market. Language learners with linguistic-cultural capital competence have a greater opportunity to increase their marketability. As a result, society is represented as human capital and a competitive set of entrepreneurs in the

labour market. Second, success stories of English learners, both as individuals and as communities, can be considered as a reflection of neoliberal personality stories characterised by individual entrepreneurial triumphs.

Using thematic content analysis to interrogate both locally developed and imported textbooks in Malaysian classrooms context, Daghigh and Rahim (2020) reported that international textbooks represented a set of famous figures (e.g., prominent artists, top athletes and entrepreneurs) characterised as not only gaining a huge amount of public attention, but also making a lot of fortune. Conversely, in locally developed English textbooks, those figures were not depicted based on their fortune and fame, but for their success in the act of humanitarian contribution to the nation.

A recent textbook study by Bori (2020a) looked into two market leading global English textbooks produced in the UK. The findings showed that self-entrepreneur notions are highly represented as central figures in many texts, pictorial, and student activities. Furthermore, students are encouraged to adopt entrepreneurial spirits by involving them in a role play of a new entrepreneur. They were also invited to imagine contextualised challenges faced by actual entrepreneurial figures such as running a restaurant. In this case, they need to think of initial investment, product development, advertising, and building a strong and loyal team. They were also provided some instructions on what to do to become successful self-entrepreneurs. The previous study cited above mainly provided empirical evidence of how neoliberalism disseminated through language textbooks analysed through multiple neoliberal parameters (e.g., consumerism, competitiveness, self-entrepreneurship, etc.). However, the study focusing on self-entrepreneurship tenants in English textbooks especially in Indonesian context is scantily addressed. Thus, the current study addresses two research questions as follows:

- (1) How are self-entrepreneurship tenets inculcated into Business English textbooks used in higher education in Indonesia?
- (2) To what extent do the Indonesian Business English text books represent self-entrepreneurship as one of neoliberal tenets?

Prior investigations provided a vivid foundation for subsequent studies into how neoliberalism (e.g., self-entrepreneurship) was instilled in English textbooks in different contexts. Compared to earlier investigations, the current study not only focused on self-entrepreneurship as a unit of investigation but also emphasised methodological robustness and empirical evidence. In an attempt to fill these gaps, the present study used Critical Discourse Analysis (CDA) and Systemic Functional Linguistics (SFL) theory to undertake an in-depth analysis on self-entrepreneurship that was purposefully incorporated in

curriculum artefacts such as English textbooks. The blending of these theories can give a better understanding of how the discourse of self-entrepreneurship serves as neoliberal tenets interrelated with language learning in educational landscaping. Such a process enables language learners as neoliberal agents to learn to incorporate this idea into their mind. Among other neoliberal tenets, the current study focused on investigating self-entrepreneurship. Thus, it provided rich empirical data showcasing how self-entrepreneurship tenets were canalised throughout multi-layered discourses. To extend critical investigation into neoliberalism represented in language textbooks, the current study attempts to focus on how Business English textbooks elucidate self-entrepreneurship into Indonesian higher school. This study attempts two main contributions. First, it empirically investigates how language textbooks represent self-entrepreneurship as one of critical principles of neoliberalism and to what extent Indonesian Business English textbooks disseminate self-entrepreneurship. Methodologically speaking, the second contribution of the current study demonstrates how CDA along with SFL can be viable tools to analyse verbal or textual hidden curriculum (e.g., neoliberalism) embed in English textbooks

Method

Textbook corpus

The current study garnered data from three Business English textbooks widely used in Indonesian higher education. Published by Cambridge University Press in 2004, the first textbook, *Communicating in Business: A Short Course for Business English Students*, was authored by Sweeney. This textbook is designed to develop student's language skills in five areas of communication. To accentuate students' listening and speaking skills, the textbook is equipped with recorded materials (Sweeney, 2004). Authored by David Cotton and Sue Robins, the second textbook is entitled *Business Class*. This Business English textbook consists of 15 chapters adopting a topic-based and skill-based approach. Published by Pearson in 2001, the integrated approach is employed to help students to master grammar and vocabulary in context (Cotton & Robins, 2001). The third textbook is entitled *Business Correspondence: A Guide to Everyday Writing*. The textbook published by Pearson in 2003 was authored by Loughheed. Across 15 units of material, students are guided to enhance their writing skills ranging from understanding format business letters to the use of formal and informal Business English (Loughheed, 2003).

Data analysis

In pursuit of interrogating the representation of self-entrepreneurship in both visual and verbal text in three Business English textbooks, the current study deployed Critical Discourse Analysis (CDA) to examine self-entrepreneurship as a neoliberal discourse instilled in textbooks. De Los Heros (2009) noted that CDA best elucidates how texts and social practices construe a societal, ideological system that might glorify or marginalise specific values. In educational landscaping, social practices can be traced within curricular texts such as language textbooks which are often used as the main educational tool in classroom settings. In an attempt to operationalise this analysis, the current study employed CDA framework. This framework best elucidates how textbook writers create particular effective discourses through a variety of texts. Further, the current study incorporated CDA with Halliday's Systemic Functional Linguistics (SFL) meta-functional framework to scrutinise textual analysis. From the lens of SFL, language is viewed as a system of social semiotics to construe experiences (Anafo & Ngula, 2020). While on a lexical level, lexicogrammar in a variety of discourses is deemed as a set of meaningful choices called register which is often represented in both situational and cultural context (Gu, 2021). Language textbooks often showcase such register features influenced by value laden (e.g., neoliberal ideology) which both teachers and students are unaware of (Setyono & Widodo, 2019). In this regard, SFL enables this study to see neoliberal tenets canalised through curriculum texts such as language textbooks.

The current study begins the analysis by manually counting the number of units that describe entrepreneurial practices or values. The identified representations of self-entrepreneurship consist of textual, visual, or both of them. In pursuit of gaining rigor and trustworthiness, the present study adopted Mullet's (2018) work regarding the general analytical framework for CDA. This framework consists of five stages to follow. To begin with, the current study selected the discourse of self-entrepreneurship gleaned from both textual and visual data. Then, the selected discourses were put and prepared for the analytical process. Entering the analytical procedure stage, the selected data, then, moved to the interrogation of historical, social background or the text makers of the selected data. Next, the analytical procedure turned into the qualitative coding to conceptually organise and categorise the raw data. In this case, open (in this step, SFL theory was often critical to employ), axial and selective coding were carefully enacted (Qureshi & Unlu, 2020). Finally, the analytical procedure entered the inter discursive stages which focus on identifying the discourse interrelation.

Findings

To attain empirical evidence on how neoliberal textbooks disseminate the notion of self-entrepreneurship, the present study carried an established approach called manual coding. The main focus of this approach is to support the premise that in disseminating self-entrepreneurship, the textbooks under the study are deployed in a variety of ways. Table 1 statistically demonstrated the distribution of self-entrepreneurship notions in the analysed textbooks. Overall, there are forty seven data which represent self-entrepreneurship tenets distributed in each textbook. The empirical data shows that *Business Class* experienced the top rank regarding representing this neoliberal tenet, while in *Business Correspondence* self-entrepreneurship was rarely represented. As seen in Table 1, *Business Class* rate was 74.5% (35), being the highest compared to the other textbooks. While *Communicating in Business* and *Business Correspondence* experienced the second and the third place with 17% (8) and 8.5% (4) each.

Table 1. The distribution of self-entrepreneurship in the textbooks

Business Correspondence	Business Class	Communicating in Business
4	35	8

An in-depth analysis of the textbooks provided the empirical data showing the method used by the textbook producers to inculcate self-entrepreneurship represented both textual and pictorial data. From the data in Table 2, it is apparent that there were five methods commonly deployed by the textbook namely using role-play, displaying celebrity, showing entrepreneur figures, presenting visual text and employing article and literacy. Surprisingly, it was found that employing articles and literacies is the most used approach weight 45% (21), while showcasing celebrity to convey entrepreneurial ideas was the least approach to use with only 2% (1). Another significant finding was the fact that role-play positions second place with 38% (18).

Table 2. The method used to convey self-entrepreneurship tenets

No	Textbooks	Methods				
		Role play	Celebrity figures	Entrepreneur figures	Visual text	Intact article or literacy
1	Business Correspondence					4
2	Business Class	15	1	3		16
3	Communicating in Business	3			4	1
	Total	18	1	3	4	21

Turning now to the selected data to provide empirical evidences on how the English textbook under the study encapsulate certain entrepreneurial ideas internalized in multi-layer discourses and to provide answers to the second question. Therefore, the represented following data were worthy of discussion.

Internalising self-entrepreneurship through role play

Role-play: Presentations

Work in small groups, with each group member choosing a different role at the company, and brainstorm your ideas for a new leather product for Sheen PLC to develop. Choose your best idea and work out the details of its design, target market, marketing, production etc., inventing any information you wish. Prepare a presentation of your product to give to the other groups, using the guidelines in Unit 4 (page 38) to help you (see also page 145 for further guidance). Each group member should give part of the presentation.

Role-play: Meeting

When you have made your presentations, form larger groups with at least one member from each original group, and hold a meeting to be chaired by Sandra Dickinson. The purpose of the meeting is to choose *one* product (or range of products) for immediate development. Discuss the merits and demerits of each proposal, and try to reach a decision. If there are strong differences of opinion, put it to the vote (group members may not vote for their own product).

Figure 1. Being entrepreneur thought a role-play (data from *Business Class*)

In an attempt to inculcate the notion of self-entrepreneurship to student minds, English textbooks used many ways. The neoliberal English textbooks often convey such notions in the form of interactive ways to actively engage students to act as entrepreneur figures. One of the prominent ways is to give students a role play activity. In this challenging activity, the students were initially given materials related to a certain topic wherein Business English, the topics might be related to product and advertisement. Next, students were encouraged to make a couple of groups where they can work together as a team. This not only makes them feel comfortable in performing the given task but also makes them experience the artificial business atmosphere and readjust their mind and behaviour to the real situation. As seen in Figure 1, the students were given a task to perform a presentation and a meeting which in business English class, both of these language skills are critical to master. Yet, the presented ideas to generate the skills might be needed for critical investigations.

Right after the students were encouraged to make groups, they were motivated to create a new leather product for a certain company to develop (*brainstorm your ideas for a new leather product..*). From the lens of SFL,

brainstorming is a mental process which imperatively demands students to mentally garner a certain phenomenon (new ideas). In this case the sensors (students) were informed that the purpose of this activity is to create a new product to develop. This indicated that the author of the textbook leads students to train their ability to trigger students' creativity in garnering the products. The students, then, asked to select the best idea. As entrepreneur agents, the students need to consider whether the selected product fits the need of the market demand (*choose your best idea...*). It is interesting to note that in this simple phrase, the author described the lexis 'best idea' with the possessive 'your'. Semantically, the lexicon 'your' indicates that the selected idea has to be originated from their thought. In this regard, the author might highlight that the students can certainly create a new product. Along with selecting the best idea to develop, they were led to think and act like a real entrepreneur, as seen in the following excerpt:

Work out the details of the products, target marketing, marketing, productions, etc. (Data from *Business Class*)

Following transitivity in SFL theory, the actors (students) were encouraged to do a material process (work out) to follow up their idea. This indicates that the text maker urged the student to enact their idea by elaborating the selected idea. In this regard, they need to detail the product and productions. Additionally, they were motivated to set ways to sell the products by addressing the right and the potential consumers and how to sell them. To polish the students' ability in speaking, they were encouraged to present their ideas in front of other groups. As they were asked to perform a business presentation, students not only learn how to present their ideas but also hone their marketing skills where they might deploy resources to convince other groups about their products.

The students were also trained to use their ability in implementing 'entrepreneurial instinct' to read business opportunities (*discuss the merits and demerits of each proposal and try to reach a decision...*). This activity demanded students to elaborate their faculties to read opportunities of each proposed business idea. This pivotal skill enables entrepreneurs to develop their products and services adjusted to market demands. Thus, their business will be sustainable and profitable. By performing these activities, the student might think and behave like entrepreneurs in real life. From the lens of neoliberalism, it is clear that the text makers might attempt to (re)shape the entrepreneurial mindset which is one of the critical principles of neoliberalism.

Showing celebrity and fame

Athletes and sport celebrities has been served as a promising vantage to propagate cultural products and brands ambassadors, and 'short cut' to obtain mass interest and attentions (Sassenberg, 2018). In this respect, celebrities or other notorious figures might become role models for many people (Lines, 2001; Osborne et al., 2016). Following this trend, neoliberal textbooks often use famous people such as celebrities, or celeb-preneur to propagate certain ideology, notion or even products might give a significant effect to others. The following excerpt showcases how the text makers internalise self-entrepreneur notion in language learning through a famous American sportsman-Michael Jordan. In this regard, the text makers showcasing the success story of Michael Jordan by discussing one of the most successful of his endorsement achievements:

Endorsement can be very profitable both for the sporting personalities and for the companies which sign them. Take the case of the famous American basketball player, Michael Jordan, one of the most graceful and charismatic players ever to appear on a basketball court. In one year alone, his endorsement of Nike helped sell one and half million pairs of shoes -and earned him \$20 million. (Data from *Business Class*)

Following SFL principle, the text makers began the discourse by giving attributes (profitable) to endorsement. The attribute was even amplified with 'very' and completed with purpose (*both for the sporting personalities and the companies which sign them...*), which indicates that the text makers wanted the students to incorporate the idea (endorsement). In the next sentences they kept glorifying the endorsement by giving a real example of how this promising business benefits the company and the sports man. They also put some celeb-preneur characteristics such as basketball player, the most graceful and charismatic player before mentioning economic achievement. Semantically, those characteristics, which might inspire the students, described as venue to achieve a successful endorsement.

Displaying famous entrepreneur figures

As seen in Figure 2, the depiction of a famous businessman is represented to bring entrepreneurial virtues and reasoning in students' minds. Linguistically speaking, the sentences '*What is management skill?*' '*What are entrepreneurial skills?*' are deliberately deployed to shape a cognitive evaluation to distinguish between managerial and entrepreneurial skills. The use of interrogative mood may be inferred as an attempt to soften the author's imperative mood. In this

case, the author might use such a structure to loosen the force (direct command) and give some space to negotiate. Visually, to reinforce the entrepreneurial virtue and reasoning, the author employed a famous entrepreneur figure. As a new neoliberal agent, the students were nurtured to shape a sense of being entrepreneurs. The use of such multimodal text provides an ideal image of how entrepreneurs look and behave.

The Entrepreneur


INTRODUCTION

1 Read the introduction to the questionnaire on page 122. What does it say about entrepreneurs and managers? Choose the correct answer.

- a) The role of an entrepreneur is the same as that of a manager
- b) The role of an entrepreneur is different from that of a manager

2 What do you think?

- 1 What is 'management ability'?
- 2 What are 'entrepreneurial skills'?



Internationally recognised as a successful entrepreneur – Richard Branson

Figure 2. Famous entrepreneur figure in entrepreneurial discourse (data from *Business Class*)

Strategically placed under Figure 2, the lexical choices showed the text makers' ideological position on entrepreneurs. In this regard, they employed 'internationally recognized' and 'successful' to glorify the demonstrated entrepreneur figure. The author of the textbook may attempt to create a strategy to shape students' entrepreneurial agency. Following SFL theory, lexis 'recognised' is a mental process followed by a role circumstance (as a successful entrepreneur). Framed in passive form, (the senser was omitted), the sentence might be inferred as the textbook producers' attempt to build a general perception of the figure. The eye contact in the visual text between the figure and readers may provide an act of fostering interaction in which students might cultivate entrepreneurial literacy. This multimodal literacy may affect how students think and behave in a larger community.



Figure 3. The portrayal of an entrepreneur (data from *Communicating in Business*)

Figure 3 portrays the entrepreneur figure theme. In this case, the selected picture demonstrated the distinct ideological views of an entrepreneur figure. The constructed asymmetrical domination between the man in the TV screen and men and women is deliberately highlighted. Among the five actors in the picture, the facial expression and the body language of the man in the TV screen is highly emphasised while the rest is not overtly accentuated. The dominating power held by the man in the TV screen also showcased through his gaze. Framed in the top-down visual metaphor, the pictorial text stressed the dominated position of this central figure. Semiotically, the unequal power among the actors in the selected picture was projected through the possession of attire attribute where only the man in the TV wears the coat. The depiction of the figure leading the meeting through an old-fashioned TV, might be inferred as the situation held in the past decades. Yet, the way this distinct figure is emphasised in English textbooks is not significantly different. This denotes that the text producers might intend to strategically deploy visual text to corroborate the self-entrepreneur figure.

Displaying intact articles or literacy

Fear, greed and dedication

¹LAST week I discussed the reasons for businesses going bust and concluded that the ultimate problem often lies in the fact that the founder of the business is not cut out to start up and develop his own operation. Sometimes this is due to a lack of knowledge, skill or business experience; sometimes to personal weaknesses.

²So let us attempt to analyse the character traits of an entrepreneur. Although entrepreneurs are a diverse species, there are clearly some common factors. Permit me to quote from *The British Entrepreneur* – a study prepared by accountants Ernst and Young and the Cranfield School of Management. 'Not all entrepreneurs are cast in the same mould. Indeed it would be an extremely dull world if they were. Almost by definition they defy categorisation.

Some have a strong sense of humour; some none; some thrive on publicity and adulation, others are virtual hermits; some have an overwhelming need for power, others for creativity; some need the trappings of wealth, others lead very simple lives. Whatever the difference is, there is one factor which all successful entrepreneurs have in common – they and their firms are always on the move.'

It must be appreciated that management skills can be learned, whereas entrepreneurial ability is a matter of flair; either you have it or you don't. Business requires both skills, the flair of the entrepreneur and the solid competence of the manager.

It is dangerous to generalise but some of the characteristics of the entrepreneur, in contrast to the manager, are: belief in himself and his business; belief in wealth and material gain; and belief in delegation.

⁴Entrepreneurial talent and management skills may not both be present in the one person. This may lead to the idea of partnership and, indeed, as the business flourishes and expands, the creation of a management team.

The *British Entrepreneur* encompasses



Entrepreneurs are not easy to categorise explains Brian Jenks of accountants Touche Ross

the results of a survey of the views of owner-managers of the top 100 entrepreneurial firms in the UK. One of the questions asked was 'what are the critical factors for success?'. The answers came under three main headings:

Marketing:
A unique product; an innovative approach; a good fundamental idea; aggressive sales and marketing strategies; active selling; quality; price; heavy marketing investment.

Management:
Dedicated senior management; hard work and commitment of staff; tight financial controls; cash flow; investment for the long term; regular views and overhaul of the management structure; disciplined and cost effective management of employees; unwavering and total support from initial backers.

Personal:
Vision; hard work; concentration; flexibility; persistence; ability to recognise opportunities.

The owner-managers were asked about their personal life and family background.

⁶⁰ Many came from families where the father had some form of small firm or self-employment background and the mother was a full time housewife. It was interesting to note that not one was an only child and more than half came from families with more than two children.

The previous survey, in 1988, revealed that the group showed low educational attainments, 45 per cent having left school at the age of 16 and very few having any post-school qualifications.

The 1989 list reveals somewhat greater academic attainments but apart from the obvious value of management skills which result from taking an MBA, few of these owner-managers saw any relationship between educational achievements and their current success.

¹⁰⁰ There is a misconception that successful entrepreneurs fail a number of times before making the breakthrough. Not true with this sample, where only 20 per cent had started more than one business.

The average age of the entrepreneurs when they started their first business was 32, while the youngest was 24. Presumably they had gained valuable skills and product knowledge between school and start-up. On the other hand, the majority had started businesses which bore no commercial relationship to their previous employment.

¹¹⁰ All rather confusing. Perhaps we should dwell on the wisdom of Sir James Goldsmith: 'First you must have the appetite to succeed – ambition. When you have no ambition you are dead. You have to be willing to work. You have to be ready to let go of a smart, safe, socially acceptable job in pursuit of your objective. Fear, greed, dedication and luck – all play their part. The rest follows.'

Brian Jenks is the partner responsible for private companies at Touche Ross.

Figure 4. Entrepreneur article in a business English textbook (data from *Business Class*)

The analysis of Figure 4 made it clear that the article propagates the salient traits of successful entrepreneurs. For example, the article elucidated the general trait of what he referred to as successful entrepreneurs. He wrote:

Not all entrepreneurs are cast in the same mold...Whatever the difference is, there is one factor which all successful entrepreneurs have in common- they and their firms are always on the move. (Data from *Business Class*)

The excerpt above apparently stated that always on the move is the common factor to become a successful entrepreneur. Semantically, 'on the move' means invariably improving their skills, knowledge, and attitude adjusted to admired goals indicating that the text makers wanted the students to incrementally empower themselves with various of entrepreneurial attitudes, skills and knowledge to raise their competitiveness. To this point, it is clear that the text makers tried to shape entrepreneurial mindset into students' mind.

Discussion

The current study examines the representation of self-entrepreneurship notions disseminated through Business English textbooks. The first question of the previous study investigated how self-entrepreneurship principles are instilled in Business English textbooks used in higher education in Indonesia. The results of the study show that three Business English textbooks under the study strategically perpetuated self-entrepreneurship tenets displayed in variety of techniques and discourses such as using role-play, showcasing celebrity and fame, displaying famous entrepreneur figures, showing the distinct image of entrepreneurial figures, and displaying entrepreneur figures through article or literacy. The finding of the study reported that engaging students with self-entrepreneurship literacies is the way employed by text makers to intentionally inculcate self-entrepreneurship notions. In contrast, showcasing celebrities or famous figures to inspire language learners is scantily represented.

The second study question investigated how much self-entrepreneurship is represented as a neoliberal concept in Indonesian Business English textbooks. The findings of the present study suggest that role plays were reiterated a multitude of times in the Business English textbooks under the study to disseminate self-entrepreneurship notions. It is encouraging to compare this finding with Bori (2020a) who found that neoliberal English textbooks often put the students to practice their entrepreneurial spirits while imagining themselves opening their business. The difference between what he found and the present study is that the latest reported students were not only encouraged to imagine themselves as an entrepreneur, but also to perform some of the technical entrepreneurial skills (e.g., generating, producing, and selling new products) which is defined as "a disparate set of practices, knowledge, and ways of acting and being" (Urciuoli, 2008, p. 212). For neoliberal individuals, these skills are perceived as valuable assets that are worthy of investing, nurturing, regulating and enhancing (Martin, 2000). This is because, under neoliberal framework,

individuals are encouraged to employ "responsibility of self" characterised by having moral imperative and rationality to invest at crucial points of life (e.g., education, skill, health care, retirement etc.) (Peters, 2001). Lemke (2001) argued that dissemination of responsibility of self in various discourse make neoliberal individuals view their misfortune (e.g., illness, poverty and unemployment) as their responsibility rather than state or communal responsibility. In this regard, the responsibilisation serves as the foundation of long-life educational praxis, skill and knowledge accumulation and other self-investments.

Another significant finding was the represented celebrity figure where with fame and talent on their hand, they were depicted to have a lot of fortunes. This result corroborates with Gray (2013), Bori (2020a), and Daghigh and Rahim (2020) who argued that in line with other neoliberal tenets, self-entrepreneurship was inculcated through celebrity discourses. This is because in language educational landscaping, celebrity discourses have a significant role in promoting English as representation of individualism, outstanding accomplishment and gaining a lot of fortune (Gray, 2013). In classroom context, such glorification might affect students' minds in terms of how they perceive celebrity and fame in a broader context. It is interesting to note that the celebrity figure in this study was framed under endorsement discourse from where they gain a lot of fortune. From the neoliberal perspective, Carrier (2010) argued that by signing such endorsement contracts, celebrities propagate ideas that social causes can be mediated mainly through ethical consumption instead of political engagement.

Under neoliberal frameworks, every social conduct should be aligned with neoliberal governmentality where individuals are transformed from state to self-reliance and entrepreneurial-self enhancement (Peters, 2001). In an attempt to embed self-entrepreneurship notions, the textbook under the study glorified entrepreneur figures in a variety of ways. First, this glorification can be seen, for example, by demonstrating famous entrepreneur figures. Famous entrepreneur figures were often accentuated through what Peters (2001), called as 'self-empowerment' to enhance students' entrepreneurial skills projected for the broader contexts. This argument also echoed our fifth finding where the students were encouraged to be in 'always on the move' mode. The internalisation of this entrepreneurial behavior is viewed as an incremental construction of certain forms of subjectivity (Dardot & Laval, 2014).

The educational reformation under neoliberalism comes to represent new kinds of subjectivity (Ball & Olmedo, 2013). These distinguished subjects were shaped to have a sense of responsibility for their own skills, characteristics, specific preferences, interests, and motives (Martin, 2000). Moreover, they have

to be aware of their subjectivity by developing a certain idea that their "capacity to market themselves" is the key to their own success (Urciuoli, 2019, p. 93). This is because as 'conduct of conduct', neoliberal governmentality transforms individuals into a human capital by internalising a certain form of subjectivity characterised by being autonomous, flexible, and individualised subject who works under entrepreneur of self-concept (Turken et al., 2015). Bearing a human capital characterised by the endeavour to maximise her own self-potentials is perceived as the most fundamental method in which neoliberalism construes subjectivity (Weidner, 2009). Thus, neoliberal subjects refer to self-entrepreneurs who have a freedom to maximise their potentials and accumulated skills adjusted to dynamic societal demand (Lorenzini, 2018; Walkerdine, 2006).

Second, the textbook makers portray the entrepreneur figures in a certain way. Along with this notion, Bori (2020a) argued that in neoliberal textbooks, celebrity figures are often described as central figures. The present findings seem to be consistent with this argument as it is empirically found that entrepreneur figures in the present study were semiotically depicted in a certain attire, gaze, and body language that reflect their dominant and authoritative figure in the selected images. Finally, the glorification of entrepreneurial subjects was demonstrated through literacy including intact articles taken from well-known dailies. Indeed, such an approach might serve as a viable resource for students to learn self-entrepreneurship tenets.

Rojo and Percio (2019) argued that students' interaction with these neoliberal literacies allows them to carry out self-care and self-reflection where they can compare their skills with the presented success enterprise model. They further argued that such activity might enable the students to implement the technology of self. Technology of self is a term Foucault (1988) used to describe an individual's desire to do something without any coercion or control from outsiders (Miller & Rose, 2008). Technology of self can be mediated by the process of canalising certain values or ideologies into the mindset of neoliberal individuals to support the construction of the neoliberal society. In this regard, freemarket is a utopian concept of societal neoliberalism in which government intervention in economic resources can be achieved.

In a nutshell, the present study investigated how neoliberal English textbooks represent self-entrepreneurship. It illuminates some of the strategic approaches used by textbook producers to inculcate this prominent neoliberal tenet. The current study's finding indicates that the idea of self-entrepreneurship was strategically embedded in English textbooks through multiple discourse and approach. Thus, as the main consumer of the global

English textbook, students (and educational practitioners) should also be encouraged to critically view English textbooks as a fertile area for cultivating hidden agendas (e.g., neoliberalism) rather than simply a source of learning material. Hopefully, students can be motivated to harness their critical literacy to unmask the hidden curriculum.

Conclusion

Grounded in CDA and SFL theory, this interpretive study interrogated the representation of self-entrepreneurship strategically embedded in English textbooks. The empirical findings show that textbooks under the study integrated self-entrepreneur notions and pedagogy into English language education using several techniques such as role-play, celebrity and famous entrepreneur figures, visual texts and employing articles and literacy. In this regard, the current study might be a valuable yardstick to raise the awareness of neoliberalism embedded in English language textbooks. While in the classroom setting, students might be familiarised with critical reading to hone their high-order thinking skill and employ their metacognitive ability to actively negotiate what they read and construe their own understanding beyond the text (Sutherland & Incera, 2021). Moreover, the present study implied need for dynamic and contextualised critical pedagogy with myriad of viable starting point (Martin, 2015) to neutralise neoliberalism and its tenets (e.g., entrepreneur of self) (Bori, 2020b). It is hoped that such activity could help them decipher hidden curriculums (e.g., neoliberalism).

Anchored in subjectivism and interpretivism as an ontological and epistemological paradigm, the current study tried to bring both methodological contribution and practical contribution. Methodologically speaking, this study serves as a pedagogical yardstick for classroom practitioners, policymakers, book designers, and others to interrogate cultures, ideologies, norms, values, and other hidden curricula encapsulated in English textbooks. Practically, the finding of this study contributes to the enhancement of language education by reappropriating neoliberal tenets such as self-entrepreneurship. Along with further research, the broader studies focusing on the representation of self-entrepreneurship in other contexts worldwide are critical to carrying out. Further, the teacher, as well as students' attitudes and perceptions toward neoliberal tenets (e.g., self-entrepreneurship), are worthy to closely investigate.

The present study has several limitations. To begin with, the emerging issues of the current study were empirically examined under the researcher's

subjective perspective. Grounded in subjectivism and interpretivism, the findings of the current study might shed light on textbook analysis study regarding language education. However, the present study might not resonate with students' internal study objectives. In this case, future studies can involve students, as the main user of the textbooks, and other relevant users such as educators, policy makers, or textbook authors. Additionally, other ontological and epistemological stands are worthy of consideration to enrich multiple perspectives and approaches. Second, the present study employed only three Business English textbooks as the object of investigation adjusted to Indonesian context. In this regard, the result of the current study should be critically interpreted with the context of the selected textbooks. Employing a variety of English textbooks might be a fertile area where future research can address. It is hoped that the future research can provide more vivid empirical data regarding how the notions of self-entrepreneur were deliberately, (re)shaped, nurtured and enhanced. Methodologically speaking, the current study utilized CDA and SFL as the means of investigating to scrutinise self-entrepreneur tenets embedded in English textbooks. Future studies can explore other methodology to gain more empirical result conceptualising self-entrepreneur ideas.

Acknowledgements

The authors would like to appreciate Iswatun Chasanah, Reni Puspitasari Dwi Lestariyana, Sella Rohmawati and Yuliani Dwi Astuti at the Department of English Education, Universitas Sebelas Maret, Surakarta for their constructive feedbacks on this paper.

Funding

This work was supported by *Lembaga Pengelola Dana Pendidikan* (LPDP/the Indonesian Education Endowment Fund for Education) under the Ministry of Finance of the Republic of Indonesia (2020).

Disclosure statement

No potential conflict of interest was reported by the authors.

ORCID

Yuto Wahyuto <https://orcid.org/0000-0001-6212-4146>

Joko Nurkamto <https://orcid.org/0000-0002-8231-0779>

References

- Anafo, C., & Ngula, R. S. (2020). On the grammar of scam: transitivity, manipulation and deception in scam emails. *WORD*, 66(1), 16-39. <https://doi.org/10.1080/00437956.2019.1708557>
- Babaii, E., & Sheikhi, M. (2017). Traces of neoliberalism in English teaching materials: a critical discourse analysis. *Critical Discourse Studies*, 15(3), 247-264. <https://doi.org/10.1080/17405904.2017.1398671>
- Ball, S. J., & Olmedo, A. (2013). Care of the self, resistance and subjectivity under neoliberal governmentalities. *Critical Studies in Education*, 54(1), 85-96. <http://dx.doi.org/10.1080/17508487.2013.740678>
- Bernstein, K. A., Hellmich, E. A., Katznelson, N., Shin, J., & Vinall, K. (2015). Introduction to special issue: critical perspectives on neoliberalism in second/foreign language education. *L2 Journal*, 7(3), 1-14. <https://doi.org/10.5070/l27327672>
- Bori, P. (2020a). Neoliberal governmentality in global English textbooks. *Classroom Discourse*, 11(2), 149-163. <https://doi.org/10.1080/19463014.2020.1755327>
- Bori, P. (2020b). Neoliberalism and global textbooks: a critical ethnography of English language classrooms in Serbia. *Language, Culture and Curriculum*, 34(2), 183-198. <https://doi.org/10.1080/07908318.2020.1797082>
- Brown, H. D. (1997). The place of moral and political issues in language pedagogy. *Asian Journal of English Language Teaching*, 7(1), 21-33. <https://www.cuhk.edu.hk/ajelt/vol7/art2.htm>
- Carrier, J. G. (2010). Protecting the environment the natural way: ethical consumption and commodity fetishism. *Antipode*, 42(3), 672-689. <https://doi.org/10.1111/j.1467-8330.2010.00768.x>
- Copley, K. (2017). Neoliberalism and ELT coursebook content. *Critical Inquiry in Language Studies*, 15(1), 43-62. <https://doi.org/10.1080/15427587.2017.1318664>
- Cotton, D., & Robins, S. (2001). *Business class*. New York: Pearson.
- Daghighi, J. A., & Rahim, H. A. (2020). Neoliberalism in ELT textbooks: an analysis of locally developed and imported textbooks used in Malaysia. *Pedagogy, Culture & Society*, 29(3), 493-512. <https://doi.org/10.1080/14681366.2020.1755888>

- Dardot, P., & Laval, C. (2014). *The new way of the world: on neoliberal society*. New York: Verso Books.
- Davies, B., & Bansel, P. (2007). Neoliberalism and education. *International Journal of Qualitative Studies in Education*, 20(3), 247-259. <https://doi.org/10.1080/09518390701281751>
- De los Heros, S. (2009). Linguistic pluralism or prescriptivism? a CDA of language ideologies in Talento, Peru's official textbook for the first-year of high school. *Linguistics and Education*, 20(2), 172-199. <https://doi.org/10.1016/j.linged.2009.01.007>
- Desjardins, R. (2013). Considerations of the impact of neoliberalism and alternative regimes on learning and its outcomes: an empirical example based on the level and distribution of adult learning. *International Studies in Sociology of Education*, 23(3), 182-203. <https://doi.org/10.1080/09620214.2013.790659>
- Foucault, M. (1982). The subject and power. *Critical Inquiry*, 8(4), 777-795. <https://www.journals.uchicago.edu/doi/abs/10.1086/448181>
- Foucault, M. (1988). Technologies of the self. In H. Gutman, P. H. Hutton and L.H. Martin (Eds.), *Technologies of the self: a seminar with Michel Foucault* (pp. 16-49). Amherst, MA: University of Massachusetts Press.
- Foucault, M (1991). Governmentality. In Burchell, S. Gordon, C & Miller, P. (Eds), *In the foucault effect: studies in governmentality* (pp. 87- 104). Chicago: University of Chicago Press.
- Gebregeorgis, M. Y. (2016). Gender construction through textbooks: the case of an ethiopian primary school English textbook. *Africa Education Review*, 13(3-4), 119-140. <https://doi.org/10.1080/18146627.2016.1224579>
- Gray, J. (2010). The branding of English and the culture of the new capitalism: representations of the world of work in English language textbooks. *Applied Linguistics*, 31(5), 714-733. <https://doi.org/10.1093/applin/amq034>
- Gray, J. (2013). Neoliberalism, celebrity and 'aspirational content' in English language teaching textbooks for the global market. In *Neoliberalism and applied linguistics* (pp. 91-118). Abingdon: Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780203128121-5>
- Gu, X. (2021). Nanjing massacre in Chinese and Japanese history textbooks: transitivity and appraisal. *Critical Discourse Studies*, 19(4), 418-434. <https://doi.org/10.1080/17405904.2021.1886956>
- Haque, E. (2014). Neoliberal governmentality and Canadian migrant language training policies. *Globalisation, Societies and Education*, 15(1), 96-113. <https://doi.org/10.1080/14767724.2014.937403>

- Lakes, R. D., & Carter, P. A. (2011). Neoliberalism and education: an introduction. *Educational Studies*, 47(2), 107-110. <https://doi.org/10.1080/00131946.2011.556387>
- Larner, W. (2006). Neoliberalism: policy, ideology, governmentality. In de Goede, M. (Ed.), *International political economy and poststructural politics. international political economy series* (pp. 199-218). London: Palgrave Macmillan. https://doi.org/10.1057/9780230800892_11
- Lemke, T. (2001). 'The birth of bio-politics': Michel Foucault's lecture at the college de France on Neo-liberal governmentality. *Economy and Society*, 30(2), 190-207. <https://doi.org/10.1080/03085140120042271>
- Lemke, T. (2002). Foucault, governmentality, and critique. *Rethinking Marxism*, 14(3), 49-64. <https://doi.org/10.1080/089356902101242288>
- Lines, G. (2001). Villains, fools or heroes? sports stars as role models for young people. *Leisure Studies*, 20(4), 285-303. <https://doi.org/10.1080/02614360110094661>
- Lorenzini, D. (2018). Governmentality, subjectivity, and the neoliberal form of life. *Journal for Cultural Research*, 22(2), 154-166. <https://doi.org/10.1080/14797585.2018.1461357>
- Lougheed, L. (2003). *Business correspondence: a guide to everyday writing*. New York: Pearson.
- Martin, E. (2000). Mind-body problems. *American Ethnologist*, 27(3), 569-590. <https://doi.org/10.1525/ae.2000.27.3.569>
- Martin, G. (2015). Scaling critical pedagogy in higher education. *Critical Studies in Education*, 58(1), 1-18. <https://doi.org/10.1080/17508487.2015.1115417>
- Mullet, D. R. (2018). A general critical discourse analysis framework for educational research. *Journal of Advanced Academics*, 29(2), 116-142. <https://doi.org/10.1177/1932202x18758260>
- Olssen, M., & Peters, M. A. (2005). Neoliberalism, higher education and the knowledge economy: from the free market to knowledge capitalism. *Journal of Education Policy*, 20(3), 313-345. <https://doi.org/10.1080/02680930500108718>
- Osborne, A., Sherry, E., & Nicholson, M. (2016). Celebrity, scandal and the male athlete: a sport media analysis. *European Sport Management Quarterly*, 16(3), 255-273. <https://doi.org/10.1080/16184742.2016.1164214>
- Peck, J., Theodore, N., & Brenner, N. (2012). Neoliberalism resurgent? market rule after the great recession. *South Atlantic Quarterly*, 111(2), 265-288. <https://doi.org/10.1215/00382876-1548212>
- Peters, M. (2001). Education, enterprise culture and the entrepreneurial self: a foucauldian perspective. *Journal of Educational Enquiry*, 2(2), 58-71. <https://ojs.unisa.edu.au/index.php/EDEQ/article/view/558>

- Qureshi, H. A., & Unlu, Z. (2020). Beyond the paradigm conflicts: a four-step coding instrument for grounded theory. *International Journal of Qualitative Methods*, 19, 1-10. <https://doi.org/10.1177/1609406920928188>
- Reubi, D. (2009). Governing the present: administrating economic, social and personal life - by Peter Miller and Nikolas Rose. *The British Journal of Sociology*, 60(1), 204–205. https://doi.org/10.1111/j.1468-4446.2008.01226_9.x
- Rojo, L. M., & Percio, A. D. (Eds), (2019). Neoliberalism, language, and governmentality. In *Language and neoliberal governmentality* (1st ed.) (pp. 242). <https://doi.org/10.4324/9780429286711>
- Sassenberg, A., Summers, J., Johnson-Morgan, M., & Hassan, R. (2018). The impact of digital communications on consumer perceptions of sport celebrity transgressions. *Journal of Global Sport Management*, 3(2), 189-207. <https://doi.org/10.1080/24704067.2018.1457968>
- Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-endorsed EFL textbook: a critical discourse analysis. *Intercultural Education*, 30(4), 383–397. <https://doi.org/10.1080/14675986.2019.1548102>
- Sutherland, A., & Incera, S. (2021). Critical reading: what do faculty think students should do? *Journal of College Reading and Learning*, 51(4), 267-290. <https://doi.org/10.1080/10790195.2021.1887777>
- Sweeney, S. (2004). *Communicating in business: a short course for business English students*. Cambridge, UK: Cambridge University Press.
- Turken, S., Nafstad, H. E., Blakar, R. M., & Roen, K. (2015). Making sense of neoliberal subjectivity: a discourse analysis of media language on self-development. *Globalizations*, 13(1), 32-46. <https://doi.org/10.1080/14747731.2015.1033247>
- Urciuoli, B. (2008). Skills and selves in the new workplace. *American Ethnologist*, 35(2), 211–228. <https://doi.org/10.1111/j.1548-1425.2008.00031.x>
- Urciuoli, B. (2019). Leadership communication “skills” and undergraduate neoliberal subjectivity. In Rojo, L. M., & Del Percio, A. (Eds.), *Language and neoliberal governmentality* (pp. 91-109). Abingdon: Routledge.
- Varman, R., Saha, B., & Skålen, P. (2011). Market subjectivity and neoliberal governmentality in higher education. *Journal of Marketing Management*, 27(11-12), 1163-1185. <https://doi.org/10.1080/0267257x.2011.609134>
- Walkerdine, V. (2006). Workers in the new economy: transformation as border crossing. *Ethos*, 34(1), 10–41. <https://doi.org/10.1525/eth.2006.34.1.010>
- Weidner, J. R. (2009). Governmentality, capitalism, and subjectivity. *Global Society*, 23(4), 387-411. <https://doi.org/10.1080/13600820903198719>