



An Analysis of Global Englishes Aspects in English Textbooks at the lower-secondary level in Thai EFL context

Kamonchanok Panyang

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching

July 2022

Copyright of Mahasarakham University

การวิเคราะห์แง่มุมด้านภาษาอังกฤษโลกที่ปรากฏในหนังสือเรียนภาษาอังกฤษระดับชั้น
มัธยมศึกษาตอนต้นในประเทศไทยที่ใช้ภาษาอังกฤษเป็นภาษาต่างประเทศ

วิทยานิพนธ์
ของ
กมลชนก ปัญญ์

พูน ปณฺฑิต ชีเว

เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
ปริญญาการศึกษามหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ

กรกฎาคม 2565

ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

An Analysis of Global Englishes Aspects in English Textbooks at the lower-
secondary level in Thai EFL context



Kamonchanok Panyang

A Thesis Submitted in Partial Fulfillment of Requirements
for Master of Education (English Language Teaching)

July 2022

Copyright of Mahasarakham University



The examining committee has unanimously approved this Thesis, submitted by Miss Kamonchanok Panyang , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Maharakham University

Examining Committee

..... Chairman
(Asst. Prof. Apisak Sukying , Ph.D.)

..... Advisor
(Pilanut Phusawisot , Ph.D.)

..... Committee
(Eric A. Ambele , Ph.D.)

..... External Committee
(Asst. Prof. Saksit Saengboon ,
Ph.D.)

Maharakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education English Language Teaching

.....
(Assoc. Prof. Nittaya Wannakit , Ph.D.)
Dean of The Faculty of Humanities and
Social Sciences

.....
(Assoc. Prof. Krit Chaimoon , Ph.D.)
Dean of Graduate School

TITLE	An Analysis of Global Englishes Aspects in English Textbooks at the lower-secondary level in Thai EFL context		
AUTHOR	Kamonchanok Panyang		
ADVISORS	Pilanut Phusawisot , Ph.D.		
DEGREE	Master of Education	MAJOR	English Language Teaching
UNIVERSITY	Maharakham University	YEAR	2022

ABSTRACT

Global Englishes is a paradigm that includes concepts of world Englishes, English as a lingua franca (ELF) and English as an international language (EIL). It examines the global consequences of English's use as a world language. In many ways, the scope of Global Englishes extends the lens of World Englishes, ELF, and EIL to incorporate many peripheral issues associated with the global use of English, such as globalization, linguistic imperialism, education, language policy, and planning. The purposes of this study are (1) to investigate the aspects of target interlocutors, and (2) to investigate cultural depiction as reflected in three selected English textbooks which are currently used in lower secondary level (Grade 7) in Thailand. Three English textbooks are purposively selected as the samples of this study. Data is collected from the communication practices (e.g., conversation dialogues, emails, and letters) and the contents of the reading texts, passages, and articles in the textbooks. The Galloway's and Rose's (2018) GELT framework and Kachru's (1992) Three Circles Model are used to analyze data. The findings reveal that the textbooks mostly represent the target interlocutors from Native English users. Although the communication between English users from Non-Native English users is presented in all three selected English textbooks, the proportion of the communication between NE-NNE and NNE-NNE users is relatively limited. With regards to the aspect of cultural depiction, the findings reveal that various cultures from all three circles are represented in these textbooks. The findings suggest that the English textbooks that which are currently used in Thai EFL context are likely to rely on the traditional ELT in the aspect of the target interlocutors. However, the depiction of cultural aspects in the textbooks corresponds more to the GELT concept with regards to the promotion of learners from different cultures across circles.

Keyword : Global Englishes, Target Interlocutors, Cultural depiction, Textbook Analysis, World Englishes

ACKNOWLEDGEMENTS

This research study has been successfully completed with a remarkable contribution from many helpful and support of these people; thus, I would like to express my appreciation to all those people for their kind contributions to complete this study.

First, I would like to express my deepest gratitude to my thesis advisor, Dr. Pilanut Phusawisot, who has devoted her valuable time in helping me with supportive feedback, suggestions, and warm encouragement. Without my advisor's support and motivation, I would not have been able to complete this project.

I owe huge respect and gratitude to all my thesis committee members, especially my external examiner, Asst. Prof. Saksit Saengboon from the National Institute of Development Administration, Thailand, for his valuable time in providing me the constructive and supportive feedback. I am very grateful to the committee members Asst. Prof. Dr. Apisak Sukying, and Dr. Eric A. Ambele for their valid suggestions and useful recommendations on my research.

My special appreciation is also extended to my parents and family members who have encouraged me to go through hardships in master's degree and working life. I would like to express my thankfulness for supporting and helping me get this far.

I must also express my gratitude to the three textbook publishers that I used in this study; as well as to all authors whose works I cited.

Finally, I gratefully acknowledge my friends for all their support throughout the period of this research. This success would not have been possible without all of you.

Kamonchanok Panyang

TABLE OF CONTENTS

	Page
ABSTRACT.....	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
List of Tables	H
List of Figures	I
CHAPTER I INTRODUCTION.....	1
1.1 Background of the study	1
1.2 Purpose of the study.....	3
1.3 Research questions.....	3
1.4 Scope of the study.....	3
1.5 Significance of the study	3
1.6 Definitions of terms	4
CHAPTER II LITERATURE REVIEW	6
2.1 What is Global Englishes?.....	6
2.1.1 World Englishes (WE)	7
2.1.2 English as a Lingua Franca (ELF).....	8
2.2 Global Englishes and English Language Teaching	9
2.3 Global Englishes and language teaching textbooks.....	11
2.4 Roles of textbooks	12
2.5 Textbook Evaluation.....	14
2.6 ELT textbooks in Thailand	15
2.7 Textbook Analysis based on Galloway’s and Rose’s (2018) GELT framework and Kachru’s (1992) Three Circle Model	17
2.8 Previous studies in the global contexts	18
2.9 Previous studies in the Thai EFL context	20
2.9 Summary of this chapter	22

CHAPTER III RESEARCH METHODS	23
3.1 Research design	23
3.2 Research framework	23
3.3 Textbook selection	24
3.4 Data collection procedure	25
3.5 Data Analysis	31
3.6 Inter-coder Reliability	38
3.7 Chapter summary	38
CHAPTER IV RESULTS	39
4.1 The target interlocutors in the selected English textbooks	39
4.2 The cultural depiction in the selected English textbooks	44
4.3 Chapter summary	49
CHAPTER V DISCUSSION AND CONCLUSION	50
5.1 Summary of Findings	50
5.2 Discussion	51
5.2.1 Who are the target interlocutors in the English textbooks?.....	51
5.2.2 How is culture depicted in the English textbooks?	53
5.3 Conclusions and implications	54
5.4 Limitations of the study	56
5.5 Recommendations for future studies	56
REFERENCES	57
APPENDICES	66
Appendix I: Details of the textbooks content from the three selected English textbooks.....	67
Appendix II: Information for Intercoders	76
Appendix III: Ethics approval.....	88
BIOGRAPHY	93

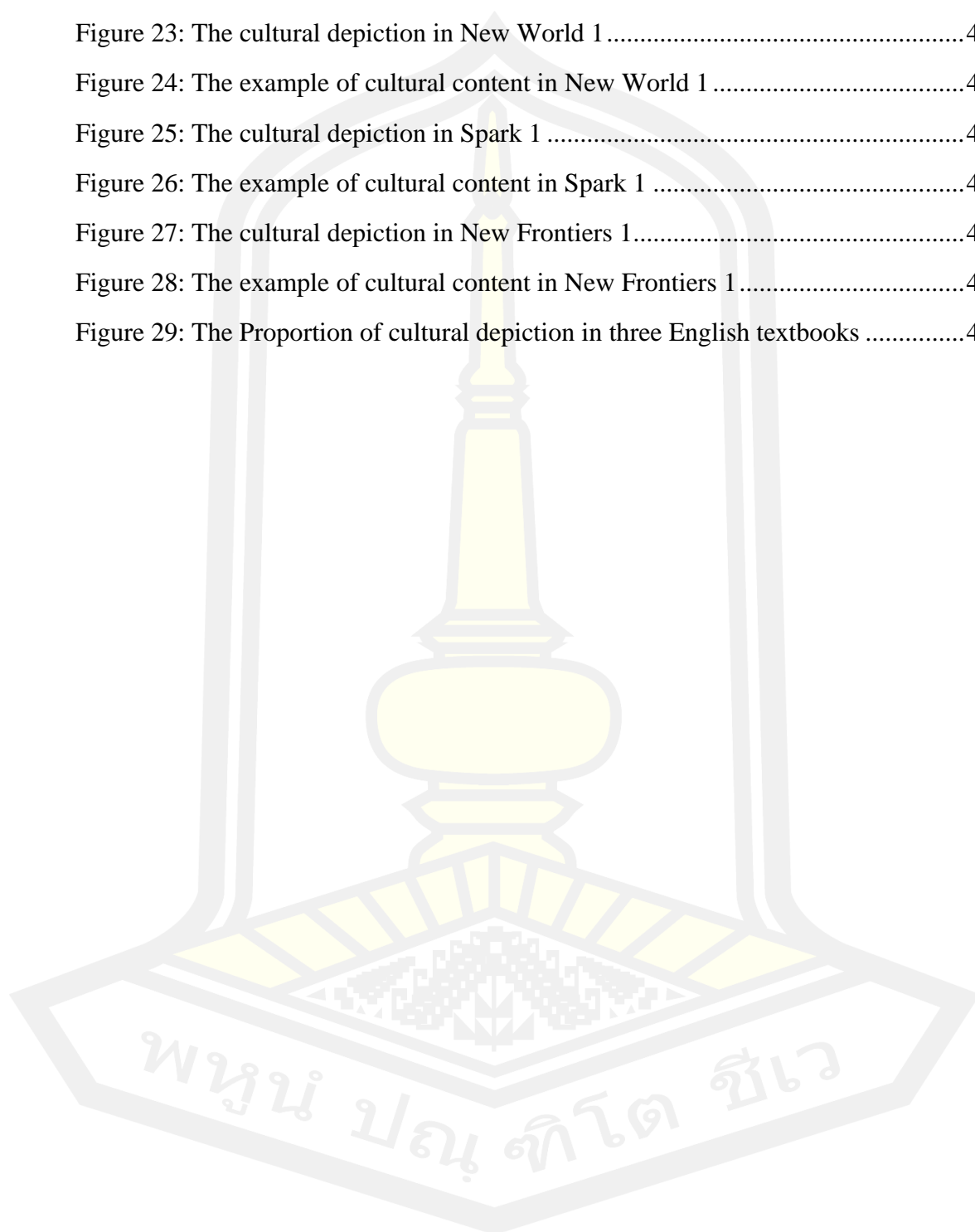
List of Tables

	Page
Table 1: Galloway and Rose's (2018) Global Englishes Language Teaching Framework	10
Table 2: The countries that are presented in the New World 1	32
Table 3: The countries that are presented in the Spark 1	32
Table 4: The countries that are presented in the New Frontiers 1	33
Table 5: The countries that are presented in 3 selected English textbooks	33
Table 6: The countries in Kachru's (1992) Three circles model that are presented in the selected English textbooks	34
Table 7: The communication practices between English users presented in New World 1	35
Table 8: The communication practices between English users presented in Spark 1 ..	35
Table 9: The communication practices between English users presented in New Frontier 1	36
Table 10: The Cultural Contents Depicted in the New World 1	36
Table 11: The Cultural Contents Depicted in the Spark 1	37
Table 12: The Cultural Contents Depicted in the New Frontiers 1	37
Table 13: The Target Interlocutors in the communication practices in the three English textbooks	39
Table 14: The Cultural depiction represented in three English textbooks	44

List of Figures

	Page
Figure 1: Kachru's Three Circle Model (1992)	8
Figure 2: An example of pictures and country founded in the communication between English users in conversation dialogues in Spark 1	26
Figure 3: An example of nationality and places founded in the conversation dialogues in Spark 1	26
Figure 4: An example of nationality, countries, cities and picture founded in conversation dialogues in New World 1	27
Figure 5: An example of currency founded in conversation dialogues in Spark 1	27
Figure 6: An example of currency and pictures founded in conversation dialogues in Spark 1	27
Figure 7: An example of lifestyle and pictures founded in emails in Spark 1	28
Figure 8: An example of traditions founded in the Spark 1	29
Figure 9: An example of places and landmarks founded in the Spark 1	29
Figure 10: An example of festivals founded in the Spark 1	30
Figure 11: An example of traditional foods founded in the New Frontiers 1	30
Figure 12: An example of traditional custom founded in the New World 1	30
Figure 13: The steps of data analysis process	31
Figure 14: The Target Interlocutors represented in New World 1	40
Figure 15: The example of Target Interlocutors identity represented in New World 1	40
Figure 16: The example of Target Interlocutors identity represented in New World 1	41
Figure 17: The Target Interlocutors represented in Spark 1	41
Figure 18: The example of Target Interlocutors identity represented in Spark 1	41
Figure 19: The example of Target Interlocutors identity represented in Spark 1	42
Figure 20: The Target Interlocutors represented in New Frontiers 1	42
Figure 21: The example of Target Interlocutors identity represented in New Frontiers 1	43

Figure 22: The proportion of Target Interlocutors represented in three English textbooks	44
Figure 23: The cultural depiction in New World 1	45
Figure 24: The example of cultural content in New World 1	45
Figure 25: The cultural depiction in Spark 1	46
Figure 26: The example of cultural content in Spark 1	46
Figure 27: The cultural depiction in New Frontiers 1.....	47
Figure 28: The example of cultural content in New Frontiers 1.....	47
Figure 29: The Proportion of cultural depiction in three English textbooks	48



CHAPTER I

INTRODUCTION

1.1 Background of the study

English is currently used all over the world in different ways and for various purposes. It is no longer the language which is spoken only by those who were born in English-speaking countries as English is used as a Lingua Franca (ELF) in communication between speakers of different L1s (Galloway and Rose, 2019). Kachru (1992) classified the diverse ways of English usage within and across geographic boundaries in three concentric circles. The Inner Circle refers to the countries where English is used as a mother-tongue language (e.g., UK, USA). The Outer Circle refers to the countries that use English as a second language or as an official language (e.g., India, Singapore). Finally, the Expanding Circle refers to the countries where English is used as a foreign language or as an additional language (e.g., Thailand, China). Thus, raising awareness of Global Englishes (GE) is considered essential in English Language Teaching (ELT) classrooms to build up students' English language skills necessary to participate in a variety of global contexts (Galloway & Rose, 2019).

In English as a Foreign Language (EFL) contexts, English textbooks are considered a crucial part for all English classrooms (Litz, D. R., 2005) as they are particularly useful as a tool to assist learners in building on their language skills and communicative abilities (Tomlinson, 2003). Besides textbooks display a significant role in developing students' communication skills (Tomlinson, 2008). In addition, textbooks provide language content of the language skills and the pedagogical model taught in ELT classes (Richards, 2001). Therefore, ELT textbooks are used in order to promote and increase learners' awareness of the diversity of English in global contexts as well as cultural elements (Xu, 2013). Since textbooks play a significant role as ELT materials in ESL / EFL classrooms, most ELT materials are regulated and produced by printing companies (Tomlinson, 2003). However, many of commercial textbooks are likely to focus on Standard English linguistic accuracy, such as lexicogrammatical and phonological, and mostly serve Inner-Circle culture-bound topics

(Matsuda, 2002; Graddol, 2006; Kubota, 2012; Marlina, 2013). Although some publishers and authors have had an intention in developing the ELT textbooks, they still follow the Inner-Circle norms in accordance with the publishers' commercial success (Dendrinos, 1992).

Several studies have been conducted in response to the emergence of aspects of Global Englishes with particular reference to different pronunciations, discourse in lexis, and grammar (Matsuda, 2002; Graddol, 2006; Kubota, 2012; Marlina, 2013). Previous studies showed that many of the English textbooks were over-reliant on the UK English models and cultures (Matsuda, 2002; Xu, 2013; Kubota, 2012; Syrbe & Rose, 2016). Moreover, there are some limitations pertaining to diversity and authenticity of English use and they are likely to promote Standard English accent like British or American English. Although the topics are diverse and relevant to learner's interests, the textbooks provide limited appropriate communication tasks in encouraging learners to communicate with English-speaking users around the world (Tsantila & Georgountzou, 2017).

In the Thai EFL context, although the textbooks try to expose students to more varieties of English, including some concepts relevant to GE, they seem to be conceptually guided by native speaker norms (Juntanee, Kewara & Prabjandee, 2020). In addition, a few studies have been conducted to examine the aspects of GE in English textbooks. Not much attention has been paid to investigate the GE aspects in different English textbooks from different publishers used at the lower secondary level. Lu and Buripakdi (2022) suggested that English materials should be developed focusing on the diversity of English usage and should reflect both native and non-native English cultures and values. Therefore, this study is set out in order to investigate the aspects of Global Englishes concerning (1) target interlocutors, and (2) cultural depiction. The purpose of which is to raise awareness of Global Englishes in English textbook selection and the results could be beneficial to EFL teachers in supporting awareness of GE and selecting textbook materials in their ELT classrooms. Furthermore, it could promote and raise the awareness of GE among learners and help them to understand the variety of ways in which English is used, the cultural diversity of its usage as well as understand English in a variety of global contexts. These all

relate to the basic standard of the core curriculum in the Learning Area of Foreign Language of Thai education.

1.2 Purpose of the study

This study aims to investigate two aspects of Global Englishes which are reflected in three English textbooks currently being used in lower secondary level (Grade 7) in Thailand, which are focused on (1) target interlocutors and (2) cultural depiction.

1.3 Research questions

The purpose is to investigate the two aspects of Global Englishes in English textbooks which are currently being used at the lower-secondary level (Grade 7) in the schools of Primary Educational Service Area Surin 3 of Thailand. This is where the researcher currently works and teaches at this level. This study addressed the following research questions:

1. Who are the target interlocutors in the selected English textbooks?
2. How is culture depicted in the selected English textbooks?

1.4 Scope of the study

This study focuses on investigating the aspects of Global Englishes, which are reflected in three English textbooks produced by three different publishers for the lower secondary level (Grade 7) in the schools of Thailand, in two aspects; (1) the target interlocutor and (2) cultural depiction. These selected English textbooks are recommended by The Bureau of Academic Affairs and Educational Standards in Thailand. Quantitative research paradigms were adopted to carry out this investigation; Galloway and Rose's (2018) GELT framework and Kachru's (1992) Three Circles Model were used to analyze the two aspects of Global Englishes as addressed in the two research questions.

1.5 Significance of the study

This study aims to investigate two aspects of Global Englishes, the target interlocutors and cultural depiction, in three different English commercial textbooks from different publishers and generally used at lower-secondary level in Thai EFL context. This study could be beneficial to EFL teachers in supporting teachers'

awareness of the varieties of English used and inform the process of selecting the textbook materials for their ELT classrooms. It could also assist in helping EFL teachers in selecting textbooks that can support the students understanding in developing intercultural communicative competence for Global communication.

In addition, the finding of this study could be beneficial to the English commercial textbook publishers. It can inform how they develop their content, curriculum and activities to become more globalized to eschew a fixed and monolithic approach to the English language and make more extensive use of Global Englishes-informed materials in ELT textbooks. In order to support every group of EFL learners that use English as a Foreign Language, these aspects of Global Englishes should be promoted in teaching and learning English at the present time.

Furthermore, the findings could help promote and raise awareness of Global Englishes among Thai EFL learners and enhance their intercultural communication abilities through textbook communication guidelines. Through which they can participate more actively in the global context and that may enable them to communicate effectively in English with others from different countries. This also relates to the basic standard of the core curriculum in the Learning Area of Foreign Language of Thai education.

1.6 Definitions of terms

Definitions of terms in this research are as follows:

“Target Interlocutors” refers to the communication between all English users, including native and non-native English speakers, which are represented in the communication practices (e.g. conversation dialogues, emails and letters) in the textbooks.

“Cultural depiction” refers to the representative illustrations of fluid and diverse cultures where English is used, which represented through reading texts, passages, and articles on several topics (e.g. Culture/ Tradition, Food, Places/Landmarks, History, Festival and Lifestyle)

“Global Englishes” refers to an inclusive paradigm looking at the linguistics, sociolinguistic and socio-cultural factors of English usage and English users in a globalised world (Galloway & Rose, 2019).

“World Englishes (WE)” refers to the different forms and varieties of English used in various sociolinguistic contexts across geographic boundaries (Galloway & Rose, 2019).



CHAPTER II

LITERATURE REVIEW

This chapter reviews important concepts and related studies on Global Englishes in ELT Textbooks. First, background information will be provided on Global Englishes (GE) and English Language Teaching, followed by a review of the role of ELT textbooks in GE, including textbook evaluation, ELT textbooks in Thailand, and, finally, studies conducted on GE in both international and Thai EFL contexts.

2.1 What is Global Englishes?

Around 500 years, the world has seen English grow from a national language spoken by less than three million people to a language learned by approximately two billion speakers worldwide. The rise of English as a global language is well documented in the research literature (Rose & Galloway, 2019). Indeed, the increase in connectivity has led to the general use of English all over the world. Today, English serves as the lingua franca of people from diverse linguistic and cultural backgrounds. It is used for various purposes and in diverse settings, where the speakers draw on their other languages to communicate successfully (Rose, McKinley & Galloway, 2020).

Galloway and Rose (2015) stated that Global Englishes (GE) is a paradigm that includes concepts of World Englishes (WE), English as a Lingua Franca (ELF), and English as an International Language (EIL). It examines the global consequences of English use as a world language. In many ways, the scope of Global Englishes extends the lens of World Englishes, ELF, and EIL to incorporate many peripheral issues associated with the global use of English, such as globalization, linguistic imperialism, education, language policy, and planning. English has spread throughout the world through many channels such as colonization, slavery, the process of creolization, and globalization. In addition, nowadays, there are more increased of non-native English users than native English users and English has transcended its original boundaries. As a result, English is used in communication than any other language in the world. Besides, English contact occurs on a global platform due to its connection with globalization, culture, and entertainment, which is at the heart of the

current spread of the language and its rise as a global lingua franca. The number of English speakers continues to grow rapidly and its use is increasing on a global scale.

As it is used by speakers from various linguistic and cultural backgrounds, English can assume various functions and forms in different contexts. It is no longer relevant to associate English with countries that are spoken only by native speakers. Today, English is used by the global community, and it is the language with global ownership.

2.1.1 World Englishes (WE)

World Englishes refers to the different forms and varieties of English used in various sociolinguistic contexts in different parts of the world. Kachru and Smith (1985) proposed that World Englishes represents a new concept and new creed in which the plural "Englishes" is important:

"Englishes" symbolizes the functional and formal variation in the language, and its international acculturation, for example, in West Africa, in Southern Africa, in East Africa, in South Asia, in Southeast Asia, in the West Indies, in the Philippines, and in the traditional English-using countries: the USA, the UK, Australia, Canada, and New Zealand. The language now belongs to those who use it as their first language, and to those who use it as an additional language, whether in its standard form or in its localized forms. (Kachru and Smith, 1985: 210)

Later, Kachru (1992) classified that English plays an important role in a three circles model, consisting of an Inner circle, Outer circle, and Expanding circle. The Inner Circle refers to the countries where English is used as a mother-tongue language or a Native language (e.g., UK, USA, Australia, Canada, New Zealand). The Outer Circle refers to the countries of the former British Empire where English is used as a Second Language (ESL) or an official language alongside other national languages (e.g., India, Singapore, Hongkong, Malaysia, Kenya, Nigeria). Finally, the Expanding Circle refers to the countries where English is used as a Foreign Language (EFL) or an additional language (e.g., Brazil, Thailand, China, Japan, in Asia).

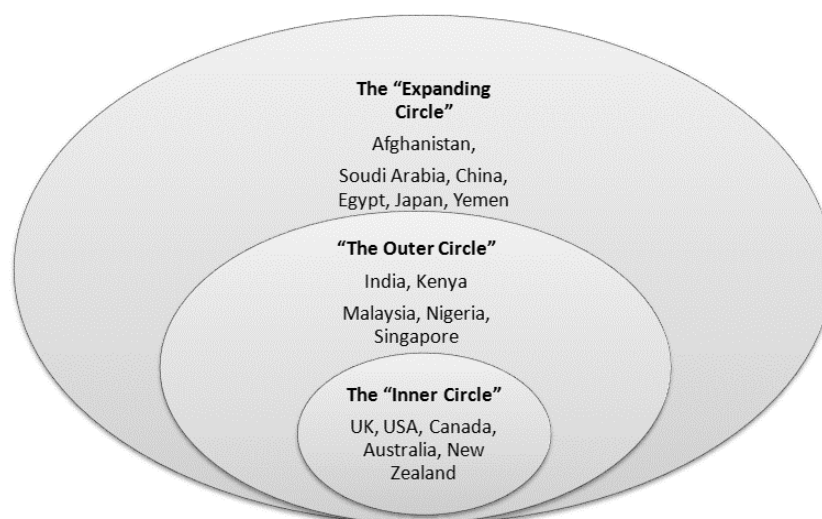


Figure 1: Kachru's Three Circle Model (1992)

Kachru (1992) went on to note that English has spread rapidly in non-Western countries as an "additional language" and an "alternative language" in multi-lingual societies to meet the needs of modernity and technology as well as other social, political, and social science dynamics (Bolton, 2006). In other words, the English language has a broad range of uses in a variety of social, educational, administrative, and literary domains. It has also gained considerable depth in terms of users at different levels of society. As a result, several variants exist with significant differences between each variant (Kachru, 1985). Since its inception, the Three Circle Model has been heavily criticized for being drawn along national borders rather than being a linguistic model (e.g. Bruthiaux, 2003; Galloway & Rose, 2015; Jenkins, 2015; Pennycook, 2010). Indeed, it is difficult to capture the various manners in which English is used within and across geographical boundaries with this model.

2.1.2 English as a Lingua Franca (ELF)

Lingua franca is a language used among different cultural background speakers (Jenkins, 2009). In recent years, the term 'English as a lingua franca' (ELF) has referred to communication in English between speakers of different first languages. Given that only one out of every four users of English in the world is a native speaker of the language (Crystal, 2003), most ELF interactions occur among English speakers who are not native speakers (Seidlhofer, 2005). English as a lingua franca refers to the language used for communication between non-native English speakers. It does not

mean that native speakers are excluded, but that the language they speak is not necessarily a model for what is right or wrong. ELF is therefore focused on communication between the majority of English speakers.

ELF is part of the general phenomenon of 'English as an International Language' (EIL) or 'World Englishes'. EIL has been used as a general cover term for English use spanning Inner Circle, Outer Circle, and Expanding Circle contexts (Kachru 1992). Thus, EIL refers to English use within and across Kachru's 'Circles', for intranational as well as international communication (Seidlhofer, 2005). However, when English was chosen as a medium of communication between people from different language backgrounds, crossing linguistic boundaries, the preferred term for these interactions became English as a lingua Franca (House, et al., 1999; Seidlhofer, 2001). EFL became a preferred model to the three circles model of World Englishes as it incorporates the fluidity with which English is used among different L1 speakers (Rose & Galloway, 2019). The advantage of ELF is its emphasis on the communication between most English speakers of the outer circle. English as the lingua franca is accessible to speakers of the highest proficiency level and it is not focused on teaching norms. Instead, it focuses on facilitating communication, a strategy for cultural information (Kirkpatrick, 2012). Boonsuk and Ambele (2019) illustrated that English is no longer the property of any country, nationality, or appearance, but it is the global lingua franca that every English user has the right to claim ownership of English and to utilize it in their preferred way without emphasizing the native-speaker norms. Therefore, English speakers should not be accused of grammatical mistakes or forced to use English as native speakers as long as the communication is successful (Ambele & Boonsuk, 2020).

2.2 Global Englishes and English Language Teaching

English Language Teaching (ELT) is used to teach English to non-native speakers. The goal of ELT has shifted from focusing solely on improving language skills, by practicing memorization and copying of native speakers, to producing effective English users with the ability to communicate and interact in a global context (Celce-Murcia & Yoo, 2014; Pinner, 2009). The traditional language teaching styles, such as grammar translation and audiolingual approaches, are gradually being replaced by

more communicative and contextual language teaching (Erfani, 2012). The rise of globalization and the adoption of English as the global language has led some scholars to call for a paradigm shift to reframe the ELT framework to fit the new sociolinguistic landscape of the 21st century (Galloway and Rose, 2019). Indeed, the impetus for English as a global language has driven the ELT trend around the world (Galloway and Rose, 2015). The Global English Language Teaching (GELT) framework is informed by World Englishes, ELF, EIL and Translanguaging research paradigms, which all share similar ideologies. The latest GELT framework (Table 1) demonstrates the diversity of English and promotes a movement away from native English language norms in ELT. (Galloway and Rose, 2018)

Table 1: Galloway and Rose's (2018) Global Englishes Language Teaching Framework

	Traditional ELT	GELT
Target Interlocutor	Native English speaker	All English users
Ownership	Inner Circle	Global
Target culture	Static NE cultures	Fluid culture
Norms	Standard English	Diverse, flexible and multiple forms
Teachers	Non-NE-speaking teachers (same L1) and NE-speaking teachers	Qualified, competent teachers (same and different L1s)
Role model	NE speakers	Expert users
Source of materials	NE and NE speakers	Salient English-speaking communities and contexts
Other languages and cultures	Seen as a hindrance and source of interference	Seen as a resource as with other languages in their linguistic repertoire
Needs	Inner Circle defined	Globally defined
Assessment criterion	Accuracy according to prescriptive standards	Communicative competence
Goals of learning	Native-like proficiency	Multicompetence users
Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive Global Englishes perspective
Orientation	Monolingual	Multilingual/Translingual

According to Table 1, Galloway and Rose (2018) recently adapted the original GELT Framework. Overall, the GELT encourages the perception that English belongs to a global community, whereas the traditional ELT emphasizes the language of the Inner-

Circle. In conclusion, the GELT focuses on the global language context while the traditional ELT approach focuses on Native English. English is currently used all over the world in different ways and for various purposes. As such, GE is essential in ELT classrooms to develop students' English language skills to allow them to participate in global contexts (Galloway and Rose, 2018). This recently adapted GELT framework was the focus of this study.

2.3 Global Englishes and language teaching textbooks

English textbooks play a crucial role in English classrooms in ELT contexts (Litz, 2005). Textbooks are used as tools to assist learners in building on their language skills and communicative abilities (Tomlinson, 2003). They are also necessary teaching materials for transferring curriculum-based knowledge in the classroom and understanding the subject content (Drendrinos, 1992). Baker (2008) and Cook (1999) illustrated that language resources that are disclosed to students should reflect and support their real-life purposes. Therefore, English textbooks should have a profound impact on learners' understanding of English language diversity and culture. Matsuda (2012) states that cultural content in general English courses must be selected from a variety of sources. This is because learners should be prepared for intercultural communication in an international context. These resources may include topics that foster a sense of global citizenship among learners, such as peace and environment. At present, most ELT materials are controlled and produced by large international publishing companies (Tomlinson, 2003). While local publishers and authors are involved in the development of ELT textbooks, they still strictly adhere to Inner Circle norms that align with the publisher's goal, which is commercial success. They largely focus on developing the Inner-Circle linguistic, such as lexico-grammar and phonological accuracy among learners and promote Inner-Circle culture-bound topics, thereby disregarding the needs and interests of the international and global clientele they target (Drendrinos, 1992). Dewey (2015) and Boriboon (2011) also mention that many of ELT's teaching materials and theories are sourced from American and British linguistic organizations. Due to the initiative of native English speakers, it is believed that these countries have the authority to determine and control the direction of ELT, as they are the center of ELT. This seems to conflict with the framework of teaching

English in the context of ELF. Although recently published books appear to be aimed at more global students by incorporating global themes (e.g., travel, environment, food), they still continue to seek commercial success and omit critical aspects of Global Englishes (Gray, 2010).

Indeed, it was found that textbooks do not provide adequate exposure to a variety of situational contexts, characters, and cultural elements. The activities in textbooks also do not expose students to sufficient and appropriate ELF interactions in genuine contexts (Asakereh, Yousofi & Weisi, 2019). Moreover, even if textbooks contain a variety of topics that are relevant to learners' needs and interests, there is a limited amount of authenticity and genuineness (Tsantila & Georgountzou, 2017). Finally, there is also an over-reliance on British English (BrE) Standard accent and a lack of well-structured tasks rendering learners unable to reflect upon the realistic use of English, which permeates British-bound stereotypes and attitudes (Tsantila & Georgountzou, 2017). Boonsuk, Ambele & Buddharat (2018) suggested that although using the ELT materials is limited, teachers should be aware that incorporating ELF principles into their teaching does not mean that they need to replace all traditional teaching roles and the existing beliefs of their pedagogy, teaching materials, and curriculum. On the other hand, they can modify new teaching principles to improve their teaching approach that is suitable to their context.

2.4 Roles of textbooks

Richard (2001) states that textbooks are a key component in most language programs. In some situations, textbooks serve as the basis for most of the language input learners receive and the language practice that takes place in the classroom. They often provide the basic content of the lessons, the balance of skills taught, and the type of language practice in which students participate. In addition, textbooks may be primarily used to supplement teacher instruction. For learners, textbooks may be their primary source of contact with the language apart from the information provided by the teacher.

In the context of ELT, teaching materials, such as textbooks, are essential tools for transferring and understanding curricular knowledge in the subject (Dendrinos, 1992). Textbooks are constructed based on language practice, learning theory, and course

content, which are structured and guided in English Language Teaching (ELT) (Roberts, 1996; Coracini, 2010; Rahimpour & Hashemi, 2011). English textbooks are a crucial part of all English classrooms (Litz, 2005) as they are used as tools to assist learners in building on their language skills and communicative abilities (Tomlinson, 2003).

Richard (2001) notes that the use of commercial textbooks in ELT settings has both advantages and disadvantage. It depends on the methods and contexts of using. The principal advantages are:

- 1) They provide structure and a syllabus for a program.
- 2) They help standardize instruction. Using a textbook in a program can ensure that the students in different classes receive similar content. Therefore, they can be tested in the same manner.
- 3) They have been tried and tested, are based on sound learning principles, and paced appropriately to maintain quality.
- 4) They provide a variety of learning resources, such as workbooks, CDs and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
- 5) They are efficient in saving teachers' time, enabling teachers to devote time for teaching rather than materials production.
- 6) They can provide effective language models and input.
- 7) They can train teachers who are limited in teaching experience. Textbooks can serve as a medium of initial teacher training.
- 8) They are visually appealing with the high standards of design and production and hence are appealing to learners and teachers.

However, there are also potential negative effects. For example:

- 1) They may contain inauthentic language, since texts, dialogs, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
- 2) They may distort content in presenting an idealized view of the world or fail to represent real issues.

- 3) They may not reflect students' needs.
- 4) They can deskill teachers. If teachers use textbooks as the primary source of their teaching and make the major instructional decisions for them, the teacher's role can become reduced to whose primary function is to present materials prepared by others.
- 5) They are expensive. Commercial textbooks may represent a financial burden for students in many parts of the world.

Another important advantage noted by Mohamed (2013) is that textbooks help create a sense of independence for learners as they are able to use textbooks independently to learn new material, as well as review and monitor their progress. Textbooks also play a significant role in developing students' communication skills, and cognitively encourage learners by presenting authentic materials (Tomlinson, 2008). According to the study of Cortazzi and Jin (1999) in China, many English learners expect the teachers to help develop their knowledge based on the contents presented in the textbooks. Johansson (2006) found that more than half of students worked individually on textbook tasks for each lesson and the student's homework was taken from the textbook as well. In addition, textbooks present the language content, the language skills and sub-skills taught in ELT classes, as well as the pedagogical model. However, no matter how well written how a textbook is, it cannot be suited to all teaching and learning conditions. Therefore, textbook evaluation is also important in selecting the most appropriate textbooks for teaching.

2.5 Textbook Evaluation

Textbooks analysis is necessary to define the context in which the material is going to be used and to survey the learner's needs (Newmark, 1988). A book may be appropriate in one situation because it perfectly matches the needs of that situation. However, the same book in different situations may be considered inappropriate. Therefore, before evaluating textbooks, information is needed on the role of the textbook in the program, the teachers in the program, and the learners in the program (Richard, 2001).

Several studies have examined how textbooks are evaluated (e.g., Cunningsworth, 1995; Tomlinson, 2016; Galloway & Rose, 2018). Cunningsworth (1995) proposes four general criteria for textbook evaluation, particularly course books, as follows:

- 1) They should correspond to the learner's needs. They should match the aims and objectives of the language-learning program.
- 2) They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that would help equip students to use language effectively for their own purposes.
- 3) They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method.
- 4) They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Tomlinson (2016) also created a specific evaluation checklist of materials for the purposes of teaching English as an International Language, which includes evaluating texts based on the following features:

- 1) Authentic texts and tasks (written texts by non-native speakers)
- 2) Spoken interactions between non-native speakers
- 3) Learner unstructured interaction
- 4) Pragmatic awareness activities
- 5) Strategies to achieve successful communication in a lingua franca
- 6) Language items and features important for international communication
- 7) Intercultural competence

2.6 ELT textbooks in Thailand

The number of global commercial ELT textbooks produced by leading publishers has been increasing. This is the result of the need for specifically designed textbooks that meet the variety of users' demands and their particular needs. In the current Thai EFL

context, the Common European Framework of Reference for Languages or CEFR (a current international standard describing language ability) and Communicative Language Teaching or CLT (a language teaching approach emphasizing the ability to communicate in the target language) play a significant role in the English language education. Most ELT commercial textbooks are framed with a proficiency level of CEFR, which is clearly shown on the cover page. In addition to the copyright of ELT textbook collections purchased and transferred to local publishers in Thailand for further publishing and marketing, there are also a number of ELT textbooks written by independent ELT textbook authors (Wuttisrisiriporn and Usaha, 2019). However, all ELT textbooks must be approved by the Office of the Basic Education Commission (OBEC) before being used in Thai schools and are publicly displayed on the Textbook database of the OBEC website (<http://academic.obec.go.th/textbook/web/>).

In 2014, the Ministry of Education (MOE) reformed the Policy of English Language Education and set out six sub-policies at the Basic Education level (Ministry of Education, 2014) as follows:

1. English language teaching in all aspects adopted the CEFR as a fundamental conceptual framework, e.g. learning objectives, curriculum development, testing and assessment, etc;
2. Communicative Language Teaching (CLT) or the communicative approach should be emphasized;
3. Educational institutions can adopt various teaching approaches to be used in accordance with the core framework, depending on the availability and interest of the students.
4. English language proficiency enhancement is implemented in the forms of extensive English language teaching/learning projects, special English language programs with an emphasis on language skills for social, academic, and professional communication, as well as a wide range of learning activities and learning environments with English as an intensive course and free elective course;

5. The English proficiency of ELT teachers is systematically assessed for the development of English proficiency; and
6. The use of Information and Communication Technology (ICT) based teaching is increasingly encouraged to enhance the English proficiency of teachers and students.

The Ministry of Education (MOE) has taken steps to ensure that prospective English language development outcomes will enable the country to move further into global competition and has promoted the development of English throughout the country by setting these six sub-policies at the Basic Education level of English Language Education. This notion also relates to the finding from Wuttisrisiriporn, Vinichevit & Usaha's, (2020) study that EFL textbooks will be selected based on whether they follow the Basis Educational Core Curriculum, textbook contents, textbook quality accreditation from the Ministry of Education, and prices.

The Ministry of Education is trying to establish a policy to support English language education by adopting the CEFR and CLT as the main framework for teaching and learning English. However, it seems inconsistent with learning English in a manner that supports real-life communication skills. Learners may need to communicate with English-speakers from various countries and different contexts. Therefore, selecting an ELT textbook suitable for the Thai EFL context is fundamentally important. Teachers in the ELT context need to consider factors including teaching and learning objectives, student interest, proficiency level, the authenticity of language, culture, text organization, learning activities, or even the price of textbooks in the ELT textbook selection process to meet the needs of the students and prepare them to participate in the global context of English users.

2.7 Textbook Analysis based on Galloway's and Rose's (2018) GELT framework and Kachru's (1992) Three Circle Model

In order to investigate two Global Englishes aspects in English textbooks of this study, the latest Galloway's and Rose's (2018) GELT framework (Table 1) was used as a model to analyze the aspect of target interlocutors in the selected English textbooks of this study. the GELT framework was adapted as the latest GELT framework in 2018. In terms of the categories of target interlocutors, which aimed to

include both Native and Non-Native have changed to be more inclusive terms such as 'All users', who use fluid, diverse, and multiple forms of language. In terms of cultural aspects that represented in the textbooks, Kachru's (1992) Three Circles Model (Figure 1) which classified the various of English uses within and across geographic boundaries in three concentric circles was used as a framework to analyze the cultural aspect and evaluated the oriented ideology, indicates a GELT orientation in the selected English textbooks of this study.

2.8 Previous studies in the global contexts

In order to evaluate the GELT aspects in English textbook materials in the ELT context, there are many scholars conducted the studies in the global context, which focused on some GE aspects in textbook materials (Syrbe & Rose, 2016; Bocu & Razi, 2016; Tsantila & Georgountzou, 2017; Liu, 2017; Asakereh, Yousofi & Weisi, 2019; Parlindungan, Rifai, & Safriani, 2018; Tajeddin & Pakzadian, 2020). The summaries of each study were presented as follows.

Syrbe and Rose (2016) evaluated the global orientation of three popular English textbooks that are widely used in German schools in four out of the ten largest cities as part of the German English language curriculum. The books are Westphalia: Camden Town, 6; Green Line, volume 6 and English G21. The study aimed to explore whether the textbooks met current trends in teaching English as an international language by developing the framework for analyzing the data from Jenkins' (2006) and Galloway and Rose's (2015) framework. The analysis found that the textbooks were mostly reliant on the UK English model and a static depiction of language culture. Moreover, users and the sociolinguistic reality of English from other countries was less represented in the textbooks.

Bocu and Razi (2016) investigated the textbook series named Life at A1 and A2 level in Turkey, published by National Geographic Learning, in order to identify elements related to intercultural communicative competence. The activities in the textbooks, based on the four skills and visuals, were analyzed by a checklist focusing on source, target, and international cultural elements. A questionnaire was given to six lecturers from two universities in Istanbul who used them in their English classes and an adapted version of the questionnaire was also given to 26 students to explore opinions

about the cultural content of the textbooks. The results showed that the textbook was quite complete in terms of covering a variety of cultures, except for direct references to the source culture, which is Turkish. Furthermore, the themes of Big C and little C are fairly balanced, except for an over presentation of geography due to the content of National Geographic textbooks. Although the textbooks are generally satisfactory, guidelines for teachers need to be further developed to be effective in the classroom in order to integrate cultural elements into the lesson.

Tsantila and Georgountzou (2017) also explored ELT course books in Greek lower secondary state schools by focusing on the listening material in Greek ELT textbook series, *Think Teen*. The four criteria adopted for textbook evaluation were (1) direct or indirect exposure to aspects of GE, (2) communication strategies, (3) encouragement of the use of English outside the school environment, and (4) ELF/GE awareness raising through appropriately structured tasks. It was found that, while the topics in the textbook were varied and related to learner's needs, there was still a limited amount of genuineness and authenticity. In addition, there was an over-reliance on the British English standard accent and a lack of well-structured tasks that rendered learners unable to use English in real-life situations.

In China, Liu (2017) evaluated the *Advance English* textbooks series originally published by Oxford University Press (China) Limited and edited by the Teaching and Research Division of Jiangsu Provincial Department of Education and Oxford University Press from 2004 to 2006. It was shown that the textbooks had limited explanation as to how English is used in dynamic and fluid lingua franca contexts by speakers from different cultural and lingual backgrounds. Although knowledge of diverse cultures and linguistic strategies were incorporated in the textbook materials. This indicates that this series of textbook materials have not shifted from the traditional native English teaching model to a more GELT-focused model.

Asakereh, Yousofi and Weisi (2019) explored the ELT textbooks adopted in Iranian junior and senior high schools, namely the *Prospect and Vision* series, in order to examine the features of English as a lingua franca (ELF) that were reflected in the listening and speaking activities in the textbooks. The textbooks' activities were analyzed against ELF criteria adopted from Caleffi (2016). The study found that

textbooks did not provide sufficient exposure to the diverse situation context, characters, and cultural elements, and provided insufficient opportunities to use the socio-linguistic and socio-cultural realities of the English language in their English class. As such, this textbook series contains an unrealistic and inaccurate presentation of English.

Parlindungan, Rifai, and Safriani (2018) examined English textbooks used in Indonesian middle schools in order to investigate the multicultural perspectives represented in the textbooks “Bahasa Inggris: When English Rings a Bell.” The textual and non-textual representations of cultures in textbooks were analyzed using Kress and Van Leeuwen’s (2006) semiotic approach. The study found that English textbooks for grades 7 and 8 absorb Indonesian cultural values and practices, but did not provide a balanced and equal depiction of Indonesian cultural diversity. The findings highlighted the importance of inclusive representation of the richness of Indonesian local culture in a more striking manner, particularly for the minority groups. Indeed, teachers were expected to design language materials that are culturally sensitive and suitable for incorporating other cultural values, which might not be covered in the textbook.

Recently, Tajeddin and Pakzadian (2020) investigated the representation of inner, outer, and expanding circle varieties and cultures in three global language teaching textbooks, *Interchange*, *English Result*, and *American English File*. The results showed that most of the references to the three circles and cultural elements embodied in the textbooks were toward Inner-Circle countries in the *American English File* textbook. In the *Interchange* and *English Result* series, reference to Outer and Expanding Circles’ varieties and cultural elements were comparatively more evident.

2.9 Previous studies in the Thai EFL context

In the EFL context, English textbooks are considered an important part of all English classrooms, especially in the Thai EFL context, in terms of raising learners’ awareness of the variety of English used by English users in Global communication. However, there were few studies analyzing Global Englishes aspects in English textbook materials conducted in Thailand (Juntanee, Kewara & Prabjandee, 2020;

Saemee & Nomnian (2021). Recently, there are relevant studies that conducted in the Thai EFL context and the summaries of each study were presented as follows.

First, Juntanee, Kewara and Prabjandee (2020) explored the Global Englishes orientation in English textbooks in Thailand. The selected English textbooks in the study were twelve English textbooks recommended for the Thai secondary level (M.4-M.6) by the Ministry of Education. All of the textbooks were analyzed using an adapted analytical framework from Jenkins (2006) and Galloway and Rose (2015), yielding four aspects of Global Englishes orientation: 1) ownership, 2) target interlocutors, 3) models and norms of English used in the books, 4) culture depicted in the textbooks. The results indicated that M.4 textbooks reflected some concepts related to Global Englishes, but the models and norms focused on standard English. The series E of M.5 textbooks focused on native English speakers, while other series focused on both native and non-native English speakers. M.6 textbooks, series G and H also focused on native English speakers while series E and I focused on both native and non-native English speakers. These findings highlighted that textbooks did include concepts related to Global Englishes, but the models and norms mostly focused on native Standard English.

Saemee and Nomnian (2021) also investigated ELT textbooks used in government primary schools in grades 1 to 6 in Samut Sakhon province in Thailand. In this region, Cambodian, Lao, Myanmar, and Thai learners have created a culturally and ethnically diverse landscape. According to recognized cultural categories (Nomnian, 2013a; Yuen, 2011), the content analysis of these textbooks revealed five cultural categories: products (41%), practices (26%), places (20%), persons (6%), perspectives (6%), along with an unidentified category (1%). The analysis revealed that the textbooks over-represent aspects in native English-speaking cultures compared to non-native cultures. The learners' socio-cultural and ethnic backgrounds do not seem to be taken into account in the textbooks, and culture-specific content has the potential to cause misunderstandings and confusion for unfamiliar learners.

In summary, several studies have examined the aspect of culture in textbooks from the perspective of Global Englishes (Bocu & Razi, 2016; Parlindungan, Rifai, & Safriani, 2018; Saemee & Nomnian, 2021), World Englishes (Tajeddin & Pakzadian,

2020), and English as a Lingual Franca (Asakereh, Yousofi & Weisi, 2019). These studies have been conducted in different contexts and many countries (e.g., Syrbe & Rose, 2016; Tsantila & Georgountzou, 2017; Liu, 2017; Juntanee, 2020). However, too little attention has been paid to evaluating different English textbooks of different publishers used at the lower-secondary level to explore the diverse aspects of Global Englishes, and few studies have been conducted in Thailand. Therefore, this study investigates the two aspects of Global Englishes that are reflected in three different publishers of English commercial textbooks that have been used at the lower secondary level (Grade 7) in the Thailand.

2.9 Summary of this chapter

This chapter provided a review of the research literature relevant to this study. First, the background of Global Englishes, ELT textbooks, and textbooks analysis was presented to outline the conceptual framework of this study. The reviewed literature indicated that Global Englishes Language Teaching is an interesting teaching approach that is currently used to support English language learners to have more awareness of English as a Global Language. In addition, ELT textbooks are generally used to promote and increase learners' awareness of the diversity of English in global contexts. Therefore, the content of Global Englishes should be included in all ELT textbooks and materials. Moreover, previous studies examined how culture, ELF, and World Englishes are included in English textbooks. However, there should be more studies of the Global Englishes aspects in the textbooks used in the Thai EFL context, especially the study of textbooks used at the lower secondary level in exploring the aspects of Global Englishes reflected in English textbook materials. As mentioned, textbook materials are considered a crucial part of the ELT classroom. In addition, the contents in textbooks can raise the learners' awareness of the diversity of English used by English users around the world. Therefore, this study aims to investigate the extent to which aspects of Global Englishes are reflected in textbooks used in the Thai EFL context. The next chapter will discuss the methodology of this study.

CHAPTER III

RESEARCH METHODS

This chapter presents the methodology of the current study. First of all, the research design adopted in the study will be discussed, followed by the research framework used in this study. And then, a description of the textbook selection in the study as well as criterion for textbook selection are discussed. Additionally, data collection and procedure, data analysis, and Inter-coder Reliability will be discussed. The last section of the chapter will be a summary of the current chapter.

3.1 Research design

The study was a descriptive research used a quantitative research method to analyze two aspects of Global Englishes represented in the selected English textbooks from different publishers that are currently used at lower secondary level (Grade 7) in Thailand. The English textbooks used in this study were purposively selected and are recommended for ELT classrooms by the Bureau of Academic Affairs and Education Standard. The quantitative approaches have the advantage of implementing and setting standards, which comfortable to compare and quantifying the magnitude of the effect (Kabir, 2018). Besides, quantitative research design uses statistical methods to collect and analyze data, which can be exploratory used to find relationships, interpretations and characteristics of subjects that introduce new theories and formulate new problems (Holton & Burnett, 2005).

3.2 Research framework

This study adopted the Galloway's and Rose's (2018) GELT framework (see Table 1) to analyze the aspect of target interlocutors of three selected English textbooks. In order to analyze the aspect of culture, Kachru's (1992) Three Circle model (see Figure 1) was used to analyze and identify the cultural depiction in the selected English textbooks. Global Englishes share a fundamental ideology that English belongs to the global user community. The two frameworks used in the current study directly

explore the concepts and ideas associated with Global Englishes in order to encourage the perception of how students will use English in the future.

3.3 Textbook selection

Three English textbooks were purposively selected. The textbooks were produced by different publishers, which the Bureau of Academic Affairs and Education Standard recommends for teaching and learning English during the first year of the lower-secondary level. The textbooks were chosen based on these criteria:

1. Widely used for learning English at the lower-secondary level (Grade 7) in the schools of Primary Educational Service Area Surin 3 of Thailand.
2. Published by Thai publishers.
3. Accredited by the Bureau of Academic Affairs and Educational Standards (<http://academic.obec.go.th/textbook>).
4. The content corresponds to the core curriculum of Thai basic education.

Based on the criteria, *New World 1*, *Spark 1*, and *New Frontier 1* were chosen for this study. These three textbooks are widely used as the main material in the English language classroom at the lower-secondary level (Grade 7) in Thailand, especially in the schools of Primary Educational Service Area Surin 3. In addition, these three English textbooks are published by three different Thai publishers.

New World 1 is published by Thai Watanapanich. It focuses on language for international communication and participation in the ASEAN community, including skills in listening, speaking, reading, writing, grammar, and vocabulary. It also compares various cultures from around the world and ASEAN countries. The textbook *Spark 1* is published by Aksorn Charoen Tat and focuses on learning a language for communication through the practice of all four language skills: listening, speaking, reading, and writing, with topics such as vocabulary, reading, writing, grammar, and daily conversations. In addition, the textbook has sections on preparation for the O-NET and introduces the culture of native speakers. The textbook is very popular and provides teaching materials that are convenient for English teachers, such as teacher manuals, lesson plans, PowerPoint media, audio, and

Interactive software, which are available for download on publishers' websites. *New Frontiers 1* is published by the Institute of Academic Development designed to address 21st century language skills in communication, collaboration, critical thinking, and creativity. The teaching materials include teacher manuals, lesson plans, PowerPoint media, and audio, which are available for download on the publisher's website.

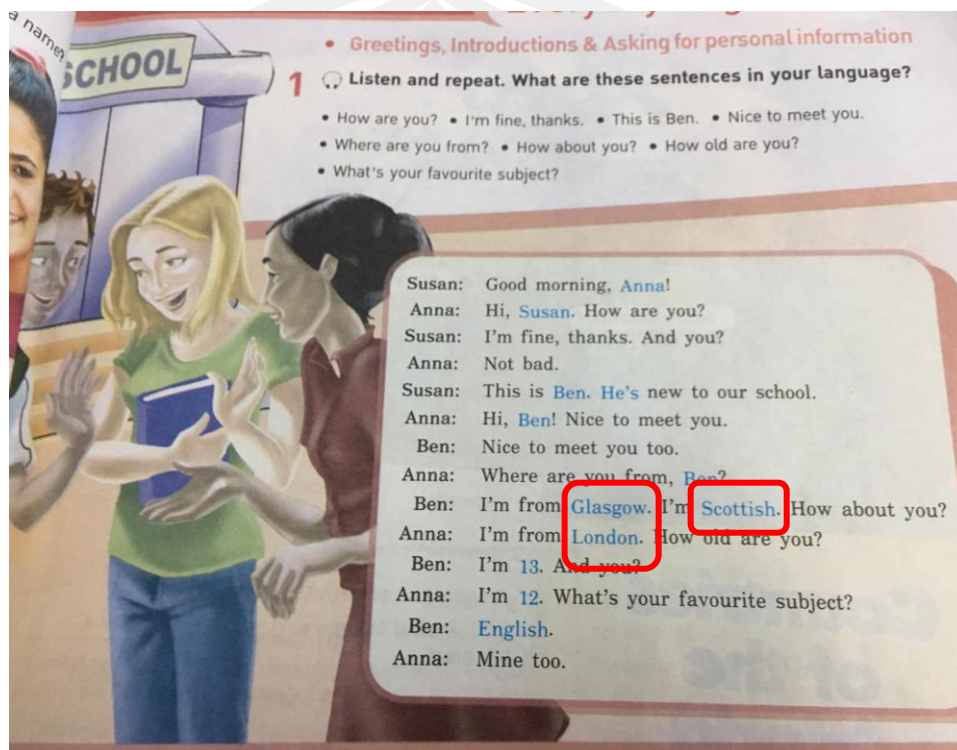
3.4 Data collection procedure

The three selected English textbooks were analyzed based on the GELT framework by Galloway and Rose (2018) and Kachru's (1992) Three Circle model with regards to (1) the target interlocutors, and (2) the cultural depiction, to answer the two research questions.

For target interlocutors, data was collected based on the communication practices (e.g., conversation dialogues, emails, and letters), which clearly represented the communication between English users. The nationalities, currencies, countries, traditional cultures, lifestyles, and pictures that represented the identity of English speakers were used to identify the target interlocutors in the conversation dialogues, emails, and letters of all 3 English textbooks. Some examples of conversation dialogues, emails, and letters from the three selected English textbooks are shown in Figures 1-7.



Figure 2: An example of pictures and country founded in the communication between English users in conversation dialogues in Spark 1



1 Listen and repeat. What are these sentences in your language?

- How are you? • I'm fine, thanks. • This is Ben. • Nice to meet you.
- Where are you from? • How about you? • How old are you?
- What's your favourite subject?

Susan: Good morning, Anna!

Anna: Hi, Susan. How are you?

Susan: I'm fine, thanks. And you?

Anna: Not bad.

Susan: This is Ben. He's new to our school.

Anna: Hi, Ben! Nice to meet you.

Ben: Nice to meet you too.

Anna: Where are you from, Ben?

Ben: I'm from Glasgow. I'm Scottish. How about you?

Anna: I'm from London. How old are you?

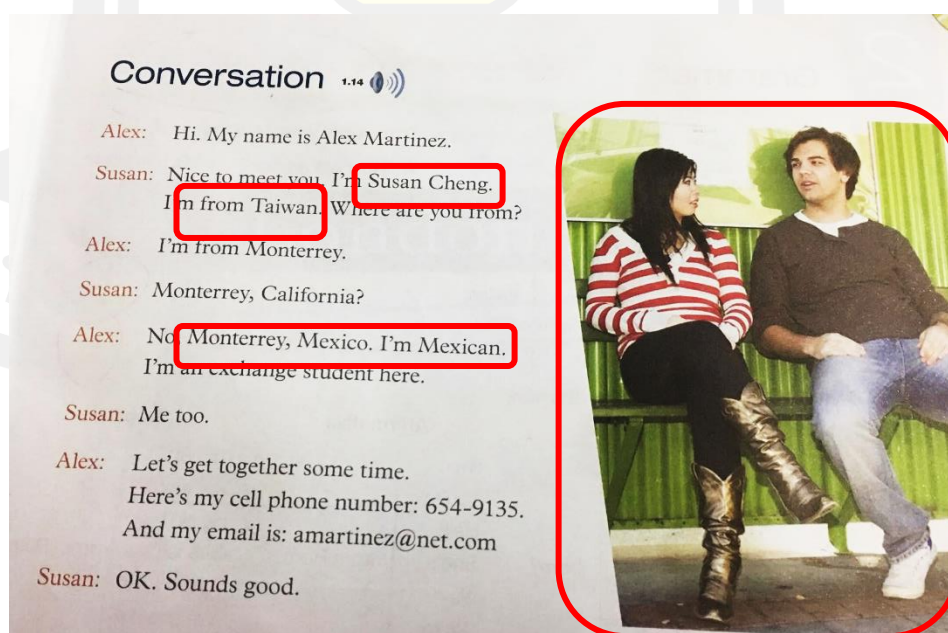
Ben: I'm 13. And you?

Anna: I'm 12. What's your favourite subject?

Ben: English.

Anna: Mine too.

Figure 3: An example of nationality and places founded in the conversation dialogues in Spark 1



Conversation 1.14

Alex: Hi. My name is Alex Martinez.

Susan: Nice to meet you. I'm Susan Cheng. I'm from Taiwan. Where are you from?

Alex: I'm from Monterrey.

Susan: Monterrey, California?

Alex: No, Monterrey, Mexico. I'm Mexican. I'm an exchange student here.

Susan: Me too.

Alex: Let's get together some time.
Here's my cell phone number: 654-9135.
And my email is: amartinez@net.com

Susan: OK. Sounds good.

Figure 4: An example of nationality, countries, cities and picture founded in conversation dialogues in New World 1

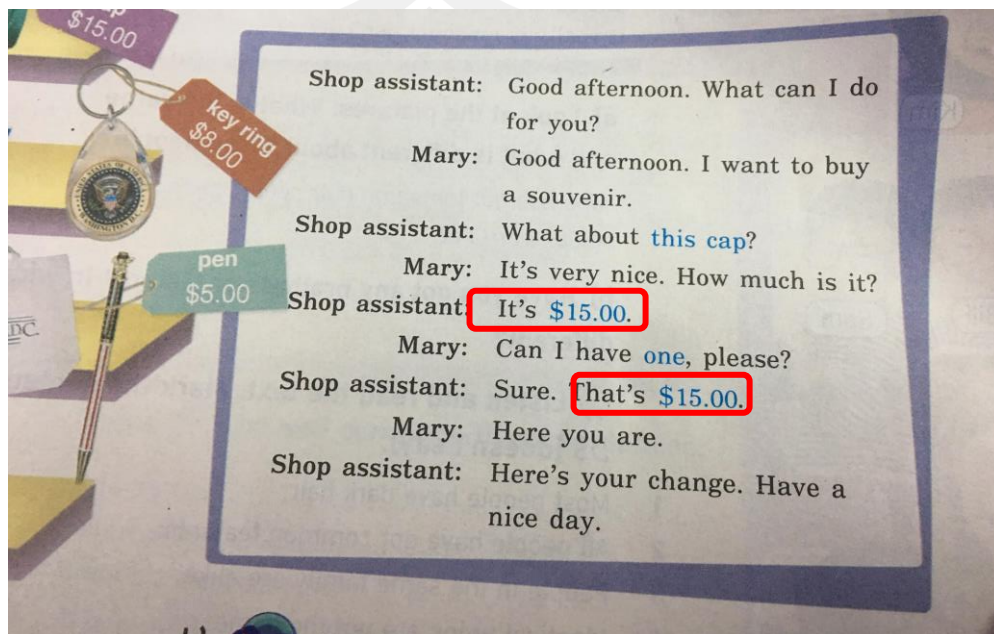


Figure 5: An example of currency founded in conversation dialogues in Spark 1

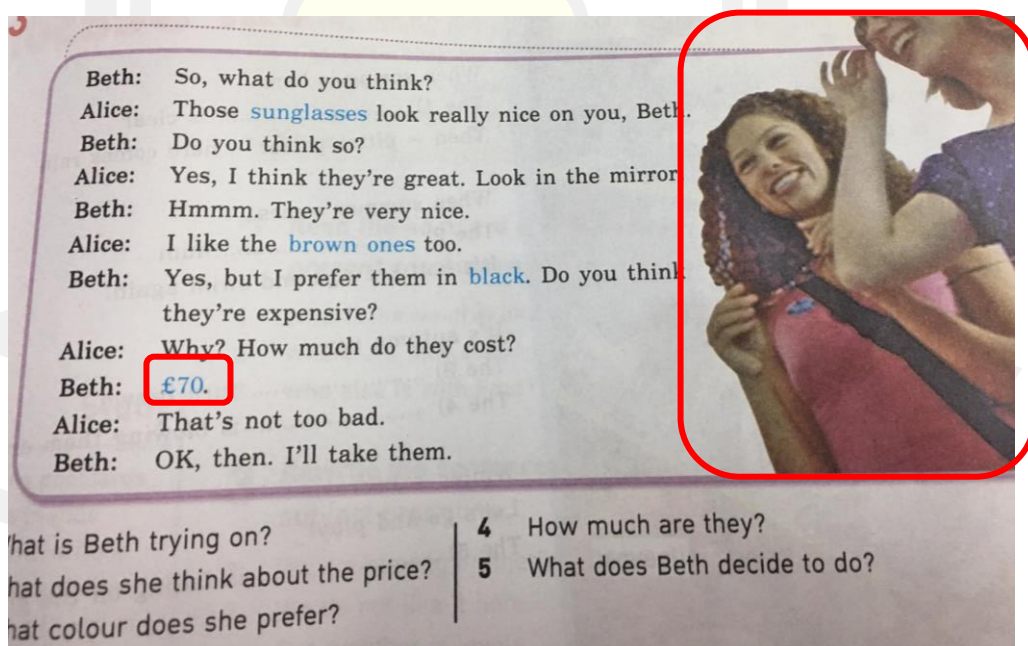


Figure 6: An example of currency and pictures founded in conversation dialogues in Spark 1

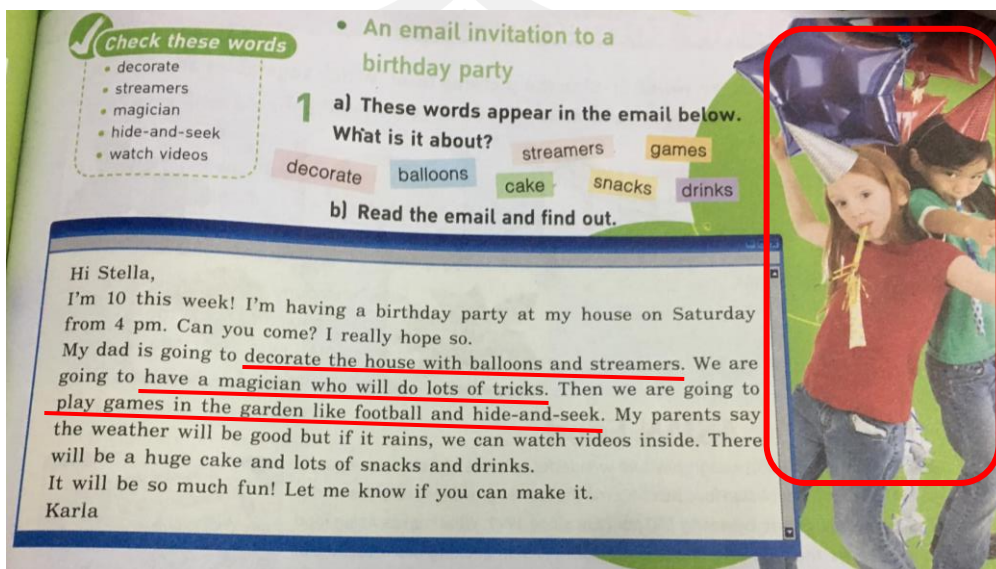


Figure 7: An example of lifestyle and pictures founded in emails in Spark 1

To address the cultural aspects, the data collection was the focused on the contents of reading texts passages, and articles that represented the fluidity and diversity of cultural aspects in all three English textbooks. The cultural contents were represented through the reading texts, passages, and articles on several topics (e.g., Lifestyles, Cultures/Traditional, Foods, Places/Landmarks, Festivals, etc...), which depicted the cultures of several countries, and were used as indicators to identify the cultural aspects of all three textbooks. Figures 8-11 are some examples of cultural contents that were identified in reading texts and passages from the selected English textbooks.

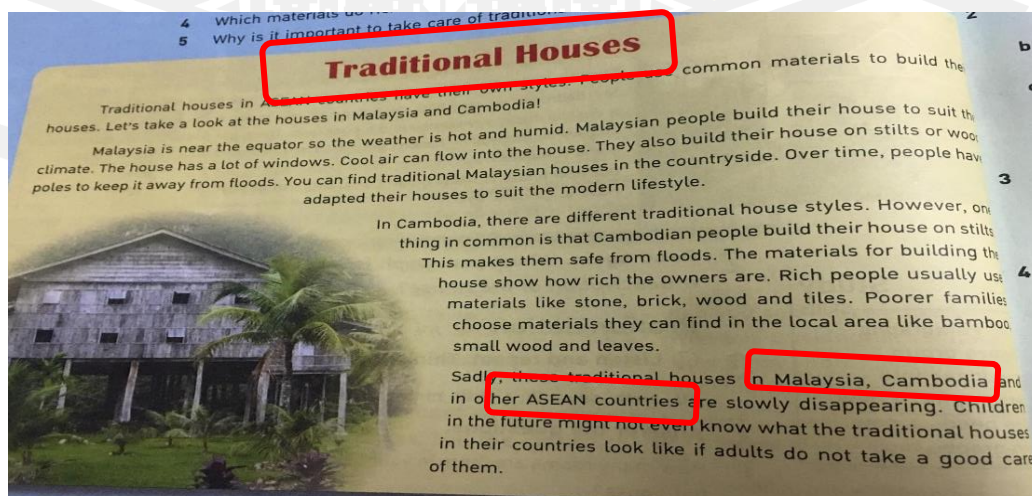


Figure 8: An example of traditions founded in the Spark 1

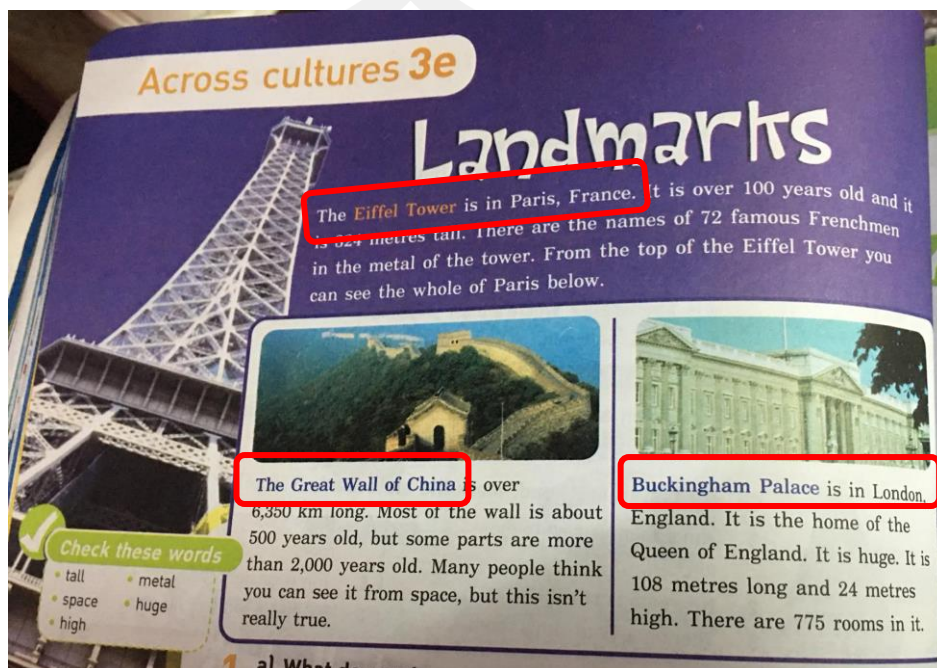


Figure 9: An example of places and landmarks founded in the Spark 1

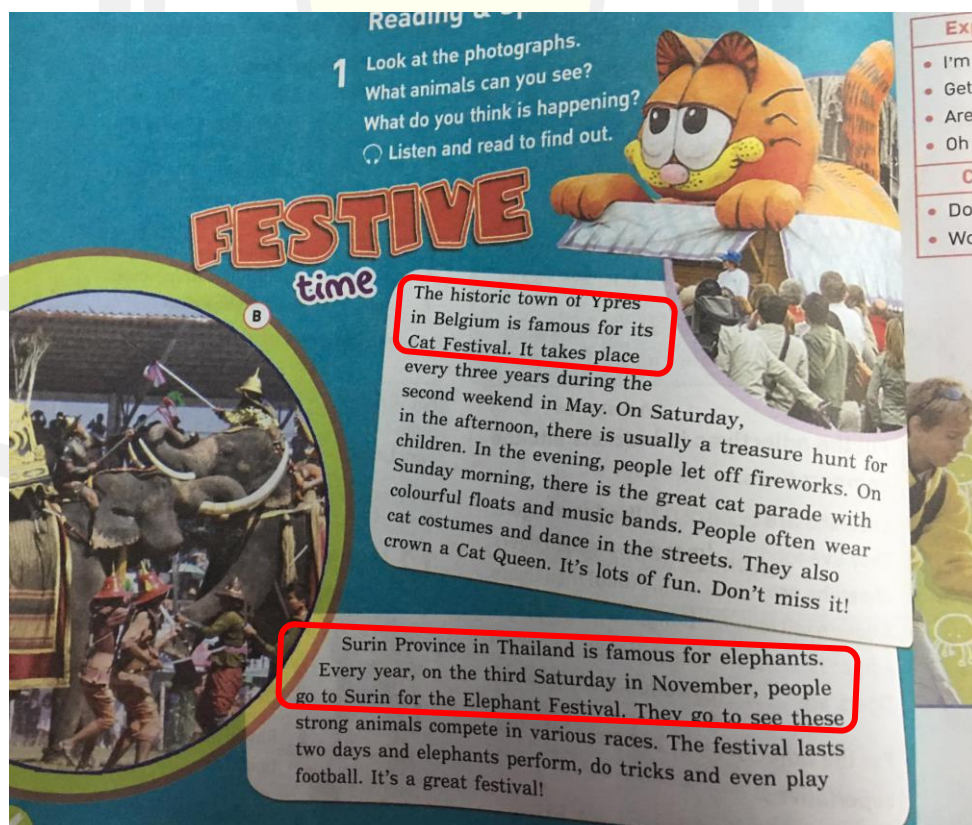


Figure 10: An example of festivals founded in the Spark 1



Figure 11: An example of traditional foods founded in the New Frontiers 1

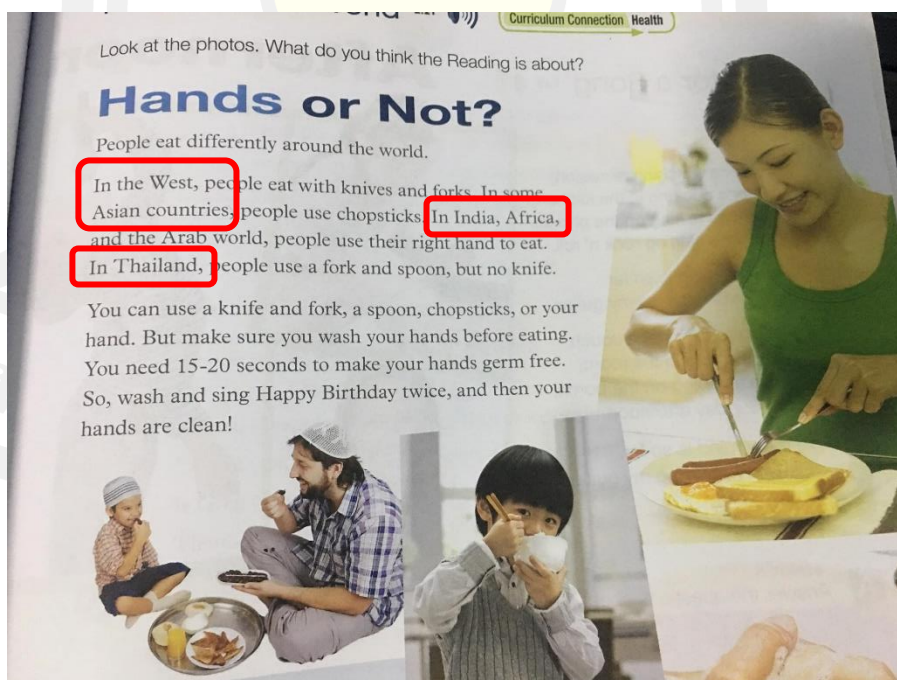


Figure 12: An example of traditional custom founded in the New World 1

3.5 Data Analysis

Data was collected from all three selected English textbooks using the Galloway's and Rose's (2018) GELT framework (see Table 1) in analyzing the aspect of target interlocutors and using Kachru's (1992) Three Circles model (see Figure 1) as a framework in analyzing the aspect of cultural depiction. The step of data analysis described in Figure 13.

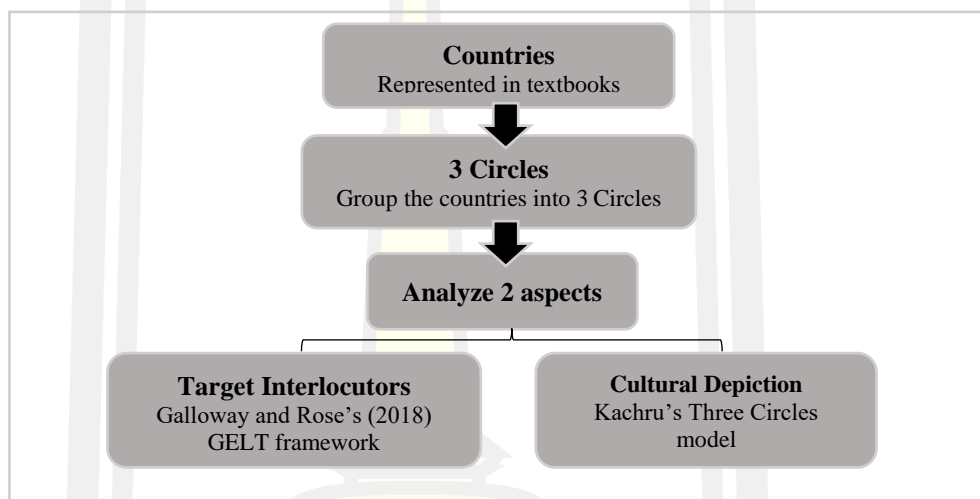


Figure 13: The steps of data analysis process

The first step of the analysis was the process of familiarization whereby the researcher gains an overview of the collected data by reading and noticing the name of countries represented through the conversation dialogues, emails, letters, and other contents related to the theme of target interlocutors and cultural depiction in textbooks. In the second stage, the researcher relies on the notes made during the familiarization phase (see appendix II). The countries represented in all three selected English textbooks were grouped into 3 Circles (e.g. Inner, Outer, and Expanding Circles) as a theme then two frameworks that is used to filter and classify the data (Galloway and Rose's 2018 GELT and Kachru's Three Circles frameworks), were used to analyze the target interlocutors and the cultural depiction. The stage of coding the data, a numerical system of frequency was used for coding data from the three selected English textbooks. The data related to the target interlocutor and culture that represented in the three selected English textbooks were counted according to the number of frequencies that appeared and were used for analysis. This stage involves an analysis of country-

related information presented in the conversation dialogues, emails, letters, pictures of flags, places, contents, texts, passages and articles in each textbook as shown in Table 2 to Table 4.

In *New World 1* (Table 2), there are 22 countries presented in the textbook divided into six continents. There are 10 countries in Asia, 7 countries in Europe, 5 countries in South America, 4 countries in North America, 2 countries in Africa. There are not any countries from Australia presented in the textbook.

Table 2: The countries that are presented in the New World 1

Europe	South America	North America	Africa	Australia	Asia
France Russia Italy UK Germany Spain Scotland	Mexico Peru Brazil Ecuador Colombia	USA Nicaragua Canada Guatemala	South Africa Morocco	-	China Korea Thailand Taiwan Vietnam Japan Indonesia India Hong Kong Malaysia
7 countries	5 countries	4 countries	2 countries	-	10 countries

In *Spark 1* (Table 3), presents 36 countries in the textbook. There are 14 countries in Asia, 15 countries in Europe, 4 countries in South America, 2 countries in North America, 2 countries in Africa, and 1 country from Australia is presented in the textbook.

Table 3: The countries that are presented in the Spark 1

Europe	South America	North America	Africa	Australia	Asia
Spain UK Poland Turkey France Russia Italy Portugal Greece Spain Germany Belgium Austria Scotland Ireland	Mexico Brazil Colombia Peru	USA Canada	Egypt South Africa	Australia	Japan China India Singapore Malaysia Philippines Hong Kong Vietnam Cambodia Brunei Myanmar Thailand Laos Indonesia
15 countries	4 countries	2 countries	2 countries	1 countries	14 countries

In *New Frontiers 1* (Table 4), There are only 15 countries presented in the textbook. There are 9 countries in Asia, 2 countries in Europe, 2 countries in South America, 2 countries in North America, while there are not any countries from Africa and Australia presented in the textbook.

Table 4: The countries that are presented in the New Frontiers 1

Europe	South America	North America	Africa	Australia	Asia
UK Russia	Mexico Peru	USA Canada			China India Thailand Japan Saudi Arabia South Korea Indonesia Philippines United Arab - Emirates
2 countries	2 countries	2 countries	0	0	9 countries

Then, similar information is grouped and coded into a theme (see Table 5) to illustrate the geographical variety of English in the textbooks.

Table 5: The countries that are presented in 3 selected English textbooks

Europe	South America	North America	Africa	Australia	Asia
UK France Russia Italy Germany Spain Poland Turkey Portugal Greece Belgium Austria Scotland Ireland	Mexico Peru Brazil Ecuador Colombia	USA Nicaragua Canada Guatemala	South Africa Morocco Egypt	Australia	China Korea Thailand Taiwan Vietnam Japan Indonesia India Hong Kong Malaysia Japan Singapore Philippines Cambodia Brunei Myanmar Laos Saudi Arabia United Arab -Emirates
15 countries	5 countries	4 countries	3 countries	1 countries	19 countries

There are 47 countries presented in the selected English textbooks and divided into six continents. There are 19 countries in Asia, 15 countries in Europe, 5 countries in South America, 4 countries in North America, 3 countries in Africa, and Australia. All countries were then grouped into the key theme of Kachru's (1992) Three Circles model to then analyze the key aspects in the selected English textbooks.

Table 6: The countries in Kachru's (1992) Three circles model that are presented in the selected English textbooks

Inner Circle Countries	Outer Circle Countries	Expanding Circle Countries
UK Scotland Ireland USA Canada Australia	South Africa India Hong Kong Malaysia Singapore Philippines	France Russia Italy Germany Spain Poland Turkey Russia Portugal Greece Belgium Austria Mexico Peru Brazil Ecuador Colombia Nicaragua Guatemala Morocco Egypt China Korea Thailand Taiwan Vietnam Japan Indonesia Japan Cambodia Brunei Myanmar Laos Saudi Arabia United Arab -Emirates
6 countries	6 countries	35 countries

According to Table 6, of the 47 countries presents in the English textbooks, 35 countries are in the Expanding Circle, 6 countries are in the Inner Circle, and 6 countries are in the Outer Circle. This classification is then used to analyze the aspects of target interlocutors and cultural depiction in this current study.

In order to analyze the aspects of target interlocutors represented in the selected English textbooks, the researcher used the information of the countries in Table 6 to analyze and identify the communication between English users in the conversation dialogues, emails, and letters in all 3 textbooks. Based on the 2018 GELT framework by Galloway and Rose, the communication between English users in the textbooks was divided into two patterns, which were communication between Native English Speakers (NE-NE users), and communication between All English users (NE-NNE users, and NNE-NNE users).

Table 7: The communication practices between English users presented in *New World 1*

Pattern of Communication	Conversation dialogues	Emails	Letters/postcards	Total
Native English users (NE-NE)	12	1	-	13
All English users (NE-NNE / NNE-NNE)	2	-	-	2
Total	14	1	0	15

According to Table 7, there are 15 communication practices (conversation dialogues, emails, and letters/postcards) between English users in *New World 1*. There are 12 conversation dialogues from Native English users, 2 conversation dialogues from All English users, and 1 email from Native English users.

Table 8: The communication practices between English users presented in *Spark 1*

Pattern of Communication	Conversation dialogues	Emails	Letters/postcards	Total
Native English users (NE-NE)	10	4	1	15
All English users (NE-NNE / NNE-NNE)	-	1	-	1
Total	10	5	1	16

As shown in Table 8, there are 16 communication practices from English users in *Spark 1*. There are 10 conversation dialogues from Native English users, 4 emails

from Native English users, 1 email from All English users, and 1 email from Native English users.

Table 9: The communication practices between English users presented in *New Frontier 1*

Pattern of Communication	Conversation dialogues	Emails	Letters/postcards	Total
Native English users (NE-NE)	3	3	1	7
All English users (NE-NNE / NNE-NNE)	-	1	-	1
Total	3	4	1	8

Finally, as shown in Table 9, there are 8 communication practices between English users in *New Frontier 1*. There are 3 conversation dialogues from Native English users, 3 emails from Native English users, 1 email from All English users, and 1 email from Native English users.

To analyze the aspects of cultural depiction in the textbooks, Kachru's (1992) Three Circle model was used to analyze and identify the depiction of cultures across the circles. The variety of content topics such as Culture/Traditional, Food, Place, Landmark, Festivals, Animals, and History, were grouped as the topic of content to represent the aspect of cultures from various countries across circles.

Table 10: The Cultural Contents Depicted in the *New World 1*

Topic of Contents	Inner Circle Countries	Outer Circle Countries	Expanding Circle Countries	Total
- Famous people	2		1	3
- Lifestyle	1			1
- Rules	1			1
- Culture/Traditional	3	1	3	7
- people	1		1	2
- Animals		1	1	2
- Foods			1	1
- Places/Landmark	1		1	2
- Facts	1	1	1	3
Total	10	3	9	22

According to Table 10, in *New World 1*, there are 22 cultural depictions from reading texts, passages, and articles on several topics. There are 10 from the Inner Circle

Countries, 9 from the Expanding Circle Countries, and 3 from the Outer Circle Countries.

Table 11: The Cultural Contents Depicted in the Spark 1

Topic of Contents (Reading Texts)	Inner Circle Countries	Outer Circle Countries	Expanding Circle Countries	Total
- Culture/ Traditional		2	2	4
- Foods	1		3	4
- Fact Stories			1	1
- Animals	1		2	3
- Places/Landmark	2		4	6
- Education		1	1	2
- Environment		1	2	3
- History			1	1
- Mythical Creatures			3	3
- Characters	2			2
- Festival	1		3	4
- People	1		3	4
- Handicrafts			1	1
Total	8	4	26	38

As shown in Table 11, there are 38 cultural depictions in *Spark 1* including 26 from the Expanding Circle Countries, 8 from the Inner Circle Countries, and 4 from the Outer Circle Countries.

Table 12: The Cultural Contents Depicted in the New Frontiers 1

Topic of Contents (Reading Texts)	Inner Circle Countries	Outer Circle Countries	Expanding Circle Countries	Total
- Leisure /Lifestyle	1	1	1	3
- Food		1	2	3
- Transportations	1		1	2
- Weather	1		2	3
- Time	1		2	3
Total	4	2	8	14

In *New Frontiers 1*, there are 14 cultural depictions. As shown in Table 12, there are 8 from the Expanding Circle Countries, 4 from the Inner Circle Countries, and 2 from the Outer Circle Countries.

3.6 Inter-coder Reliability

The inter-coder reliability was calculated for the current study (Van den Hoonaard, 2008). Two masters students in the English Language Teaching program coded the material to establish inter-coder reliability. The first stage of the coding process was a training session for the intercoders on how to code the data corresponding to the key theme of this study. In order for the intercoders to become familiar with the coding process, the researcher described the key themes and the steps of the coding process to the intercoders in detail. In addition, both the researcher and the intercoders coded the first unit of a textbook in order to establish a consistent understanding of coding the data.

The next step was the actual coding stage. The researcher and the intercoders separately coded the data based on the key themes. The intercoders recorded declarative messages and carefully noted these in the content. To ensure the reliability of the intercoders, both the researcher and intercoders discussed the findings after their independent coding was completed.

3.7 Chapter summary

This study was a quantitative research aimed to investigate two Global Englishes aspects in three selected English textbooks used at the lower-secondary level (Grade 7) in the schools of Thailand. The selected English textbooks as the samples of this study were purposively selected from the criterion set by the researcher. These selected English textbooks were analyzed based on the Galloway and Rose's (2018) GELT framework and Kachru's (1992) Three Circles model in order to investigate two aspects of Global Englishes, which are the aspects of the target interlocutors and cultural depiction. The findings of this research will be presented in the next chapter.

CHAPTER IV

RESULTS

This chapter presents the findings of the textbook analysis to investigate the aspects of Global Englishes in English textbooks. The findings presented in this chapter are focused on the target interlocutors and the cultures that are represented in the three selected English textbooks.

4.1 The target interlocutors in the selected English textbooks

In order to identify the target interlocutors, this study examined the English users that were represented in the conversation dialogues, emails, and letters in the textbooks. The 39 communication practices (conversation dialogues, emails, and letters or postcards) from all of three selected English textbooks, which represented the communication between English users, were analyzed using Galloway and Rose's (2018) GELT framework (see Table 1). The framework divided target interlocutors into communication between Native English users, which represented the traditional ELT, and communication between All English users, which represented the GELT. Table 13 shows the percentage of NE and All English interlocutors in each of the three textbooks.

Table 13: The Target Interlocutors in the communication practices in the three English textbooks

Target Interlocutors	<i>New World 1</i>		<i>Spark 1</i>		<i>New Frontier 1</i>		Total	
	Count	%	Count	%	Count	%	Count	%
NE-NE speaker	13	86.67	15	93.75	7	87.50	35	89.75
All English users	2	13.33	1	6.25	1	12.50	4	10.25
Total	15	100	16	100	12	100	39	100

In *New World 1* (Figure 14), there were 15 communication practices between English users depicted in the textbook. Of these 15 communication practices, the largest proportion of target interlocutors were Native English users, which included 12 conversation dialogues and an email (86.67%). The remaining 2 conversation dialogues depicted communication between All English users (13.33%).

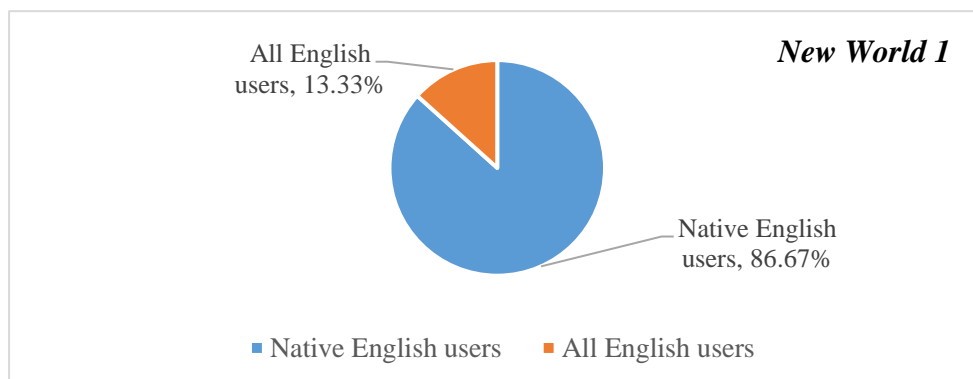


Figure 14: The Target Interlocutors represented in New World 1

This was particularly an example of evident (Figure 15) in the conversation dialogues, where traditions, currencies, cultures, places and the pictures of people from Native English speaking countries appeared in the dialogues.

Conversation 2.26

Laura: I need a new pair of jeans.
 Bianca: Those over there are nice.
 Laura: Which ones?
 Bianca: The ones with the fancy pockets. How much are they?
 Laura: Two hundred dollars.
 Bianca: That's expensive.
 Laura: Well, they're designer jeans.
 Laura: No thanks. I'm not paying \$200 for a pair of jeans. I also need a top. Are there any tops at a good price?
 Bianca: This black one is on sale, 40% off.
 Laura: That's better.

Figure 15: The example of Target Interlocutors identity represented in New World 1

The remaining 2 conversation dialogues depicted communication between All English users, as indicated by the use of names of people and countries from Non-Native English speakers (Figure 15).

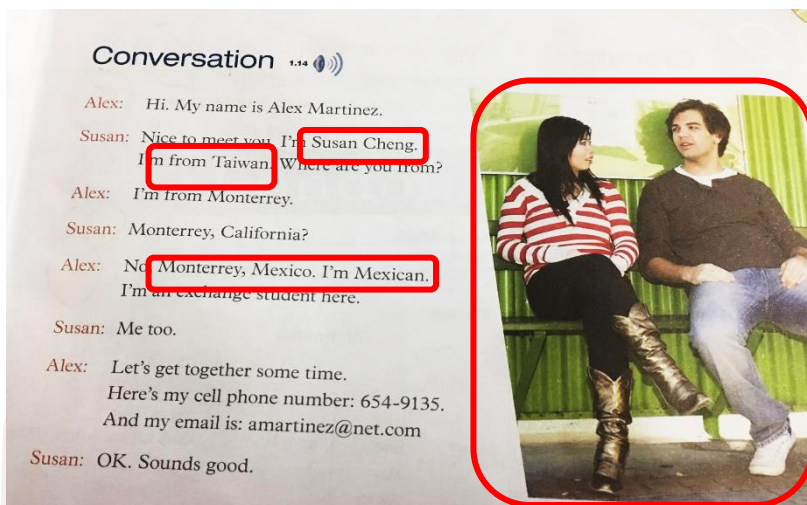


Figure 16: The example of Target Interlocutors identity represented in New World 1 In *Spark 1* (see Figure 16), there were 16 communication practices depicted and 15 of these practices were between Native English users (93.75%) and only one communication practice (an email) that presented people from Non Native English (6.25%).

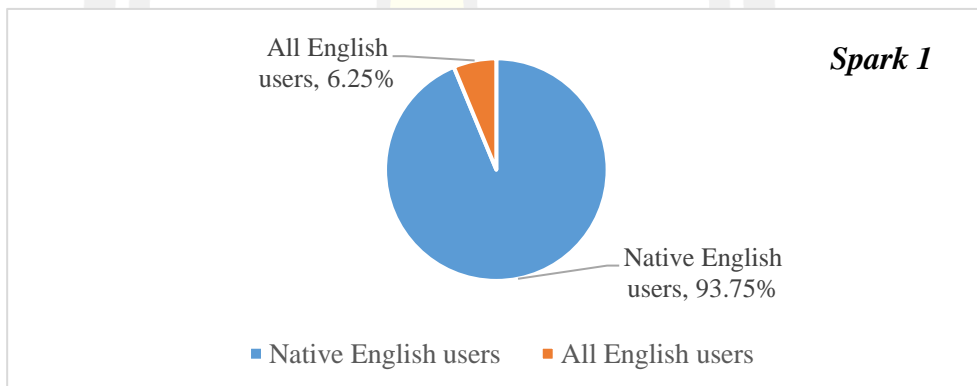


Figure 17: The Target Interlocutors represented in *Spark 1*. Indeed, as shown in Figure 2, 3, 5 and 6 from the last chapter, most of the communication depicted in this textbook included pictures of people from Native-English speaking countries, as well as the name of countries, cities, and currencies from Native English-speaking countries. More examples are in Figure 18 and 19.

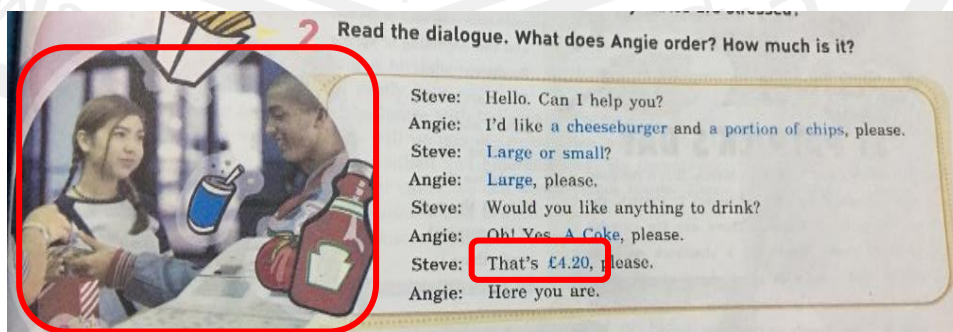


Figure 18: The example of Target Interlocutors identity represented in *Spark 1*

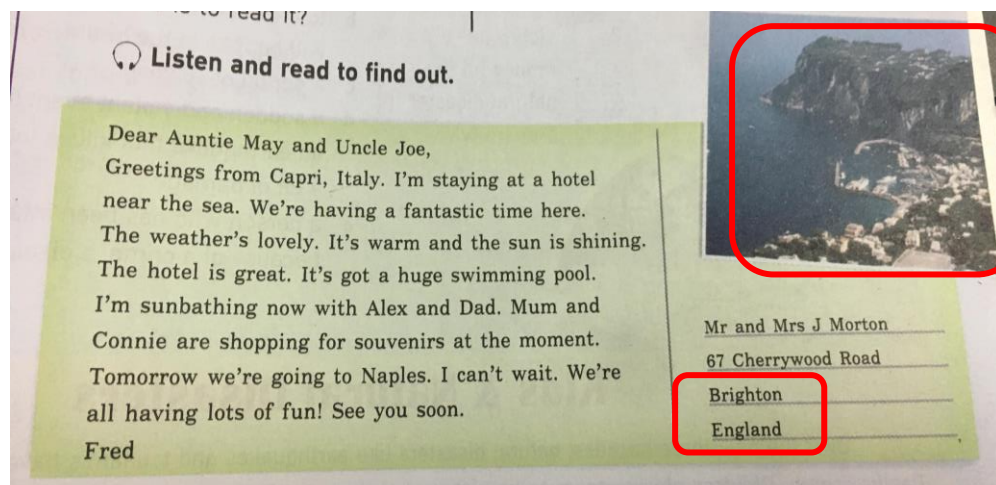


Figure 19: The example of Target Interlocutors identity represented in Spark 1. Finally, in *New Frontier 1*, there were only 8 communication practices between English users presented in the textbook, which was the least number of all three textbooks. The textbook rarely presented the communication between English users through conversation dialogues, emails, or letters in the textbook. According to Table 13 and Figure 18, there were 3 conversation dialogues, 4 emails, and 1 letter representing communication between Native English users, which was the largest proportion of the textbook (87.50%), while there was only one email representing communication between Non Native English users (12.50%).

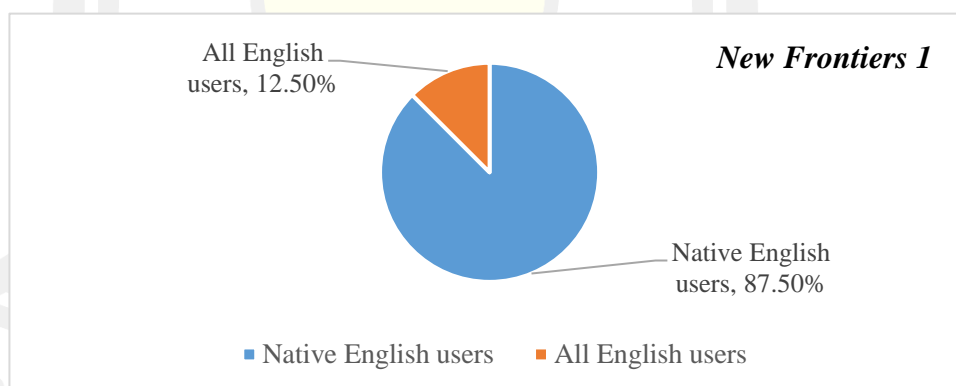


Figure 20: The Target Interlocutors represented in *New Frontiers 1*

The particularly an example (Figure 21) in the conversation dialogues, where names and the pictures of people from Native English speaking countries appeared in the dialogues.

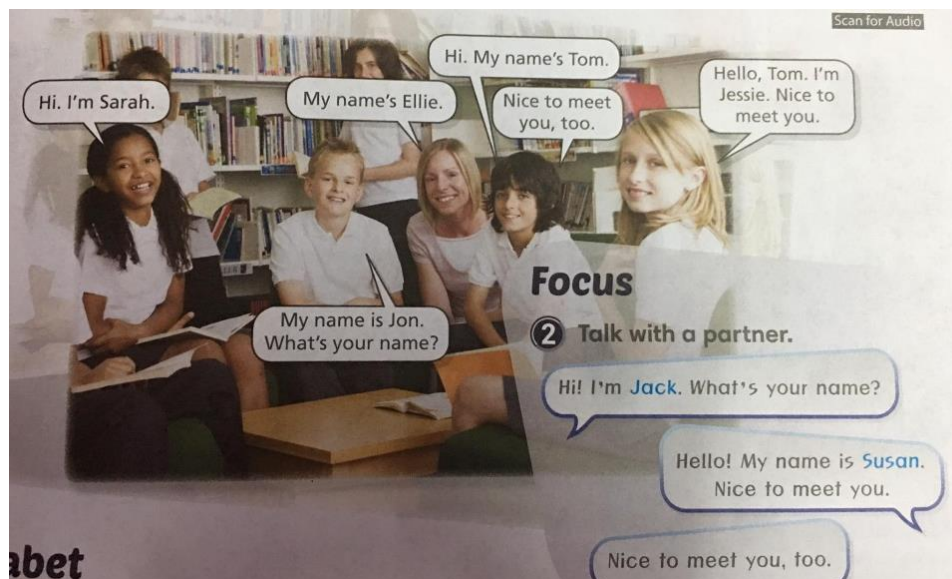


Figure 21: The example of Target Interlocutors identity represented in *New Frontiers 1*

The summary proportion of target interlocutors of all three English textbooks are represented in Figure 20. As shown in this figure, *Spark 1* included 41.03% of the total communication practices between English users in the textbook. The majority of these practices (38.47%) depicted communication between Native English users, and only 2.56% depicted communication between English users across the circles. *New World 1* accounted for 38.46% of the total number of communication practices between English users, of which 33.33% depicted communication between Native English users and 5.13% depicted communication between English users across the circles. The smallest proportion of the communication practices between English users was *New Frontiers 1*, which represented only 20.51% of the total communication, of which 17.95% presented communication between Native English users and 2.56% presented communication between English users across the circles. The overall findings from all three textbooks shows that the majority of target interlocutors were Native English users (35 out of 39 or 89.75%). The textbooks rarely presented communication between English users across the circles. Indeed, the communication between NE-NNE users, and the communication between NNE-NNE users was under-represented (4 out of 39 or 10.25%).

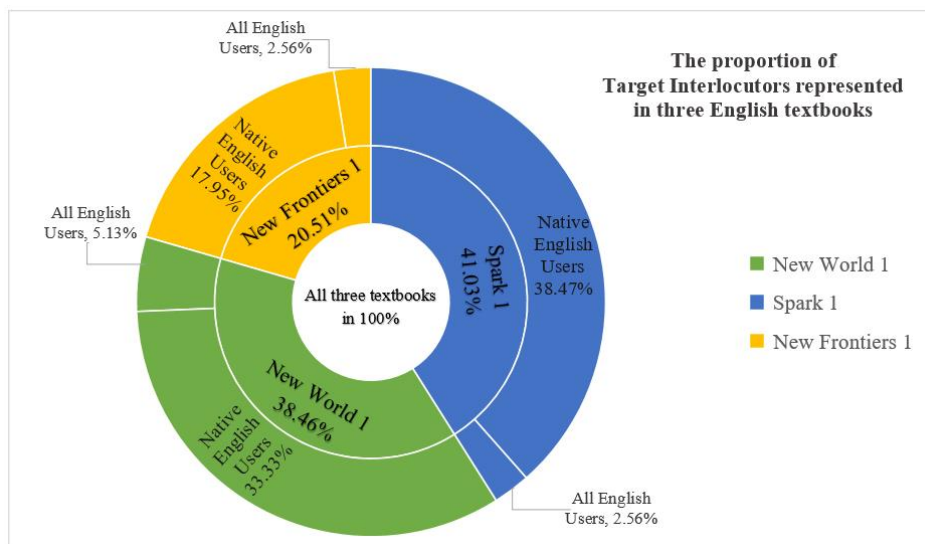


Figure 22: The proportion of Target Interlocutors represented in three English textbooks

4.2 The cultural depiction in the selected English textbooks

To explore the variety of cultures depicted in the textbooks, the frequency with which cultural aspects, such as lifestyles, food, places, history, and festivals, was examined with reference to the Three Circles based on Kachru's (1992) Three Circles model as a framework. Content from the Inner Circle Countries were represented as static NE cultures, while content from all Inner Circle, Outer Circle and Expanding Circle Countries were represented as the fluid cultures. Table 14 shows the number and percentages of cultural depictions in the textbooks in three circles.

Table 14: The Cultural depiction represented in three English textbooks

Cultural Contents Depicted in textbooks	New world 1		Spark 1		New Frontier 1		Total	
	Count	%	Count	%	Count	%	Count	%
Inner Circle Countries	10	45.45	8	21.05	4	28.57	22	29.73
Outer Circle Countries	3	13.64	4	10.53	2	14.29	9	12.16
Expanding Circle Countries	9	40.91	26	68.42	8	57.14	43	58.11
Total	22	100	38	100	14	100	74	100

The analysis of *New World 1* showed 22 cultural contents from all three circles. As shown in Figure 21, a large proportion of the cultural contents represented in the textbook depicted the Inner Circle countries' culture (10 out of 22 contents or 45.45%). The cultural contents from the Expanding Circle were the second largest

proportion (9 out of 22 contents or 40.91%), while the cultural contents from the Outer Circle were the least depicted in the textbook (3 out of 22 contents or 13.64%).

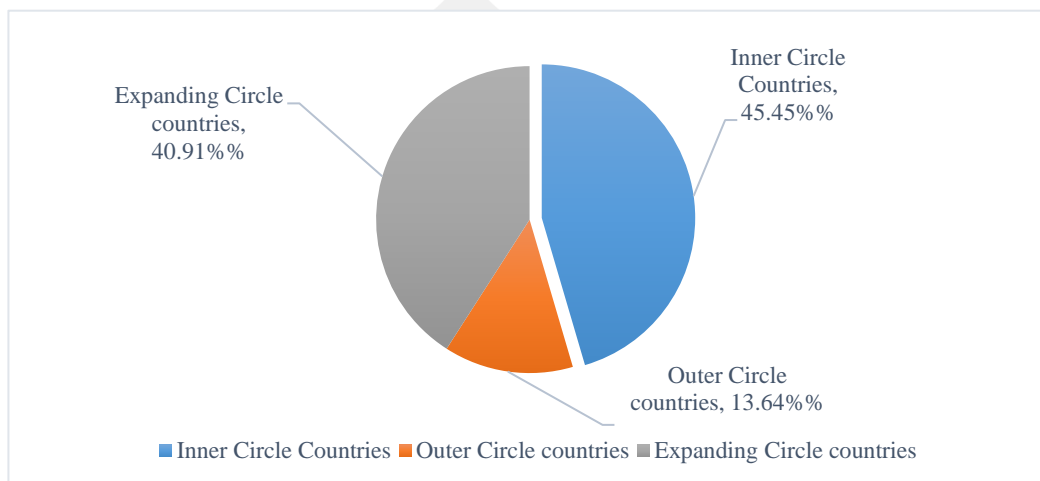


Figure 23: The cultural depiction in New World 1

In *New World 1*, most of the passages or articles in the textbook presented the cultural content of Inner Circle Countries such as lifestyles or customs. However, there were some cultural presentations in other countries from non-native English speakers or may be mixed in the same articles (Figure 22).

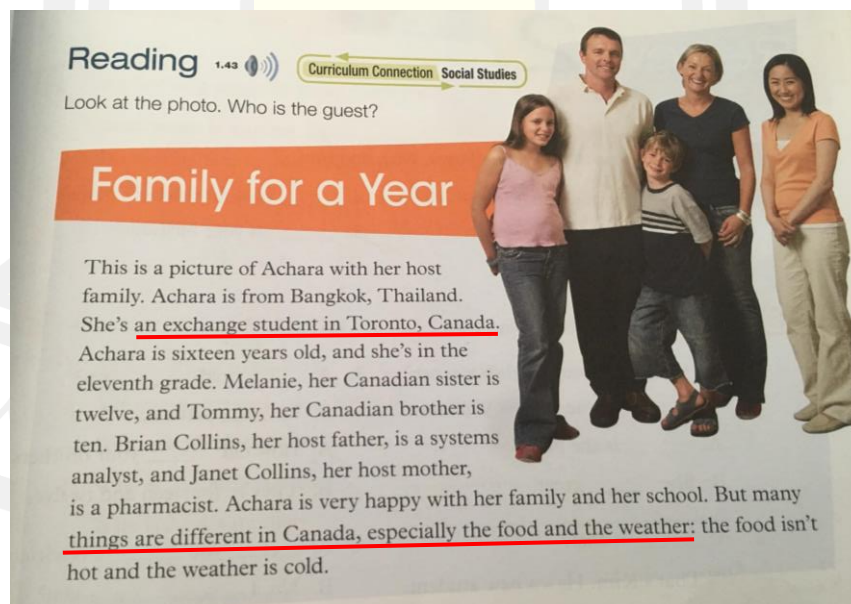


Figure 24: The example of cultural content in New World 1

In *Spark 1*, the findings revealed 38 instances of cultural content from all three circle countries. As shown in Figure 23, the largest proportion of cultural content depicted countries in Expanding Circle (26 out of 38 or 68.42%), followed by cultural content depicting the Inner Circle culture (8 out of 38 or 21.05%) and, finally, cultural content from the Outer Circle (4 of 38 or 10.53%).

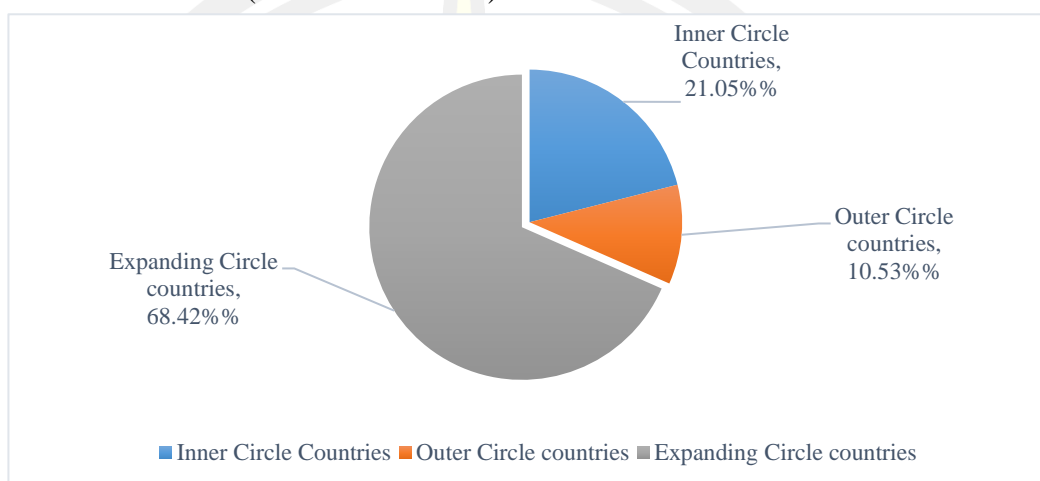


Figure 25: The cultural depiction in Spark 1

The *Spark 1* textbook represented a wide variety of cultural contents such as traditions, lifestyles, foods, festivals and other topics that represented the culture from many countries, especially the presentation of cultural content from non-native English countries. This was because the textbook had a cross-cultural section in each unit presented apart from the main content section (Figure 24).

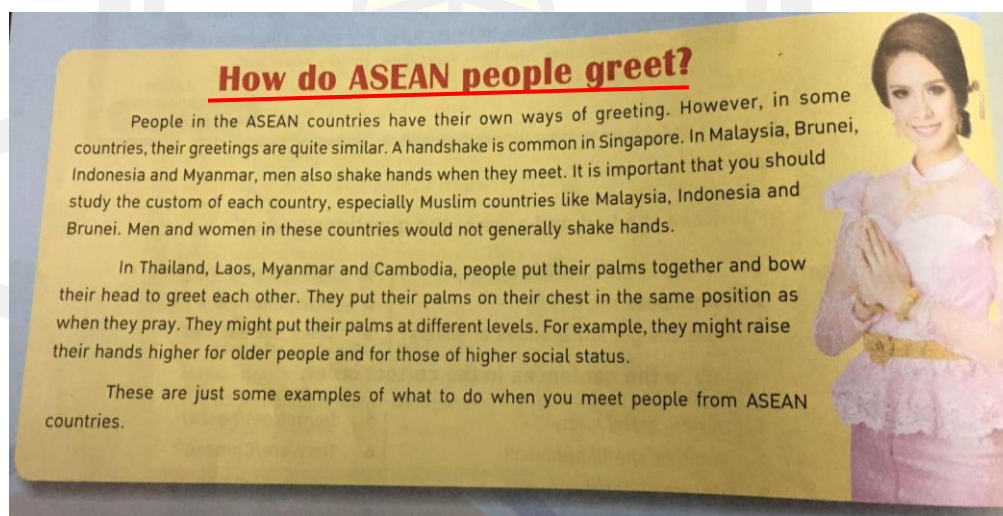


Figure 26: The example of cultural content in Spark 1

The analysis of *New Frontiers 1* showed only 14 cultural contents represented in the textbook. As shown in Figure 25, more than half of this content depicted the culture from the Expanding Circle (8 out of 14 contents or 57.14%). The depiction of cultural contents from the Inner Circle was the second largest proportion (4 of 14 contents or 24.57%), while the depiction of cultural contents from the Outer Circle was the least represented (2 out of 14 contents or 14.29%).

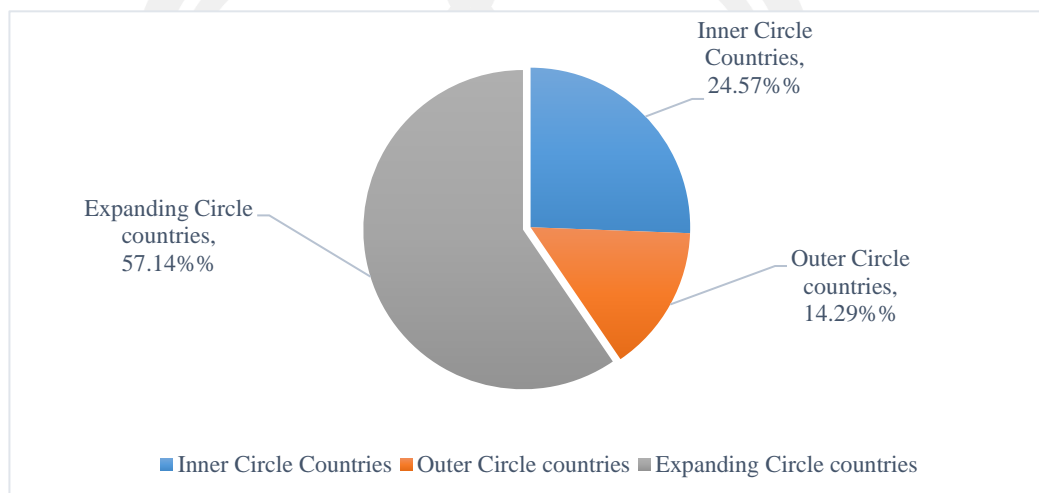


Figure 27: The cultural depiction in New Frontiers 1

In *New Frontiers 1*, most of the passages or articles in the textbook also presented the cultural contents of Expanding Circle Countries. They obviously presented the culture from each countries through the passages and articles in various topics such as lifestyles, foods or customs (see Figure 28).



Figure 28: The example of cultural content in New Frontiers 1

Figure 29 shows all 74 cultural contents (100%) that were identified in the three textbooks. *Spark 1* included a large number of cultural contents, 38 of 74 from all three textbooks (51.36%), the majority of which depicted the Outer and Expanding Circle's cultural contents (40.55%), while the contents of static Native cultures from the Inner Circle accounted for only 10.81%. The *New World 1* textbook accounted for 29.72% of all cultural content presented in the textbooks (22 of 74 from all three textbooks), with 16.21% depicting the Outer and Expanding Circle's cultural contents and 13.51% referred to static Native cultures from the Inner Circle. The smallest proportion of cultural depiction was in the textbook *New Frontiers 1*, which represented only 18.92% (14 of 74 from all three textbooks). Of this, 10.81% showed the Outer and Expanding Circle's cultural contents, and the remaining 5.41% represented the static Native cultures from the Inner Circle. The overall proportion shows that cultural depictions related to the Expanding Circle countries accounted for the largest proportion (58.11%) of cultural content in the textbooks, followed by depictions related to the Inner Circle (29.73%) and Outer Circle countries (2.16%). The summary of overall proportions of cultural depiction indicate that all three textbooks depicted a variety of cultures from all three circles (see Table 14).

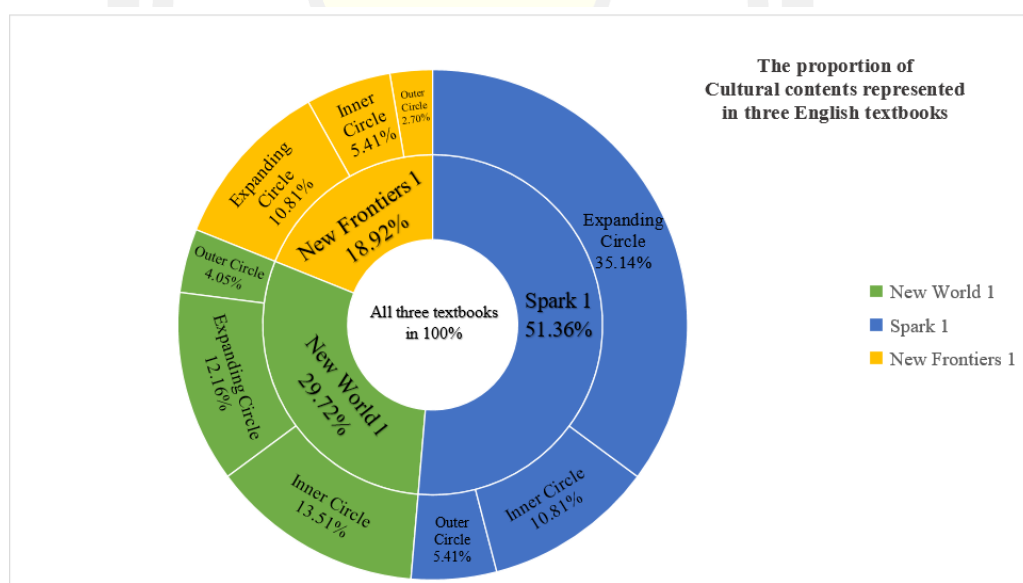
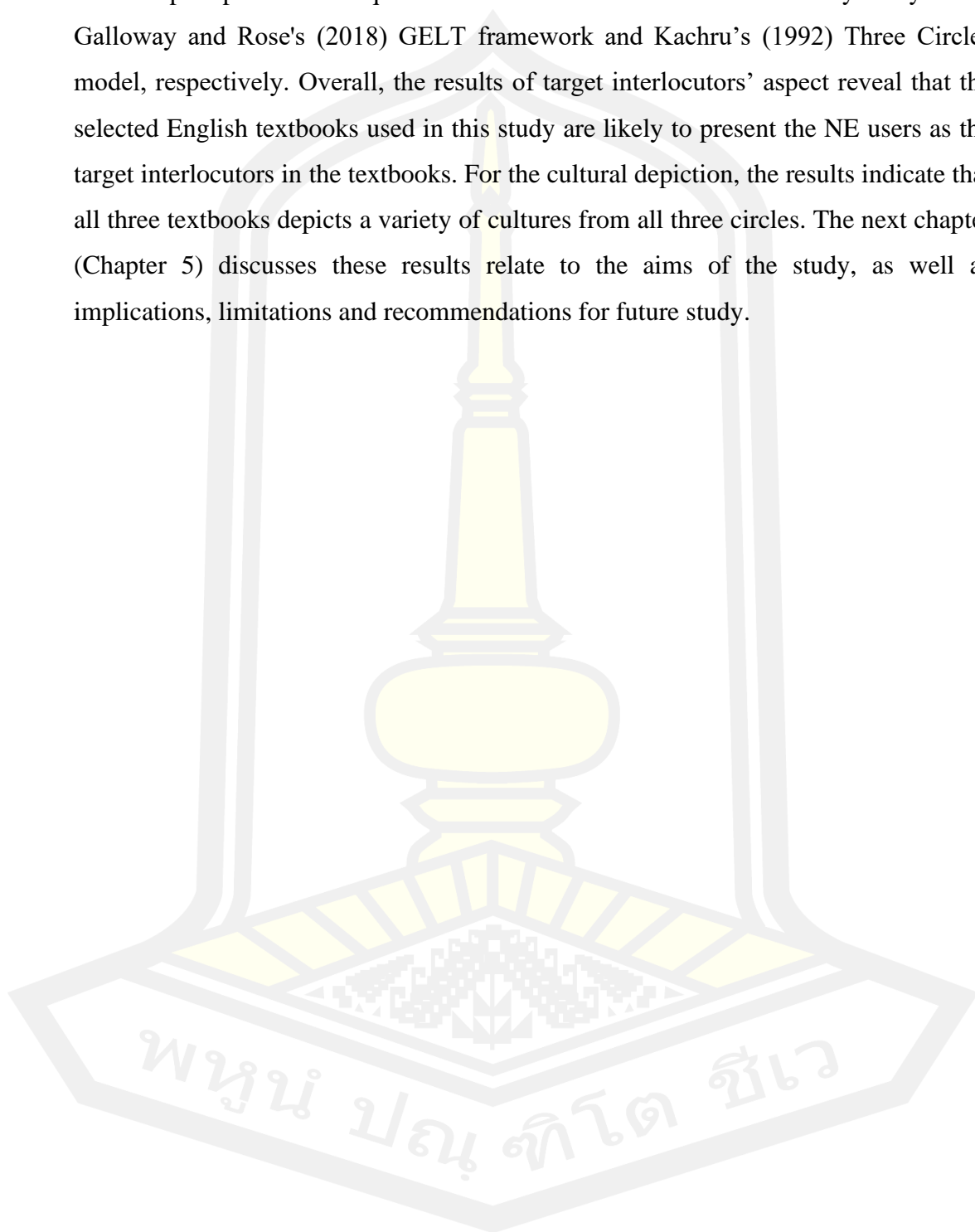


Figure 29: The Proportion of cultural depiction in three English textbooks

4.3 Chapter summary

This chapter presents the quantitative results from the textbook analysis by using Galloway and Rose's (2018) GELT framework and Kachru's (1992) Three Circles model, respectively. Overall, the results of target interlocutors' aspect reveal that the selected English textbooks used in this study are likely to present the NE users as the target interlocutors in the textbooks. For the cultural depiction, the results indicate that all three textbooks depicts a variety of cultures from all three circles. The next chapter (Chapter 5) discusses these results relate to the aims of the study, as well as implications, limitations and recommendations for future study.



CHAPTER V

DISCUSSION AND CONCLUSION

This chapter presents and discusses the findings of the study related to the aspects of target interlocutors and cultural aspects in Global Englishes that are reflected in English textbooks used in the lower secondary level (Grade 7) in Thailand. The last section of this chapter describes the limitations of this study and provides recommendations for future studies.

5.1 Summary of Findings

The purpose of this study was to investigate the Global Englishes aspects of (1) the target interlocutors in the English textbooks, and (2) the cultural depiction in English textbooks. Three English textbooks were selected and analyzed using a quantitative research method approach based on the GELT framework by Galloway and Rose (2018) and Kachru's (1992) Three Circles model. *Spark 1* had the highest proportion (41.03%) of content related to target interlocutors, with 38.47% depicting communication between Native English users, and only 2.56% of content depicting communication between English users across the circles (see Figure 20). *New Word 1* had the second highest proportion of content related to target interlocutors (38.46%) with 33.33% depicting communication between Native English users, and only 5.13% of content depicting communication between English users across the circles (see Figure 20). *New Frontiers 1* had the lowest frequency of content related to target interlocutors (20.51%), with 17.95% of content depicting communication between Native English users, and 2.56% depicting communication between English users across the circles (see Figure 20). Overall, the findings indicate that the target interlocutors represented through the conversation dialogues, emails, and letters in the three selected English textbooks were likely to be Native English users (89.75%). Only 10.25% of the content depicted communication between Native English users and Non-Native English users, or communication between Non-Native English users and Non-Native English users (see Table 13).

The findings related to the aspect of cultures represented in the English textbooks indicate that *Spark 1* included the most cultural depictions (51.36%), the majority of

which depicted cultures from Outer and Expanding Circle's countries (40.55%), while cultural depiction of static Native countries from the Inner Circle represented only 10.81% (see Figure 27). *New World 1* accounted for 29.72% of all cultural content and, again, the majority of this content depicted the culture of the Outer and Expanding Circle (16.21%), while the contents of static Native countries from the Inner Circle accounted for only 13.51% (see Figure 27). *New Frontiers 1* included the smallest proportion of cultural content (18.92%) and, like the other textbooks, the majority of this content related to the culture of the Outer and Expanding Circle's countries (13.51%), and the remaining 5.41% represented the culture of static Native countries from the Inner Circle (see Figure 27). Overall, the findings indicate that the cultural depictions in all three selected English textbooks were fluid, diverse, and not focusing too much on the culture of native English speaking culture. A large proportion of 58.11% was the cultural content reflected the Expanding Circle countries, a 29.73% was the cultural content represented Inner Circle countries, and a 12.16% was represented the Outer Circle countries (see Table 15).

5.2 Discussion

5.2.1 Who are the target interlocutors in the English textbooks?

Based on the current study's findings, it revealed that the conversation dialogues, emails, and letters in the three selected English textbooks in this study mostly depicted target interlocutors from Native English users (see Table 14 and Figure 20). Although some communication between English users across circle of the target interlocutors was represented in all three selected English textbooks, the proportion of the communication between NE-NNE users and NNE-NNE users was quite small (10.25 %). Indeed, the majority of the characteristics that could identify the target interlocutors in the English textbooks (e.g., common first names, social settings, places/landmarks, traditional cultures, currencies, and pictures) referred to Native English speaking countries. The results also indicate that the three selected English textbooks in this study mostly depicted the traditional ELT, which focuses on target interlocutors from Native English speakers and contexts and scenarios of Native English speakers in the same circle.

The findings of this study are consistent with previous studies showing that the users and sociolinguistic features of English from other countries are under-represented in the textbooks (Syrbe & Rose, 2016). Besides, textbooks had limited how English is used in dynamic and fluid lingua franca contexts by speakers from different cultural and lingual backgrounds (Liu, 2017). Indeed, textbooks rarely provide sufficient exposure to diverse English situations, contexts, and characters, which rendered learners unable to use English in real-life situations (Asakereh, Yousofi & Weisi, 2019).

One reason that can help explain why GELT could be an alternative of English Language Teaching in EFL contexts today is that GELT helps to encourage and support learners to understand and realize the diversity of English speakers across the world. Galloway and Rose (2015) stated that English is used by the global community, and it is the language with global ownership. Therefore, EFL became a preferred model to the three-circles model of World Englishes as it incorporates the fluidity with which English is used among the different backgrounds of English speakers (Rose & Galloway, 2019) including the EFL context in Thailand. Moreover, English is no longer the property of any country, nationality, or appearance, but it is the global lingua franca and every English user has the right to claim ownership of, and to use, English in their preferred manner without emphasizing the native-speaker norms (Ambele, 2019).

In addition, the major input materials in EFL contexts, especially in ELT classrooms that may have helped support the students' awareness of GE is the textbooks. English textbooks play a crucial role as tools to assist learners in building their language skills and communicative abilities (Tomlinson, 2003; Litz, 2005). GELT textbook materials should go further than teaching language which training learners to use the language in flexible ways in order to successful communication. Thus, strategy training in English textbooks is an essential component for modern-day, global textbook content (Galloway & Rose, 2019). Besides, the textbooks should exposed to diverse discourses or conversations in which non-native speakers use English as a means of communication (Sifakis, 2004).

However, the findings from all three textbooks in this study indicated that the target interlocutors were mostly represented Native English users (Table 14 and Figure 20).

This suggests that the textbook materials in the Thai EFL context likely to rely on the traditional ELT, which mostly focused on native Standard English in some aspects (Juntanee, Kewara & Prabjandee, 2020). It also indicates that commercial textbooks likely to focus on Inner-Circle linguistic accuracy, such as lexico-grammatical and phonological accuracy, and mostly serve Inner-Circle culture-bound topics (Matsuda, 2002; Graddol, 2006; Kubota, 2012; Marlina, 2013). Although some publishers and authors have attempted to develop ELT textbooks, they still follow the Inner-Circle norms. As a result, the target interlocutors related to Global Englishes are under-represented the variety of English used by Global English users from different backgrounds of L1 and intercultural communication in an international context and real-world scenarios.

5.2.2 How is culture depicted in the English textbooks?

The following discussion is based on the findings of the second research question that aimed to investigate the cultural depiction in the selected English textbooks. The findings related to the cultural aspects depicted in the selected English textbooks indicate that various cultures from all three circles were represented in the textbooks. *Spark 1* featured the most cultural content in the textbook, followed by *New World 1*, and *New Frontiers 1* (Figure 27). Indeed, a large proportion of the cultural content depicted Non-Native speakers' culture (Outer Circle and Expanding Circle's countries) and only a small proportion represented cultural content from Native English speaking countries (Table 15 and Figure 27). The findings therefore indicate that, in relation to the cultural aspects represented, all three English textbooks seem to have shifted from the traditional ELT that promotes static cultures from Native English speaking countries. The cultural aspects related to the GELT concept, in terms of promoting learners of various cultures from other countries across circles (e.g., Western cultures, Asian cultures, and American cultures). In addition, the contents and tasks in the selected English textbooks highlight the multiple cultural aspects of the inner circle, outer circle, and expanding circle and reflect the diversity and fluidity of English. This is consistent with previous studies showing that textbooks largely align with the GELT concept in terms of covering a variety of

cultural contents (Bocu & Razi, 2016). Besides, the topics in the textbooks are varied and related to learner's needs (Tajeddin & Pakzadian, 2020).

According to GELT framework used in this study, culture is one of GE aspects that encourage students to see culture as fluid, and co-constructed. In addition, textbook materials are important input in learning language, especially in ELT classroom. Therefore, promoting learners' understanding of English language diversity and culture, cultural contents in general English textbooks should be selected from a variety of sources. These resources may include topics that foster a sense of global citizenship, which should prepare learners for intercultural communication in an international context (Matsuda, 2012). Including various language cultures in textbooks can also improve the confidence of beginner EFL learners (Benahnia, 2012). GELT materials should largely portray culture as being created in communities of practice and include any of flexible English-using cultures in the social circles or virtual, where English is used to fill communicative need within that culture. (Galloway & Rose, 2019). Besides, textbooks should be resorces to teach English as a global language and should consider to the dynamics of today's English-speaking cultures, as many students no longer learn English to participate in the Inner culture. Therefore, textbooks may need to reflect the sociolinguistic reality and adopt innovative teaching practices related to GELT aspects (Syrbe and Rose, 2016). Nevertheless, teachers should be aware that incorporating teaching principles does not mean they need to replace traditional teaching roles. With all and existing beliefs about teaching, materials and curriculum, they can modify teaching principles to improve teaching methods and adapt to specific teaching contexts (Ambele and Buddharat, 2018). As Sukying (2010) stated that English coursebooks are likely to be useless without a well-prepared instruction practiced by teachers or practitioners.

5.3 Conclusions and implications

The current study was conducted to investigate the Global Englishes aspects of the target interlocutors and the cultures represented in English textbooks used at the lower-secondary level (Grade 7) of Thailand. The selected English textbooks used to analyze in the study were *New World 1*, *Spark 1*, and *New Frontiers 1*. Galloway's and Rose's (2018) GELT framework and Kachru's (1992) Three Circles model were

adopted to analyze the selected English textbooks. The findings revealed that the target interlocutors represented through the conversation dialogues, emails, and letters in three English textbooks were mostly Native English users in the same circles. In the aspect of culture, the overall findings showed that various cross-cultural contents from different backgrounds were depicted from all three circles. The results of this study indicate that English textbooks that have been used in Thai EFL context likely to rely on the traditional ELT than GELT-focused model in the aspect of the target interlocutors. However, the depiction of cultural aspects in the textbooks corresponded more to the GELT concept, in terms of promoting learners of various cultures from other countries across circles.

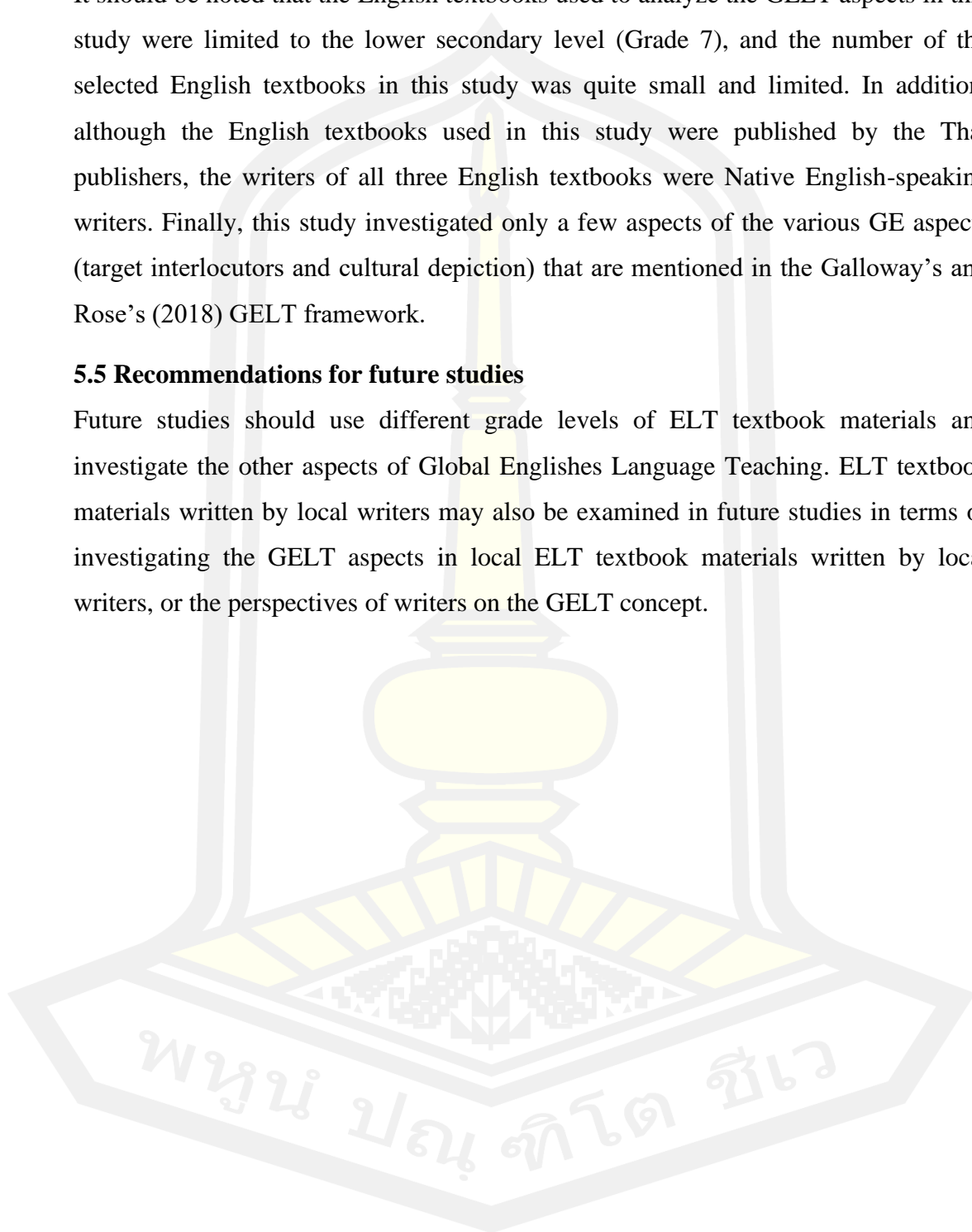
The current results could support EFL teachers' awareness of Global Englishes and help them to select textbooks that can support the learners' in mastering intercultural communicative competence for global communication. In the ELT context, especially the EFL context in Thailand, the textbook is an important element of the curriculum for both teachers and learners in ELT classrooms. In order to raise awareness of Global Englishes among learners, which will motivate them to participate more effectively in global contexts, the textbooks should reflect the variety of English used by English speakers all around the world and the different backgrounds of English users from diverse L1 in communication practices (e.g. conversation dialogues, emails, and letters). In addition, textbooks should include a variety of situational contexts and cultures, in order to promote learners' awareness in participating in global intercultural communication. The activities in textbooks should also expose students to sufficient and appropriate ELF interactions in genuine contexts. This can increase awareness of English ownership and intercultural communicative competence, which could lead learners to become more familiar with English learning and have more confidence to communicate effectively with others from different circle countries, with less communication anxiety in real-world situations. In addition, the textbook publishers can develop the contents, curriculum, and activities to be more globalized and create more extensive use of Global Englishes informed materials in ELT textbooks.

5.4 Limitations of the study

It should be noted that the English textbooks used to analyze the GELT aspects in this study were limited to the lower secondary level (Grade 7), and the number of the selected English textbooks in this study was quite small and limited. In addition, although the English textbooks used in this study were published by the Thai publishers, the writers of all three English textbooks were Native English-speaking writers. Finally, this study investigated only a few aspects of the various GE aspects (target interlocutors and cultural depiction) that are mentioned in the Galloway's and Rose's (2018) GELT framework.

5.5 Recommendations for future studies

Future studies should use different grade levels of ELT textbook materials and investigate the other aspects of Global Englishes Language Teaching. ELT textbook materials written by local writers may also be examined in future studies in terms of investigating the GELT aspects in local ELT textbook materials written by local writers, or the perspectives of writers on the GELT concept.



REFERENCES



References

- Ambele, E. A., & Boonsuk, Y. (2020). Voices of learners in Thai ELT classrooms: a wakeup call towards teaching English as a lingua franca. *Asian Englishes*. <https://doi.org/10.1080/13488678.2020.1759248>
- Asakereh, A., Yousofi, N., & Weisi, H. (2019). Critical content analysis of English textbooks used in the Iranian education system: Focusing on ELF features. *Issues in Educational Research*, 29(4), 1016-1038.
- Baker, W. (2008). A critical examination of ELT in Thailand: the role of cultural awareness. *RELC*, 39(1), 131-146.
- Bazely, P. (2004). Issues in mixing qualitative and quantitative approaches to research. In R. Buber, J. Gadner, & L. Richards (Eds.) *Applying qualitative methods to marketing management research*. UK: Palgrave Macmillan, (pp. 141-156).
- Benahnia, A. (2012). *The role of cultural components in shaping the L2 learner's identity and intercultural competence*. Retrieved from <http://ksaaltesol.org/wp-content/uploads/2015/10/Dr-Abdellah-Benahnia-CulturalComponents-2012.pdf>.
- Böcü, A. B. & Razi, S. (2016). Evaluation of textbook series 'Life' in terms of cultural components. *Journal of Language and Linguistic Studies*, 12(2), 221-237.
- Bolton, K. (2006). *World Englishes Today*. The handbook of world Englishes, 240.
- Bolton, K. (2006). *Varieties of World Englishes*. The handbook of world Englishes, 289.
- Boriboon, P. (2011). Language, ideology and domination: Problems of English

language teaching in Thailand and solutions. *Songklanakarin Journal of Social Sciences and Humanities*, 17(6), 23-59.

Boonsuk, Y., Ambele, E. A., & Buddharat, C. (2018). Reconsidering the Practical Aspects of ELF in Thai ELT Classroom. *Journal of Human Sciences*, 19(1), 93-121. Retrieved from <https://so03.tci-thaijo.org/index.php/JHUMANS/article/view/131605>

Boonsuk, Y., & Ambele, E. A. (2019). Who 'owns English' in our changing world? Exploring the perception of Thai university students in Thailand. *Asian Englishes*. <https://doi.org/10.1080/13488678.2019.1669302>

Bruthiaux, P. (2003). Squaring the circles: issue in modeling English worldwide. *International Journal of Applied Linguistics*, 13(2), 159-78.

Bureau of Academic Affairs and Education Standard. (2017). *Database of learning resources for educational institutions*. Retrieved from <http://academic.obec.go.th/textbook>

Canagarajah, A. S. (2006). The place of world Englishes in composition: Pluralization continued. *College composition and communication*, 586-619.

Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations*. New York: Routledge.

Celce-Murcia, M., & Yoo, I. W. (2014). Discourse-based Grammar and the Teaching of Academic Reading and Writing in EFL Contexts. *English Teaching*, 69(1).

Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33(2), 185-209

Coracini, M. J. (2010). Langue-culture et identité en Didactique des langues. *Synergies Brésil*, 157-166.

Cortazzi, M., & Jin, L. (1999). Bridges to learning: Metaphors of teaching, learning and language. In L. Cameron & G. Low (Eds.), *Researching and applying metaphor* (pp. 149-176). Cambridge, UK: Cambridge University Press.

- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.
- Crystal, D. (2003). *English as a Global Language*. Cambridge: Cambridge University Press.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.
- Dendrinou, B. (1992). *The EFL textbook and its ideology*. Athens: Grivas Publications.
- Dewey, M. (2015). Time to wake up some dogs! Shifting the culture of language in ELT. In Y. Bayyurt & S. Akcan (Eds.), *Current perspectives on pedagogy for English as a Lingua Franca* (Vol. 6, pp. 121). Berlin, Mouton de Gruyter.
- Erfani, S. M. (2012). The rationale for introducing “Global issues” in English textbook development. *Theory and Practice in Language Studies*, 2(11), 2412-2416.
- Fang, F. (2018). Developing students’ awareness of Global Englishes. *ELT Journal*, 72(4), 384-389.
- Galloway, N. (2011). *An Investigation of Japanese Students' Attitudes towards English*. Unpublished Ph.D. dissertation. University of Southampton.
- Galloway, N., & Rose, H. (2015). *Introducing Global Englishes*. Routledge.
- Galloway, N., & Rose, H. (2018). Incorporating Global Englishes into the ELT Classroom. *ELT Journal*, 72(1), 3–14
- Galloway, N., & Rose, H. (2019). *Global Englishes for Language Teaching*. New York: Cambridge University Press.
- Graddol, D. (2006). *The future of English?: A guide to forecasting the popularity of English in the 21st century*. London, UK: British Council.
- Gray, J. (2010). The branding of English and the culture of the new capitalism: representation of the world of work in English language textbooks. *Applied Linguistics*, 31(5), 714-33.

- Holton, E. F., & Burnett, M. F. (2005). The basics of quantitative research. *Research in organizations: Foundations and methods of inquiry*, 29-44.
- House, R. J., Hanges, P. J., Ruiz-Quintanilla, S. A., Dorfman, P. W., Javidan, M., Dickson, M., & Gupta, V. (1999). Cultural influences on leadership and organizations: Project GLOBE. *Advances in global leadership*, 1.
- Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly*, 40(1), 157-181.
- Jenkins, J. (2009). *World Englishes: A Resource Book for Students*, 2nd edn. Abingdon: Routledge.
- Jenkins, J. (2015). *Global Englishes: A Resource Book for Students*, 3rd edn. Abingdon: Routledge.
- Johansson, M. (2006). *Textbooks as instruments*. Three teachers' way to organize their mathematics lessons. *Nordic Studies in Mathematics Education*, 11(3), 5-30.
- Juntanee, J. (2020). Global Englishes orientation of English textbooks in Thailand. *วารสารศึกษาศาสตร์ มหาวิทยาลัยบูรพา*, 31(2), 151-161.
- Kabir, S. M. S. (2018). METHODS OF DATA COLLECTION. In *Basic Guidelines for Research: An Introductory Approach for All Disciplines* (1st ed., pp. 201-276). Book Zone Publication, Chittagong-4203, Bangladesh.
- Kachru, B. B. (1985). English in the world: Teaching and learning the language and literatures. *The Modern Language Journal*, 71(1), 11-34.
- Kachru, B. B. (1992). *The Other Tongue : English Across Cultures*. Urbana: University of Illinois Press.
- Kachru, B.B., & Smith, L. (1985). Editorial. *World Englishes* 4(2).1-2.
- Kirkpatrick, A. (2012). *English as an Asian Lingua Franca: the "Lingua Franca approach" and implications for language education policy*. *Journal of English*

as a Lingua Franca, 1(1), 121-139.

Kubota, R. (2012). The politics of EIL: Toward border-crossing communication in and beyond English. In A. Matsuda (Ed.), *Principles and practices of teaching English as an international language* (pp. 55-69). Bristol: Multilingual Matters.

Kumaravadivelu, B. (2012). Individual identity, cultural globalization, and teaching English as an international language. In L. Alsagoff, G.Hu, & S. L. McKay, W. A. Renandya (Eds.), *Principles and practices for teaching English as an international language*, (pp.9-27). New York: Routledge.

Litz, D.R.A. (2005). Textbook evaluation and ELT management: A South Korean Case Study. *Asian EFL Journal*, 48(1), 1-53.

Liu, Q. (2017). Evaluation of global Englishes oriented features in a Chinese senior high school textbook.

Marlina, R. (2013). Globalisation, internationalisation, and language education: An academic program for global citizens. *Multilingual Education*, 3(5), 1-21.

Matsuda, A. (2002). "International understanding" through teaching world Englishes. *World Englishes*, 21(3), 436-440.

Ministry of Education. (2014). *Notification on English Language Education Reform Policy*. Retrieved November 15, 2017, from <http://english.obec.go.th/english/2013/index.php/th/2012-08-08-10-26-5/60-2014-04-05-08-29-13> (in Thai)

Mohamed, A. W. M. (2013). Developing an English language textbook evaluative checklist. *Journal of Research & Method in Education*, 1(3), 2320-7388.

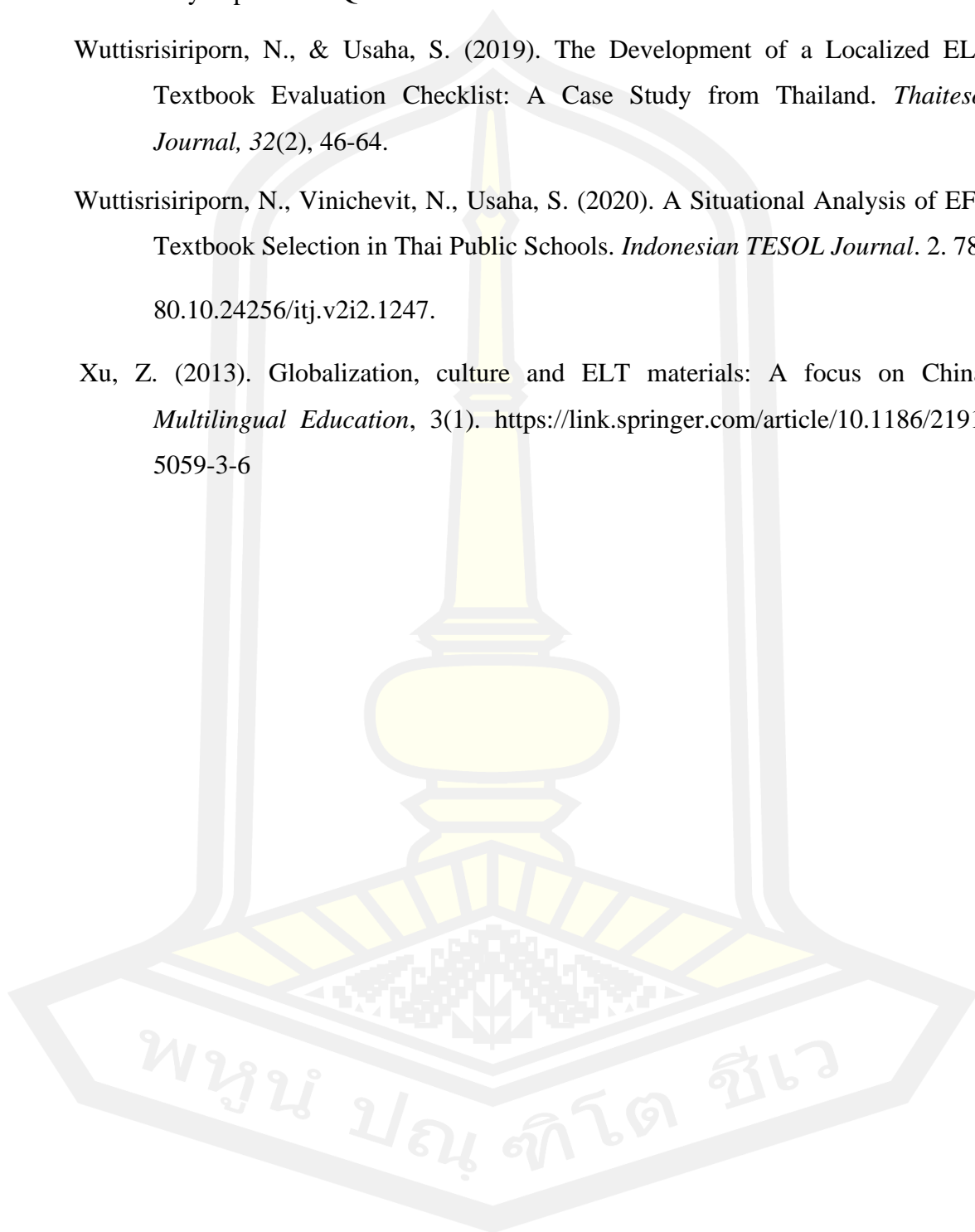
Newmark, P. (1988). *A textbook of translation*. New York: Prentice Hall.

Parlindungan, F., Rifai, I., & Safriani, A. (2018). The representation of Indonesian cultural diversity in middle school English textbooks. *Indonesian Journal of Applied Linguistics*, 8(2), 289-302.

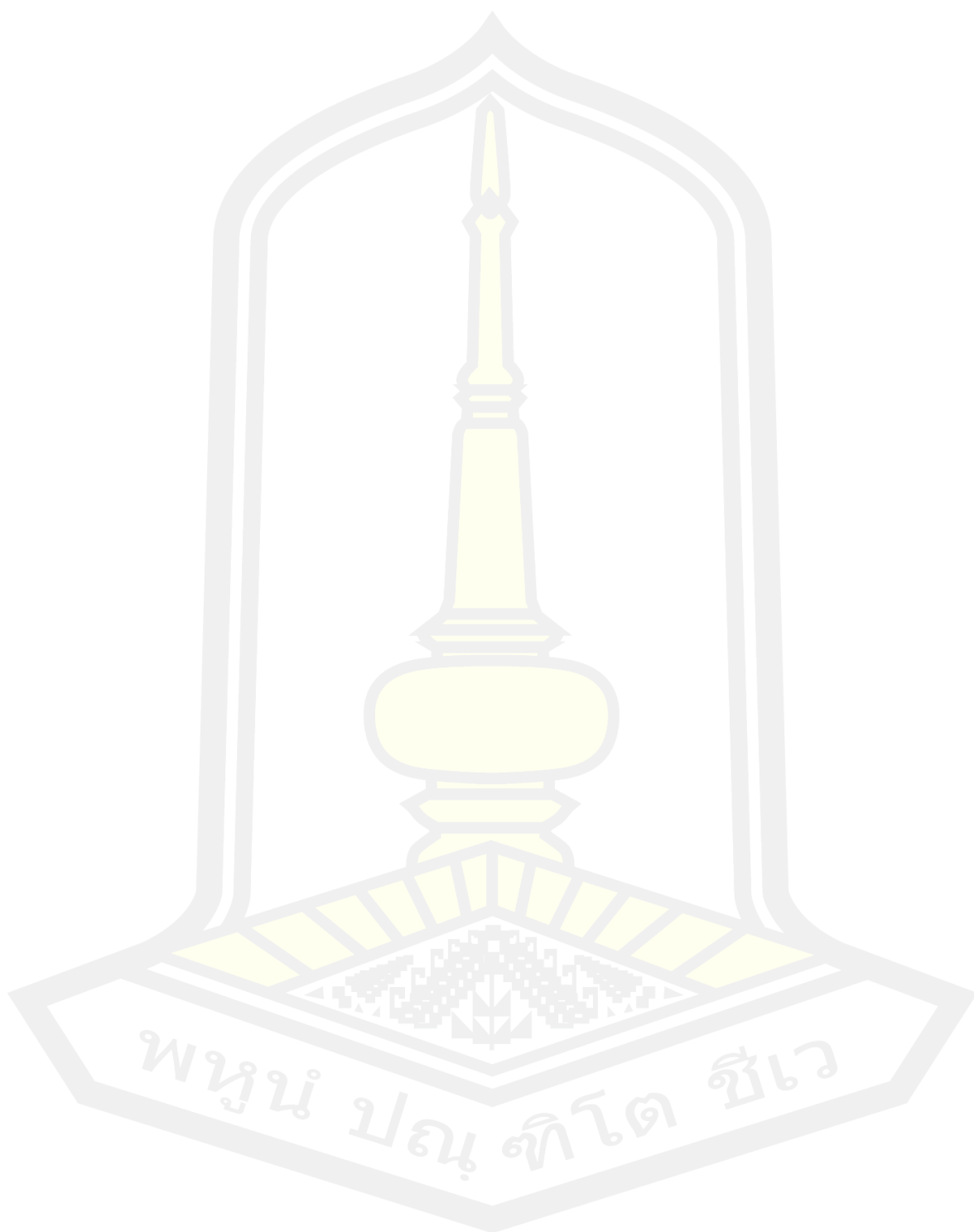
- Pennycook, A. (2007). *Global Englishes and Transcultural Flows*. Abingdon and New York: Routledge.
- Pennycook, A. (2010). *Language as a local practice*. Routledge.
- Pinner, R. S. (2009). ELT and the global recession. *ELT Journal*, 63(4), 390-392.
- Rahimpour, M., & Hashemi, R. (2011). Textbook selection and evaluation in EFL. *World Journal of Education*, 1(2), 62-68.
- Richards, J. C. (2001). The role of textbooks in a language program. *RELC Guidelines*, 23(2), 12-16. [https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks .pdf](https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf)
- Ritchie, J., & Spencer, L. (1994). Qualitative data analysis for applied policy research" by Jane Ritchie. In A. a. [eds.], *Analyzing qualitative data* (pp. 173-194).
- Roberts, J. T. (1996). Demystifying materials evaluation. *System*, 24(3), 375-389.
- Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge, UK: Cambridge University Press
- Rose, H., McKinley, J., & Galloway, N. (2020). Global Englishes and language teaching: A review of pedagogical research. *Language Teaching*, 1-33.
- Saamee, K., & Nomnian, S. (2021). Cultural Representations in ELT Textbooks Used in a Multicultural School. *rEFLECTIONS*, 28(1), 107-120.
- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International journal of applied linguistics*, 11(2), 133-158.
- Seidlhofer, B. (2004). *Research perspectives on teaching English as a lingua franca*. Annual review of applied linguistics, 24, 209-239.
- Seidlhofer, B. (2005). *English as a lingua franca*. Oxford.
- Sharifian, F. (2009). *English as an International Language : Perspectives and Pedagogical Issues*. MPG Books Ltd.

- Sifakis, N. C. (2004). Teaching EIL—Teaching international or intercultural English? What teachers should know. *System*, 32(2), 237-250.
- Srivastava, A., & Thomson, S. B. (2009). Framework Analysis: A Qualitative Methodology for Applied Policy Research. *JOAAG*, 4(2).
- Sukyng, A. (2010). An analysis of headwords in ELT coursebooks and Ordinary National Educational Tests in Thailand. *LSCAC 2010 Proceedings*, 188.
- Syrbe, M., & Rose, H., (2016). An evaluation of the global orientation of English textbooks in Germany, *Innovation in Language Learning and Teaching*, DOI: 10.1080/17501229.2015.1120736
- Tajeddin, Z., & Pakzadian, M. (2020). Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1), 1-15.
- Tashakkori, A., & Teddlie, C. (2008). Introduction to mixed method and mixed model studies in the social and behavioral science. In V.L. Plano-Clark & J. W. Creswell (Eds.), *The mixed methods reader*, (pp. 7-26).
- Tsantila, N., & Georgountzou, A. (2017). ELT course books and Global English: the case of Greek lower secondary state schools. *Revista A Cor das Letras*, 18, 122-144.
- Tomlinson, B. (2003). Developing materials for language teaching. *ELT Journal*, 59(4), 347-351.
- Tomlinson, B. (2008). *English language learning materials: A critical review*. London: Continuum.
- Tomlinson, B. (2016). Current issues in the development of materials for learners of English as an International Language (EIL). In W. Renandya, H. Widodo, & eds., *English Language Teaching Today. English Language Education Vol.5* (pp. 53-66). Cham: Springer.

- Van den Hoonaard, Will. (2008). *Inter- and Intracoder Reliability*. International Encyclopaedia of Qualitative Research. 1. 445-451.
- Wuttisrisiriporn, N., & Usaha, S. (2019). The Development of a Localized ELT Textbook Evaluation Checklist: A Case Study from Thailand. *Thaitesol Journal*, 32(2), 46-64.
- Wuttisrisiriporn, N., Vinichevit, N., Usaha, S. (2020). A Situational Analysis of EFL Textbook Selection in Thai Public Schools. *Indonesian TESOL Journal*. 2. 78-80.10.24256/itj.v2i2.1247.
- Xu, Z. (2013). Globalization, culture and ELT materials: A focus on China. *Multilingual Education*, 3(1). <https://link.springer.com/article/10.1186/2191-5059-3-6>



APPENDICES



Appendix I: Details of the textbooks content from the three selected English textbooks

Chapter	New World 1	Spark 1	New Frontier 1
Unit 0		<u>Starter</u> Grammar - a/an, the Vocabulary - Alphabet - Numbers - School objects - Colour - Days of the week Listening & Reading - Classroom language - Textbook language Speaking - Asking about name - Asking about addresses and telephone numbers - Asking about age - Greeting	
Unit 1	<u>I'm New Here</u> - Greeting and introductions Grammar - Verb to be - Question words : <i>What</i> - Possessive adjective : <i>my, your, his, her</i> Vocabulary - Greeting - Alphabet Listening - Listen and number the correct picture Reading - What's in a Name? Speaking - Introduce yourself to the class	<u>Back to school</u> Grammar - Verb to be - Subject/object pronouns - Question words : <i>Who, What, Where, How old, When</i> Vocabulary - School subjects - Nationalities - Sports - Countries and Capital cities Listening & Reading - Students around the world - A school club card (note taking)	<u>We're family</u> Grammar - Personal pronouns - Present Verb to be (affirmative, yes/no questions) Vocabulary - Family - Extended family - Jobs & personal information Listening - Basic descriptions - Identity family members Reading - Talk about family member's jobs Speaking - Ask and answer personal questions

	<p>Writing</p> <ul style="list-style-type: none"> - Write about people's name 	<p>Speaking</p> <ul style="list-style-type: none"> - Asking for and giving personal information - Greetings and introductions <p>Writing</p> <ul style="list-style-type: none"> - A short paragraph presenting yourself - A short text about your partner - An email to pen friend 	<p>Writing</p> <ul style="list-style-type: none"> - Write about family members
Unit 2	<p><u>Where are you from?</u></p> <ul style="list-style-type: none"> - Personal Information - To talk about countries, Nationalities and age. <p>Grammar</p> <ul style="list-style-type: none"> - Verb to be : plural, negative, information questions - Question words : How old, Where <p>Vocabulary</p> <ul style="list-style-type: none"> - Names of countries and nationalities - Numbers <p>Listening</p> <ul style="list-style-type: none"> - Listen and complete the task <p>Reading</p> <ul style="list-style-type: none"> - Studying English in London <p>Speaking</p> <ul style="list-style-type: none"> - Giving the information about yourself to your classmate <p>Writing</p> <ul style="list-style-type: none"> - Write about person in a photo 	<p><u>Cool stuff!</u></p> <p>Grammar</p> <ul style="list-style-type: none"> - have got - Possessive determiners - Plurals - this/these-that/those - can(ability) <p>Vocabulary</p> <ul style="list-style-type: none"> - Personal things - Appearance adj. - Parts of body - Abilities <p>Listening & Reading</p> <ul style="list-style-type: none"> - Amazing Iron Man - Abilities (matching) <p>Speaking</p> <ul style="list-style-type: none"> - Describing appearance - Talking about possessions - Buying things <p>Writing</p> <ul style="list-style-type: none"> - A short paragraph about a cartoon character - A description of your possessions - An email about your collection 	<p><u>Back to school</u></p> <p>Grammar</p> <ul style="list-style-type: none"> - Present simple - Present Verb to be (Wh- questions) - Basic prepositions of time and place <p>Vocabulary</p> <ul style="list-style-type: none"> - School supplies - School faculty - School equipment - School subjects <p>Listening</p> <ul style="list-style-type: none"> - Understand who the people at school are <p>Reading</p> <ul style="list-style-type: none"> - Describe the things you need for school <p>Speaking</p> <ul style="list-style-type: none"> - Talk about the things in your classroom <p>Writing</p> <ul style="list-style-type: none"> - Write about what you need for class

Unit 3	<u>English around the World</u> Grammar - a/an, the - Singular/ plural nouns - Demonstrative pronouns - Imperative Vocabulary - Transportation - Clothes - Sports - Electronics Listening - Listen and write the number under the correct picture Reading - Signs in English Speaking - Giving instructions to a partner Writing - Write about things in a street market	<u>Homes!</u> Grammar - there is/there are - a/an – some/any - Preposition of place - The imperative Vocabulary - Rooms, furniture and appliances - Bugs - Ordinal numbers Listening & Reading - Unusual building - Are you home alone? Speaking - Describing rooms - Describing location - Talking about your room and your things Writing - A short description of your ideal bedroom - Facts about insects - An email about your house	<u>My House, My Home</u> Grammar - There is/are - Basic prepositions of place Vocabulary - Rooms in a home - Furniture - Living spaces - Parts of a house Listening - Understand when people talk about where things are in a house Reading - Homes around the world Speaking - Talk about what is in a house Writing - Write a description of what's in your house
Unit 4	<u>Who's that?</u> Grammar - Verb to be: yes/no questions - Possessive adjectives - Adjective - Question word: who Vocabulary - Descriptions of people's looks - Occupations Listening - Listen to the descriptions and match the person to picture Reading - Number one	<u>Families!</u> Grammar - Possession ('s/s', whose) - Present simple - like, love, hate + -ing form Vocabulary - Family members - Character adjectives - Daily routines - Jobs Listening & Reading - Family & Friends - A professional look-alike (note taking)	<u>What time is it?</u> Grammar - Telling time : What time and When questions - Prepositions of time Vocabulary - Module of transportation - Routine activities - Time of the day, week, month, and year Listening - Understand a schedule

	<p>Speaking</p> <ul style="list-style-type: none"> - Share answers with the class <p>Writing</p> <ul style="list-style-type: none"> - Write about a famous person 	<p>Speaking</p> <ul style="list-style-type: none"> - Describing character - Talking about daily routines - Asking about your family - Talking about people's jobs - Telling the time - Making arrangements <p>Writing</p> <ul style="list-style-type: none"> - A short paragraph about your family - A short text about your typical weekday - An email about your family - A blog entry about your favorite singer 	<p>Reading</p> <ul style="list-style-type: none"> - Modes of transportation <p>Speaking</p> <ul style="list-style-type: none"> - Talk about your routine <p>Writing</p> <ul style="list-style-type: none"> - Write a daily schedule
Unit 5	<p><u>Do you have a tablet?</u></p> <p>Grammar</p> <ul style="list-style-type: none"> - Verb have: affirmative, negative, yes-no question, short answer - Possessive: 's <p>Vocabulary</p> <ul style="list-style-type: none"> - Everyday objects <p>Listening</p> <ul style="list-style-type: none"> - Listen to the conversation and answer True or False <p>Reading</p> <ul style="list-style-type: none"> - Smart Animals <p>Speaking</p> <ul style="list-style-type: none"> - Ask and answer the question in a small group <p>Writing</p> <ul style="list-style-type: none"> - Write about pets 	<p><u>Great Animals!</u></p> <p>Grammar</p> <ul style="list-style-type: none"> - Adverb of frequency - Prepositions of time - Comparative & superlative - Adverbs of degree - Question with <i>how</i> <p>Vocabulary</p> <ul style="list-style-type: none"> - Animals - Parts of animals <p>Listening & Reading</p> <ul style="list-style-type: none"> - Fantastic fish - Fact files about the bald eagle - Festive time <p>Speaking</p> <ul style="list-style-type: none"> - Describing animals - Talking about habits - Expressing fear - Talking about pets 	<p><u>Time to play!</u></p> <p>Grammar</p> <ul style="list-style-type: none"> - Adverb of frequency - play vs do for sports - Present simple - Time phrases <p>Vocabulary</p> <ul style="list-style-type: none"> - Hobbies - Instruments - Sports - Games <p>Listening</p> <ul style="list-style-type: none"> - Listen to people talk about their free time activities <p>Reading</p> <ul style="list-style-type: none"> - Read and respond to a simple text about hobbies <p>Speaking</p> <ul style="list-style-type: none"> - Have a conversation about hobbies

		<p>Writing</p> <ul style="list-style-type: none"> - A fact file about an animal you like - A short text about your country's animal - An article about your pet 	<p>Writing</p> <ul style="list-style-type: none"> - Read an email and write a reply
Unit 6	<p><u>Months of the year</u></p> <p>Grammar</p> <ul style="list-style-type: none"> - Verb have: information questions - Question word: <i>How many, When</i> <p>Vocabulary</p> <ul style="list-style-type: none"> - Ordinal number - Months of the year - Days of week <p>Listening</p> <ul style="list-style-type: none"> - Listen and write the person's number in the box <p>Reading</p> <ul style="list-style-type: none"> - Family for a year <p>Speaking</p> <ul style="list-style-type: none"> - Ask and answer the question about you and your family in a group <p>Writing</p> <ul style="list-style-type: none"> - Write about family 	<p><u>Weather & Clothes</u></p> <ul style="list-style-type: none"> - To talk about clothes and weather - To talk about the activities and weather <p>Grammar</p> <ul style="list-style-type: none"> - Present continuous - Present simple & Present continuous - Present continuous (future meaning) <p>Vocabulary</p> <ul style="list-style-type: none"> - Seasons/months - Weather - Activities - Clothes <p>Listening & Reading</p> <ul style="list-style-type: none"> - In all weather - A dialogue <p>Speaking</p> <ul style="list-style-type: none"> - Making suggestions - Talking about the activities and weather - Expressing likes and dislikes - Buying clothes and accessories <p>Writing</p> <ul style="list-style-type: none"> - A paragraph about your favorite season - Short descriptions of people's clothes/ activities - A postcard to a pen friend 	<p><u>Looking Good!</u></p> <p>Grammar</p> <ul style="list-style-type: none"> - Present simple (<i>have/has</i>) - Present continuous - Adjectives joined with <i>and</i> <p>Vocabulary</p> <ul style="list-style-type: none"> - Appearance - Clothing - Seasonal clothing - Weather <p>Listening</p> <ul style="list-style-type: none"> - Understand the basic description of someone's appearance <p>Reading</p> <ul style="list-style-type: none"> - Learn about the clothes people wear in other countries <p>Speaking</p> <ul style="list-style-type: none"> - Ask and answer questions about what someone looks like <p>Writing</p> <ul style="list-style-type: none"> - Describe your appearance in a message

Unit 7	<u>Do you like chocolate</u> Grammar - Verb <i>like/love</i> + objects - Plural nouns : regular and irregular Vocabulary - Foods Listening - Listen to Karen's and Michel's orders and mark the correct items Reading - People's favorite food Speaking - Discuss about the food that you like and dislike with your partner Writing - Write about favorite food	<u>Food</u> - Ordering food - To talk about the quantity Grammar - Countable & uncountable noun (<i>a/an, some/any, How much/How many/ a lot of / a few / a little</i>) - <i>will / be going to</i> - <i>must/mustn't/have to</i> - Vocabulary - Food/Drinks - Meals - Containers & quantities Listening & Reading - Weird food - Germs Speaking - Ordering food/drinks - Talking about the quantity Writing - A short paragraph about food/drinks you like/don't like - A presentation about germs - An email invitation to your birthday party	<u>What's for lunch?</u> Grammar - <i>I would like</i> - Countable & uncountable noun - much / many Vocabulary - Kinds of foods - Ingredients - Quantifiers for food - Expressions for ordering Listening - Understand likes and dislikes Reading - Interesting street food Speaking - Order food in a restaurant Writing - Write about the food you eat
Unit 8	<u>Nice house</u> Grammar - <i>There is/ there are</i> - Prepositions of place Vocabulary - Rooms in the house - Furniture and objects in a house	<u>Masters of Art</u> - To talk about the past and describe the past event Grammar - <i>was/were</i> - <i>had</i> - <i>could</i> - <i>so/neither</i>	<u>Busy on the weekend</u> Grammar - Present continuous - <i>can / can't</i> Vocabulary - Indoor chores - Outdoor chores Listening - Identify the chores people are doing

	<p>Listening</p> <ul style="list-style-type: none"> - Listen and write down in which part of the house the person is <p>Reading</p> <ul style="list-style-type: none"> - My space <p>Speaking</p> <ul style="list-style-type: none"> - Describe your dream bedroom to your partner or a small group <p>Writing</p> <ul style="list-style-type: none"> - Write about your favorite place in the house 	<p>Vocabulary</p> <ul style="list-style-type: none"> - Mythical creatures - Types of films - Adjectives describing films - Musical instruments <p>Listening & Reading</p> <ul style="list-style-type: none"> - Mythical creatures - Hua Mulan - People and the instruments they play <p>Speaking</p> <ul style="list-style-type: none"> - Agreeing/disagreeing - Talking about the past abilities - Describing a past event <p>Writing</p> <ul style="list-style-type: none"> - A short presentation of Mythical creatures - An email about an event you attended 	<p>Reading</p> <ul style="list-style-type: none"> - Read about people in different time zones <p>Speaking</p> <ul style="list-style-type: none"> - Talk about outdoor chores and activities <p>Writing</p> <ul style="list-style-type: none"> - Describe what people are doing
Chapter 9	<p>Smile</p> <p>Grammar</p> <ul style="list-style-type: none"> - Present progressive - Prepositions of place: at, in <p>Vocabulary</p> <ul style="list-style-type: none"> - Action verbs - Words for weather <p>Listening</p> <ul style="list-style-type: none"> - Listen and match what the people at the party are doing <p>Reading</p> <ul style="list-style-type: none"> - At Niagara Falls <p>Speaking</p> <ul style="list-style-type: none"> - Describe what the people are doing from the picture by using the word given 		

	<p>Writing</p> <ul style="list-style-type: none"> - Write about where you are and what you are doing
Chapter 10	<p>That's a nice T-shirt!</p> <p>Grammar</p> <ul style="list-style-type: none"> - <i>want / need</i> - Question words: <i>Which one(s), How much is/are</i> <p>Vocabulary</p> <ul style="list-style-type: none"> - Clothing, Colors - Size and prices <p>Listening</p> <ul style="list-style-type: none"> - Listen and complete the task <p>Reading</p> <ul style="list-style-type: none"> - Everybody wears jeans <p>Speaking</p> <ul style="list-style-type: none"> - Ask and answer the question with partner <p>Writing</p> <ul style="list-style-type: none"> - Write about a fashion show
Chapter 11	<p>Can you dance?</p> <p>Grammar</p> <ul style="list-style-type: none"> - <i>can / can't</i> <p>Vocabulary</p> <ul style="list-style-type: none"> - Action verbs - Animal names <p>Listening</p> <ul style="list-style-type: none"> - Listen to the sentences and mark <i>can or can't</i> <p>Reading</p> <ul style="list-style-type: none"> - Child Prodigies <p>Speaking</p> <ul style="list-style-type: none"> - Discuss the things you can and can't do in a small group <p>Writing</p> <ul style="list-style-type: none"> - Write an interview

Chapter 12

Let's go out!

Grammar

- *Let's* + verbs
- Preposition of place
- Preposition of time

Vocabulary

- Places in town/city
- Time and times of the day

Listening

- Listen and write the number next to the place

Reading

- My City, My

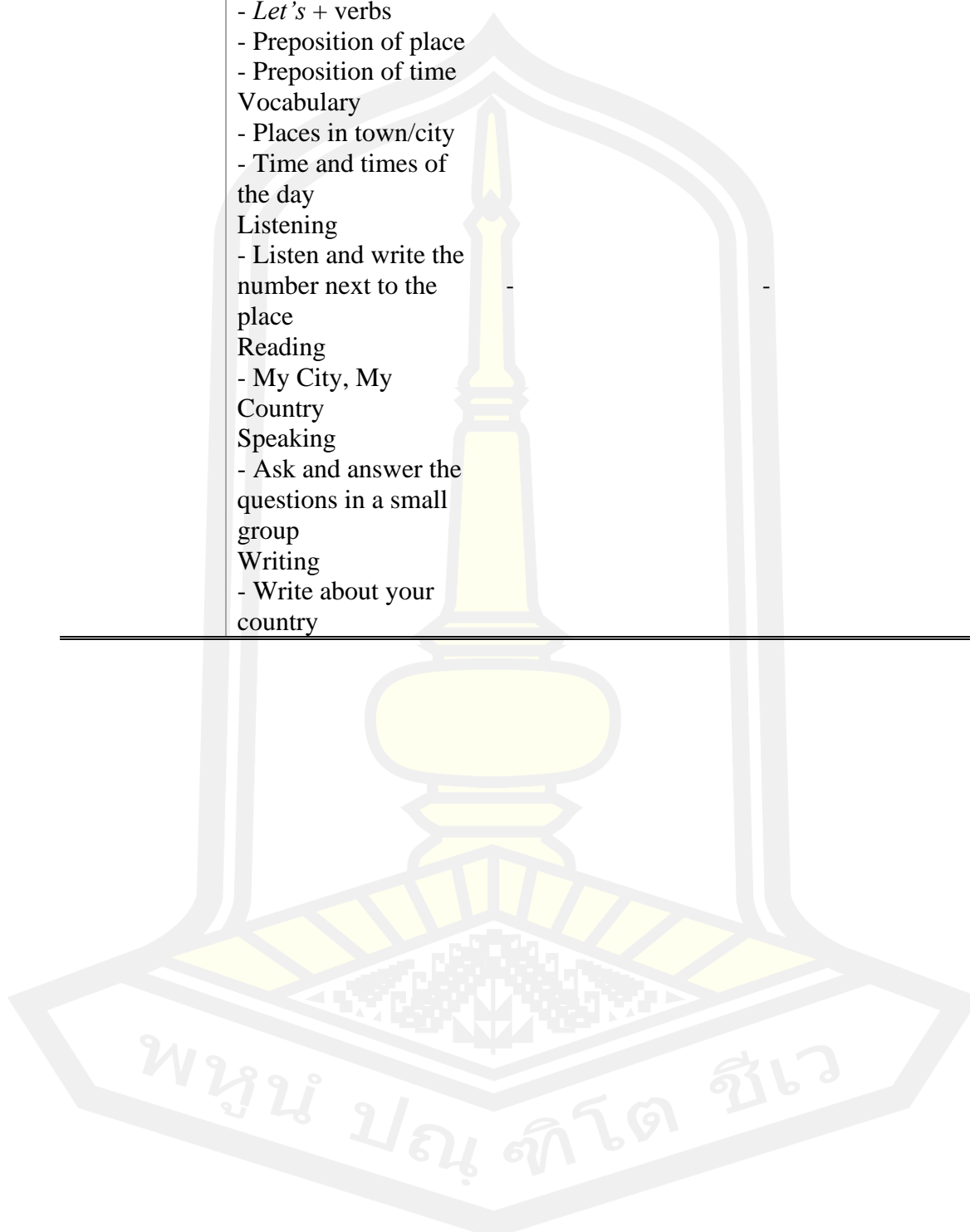
Country

Speaking

- Ask and answer the questions in a small group

Writing

- Write about your country



Appendix II: Information for Intercoders

Differences between GELT and traditional ELT

Galloway and Rose's (2018) Global Englishes Language Teaching Framework

	Traditional ELT	GELT
Target Interlocutor	Native English speaker	All English users
Ownership	Inner Circle	Global
Target culture	Static NE cultures	Fluid culture
Norms	Standard English	Diverse, flexible and multiple forms
Teachers	Non-NE-speaking teachers (same L1) and NE-speaking teachers	Qualified, competent teachers (same and different L1s)
Role model	NE speakers	Expert users
Source of materials	NE and NE speakers	Salient English-speaking communities and contexts
Other languages and cultures	Seen as a hindrance and source of interference	Seen as a resource as with other languages in their linguistic repertoire
Needs	Inner Circle defined	Globally defined
Assessment criterion	Accuracy according to prescriptive standards	Communicative competence
Goals of learning	Native-like proficiency	Multicompetence users
Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive Global Englishes perspective
Orientation	Monolingual	Multilingual/Translingual

GELT focuses on diversity and the function of English as an international lingua franca, rather than traditional approaches to ELT which aim to teach people to speak with native English speakers. As it is used by speakers from various linguistic and cultural backgrounds, English can assume various functions and forms in different contexts. It is no longer relevant to associate English with countries that are spoken only by native speakers. Today, English is used by the global community, and it is the language with global ownership.

The GELT encourages the perception that English belongs to a global community, whereas the traditional ELT emphasizes the language of the Inner-Circle. In conclusion, the GELT focuses on the global language context while the traditional ELT approach focuses on Native English. English is currently used all over the world

in different ways and for various purposes. As such, GE is essential in ELT classrooms to develop students' English language skills to allow them to participate in global contexts (Galloway and Rose, 2018).

Research framework for textbooks analysis of this study

	Traditional ELT	GELT
Who are the target interlocutors in the materials	Native English Speakers	All English users
How is culture depicted in the materials?	As fixed inner circle cultures	As fluid, diverse global culture

The above information shows the contrast of traditional ELT and GELT. This study adapted the GELT framework for textbook analysis by Syrbe and Rose (2016) to analyze the content of three selected English textbooks. Specifically, the framework is adapted to focus on two aspects, the target interlocutor and the cultural depiction, as shown in Table 5. Global Englishes share a fundamental ideology that English belongs to the global user community. The framework used in the current study directly explores the concepts and ideas associated with Global Englishes in order to change the perception of how students will use English in the future.

Research questions

In order to investigate two aspects of Global Englishes in English textbooks which have been used at the lower-secondary level (Grade 7) in the schools of Primary Educational Service Area Surin 3 of Thailand, where the researcher currently works and teaches at this level. This study tried to address the following research questions:

1. Who are the target interlocutors in the selected English textbooks?
2. How is culture depicted in the selected English textbooks?

Remarks: Definition of “Target Interlocutors” and “Cultural depiction” in coding the data

“Target Interlocutors” refers to the communication between English speakers represented in the communication practices (e.g., conversation dialogues, emails, and letters) in the textbooks. The common first names, nationalities, currencies, countries,

traditional cultures, lifestyles, and pictures that represented the identity of English speakers will be used to identify the target interlocutors in the conversation dialogues, emails, and letters of all three English textbooks.

“Cultural depiction” refers to the cultural contents represented through reading texts, passages, and articles on several topics (e.g. Culture/ Traditional, Food, Places/Landmark, History, Festival, and Lifestyle), which depicted the cultures of several countries, and are used as indicators to identify the cultural aspects of all three textbooks.

Directions

This study aimed to investigate some aspects of Global Englishes which are reflected in 3 English textbooks which have been used in lower secondary level (Grade 7) in Thailand in two dimensions: target interlocutors and cultural depiction. The textbook and the analysis are attached in order that you can validate the detailed analysis of the provided book. In the following section, you will find a list of the criteria that will be used to develop a checklist for coding and analyzing the data from the selected English textbooks.

All countries presented in the selected English textbooks of this study are grouped into the key theme of Kachrus' Three Circles model to analyze the key aspects based on the GELT framework used in this study.

Table 1: The countries in Kachrus' Three circles model that are presented in the selected English textbooks

Inner Circle Countries	Outer Circle Countries	Expanding Circle Countries
UK	South Africa	France
England	India	Russia
Scotland	Hong Kong	Italy
Ireland	Malaysia	Germany
USA	Singapore	Spain
Canada	Philippines	Poland
Australia		Turkey

Table 1: (continue)

Inner Circle Countries	Outer Circle Countries	Expanding Circle Countries
		Russia Portugal Greece Belgium Austria Mexico Peru Brazil Ecuador Colombia Nicaragua Guatemala Morocco Egypt China Korea Thailand Taiwan Vietnam Japan Indonesia Japan Cambodia Brunei Myanmar Laos Saudi Arabia United Arab -Emirates
7 countries	6 countries	35 Countries

Target Interlocutors Analysis

In order to analyze the aspects of target interlocutors represented in the selected English textbooks, the information of the countries in Table 1 will be used to analyze and identify the communication between English users in the conversation dialogues, emails, and letters in all 3 textbooks. Based on the adapted GELT framework (Syrbe & Rose, 2016), the communication between English users in the textbooks is divided into two patterns, which were communication between Native English Speakers (NE-NE users), and communication between All English users (NE-NNE users, and NNE-NNE users).

You are requested to code and analyze the data to indicate the target interlocutor according to this key:

The pattern of “*Native English users*” refers to the communication between English users from Inner Circle Countries (*NE-NE users*).

The pattern of “*All English users*” refers to the communication between English users from all three circles; Inner Circle Countries, Outer Circle Countries, and Expanding Circle Countries (*NE-NNE users, and NNE-NNE users*).

If you think a criterion is missing, you may recommend it at the end of the list. In addition, if there are any terms that would be difficult to understand, please recommend new understandable terms. If you have any further comments about each criterion, your recommendations will be useful for this study. Thank you for your cooperation.

Please check the appropriate aspects which you think are represented in the provided English textbooks.

New World 1

	Pattern of Communication	Conversation dialogues	Emails	Letters/postcards	Note
Unit 1	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 2	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 3	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 4	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 5	Native English users (NE-NE)				

	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 6	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 7	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 8	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 9	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 10	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 11	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 12	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				

Spark 1

	Pattern of Communication	Conversation dialogues	Emails	Letters/postcards	Note
Unit 1	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 2	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 3	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 4	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 5	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 6	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 7	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 8	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				

New Frontiers 1

	Pattern of Communication	Conversation dialogues	Emails	Letters/ postcards	Note
Unit 1	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 2	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 3	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 4	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 5	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 6	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 7	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				
Unit 8	Native English users (NE-NE)				
	All English users (NE-NNE / NNE-NNE)				
	Total				

Cultural depiction Analysis

To analyze the aspects of cultural depiction in the textbooks, Kachru's Three Circle model is used to analyze and identify the depiction of cultures across the circles. The variety of content topics such as Culture/Traditional, Food, Place, Landmark, Festivals, Animals, and History, are grouped as the topic of content to represent the aspect of cultures from various countries across circles.

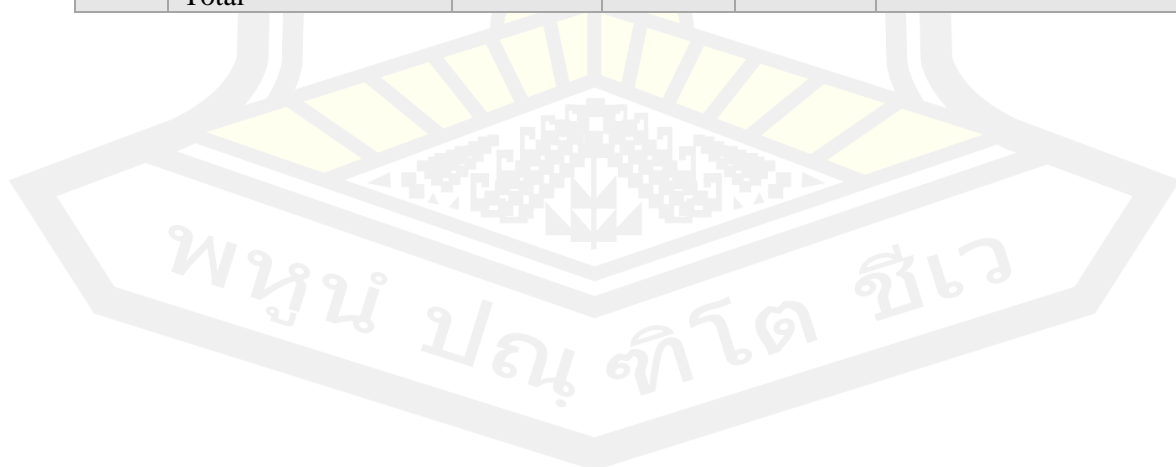
You are requested to code and analyze the data to indicate the cultural depiction by using the information of countries from Table 1 as the key theme. If you think a criterion is missing, you may recommend it at the end of the list. In addition, if there are any terms that would be difficult to understand, please recommend new understandable terms. If you have any further comments about each criterion, your recommendations will be useful for this study. Thank you for your cooperation.

Please check the appropriate aspects which you think are represented in the provided English textbooks.

New World 1

	Topic of Contents	Inner Circle Countries	Outer Circle Countries	Expanding Circle Countries	Note
Unit 1	- - -				
	Total				
Unit 2	- - -				
	Total				
Unit 3	- - -				
	Total				
Unit 4	- - -				
	Total				
Unit 5	- - -				
	Total				

Unit 6	-				
	-				
	-				
	Total				
Unit 7	-				
	-				
	-				
	Total				
Unit 8	-				
	-				
	-				
	Total				
Unit 9	-				
	-				
	-				
	Total				
Unit 10	-				
	-				
	-				
	Total				
Unit 11	-				
	-				
	-				
	Total				
Unit 12	-				
	-				
	-				
	Total				



Spark 1

	Topic of Contents	Inner Circle Countries	Outer Circle Countries	Expanding Circle Countries	Note
Unit 1	-				
	-				
	-				
	Total				
Unit 2	-				
	-				
	-				
	Total				
Unit 3	-				
	-				
	-				
	Total				
Unit 4	-				
	-				
	-				
	Total				
Unit 5	-				
	-				
	-				
	Total				
Unit 6	-				
	-				
	-				
	Total				
Unit 7	-				
	-				
	-				
	Total				
Unit 8	-				
	-				
	-				
	Total				

New Frontiers 1

	Topic of Contents	Inner Circle Countries	Outer Circle Countries	Expanding Circle Countries	Note
Unit 1	- - -				
	Total				
Unit 2	- - -				
	Total				
Unit 3	- - -				
	Total				
Unit 4	- - -				
	Total				
Unit 5	- - -				
	Total				
Unit 6	- - -				
	Total				
Unit 7	- - -				
	Total				
Unit 8	- - -				
	Total				

Appendix III: Ethics approval



คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม

เอกสารรับรองโครงการวิจัย

เลขที่การรับรอง : 023-448/2565

ชื่อโครงการวิจัย (ภาษาไทย) การวิเคราะห์แง่มุมด้านภาษาอังกฤษโลกที่ปรากฏในหนังสือเรียนภาษาอังกฤษระดับชั้นมัธยมศึกษาตอนต้นในประเทศไทยที่ใช้ภาษาอังกฤษเป็นภาษาต่างประเทศ

ชื่อโครงการวิจัย (ภาษาอังกฤษ) An Analysis of Global Englishes Aspects in English Textbooks at the lower-secondary level in Thai EFL context

ผู้วิจัย : นางสาวกมลชนก ปัญญา

หน่วยงานที่รับผิดชอบ : คณะมนุษยศาสตร์และสังคมศาสตร์

สถานที่ทำการวิจัย : อำเภอปราสาท จังหวัดสุรินทร์

ประเภทการพิจารณาแบบ : แบบยกเว้น

วันที่รับรอง : 21 มกราคม 2565

วันหมดอายุ : 20 มกราคม 2566

ข้อเสนอการวิจัยนี้ ได้รับการพิจารณาและให้ความเห็นชอบจากคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคามแล้ว และอนุมัติในด้านจริยธรรมให้ดำเนินการศึกษาวิจัยเรื่องข้างต้นได้ บนพื้นฐานของโครงการงานวิจัยที่คณะกรรมการฯ ได้รับและพิจารณา เมื่อเสร็จสิ้นโครงการแล้วให้ผู้วิจัยส่งแบบฟอร์มการปิดโครงการและรายงานผลการดำเนินงานมายังคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม หรือหากมีการเปลี่ยนแปลงใดๆ ในโครงการวิจัย ผู้วิจัยจักต้องยื่นขอรับการพิจารณาใหม่

.....ภรณ์ สว่างจิตร์.....

(ผู้ช่วยศาสตราจารย์ เกษักรหญิงราตรี สว่างจิตร์)

ประธานคณะกรรมการจริยธรรมการวิจัยในคน

มหาวิทยาลัยมหาสารคาม

ทั้งนี้ การรับรองนี้มีเงื่อนไขดังที่ระบุไว้ด้านหลังทุกข้อ (ดูด้านหลังของเอกสารรับรองโครงการวิจัย)

นักวิจัยทุกท่านที่ผ่านการรับรองจริยธรรมการวิจัยต้องปฏิบัติตามดังต่อไปนี้

1. ดำเนินการวิจัยตามที่ระบุไว้ในโครงการวิจัยอย่างเคร่งครัด
2. ใช้เอกสารแนะนำอาสาสมัคร ใบยินยอม (และเอกสารเชิญเข้าร่วมวิจัยหรือใบโฆษณาถ้ามี) แบบสลับภาษา และหรือ แบบสอบถาม เฉพาะที่มีตราประทับของคณะกรรมการจริยธรรมในคน มหาวิทยาลัยมหาสารคามเท่านั้น และส่งสำเนาเอกสารดังกล่าวให้กับผู้เข้าร่วมวิจัยจริงรายแรกมาที่คณะกรรมการจริยธรรมการวิจัยในคน เพื่อเก็บไว้เป็นหลักฐาน
3. รายงานเหตุการณ์ไม่พึงประสงค์ร้ายแรงที่เกิดขึ้นหรือการเปลี่ยนแปลงกิจกรรมวิจัยใดๆ ต่อคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม ภายในระยะเวลา 5 วันทำการ
4. ส่งรายงานความก้าวหน้าต่อคณะกรรมการจริยธรรมการวิจัยในคน ตามเวลาที่กำหนดหรือเมื่อได้รับการร้องขอ
5. หากการวิจัยไม่สามารถดำเนินการเสร็จสิ้นภายในกำหนด ผู้วิจัยต้องยื่นขออนุมัติใหม่ก่อน อย่างน้อย 60 วัน
6. หากการวิจัยเสร็จสมบูรณ์ผู้วิจัยต้องแจ้งปิดโครงการตามแบบฟอร์มของคณะกรรมการจริยธรรมในคน มหาวิทยาลัยมหาสารคาม

* รายชื่อของคณะกรรมการจริยธรรมการวิจัยในคน (ชื่อและตำแหน่ง) ที่เข้าร่วมประชุม ณ วันที่พิจารณารับรองโครงการวิจัย (หากร้องขอล่วงหน้า)



MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR
RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 023-448/2022

Title : An Analysis of Global Englishes Aspects in English Textbooks at the lower-secondary level in Thai EFL context.

Principal Investigator : Miss Kamonchanok Panyang

Responsible Department : Faculty of Humanities and Social Sciences

Research site : Prasat District, Surin Province

Review Method : Exemption Review

Date of Manufacture : 21 January 2022

expire : 20 January 2023

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Maharakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

Ratree S.

(Asst. Prof. Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

All approved investigators must comply with the following conditions:

1. Strictly conduct the research as required by the protocol;
2. Use only the information sheet, consent form (and recruitment materials, if any), interview outlines and/or questionnaires bearing the Institutional Review Board's seal of approval ; and return one copy of such documents of the first subject recruited to the Institutional Review Board (IRB) for the record (if applicable);
3. Report to the Institutional Review Board any serious adverse event or any changes in the research activity within five working days;
4. Provide reports to the Institutional Review Board concerning the progress of the research upon the specified period of time or when requested;
5. If the study cannot be finished within the expire date of the approval certificate, the investigator is obliged to reapply for approval at least two month before the date of expiration.
6. All the above approved documents are expired on the same date of the previously approved protocol (Protocol Number.....)

* A list of the Institutional Review Board members (names and positions) present at the meeting of Institutional Review Board on the date of approval of this study has been attached (per requested). All approved documents will be forwarded to the principal investigator.

พหุ ม ประ ทิ โด ชี เว



คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม
ร่วมกับ ศูนย์จรรยาบรรณการวิจัยในมนุษย์ มหาวิทยาลัยขอนแก่น

ขอขอบเกียรติบัตรฉบับนี้ไว้เพื่อแสดงว่า

นาย **กมลชนก ปัญญ์**

ได้ผ่านการฝึกอบรม

"จรรยาบรรณการวิจัยในมนุษย์" หลักสูตร Social Science and Behavioral Research

ในวันที่ ๒๕ พฤศจิกายน ๒๕๖๓

ณ ห้องประชุมแป้น้ำทอง คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม

วันที่ ๒๕ พฤศจิกายน ๒๕๖๓ หมายเลข วันที่ ๒๔ พฤศจิกายน ๒๕๖๔

[Signature]

ผู้ช่วยศาสตราจารย์ นายอโณพัชร์ดิษฐ์ อรรถกุลพัชร์
รักษาการแทนผู้อำนวยการศูนย์จรรยาบรรณการวิจัยในมนุษย์

[Signature]

รองศาสตราจารย์ ดร.นิตยา วรรณภักดิ์
กณบดีคณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม



BIOGRAPHY

NAME	Miss Kamonchanok Panyang
DATE OF BIRTH	1 September 1992
PLACE OF BIRTH	Roi-Et, Thailand
ADDRESS	251, Palanchai Village, Nongwaeng Sub-District, Mueang District, Roi-Et, Thailand, 45000
POSITION	Government Teacher
PLACE OF WORK	Thanong Rajratwittaya School
EDUCATION	2004 Junior Highschool, Planchai Pittayakom School currently renamed to Triam Udom Suksa Pattanakarn Roi Et, Roi Et 2007 Senior Highschool, Planchai Pittayakom School currently renamed to Triam Udom Suksa Pattanakarn Roi Et, Roi Et 2010 Bachelor of Education (B.Ed.) in English, Maharakham University 2022 Master of Education (M.Ed) in English Language Teaching, Maharakham University

