



GLOBAL ENGLISHES: TEXTBOOK ANALYSIS AND TEACHERS'  
PERCEPTION

UKRIT CHIMMARAK

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR MASTER DEGREE OF EDUCATION  
(INTERNATIONAL PROGRAM)  
IN TEACHING ENGLISH AS A GLOBAL LANGUAGE  
FACULTY OF EDUCATION  
BURAPHA UNIVERSITY

2023

COPYRIGHT OF BURAPHA UNIVERSITY



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30



61920262\_969115835

นานาภาษาอังกฤษโลก: การวิเคราะห์หนังสือแบบเรียนภาษาอังกฤษและการรับรู้ของครู



9691 15835

BUU-IThesis 61920262-thesis / recv: 17062566 11:12:08 / seq: 30

อุกฤษณ์ พิมพ์รักษ์

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรการศึกษามหาบัณฑิต (หลักสูตร

นานาชาติ)

สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาโลก

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา

2566

ลิขสิทธิ์เป็นของมหาวิทยาลัยบูรพา

GLOBAL ENGLISHES: TEXTBOOK ANALYSIS AND TEACHERS'  
PERCEPTION

UKRIT CHIMMARAK

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR MASTER DEGREE OF EDUCATION  
(INTERNATIONAL PROGRAM)  
IN TEACHING ENGLISH AS A GLOBAL LANGUAGE  
FACULTY OF EDUCATION  
BURAPHA UNIVERSITY

2023

COPYRIGHT OF BURAPHA UNIVERSITY



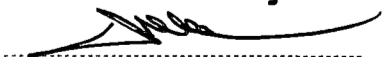
969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

The Thesis of Ukrit Chimmarak has been approved by the examining committee to be partial fulfillment of the requirements for the Master Degree of Education (International Program) in Teaching English as a Global Language of Burapha University

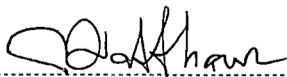
Advisory Committee

Principal advisor



(Assistant Professor Dr. Denchai Prabjandee)

Co-advisor




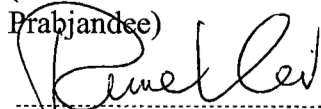
(Dr. Nattharmma Nam-fah)


Examining Committee

 Principal examiner

(Associate Professor Dr. Chalong Tubsree)

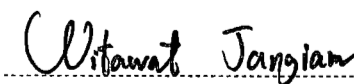
 Member  
(Assistant Professor Dr. Denchai Prabjandee)

 Member  
(Assistant Professor Dr. Punwalai Kewara)

 Dean of the Faculty of Education  
(Associate Professor Dr. Sadayu Teeravanittrakul)

22 August, 2023

This Thesis has been approved by Graduate School Burapha University to be partial fulfillment of the requirements for the Master Degree of Education (International Program) in Teaching English as a Global Language of Burapha University

 Dean of Graduate School  
(Associate Professor Dr. Witawat Jangiam)

24 August, 2023



61920262: MAJOR: TEACHING ENGLISH AS A GLOBAL LANGUAGE;  
M.Ed. (TEACHING ENGLISH AS A GLOBAL LANGUAGE)  
KEYWORDS: GLOBAL ENGLISHES, ENGLISH TEXTBOOKS, TEACHERS'  
PERCEPTION

UKRIT CHIMMARAK : GLOBAL ENGLISHES:  
TEXTBOOK ANALYSIS AND TEACHERS' PERCEPTION. ADVISORY  
COMMITTEE: DENCHAI PRABJANDEE, Ed.D., NATTHARMMA NAM-FAH,  
Ph.D. 2023.

This study investigated the extent to which lower-secondary school English textbooks, commonly used by English teachers in Chonburi province, Thailand, contain Global Englishes features and explored teachers' practices of using the textbooks that contain Global Englishes features. The first phase obtained commonly used English textbooks by asking English teachers in Chonburi to identify the textbooks they currently use. After that, the most used textbooks were analyzed by using the Global Englishes textbook framework (Syrbe & Roses, 2018), in terms of target interlocutors, ownership of English, target culture, norms of English, and orientation. The second phase was to explore the teachers' practices in using English textbooks that contained Global Englishes.

The data revealed the only Global Englishes feature manifested in the textbook was in the target culture. However, the other aspects of Global Englishes features (the target interlocutor, ownership of English, norms of English, and orientation) did not materialize. When exploring the teachers' perceptions of the Global Englishes features manifested in the English textbooks, it was revealed that the teachers lacked knowledge about Global Englishes. They preferred to teach the students to sound like native English speakers because they believed that the students would communicate with the interlocutors with more understanding. They used the textbooks as the guideline to access the lessons and provided other sources for students to explore. For this reason, English teachers should be equipped with knowledge about Global Englishes and raise awareness about the Global Englishes features manifested in the textbooks.

## ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to my advisor, Asst. Prof. Dr. Denchai Prabjandee, whose genuineness and support I will never forget. He has been an inspiration to me while I struggled through this master's degree program. This thesis would not have been feasible without his direction, which allowed me to gain a grasp of the subject from the beginning of my study.

Thank you to my co-advisor, Dr. Nattharmma Namfah, and committee members, Assoc. Prof. Dr. Chalong Tubsree and Asst. Prof. Dr. Punwalai Kewara, their supportive remarks and insightful, comprehensive feedback meant a lot to me.

I am grateful for my mother's love and support, which keeps me motivated and confident. The successes I have achieved are because the people around me believed in me. Thank you to my brother who help keep me grounded and supported.

I would also want to thank all of my esteemed teachers in the TEGL program, as well as the program coordinator, and friends deserve my gratitude for providing me with inspiration and excellent suggestions both directly and indirectly over the course of my research.

Ukrit Chimmarak

# TABLE OF CONTENTS

	<b>Page</b>
ABSTRACT.....	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
LIST OF TABLES.....	J
LIST OF FIGURES .....	K
CHAPTER 1 INTRODUCTION .....	1
Background of the Study .....	1
Statement of the Problem.....	3
Purposes of the Study .....	6
Research Questions.....	6
Theoretical Framework.....	6
Significance of the Study .....	8
Definition of Terms .....	9
Chapter Summary .....	9
CHAPTER 2 LITERATURE REVIEW .....	10
Conceptualizing Global Englishes.....	10
English as a Lingua Franca .....	11
English as an International Language .....	12
Translanguaging .....	12
Multilingualism .....	13
Global Englishes Language Teaching Framework.....	14
Raising Awareness about the Target Interlocutors.....	19
The Ownership of English.....	20
Implications of Global Englishes for Language Teaching .....	20
English Textbooks .....	22

Advantages and Disadvantages of Using Textbooks.....	23
Barriers of Innovations in ELT .....	25
English Textbooks in Thai Context .....	27
Related Research on English Textbooks Analysis .....	28
Chapter Summary .....	32
CHAPTER 3 RESEARCH METHODOLOGY .....	34
Research Design .....	34
Phase 1: Analyzing English Textbooks .....	34
Obtaining English Textbooks .....	34
Analytical Framework for Textbook Analysis .....	35
Data Analysis .....	36
Trustworthiness .....	37
Phase 2: Investigate teachers' perceptions of Global Englishes features manifested in the English textbooks .....	37
Participants .....	37
Context of the study .....	37
Data Collection.....	38
Data Analysis .....	38
Trustworthiness .....	39
Ethical Considerations .....	39
Chapter Summary .....	39
CHAPTER 4 FINDINGS.....	41
Research Question 1 .....	41
Target Interlocutors .....	41
Future Scenarios of Using English.....	41
Example 1: Greetings and introductions .....	43
Example 2: Giving personal information .....	45
Example 3: Daily routines .....	46
Example 4: Making suggestions.....	48

Example 5: Talking holidays.....	49
Example 6: Expressing opinions .....	50
Example 7: Past events .....	51
Example 8: Spark 1's future scenarios of using English.....	52
Example 9: Spark 2's future scenarios of using English.....	55
Example 10: Spark 3's future scenarios of using English.....	56
The Writing Tasks Constructions.....	57
Example 1: Email writing tasks.....	58
Example 2: Blog writing tasks .....	59
Example 3: Article writing tasks .....	60
Example 4: Short paragraph writing tasks.....	61
Example 5: Complete short answer tasks.....	64
Ownership of English .....	66
Target Culture .....	70
Norms of English.....	79
The Orientation .....	80
Research Question 2 .....	80
Lack Knowledge of Global Englishes .....	80
Attitudes towards Global Englishes.....	82
Awareness of Global Englishes .....	84
Chapter Summary .....	86
CHAPTER 5 .....	87
Summary of the Study .....	87
Summary of the Findings.....	87
Discussion.....	88
Implications .....	90
Limitations.....	91
Recommendation for Future Research .....	91
Conclusion .....	92



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

REFERENCES .....	93
APPENDICES .....	99
APPENDIX A.....	100
APPENDIX B .....	160
BIOGRAPHY .....	162



9691 15835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

## LIST OF TABLES

	Page
Table 1 Description of Global Englishes Features for Analytical Framework.....	7
Table 2 Global Englishes Language Teaching Framework.....	15
Table 3 Global Englishes Materials.....	26
Table 4 Description of Global Englishes Features for Analytical Framework.....	36
Table 5 Summary of Future Scenarios of Using English .....	42
Table 6 Summary of Writing Tasks Constructions.....	57



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

## LIST OF FIGURES

	Page
Figure 1 The Process for Obtaining the English Textbooks .....	35
Figure 2 Example of Greetings and Introductions in S. 1 .....	44
Figure 3 Example of Greetings and Introductions in S. 1 .....	44
Figure 4 Example of Greetings and Introductions in S. 2 .....	45
Figure 5 Example of Giving Personal Information in S. 1 .....	46
Figure 6 Example of Giving Personal Information in S. 1 .....	46
Figure 7 Example of Daily Routines in S. 2 .....	47
Figure 8 Example of Daily Routines in S. 3 .....	48
Figure 9 Example of making suggestions in S. 2 .....	48
Figure 10 Example of making suggestions in S. 3 .....	49
Figure 11 Example of holidays in S. 3 .....	49
Figure 12 Example of holidays in S. 2 .....	50
Figure 13 Example of expressing opinions in S. 2 .....	50
Figure 14 Example of expressing opinions in S. 3 .....	51
Figure 15 Example of past events in S. 2 .....	51
Figure 16 Example of past events in S. 1 .....	52
Figure 17 Example of the weather in S. 1 .....	53
Figure 18 Example of telling time in S. 1 .....	54
Figure 19 Example of buying things in S. 1 .....	54
Figure 20 Example of talking the film in S. 2 .....	55
Figure 21 Example of buying a train ticket in S. 2 .....	55
Figure 22 Example of complimenting about clothes in S. 3 .....	56
Figure 23 Example of writing an email in S. 1 .....	58
Figure 24 Example of writing an email in S. 1 .....	59
Figure 25 Example of writing an email in S. 2 .....	59
Figure 26 Example of writing a blog in S. 1 .....	60



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30



Figure 27 Example of writing a blog in S. 2.....	60
Figure 28 Example of writing an article in S. 1 .....	60
Figure 29 Example of writing an article in S. 3 .....	61
Figure 30 Example of writing an article in S. 3 .....	61
Figure 31 Example of writing a short paragraph in S. 1 .....	62
Figure 32 Example of writing a short paragraph in S. 2 .....	62
Figure 33 Example of completing the paragraph in S. 2 .....	62
Figure 34 Example of completing the paragraph in S. 1 .....	63
Figure 35 Example of completing the text in S. 3 .....	63
Figure 36 Example of completing email in S. 2 .....	64
Figure 37 Example of completing the email in S. 2 .....	64
Figure 38 Example of writing the story in S. 2.....	65
Figure 39 Example of writing the story in S. 3.....	65
Figure 40 Example of writing a short biography in S. 2.....	65
Figure 41 Example of greetings, introductions and asking for personal information	67
Figure 42 Example of buying souvenir.....	67
Figure 43 Example of buying clothes .....	67
Figure 44 Example of making suggestions.....	68
Figure 45 Example of making suggestions.....	68
Figure 46 Example of talking the symptom.....	69
Figure 47 Example of eyewitness .....	69
Figure 48 Example of holidays .....	70
Figure 49 Reading of Loy Kratong festival .....	71
Figure 50 Letter of the floating market.....	71
Figure 51 Story of monkey festival .....	72
Figure 52 Story of giant pandas .....	72
Figure 53 Story of Hua Mulan .....	73
Figure 54 Reading of asking for rain .....	73
Figure 55 Reading of Lao's folktale .....	74

Figure 56 Story of USA: baseball nation .....	74
Figure 57 Story of Mardi Gras in New Orleans.....	74
Figure 58 Story of Pocahontas .....	75
Figure 59 Story of Stonehenge .....	75
Figure 60 Story of the countryside away from London.....	76
Figure 61 Story of kangaroo in Australia .....	76
Figure 62 Story of the great barrier reef .....	76
Figure 63 Story of monument in the Philippines .....	77
Figure 64 Story of handicrafts .....	77
Figure 65 Story of traditional house in Malaysia.....	78
Figure 66 Story of education in Singapore .....	78
Figure 67 Story of cricket in India .....	78
Figure 68 Story of Flamingos in Kenya.....	79

# CHAPTER 1

## INTRODUCTION

This chapter presents the background of the study, statement of the problem, purposes of the study, research questions, theoretical framework, scope of the study, and definition of terms. Each section is presented below.

### Background of the Study

English has become a complex language because of immigration and globalization (Jenkins, 2014). It is a global language because it has spread worldwide (Crystal, 2003). 1.5 billion or 20% English is spoken by roughly 360 million people worldwide, with English being their primary language. (Lyons, 2017). English has become the global premier lingua franca, resulting in more use of it than any other language (Galloway & Rose, 2015). The spread of English worldwide has been described in the three concentric circles of Kachru (1985). The inner circle is made up of nations where English is the first language. Second, the outer circle is made up of nations where English is taught as a second language (ESL). Third, nations where English has no historical intra-national purpose but is taught in schools are included in the expanding circle. (Kachru, 1985; Syrbe & Rose, 2018). These categories are classified since English users have increased exponentially (Graddol, 2006).

The global spread of English has implications for how English should be conceptualized and how it should be taught in the classroom (Rose & Galloway, 2019). This implication resulted in a research field called *Global Englishes*. The area of Global Englishes has received much attention from many researchers in English Language Teaching (ELT), and it now extends to different directions and has been conceptualized differently. For instance, Pennycook (2006) described Global Englishes are defined as the spread and usage of various versions of English throughout globalization processes. Another scholar, Canagarajah (2013) defined that Global Englishes is another term for the variety of English used across the world, while Jenkins (2014) described Global Englishes in her book, *Global Englishes: A Resource Book for Students* as the acknowledgement of the recent significant



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

development in the usage of English as a worldwide lingua franca among individuals of many nationalities and first languages. In this research, Global Englishes stand on the shoulders of Rose and Galloway (2019). They defined Global Englishes as “an inclusive paradigm that embraces a broad spectrum of interrelated research that had come before it and emerged alongside it” (p. 6). From this perspective, Global Englishes is an umbrella term to unify the distributed endeavors of the related fields in applied linguistics and sociolinguistics (Rose & Galloway, 2019). Based on these paradigms, prior research has suggested including various Englishes in class (Galloway & Rose, 2015; Prabjandee, 2020; Rose & Galloway, 2017; Sung, 2014). While the suggestion is legitimate, exposing learners to Global Englishes requires specific teaching materials, such as textbooks. Textbooks are essential for language learning and teaching. Textbooks are commodities, political objects, and cultural representations all at the same time (Shannon, 2010). As a result, they are the site and outcome of conflicts and compromises over how and by whom they will be produced, how and by whom their contents will be chosen, how and to whom they will be delivered, and how instructors and students will utilize them. (Shannon, 2010).

Prior research has analyzed textbooks at the secondary school level by using the Global Englishes perspective. For instance, Juntanee (2019) analyzed twelve English textbooks that were approved by The Bureau of Academic Affairs and Education Standard and are available in Thailand’s educational market by using the Global Englishes concept from Jenkins (2006) and Galloway and Rose (2015), focusing on target interlocutors, models of English, cultures, and ownership of English. The study found that most textbooks were grounded in the native English speaker (NES) norm. But some books presented both NES and non-native English speakers (NNES). All textbooks focused more on European countries—the target interlocutors in the twelve textbooks communicated with NES more than NNES, showing the traditional ELT. In addition, Syrbe and Rose (2018) conducted research on three major textbook series in Germany. The study adopted the GELT framework, focusing on representations of ownership, users, models, and target interlocutors of English. The study found that, of the 29 authentic excerpts used across the three books, 26 involved only native speakers of English, mostly dominated by American and British English users communicating within their context, and one involved



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

communication between an Outer Circle speaker and an Inner Circle speaker, and another involved an Expanding Circle speaker sharing with a so-called native speaker from the Inner Circle. There were no examples of lingua franca communications of Expanding Circle speakers.

### Statement of the Problem

Despite technological advancements and the growing importance of the Internet, textbooks continue to be the primary instructional material utilized by many of the world's English teachers. The global reach of ELT would most likely not be possible without the numerous textbooks and ancillaries accessible to English teachers. (Tomlinson, 2003). The textbook provides a map that lays out the broad topic of lessons as well as a feeling of organization that brings coherence to individual classes and a full course for both teachers and students. (Richards, 2014). McGrath (2002, p. 8) described the function of a textbook for instructors as a "recipe, springboard, straightjacket, supermarket, holy book, compass, survival pack, or crutch." Some instructors, as these analogies show, used textbooks as their major teaching resource. For learners, A textbook may be the major source of English language input students get, in addition to that from their teacher, and may be used both in class and for self-study before and after classes. A textbook can offer learners with a sense of freedom that daily or weekly teacher-prepared lesson handouts cannot. (Richards, 2014)

Given the significance of English in the world, English textbooks have become an integral component of education in both the public and private sectors. They are a topic that is frequently on the agenda of government education programs (W. Baker, 2008). English textbooks contain various materials that facilitate the teaching and learning process (Galloway & Rose, 2018). Most English textbooks are imported from an NES country. Kachru (1998) suggested that English textbooks in Asia should rely less on content imported from English-speaking nations. Material that supported local multilingual and multicultural cultures and their economic goals, on the other hand, had to be generated from inside the region. Moreover, Toh (2003) advocated a more realistic approach, arguing that resources and training will unavoidably be 'imported' from wealthier donor nations, mainly the BANA (Britain

and North America) countries, into poorer ASEAN countries. He, however, recommended that a critical approach to imported English textbook materials should help local instructors determine the value of such resources in their contexts (Toh, 2003).

According to Ravitch (2003), Textbooks are important because they shape instructors', students', and families' perceptions of school topics. Textbooks are essentially texts written for the purpose of teaching and/or learning. However, as noted by Venezky (1992: 437) “from a single set of curriculum guidelines, an infinite number of textbooks could be built, each with its interpretation of the intent of the guidelines”. Textbooks are the closest thing students have to work with from the curriculum, and their aim is to aid in student learning. Despite the obvious link between the textbook and the student, there is little information describing how students use their textbooks. Simultaneously, Sewall (1992) stated that it is nearly difficult to obtain a high degree of education without the use of textbooks. According to Valverde and Schmidt (1998, as cited in Okeeffe, 2013), The biggest flaw in textbooks emerged when teachers attempted to cover every part of it, obstructing or neglecting the use of appropriate approaches for teaching and learning when necessary. According to Horsley and Young (1994) the perception that instructors are not efficiently using textbooks cannot be true if good textbooks are available. The textbook's goal is to assist and inspire pupils to learn. Mikk (2000: 17) emphasized the need of engaging, inventive textbooks; “students have many sources of information available, if their textbooks are dull, they are unwilling to study them. Interesting and enthusiastic textbooks develop curiosity and interest in the subject” (Pennycook, 2006).

The lower secondary level is essential. The students at the lower secondary level are simultaneously becoming young adults (Strand, 2019). Students are worried about their social interactions and perceive potential for new, meaningful friendships. (Kvaisund, 2000; Topping, 2011). Students at this level adjust reasonably rapidly to most new environments and structures, allowing for changes such as more responsibility in managing assignment and remembering to bring equipment, taking longer for projects, and remaining worried. (Rice, Frederickson, & Seymour, 2011). While many attempts have been made to analyze the textbooks, there is little to

concentrate on the lower secondary level (e.g., Kunimune et al, 2009; Hodgen, Kuchemann & Brown, 2010; Sikorova, 2011). An analysis of textbooks used in many countries found that they relied heavily on the native norm (e.g., Nguyen, 2011; Siqueira, 2015; Tajeddin & Teimournezhdeh, 2015; Takahashi, 2016; Vettorel, 2018; Yu, 2015). For example, the study of Global Englishes materials about the issue of intelligibility and focus on phonology, showed that most of them were concerned with the inner circle or native English-speaker norms (Jenkins, 2000). On the other hand, most materials and language activities rarely represent Global Englishes. Other recent textbook analysis included: a shift perspective in several coursebooks in terms of Global Englishes do emerge (Vettorel & Lopriore, 2013); an evaluation of the global orientation of English textbooks in Germany (Syrbe & Rose, 2018); and Xu (2013) discussion of globalization and culture in relation to English textbook materials used in Chinese secondary education.

English language in materials for education is not relevant to real-life situations because most English textbooks still provide NES norms to NNES. Previous study has also highlighted the importance of students becoming acquainted with the language norms of diverse communities of practice and being able to transition from one speech community to another (Syrbe & Rose, 2018). McKay (2012), for example, has argued that language teachers are responsible for preparing students to use English in global contexts, and that as a result, they must develop an awareness that speakers use English in ways that differ significantly from the prescribed standards depicted in most language teaching classrooms. Because a lack of appropriate materials has been identified as a barrier to the implementation of a Global Englishes approach to English textbooks (Galloway & Rose, 2015), many teachers who want to present a global depiction of English to their students may be constrained by a practical need to rely on commercial materials centered on standard Inner Circle norms.

Thus, as mentioned above, the Global Englishes should be promoted in English textbooks for learners. The English textbooks present less of a diversity of English that is appropriate to the target interlocutors. The English users are not the Inner circle countries anymore. A lack of suitable textbooks for globalization is a problem because the learners are unable to explore the variety of English in the



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

lessons. In real life, the learners have to contact the Expanding Circle countries. I anticipate a diversified portrayal of English language use in commercial textbooks aimed at a global readership.

### **Purposes of the Study**

The purposes of this study are stated as follows:

1. To investigate the extent to which lower-secondary school English textbooks, commonly used by English teachers in Chonburi province, Thailand, contain Global Englishes features
2. To investigate teachers' perceptions of the Global Englishes features manifested in the English textbooks

### **Research Questions**

This study attempts to answer the following questions:

1. To what extent do lower-secondary school English textbooks, commonly used by English teachers in Chonburi province, Thailand, contain Global Englishes features?
2. What are the teachers' perceptions of the Global Englishes features manifested in the English textbooks?

### **Theoretical Framework**

Rose and Galloway (2019) use Global Englishes as “an umbrella term to unite the shared endeavors of these interrelated fields of study in sociolinguistics and applied linguistics” (p. 3). The theoretical framework by Syrbe and Rose (2018) was applied to evaluate the Global Englishes features of the English textbooks used as shown in Table 1. Syrbe and Rose (2018) used four aspects of Global Englishes: *target interlocutors*, *models of English*, *target cultures*, and *ownership of English*. Regarding the target interlocutor, there is a need to move away from depictions of NES as the preferred target for learners' future use of English (Rose & Galloway, 2019). Instead, the target interlocutors are unpredictable; it can be NES or NNES (Prabjandee, 2020). The ownership of English is seen as fluid as the language they speak, moving beyond the native English-speaking norm (Syrbe & Rose, 2018). The



representation of ownership and target interlocutors is the target culture in which the language is used (Syrbe & Rose, 2018). The cultural depiction in curricula is more illustrative of the fluid and diverse cultures where English is used today. The norm of English is diversity and fluidity (Rose & Galloway, 2019; Syrbe & Rose, 2018).

Table 1 Description of Global Englishes Features for Analytical Framework

Global Englishes Features	Description
Target interlocutors (Who was positioned as the target interlocutors in the English textbooks?)	Global Englishes attempted to raise learners' awareness of all English users as their target interlocutors. The target could be NES, NNES, or all English users.
Ownership of English (Who was positioned as having the ownership of English?)	The English language belonged to the English users, Inner Circle, Outer Circle, and Expanding Circle. The Use of English was directed toward the user of English language.
Target culture (How was culture depicted in the materials?)	The cultural depictions were described as a call for change to illustrate the fluid and diverse cultures where English was used.
Norms (What models and norms were used in the books and audio materials?)	The model of English was fluid, diverse and flexible in the context.
Orientation (How were concepts related to Global Englishes presented?)	The concepts of English were fluid with a variety of English in the English textbooks.

Based on previous studies (e.g., Jantanee, 2019; Rose & Galloway, 2019; Syrbe & Rose, 2018; Takahashi, 2016; Vettorel, 2018), Global Englishes was materialized in every single section of the textbooks. It depends on the authors whether they would like the learners to be required to explore the diversity of English. The ownership of English can appear in the communication dialogue between two or more people, the main characters of communicators, the novels or short stories (Syrbe & Rose, 2018). To establish the target interlocutors, the tasks will identify across textbook series in which students will be asked to imagine that they were using English in real-life scenarios (Syrbe & Rose, 2018). There will be involved in the writing of articles or demonstrating a play. The models and norms of the English language would be fluid and diverse, for example, transliteration or another English that is presented apart from British or American English, which is native English speaker norms. The target culture should gain knowledge worldwide (Rose & Galloway, 2019). There will be more diversity of countries and cultures for students.

However, the teachers are essential for Global Englishes implementation. Because there might be Global Englishes in the textbooks, the teachers should be aware of Global Englishes manifestation and raise students' awareness about the diversity of English that spreads worldwide. Based on previous studies (e.g., Dewey, 2015; Ord, 2012), teachers should provide opportunities to explore diversity in the education programs.

### **Significance of the Study**

The findings in this study may provide a lucid illustration of the Global Englishes used in a part of Thai lower secondary schools. It may give the English teachers a better understanding of the diversity of Englishes and gain opportunity from the English textbooks for using English in real life. The findings can serve as a guide that enables teachers to raise awareness about the diversity of Englishes. It will be helpful for teachers who use English textbooks for assistance, not the class's primary materials. This study will enable us to further focus on the Global Englishes in English textbooks and materials used in other schools; the Global Englishes in the class should be adapted in real life.



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

## Definition of Terms

Critical terms are operationally defined in this section to better understand the important terms in the study.

**Global Englishes** is a phenomenon of the global spread of English, which acknowledges the change in target interlocutors, ownership of English, target culture, and norms of English. The aspects are changed to be fluid, diverse, and flexible. It consists of a variety of English that does not rely on the native English speaker norm. English is used worldwide and appropriated by speakers in diverse ways and accents. The pluricentric perspective is called for one that can make aware of different roles, contexts, and linguistic and functional varieties of English.

**English textbooks** are the commercial texts used in English classes in the lower secondary school in Chonburi province, the eastern part of Thailand. The textbooks used in this study were selected from the most used responses of the English teachers in lower secondary schools.

**Teachers' perception** refers to the perspective and point of view which teachers have about their professional activities on a given topic using direct questions in an interview regarding Global Englishes.

## Chapter Summary

English is spreading around the globe and is a global language that people use to communicate. Several English users have increased. English is learned in the schools by using English textbooks. A diversity of English should be present in English textbooks for students in real-life situations more than the text. It does not depend on the NES to own English nowadays, but it is a Global Englishes. To understand the phenomenon of Global Englishes features in ELT textbooks, this study adopted Syrbe and Rose's (2018) framework for textbook evaluation to examine the Global Englishes features in English textbooks from the lower secondary schools in Chonburi province, the eastern part of Thailand. Moreover, this study interviewed the English teachers that used these English textbooks to explore teachers' perception of Global Englishes features manifested in the English textbooks.

## CHAPTER 2

### LITERATURE REVIEW

The present study investigated the Global Englishes features in English textbooks and the teachers' implementation in lower secondary schools in Chonburi province, the eastern part of Thailand. This chapter reviews conceptual, theoretical, and previous research on Global Englishes, the analysis of textbooks, English textbooks, the barriers of English textbooks innovation, and related studies.

#### Conceptualizing Global Englishes

Global Englishes refers to an inclusive paradigm that examines the linguistic, sociolinguistic, and sociocultural diversity and fluidity of English usage and English users in a globalized world (Rose & Galloway, 2019). Pennycook (2006) defined Global Englishes as the growth and usage of multiple versions of English as part of the globalization process. The concept of global Englishes apprehends the English language's fluid and hybrid nature in the increasing globalization both transculturally and linguistically. Global Englishes is a dynamic space which progresses internationally through technology, culture, and linguistics (Pennycook, 2006). The term Global Englishes has been adopted previously in resources directed at language teachers (Rose & Galloway, 2019), for example, the third edition of Jenkins's (2015) book *Global Englishes: A Resource Book for Students*, which was titled *World Englishes* in its first two editions (2003, 2009). Jenkins (2015) modified the term due to the recent significant increase in the usage of English as a worldwide lingua franca among individuals of many nationalities and first languages, in consequence the focus of the field has been altered to 'be more inclusive of newer non-nation bound uses of the English language' (Rose & Galloway, 2019, p. 6).

Global Englishes is "an umbrella term to unite these shared endeavours of the interrelated fields of study in sociolinguistics and applied linguistics" (Rose & Galloway, 2019, p. 6). Rose and Galloway (2019) utilized it to associate with studies in World Englishes, English as a lingua franca, and English as an international language, while relying on scholarship in second language acquisition from



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

translanguaging and multilingualism. Therefore, to utterly understand Global Englishes, one needs to examine more closely the interrelated fields of those scholars (Rose & Galloway, 2019).

### **World Englishes**

The goal of World Englishes research is to create equality among other varieties of English by putting a stop to Western-centric language hegemony (Chaung, 2002; Yan & Su, 2008). ‘World Englishes’, according to Kubota (2000), relate to the linguistic variety of English users in terms of phonetics, area, and culture, which can exist both inside and across nations. World Englishes of Kachru’s Concentric Circles model (Kachru, 1985) outlines three distinct English-speaking communities. The inner circle includes countries where English is a first language (though many speakers in the inner circle speak English as a second language); the outer circle includes former colonies where English is a second language (though many speakers in the outer circle are native speakers); and the expanding circle includes countries where English has no historical intra-national function but is taught in schools (although English is growing in presence as a lingua franca) (Syrbe & Rose, 2018).

### **English as a Lingua Franca**

The phrase “English as a lingua franca” (ELF) refers to communication in English amongst speakers of various first languages. Because only around one in every four English users worldwide is a native speaker (Crystal, 2003), the majority of ELF exchanges take place among ‘non-native’ English speakers.

Although this does not stop English native speakers from participating in ELF conversation, what distinguishes ELF is that, in most circumstances, it is “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (Firth, 1996, p. 240). Functionally, ELF is defined by its usage in intercultural communication rather than technically by its connection to native-speaker standards (Hülmbauer, Böhringer, & Seidlhofer, 2008). ELF research focuses on the pragmatics of change. It uses English resources differently for a variety of globalized purposes in important formal encounters such as business transactions,

international diplomacy, and dispute resolution, as well as in informal exchanges between international friends (Seidlhofer & Widdowson, 2018).

### **English as an International Language**

The phrase “English as an international language” (EIL) currently refers to at least two concepts. It captures a paradigm for thinking, study, and practice within applied linguistics to investigate the consequences of the substantial demographic, and hence structural, changes that currently define the language as a result of its recent fast worldwide growth. It also refers to a new view of the language that stresses that English is not the “property” of certain speech communities (such as “native speakers”), but rather belongs to all of its speakers (Sharifian, 2017). Rose and Galloway (2019, p. 8) add that “in some contexts, EIL has been used as a catch-all term for the use of English in general, and as a strategy to eliminate traditional distinctions between English as a native, second, foreign and additional language (ENL/ESL/EFL/EAL), as these distinctions are viewed as being increasingly irrelevant in today’s globally integrated world.”

### **Translanguaging**

Translanguaging, as defined by Lewis, Jones, and Baker (2012), is the use of one language to reinforce the other in order to promote knowledge and augment the pupil's activity in both languages. Wei (2011) defined translanguaging as “both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them” (p. 1222). Translanguaging is the activity of engaging in multilingual practices, including all modalities of communication, and focuses on the observable practices of language in use rather than the languages spoken (García, 2009; Hornberger & Link, 2012). According to C. Baker (2001), there are four possible educational benefits of translanguaging: 1) it may foster deeper and more complete comprehension of the subject matter, 2) it may aid in the development of weaker languages, 3) it may facilitate home-school ties and collaboration, and 4) it may assist fluent speakers in integrating with starting learners. The process through which bilingual speakers

employ their languages as an integrated communication system is known as translanguaging.

### **Multilingualism**

The phrase “multilingual turn” refers to the growing emphasis on multilingualism within second language acquisition (SLA) theory (Rose & Galloway, 2019). In fact, an expanding number of scientists in the field of SLA are testing the monolingual predisposition in SLA considering the way that multilingualism and multiculturalism are a reality around the world. An expanding group of exploration recognizes “that SLA these days ought to be viewed as the obtaining of multilingual and multicultural skills, regardless of whether the object of guidance is one standard phonetic framework” (Kramsch, 2012, p. 108). It is imperative to note, notwithstanding, that establishments for the multilingual turn had been laid in earlier decades, from both cognitivist and social viewpoints. The relationship speculation (Cummins, 1979) contended that bilinguals have a basic incorporated capability and not independent monolingual abilities. Meier (2016) took note of that from around the 1980s, another coordinated (or cross-lingual) perspective began. This theory, which has since been acknowledged as dependent on neuroscience and brain research, affirmed, for model, that multilinguals had a coordinated multilingual dictionary (Kroll et al., 2013; Lowie et al., 2014) on which they draw for all correspondence, setting language in the brains of clients. Multifaceted nature scholars have promoted our comprehension of language 'as a complex versatile framework, which develops base up from connections of different operators in discourse networks' (Larsen-Freeman, 2011, p. 49) that establishes a “framework [that] is in steady transition” (on the same page, p. 50). It was at the 2012 American Association for Applied Linguistics yearly gathering where Stephen May alluded to a “multilingual turn in SLA” inside a colloquium that united these thoughts. In this colloquium, Kramsch (2012) noticed that Ortega investigated what sort of examination would be expected to bolster a multilingual attitude toward SLA research – a thought additionally investigated in Part 5. The colloquium in the long run prompted an altered volume on the subject by May (2013), in which the motivation behind the book is expressed to ‘resituate the issue of multilingualism all the more halfway in applied etymology and,



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

in this manner, to make more penetrable a portion of its key sub disciplinary limits especially, those between SLA, TESOL, and bilingual training' (May, 2013, p.2). With commitments from SLA, TESOL, and bilingual training researchers, the book shows how specialists address the monolingual predisposition and treatment of the 'securing of an extra language (regularly English) as an in a perfect world airtight procedure uncontaminated by information and utilization of one's other dialects' (May, 2013, p. 2).

Along these lines, similarly with Global Englishes Language Teaching (GELT), the multilingual turn asks a change in perspective that sees the language, addressing predominant standards and talks and generalizations. It requires a basic methodology that grasps multilingual practices and translanguaging, and, likewise with GELT, it regards language students' half and half language practices and whole semantic collection, meaning to legitimize such rehearsals. Those upholding a multilingual turn fight that there is a need to separate limits between dialects. Blackledge, Creese, and Takhi (2013) bring up that "the customary qualification between dialects is no longer maintainable, so the differentiation between monolingual, bilingual and multilingual speakers may not, at this point be feasible" (p. 193).

### **Global Englishes Language Teaching Framework**

This study examined the Global Englishes orientation in English textbooks and to explore teachers' awareness of Global Englishes orientation. The theoretical framework was adopted from Rose and Galloway's (2019) Global Englishes Language Teaching framework (GELT), shown in Table 2. They described 13 features of GELT; target interlocutors, ownership, target culture, norms, teachers, role model, source of materials, other languages and cultures, needs, assessment criterion, goals of learning, ideology, and orientation.

The GELT framework illustrates the labels to be global to English using contexts instead of drawing only native English speakers. In terms of the categories of target interlocutors, ownership, norms, and materials, Rose and Galloway (2019) stated, 'embrace inclusive terms, such as 'all users', 'global' ownership, and



‘competent’ teachers who use fluid, diverse and multiple forms of the language’ (p. 20).

Table 2 Global Englishes Language Teaching Framework

	Traditional ELT	GELT
Target interlocutors	Native English speakers	All English users
Ownership	Inner Circle	Global
Target culture	Static NE cultures	Fluid cultures
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 speaker	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	Multicompetent user
Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive Global Englishes perspective
Orientation	Monolingual	Multilingual/translingual

Source: Rose and Galloway (2019, p. 20)

The target interlocutors in the traditional ELT means native English speakers; however, in GELT, the target interlocutors mean all English users, not

necessarily native English speakers. The ownership of English in the traditional ELT means the Inner Circle, such as British, American, Australian; but in GELT, the ownership of English means to the global English users which include Outer Circle and Expanding Circle. The target culture in the traditional ELT means the steady NE cultures; but the target culture in GELT means the fluid cultures. The norms of English in the traditional ELT mean to the standard English whereas the norms of English refer to diverse, flexible, and multiple forms in GELT, not static to NE. The teachers in the traditional ELT require NE-speaking teachers and Non-NE-speaking teachers (same as L1) whereas the teachers in GELT need qualified, competent teachers, they are able to be different to L1. The role model in the traditional ELT means to NE speakers; but the role model in GELT means to the expert users who influence of English language. The materials of traditional ELT refer to NE standard and NE speakers, however the materials in GELT refer to the most noticeable English-speaking communities and contexts. In the traditional ELT, the other languages and cultures have been seen as a hindrance and source of interference, in contrast, they have been seen as a resource with other languages in their linguistic repertoire in GELT. The needs of traditional ELT are defined as the Inner Circle, but, in GELT, the needs defined to the global English users. The criterion of assessment of traditional ELT assesses the accuracy according to prescriptive standards, whereas it assesses the communicative competence of GELT. The learning goals of traditional ELT are native-like proficiency differentiate to GELT that the learning goals are the multicompetent users. The ideology in traditional ELT has been underpinned by an exclusive and ethnocentric view of English, however the ideology in GELT has been underpinned by an inclusive Global Englishes perspective. The orientation of English in traditional ELT is monolingual, in contrast to GELT the orientation is multilingual or translingual.

The GELT framework, according to Rose and Gollaway's (2019) current thinking is illustrated and discussed by GELT as follows. In terms of target interlocutor, there is a need to move away from illustrations of the native speaker as being the preferred target for learners of use of English in the future. Research on English use has shown that twenty-first-century learners of English will need the language to engage with a global community of users, and we see that teaching



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

practices will need to fully prepare students for this (Rose & Galloway, 2019). While in some contexts a shift is evident. Research has shown that, even in somewhat ELF-aware contexts such as Germany, the target interlocutor is still widely presented to students as the native speaker. The study shows that only one pedagogical task across four textbooks at the advanced level could broadly be defined as positioning the target interlocutor as an ELF speaker (Syrbe & Rose, 2018).

The ownership of the English language emphasizes that the native speaker stems from the underlying ideology within the Inner Circle. This is despite the fact that English speakers outside the Inner Circle have long outnumbered those within it – a fact that is only going to become more prevalent in the future. By the year 2050, the number of English speakers may exceed 4 billion, with slightly more than 0.5 billion classified as first language English speakers. This will further increase the ratio of L1 to L2 speakers to a 1:8 ratio, compared to Crystal's (2003) oft-cited 1:3 ratio. Within a GELT perspective, the owners of English are seen as being as fluid as the language they speak, moving beyond outdated notions that geographic borders and nation-based states 'contain' language and speakers (Rose & Galloway, 2019).

The target culture is connected in the representation of ownership and target interlocutors in which the language is to be used. The cultural depictions have been described as a call for change to illustrate the fluid and diverse cultures where English is used. Baker's (e.g., 2009, 2012b, 2015) work has played a key role in leading the movement to innovate culture in language classrooms that have traditionally been underpinned by static models. In ELF interactions, intercultural awareness acknowledges the need to shift away from essentialist conceptualizations and emphasizes the flexible, dynamic, and complicated link between language and culture (Rose & Galloway, 2019).

Language teaching standards are likely the most difficult to change because they are based on the standard language idea that a standard, or proper, form of the language exists. During their schooling, students will benefit from more fluid, diversified, and various versions of the language (Rose & Galloway, 2019). For instance, an explicit pedagogical task involving an informed debate over Singlish and the Speak Good English Movement in Singapore helped to challenge students' standard language ideology (Rose & Galloway, 2017).

GELT encourages the positioning of qualified, expert users as good role models for learners. While this may prove difficult, due to the prevalence of standard language ideology as discussed above, initial research shows a raised awareness of the value of expert users as role models and teachers (Rose & Galloway, 2019). A study by Galloway and Rose (2013) aimed to explore the effects of hiring teaching assistants for an English-medium business course in Japan, based on their perceived value as both role models of expert ELF users (e.g., having used English in diverse contexts) and having knowledge of business concepts. The study showed that students valued having expert ELF users as guest speakers on the program, as they represented achievable role models and inspired the learners to reach the same standards.

The English teachers of authentic role models tie in with the need to position competent teachers. Ultimately, native speaking teachers are often positioned as authoritative users of the language, they often make poor role models for learners, representative of a largely unachievable yardstick to which to measure their own language-learning aspirations. Non-native speaking teachers, on the other hand, were once learners of the language themselves, and have often built up a repertoire of learning practices, knowledge and experiences that have seen them become actual authoritative figures of English language teaching (Rose & Galloway, 2019).

In terms of movements in the sources of materials used, GELT sees a need to draw upon a wider range of sources from global uses of English language today than is currently occurring (Rose & Galloway, 2019). The ELT industry is still currently propped up by Anglocentric publications, due to a pervasive view that they are the source of authoritative experts and publications in the field (Jenkins, 2009). According to Rose and Galloway (2019), textbooks should offer a more accurate representation of students' future English-language use. Demands analysis is thus critical in ensuring that instructional resources meet the future language needs of the kids with whom they are utilized.

In the field of English language instruction, there has already been a considerable conceptual shift in the understanding of the function of first language and culture, but some traditional ideologies remain (Rose & Galloway, 2019). The ideology remains in English-language classrooms throughout the world with further gravitation towards English-only pedagogy in some national school contexts, such as



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

in Korea (Tollefson, 2007). Such notions are challenged by GELT, which, relying on comparable movements within the multilingual turn, regards learners' language repertoire as a vital resource for learning rather than a source of interference (Rose & Galloway, 2019).

An uncontroversial component of required change to move away from customary ways to deal with ELT to a Global Englishes approach is an adjustment to conceptualize understudies' needs. While most great educators as of now observe needs investigation as being fundamental to educational program improvement, the Inner Circle is frequently thought to be a piece of this need and, accordingly, is infrequently problematised. Numerous projects set up their educational plan around an assumption that understudies need to utilize English in Inner Circle settings, or with speakers from such settings. GELT challenges this thought and contends that most understudies' needs today – and particularly the individuals who are learning English for worldwide use – are notably not the same as the past. Along these lines, educators must settle on educated choices dependent on the cautious needs examination of their understudies. While the Inner Circle may in any case be significant for certain understudies, it may not be for all (Rose & Galloway, 2019).

### **Raising Awareness about the Target Interlocutors**

The target interlocutors refer to native English speakers and non-native English speakers who are represented as being users of English throughout the English textbooks. The target interlocutors are representative of a diverse range of all global English users (Rose & Galloway, 2019). Raising awareness of the Global Englishes is seen as an essential part of a globalized context. Awareness raising has involved directly teaching students about the contemporary Global Englishes, the ownership of English language, diversity of English language and issues surrounding standard language ideology (Matsuda, 2017). Raising awareness in the learner body can also make students receive more of the advantages of being taught by a nonnative user of the language, who may not share their first language (Galloway & Rose, 2013; Matsuda, 2017).



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

### **The Ownership of English**

The term ownership has referred to the ways that speakers used appropriate English language for their own needs (Higgins, 2003; Widdowson, 1994). Because of the raise of English speakers, Warschauer (2000) predicted that with the growth of English learners worldwide, they will see English as their own additional communication language rather than a foreign language. Nelson (1992) argued that English users have claimed their ownership with encouragement ‘each English user must now say “It is my language” and adapt to variously appropriate context, in “my” culture or another’s (p. 337).’ The term native no longer refers to British or American, or inner circle varieties. It has become more accepted by speakers in the outer circle, for example, Singaporean English (Singlish), Indian English, and Kenyan English (Higgins, 2003). For those who are outer circle and expanding circle, they ought to adopt a pluricentric perspective of English norm in their own right to be native speakers. Because the English users consider speech that resembles received pronunciation (RP) to the prestige dialect of British English (Higgins, 2003).

### **Implications of Global Englishes for Language Teaching**

In one of the three investigations revealed by Shim (2002), twenty-seven students in the scientist's class were presented to World Englishes through TV (a program called Crossroads Café). Impacts were to some degree unpronounced with twenty-three needing a universally acknowledged showing model (although this is not completely clarified in the article, nor are benchmarks of mentalities before the introduction was appropriately revealed so as to get change). Despite this, all twenty-seven members wanted to comprehend non-local English speakers, and each of the twenty-seven expressed they would take an interest in an ELT program that was presented by non-local English speakers. Further work is required on the introduction of assortments of English in the study hall, including more severe proportions of mentalities and proportions of progress prior and then afterward presentation.

Galloway’s investigations (2011; 2017) give an account of the creation and execution of a particular Global Englishes course at a Japanese college. The course incorporated various exercises encompassing Global Englishes points, including ELF, variety in English and standard language belief systems. Notwithstanding the



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

questionnaires and interviews, she utilized center gatherings with understudies, and pre-and post-course interviews to analyze changes in perspectives to the issues encompassing the spread of English as a worldwide language. She utilized a correlation gathering of understudies contemplating a module on the travel industry, which uncovered a noteworthy widening of the Global Englishes understudies' perspectives towards English, remembering raised certainty for understudies' self-way of life as English users.

Galloway and Rose (2014) listening diaries were utilized with 108 students in Galloway's English classes at a Japanese college. The journals were joined to a movement that presented students to tests of self-selected assortments of English or tests of ELF collaborations, by having them consider their purposes behind picking the example, and their responses to it. We discovered that, while the listening journals brought issues to light of variety in English, the shallow idea of the undertaking likewise strengthened generalizations in certain understudies and saw them see some non-standard assortments as 'weird' contrasted with the models they had gotten in class.

Other works of Sung (2018) provide details regarding an out-of-class movement requiring Hong Kong students to take part in ELF communication. Sung investigated students' composed reflection, which was like the procedure of our 2018 investigation on introductions, so as to inspire students' unprompted responses to the experience. The creator infers that the action raised students' mindfulness and basic awareness of the utilization of English as a worldwide language.

The study of Vettorel (2013) was significantly bigger in its investigation of the adequacy of an ELF cooperation practice between school-matured children in Italy and companions from European nations. The undertaking in question took place with elementary school students aged 9–11, who took part in a multi-stage venture, which previously brought issues to light of English as a most widely used language, before presenting an arrangement of exercises for more than two years, with 540 students from Italy, Poland, Latvia furthermore, and Slovakia communicated first by means of composed correspondence and, in later cycles, by means of online correspondence (both composed and spoken). The task utilized corpus research strategies to break down the information to look at language use; in any case, the

discoveries likewise have academic incentive in their assessment of the movement itself. Vettorel's (2013) careful announcing of, and thinking about, the action provides the chances for different educators to actualize components of the venture inside their own educating settings.

### **English Textbooks**

Textbooks are teaching and learning materials used in educational curriculum (Brown, 2001). Also, textbooks refer to a procedure which prompts a target unquestionable portrayal (McGrath, 2002). Along these lines, reading material examination can be characterized as an intensive examination of course readings utilizing a predictable assessment technique to distinguish the specific qualities and inadequacies in reading material that are now being used (Sheldon, 1988, cited in Wong, 2011). Likewise, the data obtained from the examination of reading material is of most extreme significance not just for understanding the benefits and suitability of the current course book yet in addition for the adequacy of language. A textbook can frequently assume a critical job in learners (Mukundan, Hajimohammadi, & Nimehchisalem, 2011). When an intensive examination of course readings utilize a reliable assessment strategy, it will be remunerated by having picked a course reading that best fits all the expressed rules made by instructors (Brown, 2001), and help teachers in recognizing the specific qualities (Wong, 2011) and deficiencies in reading material now being used (Sheldon, 1988, cited in Wong, 2011). Shannon (2010) argues that textbooks are products, political items, and social portrayals and, accordingly, are the site and consequence of battles and bargains to decide how and by whom they will be created, how and by whom their substance will be chosen, how and to whom they will be circulated, and how educators and understudies will utilize them.

Textbooks act as wellsprings of thoughts and exercises (Cunningsworth, 1995, cited in Sarem, Hamidi, & Mahmoudie, 2013). They assume a significant job in making the jump from goals and plans to classroom exercises (Schmidt, McKnight, and Raizen, 1997, cited in Sarem, Hamidi, & Mahmoudie, 2013). While study hall action explicitly alludes to a sensibly brought together arrangement of understudy



conduct, constrained in time, went before by some bearing from the instructor, with a specific goal (Brown, 2001).

### **Advantages and Disadvantages of Using Textbooks**

The practice of utilizing textbooks is as old as writing itself. Long after the ‘collocation’ textbook, the term textbook first arose in the 1830s. (Love & Pimm, 1996). The instructional value of a textbook is critical. Mikk, (2000) claims that “textbook analysis dates back to 900 A.D. when Talmudists counted words and ideas in texts” (p. 77). A textbook is something that pupils will read every day, and any messages, no matter how minor or benign, are accessible to interpretation by a young sensitive mind. A lot of persons should be involved in the process of designing, revising, and publishing a textbook. Mikk (2000) recommends that in order to incorporate these issues, this ‘working team’ should include a topic specialist, a teacher, an education psychologist, an artist, and a text specialist. A good textbook must examine content, value-forming components, motivating factors, accessibility, visuals, study tips, and so on; it must inspire a passion for knowledge. The ‘zone of proximal development’ is discussed by Vygotsky (1956, referenced in Mikk, 2000: 69). He recognizes the necessity for textbooks to guide pupils to such a zone of optimal learning. Difficult activities create irritation, whereas easy jobs have minimal affected on students’ progress. Textbooks are required to motivate pupils to work in this zone. Research can assist guarantee that textbooks are geared toward this end.

Cockroft’s Report (Cockroft, 1982) mentions the rise in popularity of a ‘Problem Solving’ approach in the early 1980s; however, Cockroft notes that despite the change in curriculum focus and apparent acceptance of this approach, textbooks never followed suit, and thus textbooks were one of the main factors contributing to its failure in that they failed to adapt accordingly. Many curricular projects have used a problem-solving approach or a modified problem-solving approach since the Cockroft Report.

Textbooks play an important part in the teaching-learning process by dealing with the content that will be provided to the students. Cunningsworth (1984, cited in Richards, 2001) discussed the roles of textbook materials in language training. These are some examples:

- A source of activities for learner practice and communicative interaction,
- A reference source for learners on grammar, vocabulary, pronunciation, and so on,
- A source of stimulation and ideas for classroom activities,
- A syllabus (where they reflect already determined learning objectives)
- A support for less experienced teachers who have yet to gain in confidence.

A textbook is a book that is intended for 'instructional use.' Given the relevance of textbooks, a plethora of professionals have performed research to investigate their significance. Textbooks are sometimes utilized as a supplement to classroom instruction (O'Neill, 1982).

Using textbooks in the classroom has advantages and disadvantages depending on how it is used and the context in which it is used. What teachers think is the advantage of textbooks. Another teacher may be at a disadvantage (Graves, 2000). The following list contains the most commonly cited advantages of using textbooks (Graves, 2000; Basturkmen, 2010):

- Provide a course syllabus, as the author of the syllabus decided what to learn and in what order.

- Students feel secure because they have a kind of study schedule.

Students know what to expect and know what is expected of them.

- Offer a variety of visuals, activities, readings, etc., saving teachers time finding and developing such materials.

- Provides teachers with a basis for assessing student learning. Some textbooks include tests and assessment tools.

- May include supporting materials (teacher guides, CDs, worksheets, videos).

- Using the same textbooks for all teachers provides some consistency within the program. If the textbook follows an order, such as within a series, it will be consistent across levels.

Textbooks also have limitations that can lead to teacher and student dissatisfaction with the course. Below is a list of the most commonly cited drawbacks of using only packaged textbooks (Graves, 2000; Basturkmen, 2010).

- Textbooks are often written for a global market and often do not reflect the interests and needs of students, so the content and examples are not relevant or appropriate to the group and do not reflect the needs of the students.
- Text, dialogue, and other aspects of content are typically written specifically to incorporate teaching points, and often contain non-genuine language because they do not represent actual language usage.
- The content may not be at the appropriate level. Activities are poorly combined (too much X, too little Y), too much emphasis on one or more aspects of the language and not enough others, or what the teacher wants.
- The order of units does not correspond to actual work-related needs.
- Activities, reading, photography, etc. can be boring.
- Timelines for completing a textbook or part thereof may be unrealistic.
- Textbooks do not consider students' prior knowledge.

Graves (2000) suggests that to minimize difficulties in choosing textbooks, teachers should: use the textbook as a guide feel free to modify, evaluate, develop, change, delete, or add to the textbook's content supplement the textbook with many external readings.

### **Barriers of Innovations in ELT**

Galloway and Rose (2015) have explained and identified the barriers of innovations in ELT. There are five possible barriers that have caused difficulty, one of the five potential hurdles to success in accomplishing change is a shortage of resources that give realistic illustration of global language environments. (Rose & Galloway, 2017). The majority of ELT materials fail to acknowledge the diversity of the English language; and no publisher 'dares[d] to be different' (McGrath, 2013, p. 198). However, teachers must be good at materials evaluation as Matsuda (2012, p. 169) mentions teachers "have a rich enough knowledge of and personal experience with all of the varieties and function of Englishes the exist today, and, thus, they need to rely on teaching materials in order to introduce students to the linguistic and

cultural diversity of English.” There has been gained some argument in recent years and ELT industry has included of section on the global spread of English in teacher training manuals (Galloway & Rose, 2015), for instance:

- There is a section of World Englishes in the opening chapter of the book, even though there is solely a brief mention of ELF (Harmer, 2007).
- There is an audio material called ‘Global Voices’ in the latter English course book series Global Textbook from David Crystal, but this textbook concentrates on native English speaker norms (Galloway & Rose, 2015).

Notwithstanding, a number of books have been included in the publication to introduce the history of English to students, the uses of sociolinguistics, and descriptions of different varieties and the issues surrounding them, as shown in Table 3. Nonetheless, as shown in the table, only four of the books include audio material, several have limited ELF coverage, and just a handful incorporate practical exercises (Galloway & Rose, 2015). Further points about Global Englishes materials of these books include:

- The CD contains 31 Inner Circle usage tracks, 16 Outer Circle usage tracks, and four ELF interactions, albeit these ELF encounters do not involve native English speakers (Kirkpatrick, 2007);
- There are a total of 17 speakers, including 11 Inner Circle, three Outer Circle, and two or three Expanding Circle speakers (Melchers & Shaw, 2011).

Table 3 Global Englishes Materials

Selected books	Audio	Inner	Outer	Expanding	ELF	ELT
		Circle	Circle	Circle		
		Number of pages covering topic				
Trudgill and Hannah (2008)	Yes	110	17	0	0	0

Table 3 (Continued)

Selected books	Audio	Inner	Outer	Expanding	ELF	ELT
		Circle	Circle	Circle		
	Number of pages covering topic					
Jenkins (2009)	No	33	42	14	24	7
Kirkpatrick (2010a)	No	152	82	67	104	50
Kirkpatrick (2007)	Yes	44	54	7	16	14
Melchers and Shaw (2011)	Yes	79	57	21	6	2
Schneider (2011)	Yes	51	54	10	4	5
Matsuda (ed.) (2012)	No	10	5	75	15	200

Source: Galloway and Rose (2015, p. 150)

### English Textbooks in Thai Context

The Thai Ministry of Education announced the 2001 Basic Education Curriculum as the fundamental countrywide curriculum, which was modified in 2008. The differences between the 2001 and 2008 standards are in the specifics of selecting eligible classrooms, such as appropriate teaching hours, content, and classroom management. The present basic education core curriculum defines goals and learning standards, as well as a framework and direction for the basic level of education, all of which help to improve learners' quality of life “who would attain virtue, wisdom, as well as the capacity to maintain Thailand's competitive position in the world community” (Ministry of Education, 2001). English is one of the obligatory subjects in all Thai schools, according to this purpose. Various English class hours are provided by schools for different grade levels. English is a compulsory subject in Thai schools and is highly regarded in the job market, however English study in Thailand is fraught with difficulties. Choosing English textbooks is one way that may contribute to this long-standing issue. According to Simpson and Thammasathien

(2007), English is becoming more widely used and valued by Thailand's urban middle classes.

Textbooks are quite significant in Thai classrooms. Commercial textbooks and in-house textbooks are two types of textbooks. Different schools utilize different textbooks for students in the same grade level. Because English textbooks are crucial to English language acquisition, it is critical to examine their importance, the types of textbooks accessible, and how teachers choose textbooks for their students. The number of English textbooks that are approved by the Office of the Basic Education Commission in the lower secondary level (Grades 7 to 9) were fifteen textbooks for Grade 7, fifteen textbooks for Grade 8, and fifteen textbooks for Grade 9, for a total of forty-five textbooks.

### **Related Research on English Textbooks Analysis**

This section is involved in the related studies on English textbook analysis that have been conducted. Most of the studies have been conducted in European and Asian countries. Most of the results of previous studies commonly showed that the English textbooks in many countries are heavily influenced by native English speakers, including the ownership of English, cultures, and target interlocutors. Even though the English users are the non-native English speakers.

An examination by Syrbe and Rose (2018) researched three fundamental reading material arrangements in the province of North Rhine-Westphalia in Germany, a crowded district with political clout. The state-set English-language educational program contends that it means to build up students' informative and intercultural capability to utilize English as a most widely used language, just as building up understudies' collection of etymological assets and multilingual profiles. The examination utilized an adjusted GELT structure, concentrating on portrayals of possession, clients, models and target questioners of English. The examination found that, of the twenty-nine legitimate portions utilized over the three books, twenty-six included just local speakers of English, for the most part commanded by American and British English clients imparting inside their own unique situation, one included correspondence between an Outer Circle speaker and an Inner Circle speaker, and another included an Expanding Circle speaker speaking with an alleged local speaker

from the Inner Circle. There were no instances of most widely used language correspondences of Expanding Circle speakers speaking with other Expanding Circle speakers. In a further assessment of target conversationalists over each of the three reading materials, the writers discovered just two undertakings where the objective questionnaire was not a local English speaker. An investigation of sound materials considered received to be as the predominant complement, with some portrayal of other Inner Circle assortments of English, however just a single discussion between two speakers from Expanding Circle nations. The creators contend this is unrepresentative, in thinking that information shows that Germans utilize English most when they travel, and in more noteworthy numbers with individuals from Spain, Italy and Turkey than with individuals from the United Kingdom or Ireland.

An investigation by Chan (2014) assessed the suggested elocution focus in the instructive arrangement of Hong Kong by locating data from the new English textbook educational plan, assessment papers and monetarily distributed course readings, with specific reference to World Englishes and English as a most widely used language. Consequences of an examination of the new English textbooks educational program indicated that the educational plan considered World Englishes and ELF points of view in the selection of settings, while minimizing the significance of adjusting to 'local' articulations, yet at the same time being thoughtfully guided by them. The assessment investigation saw that the listening assessment included nearby Hong Kong English speakers, in any event, when the greater part of them had a local emphasis. Be that as it may, the evaluation models appeared to verifiably criticize these speakers' phonological highlights. An investigation of ten business reading material watched an incorporation of language-utilizing settings that included English speakers from around the globe; notwithstanding, RP stayed to be the principal decision of complement in many accounts.

An examination by Meidani and Pishghadam (2013) explored the degree to which four significant English-language course books exhibited the global status of English. Their investigation inspected references to Inner Circle, Outer Circle and Expanding Circle nations, just as an examination of accents, spots of societies and individuals in the writings. The investigation attempted to acquaint a fleeting component with the examination, by picking four distinct course readings distributed



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

over a twelve-year time span. The investigation uncovered contrasts among the chosen books with a steady propensity for later course readings to show more acknowledgment of the global status of English. Because of an absence of control for puzzling factors other than time, which may likewise clarify contrasts (for example, the course readings have various essayists or distributors and might be focused on various crowds), it is hard to acknowledge the outcomes at face esteem. In any case, the examination includes proof of a more noteworthy consideration regarding EIL in certain course readings.

Tajeddin and Teimournezhad (2015) analyzed two middles of the road level reading material: one limited course reading from Iran and one famous global reading material. They utilized a structure to classify societies into the objective culture (American or British), the source culture (Iranian), universal societies or culture impartial. The creators additionally measured events of intercultural associations inside the writings, including ELF co-operations. Their outcomes demonstrated that the limited course reading focused on culture-unbiased portrayals while the universal reading material contained a more prominent number of intercultural connections, which included ELF collaborations.

Vettorel (2018) investigated ELF and communication methods in English textbook materials in Italy. The research depicts English textbook contents aimed towards upper secondary school students in Italy, including exercises and assignments relating to communication tactics. Twenty English textbooks from well-known Italian and international publishers were chosen and reviewed. The study is divided into two portions. First, the view on communication methods is communicative and cooperative, with strategic competency regarded as an underlying factor. A second stage is to connect the framework's components with ELF research on communication methods. Despite the limited scope of the materials examined, his findings suggest that the relevance of CSs in L2 communication, particularly in ELF, has not yet been acknowledged in ELT materials. Furthermore, CSs are not consistently controlled in the findings, and, despite some favorable epitomes, adequate consideration is not given to their critical role in correspondence, particularly in ELF situations. The hybridity and diversity of the speakers' lingua cultures that characterise these



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30



contexts, together with the members' shared non-nativeness and multicompetence, make CSs especially relevant in the agreeable co-development of significance.

Takahashi (2016) explored current English textbooks materials in Japan from an ELF viewpoint, where the point of the ELF approach – learning English so as to speak with individuals who have diverse primary languages – is available in language training strategies. Regardless of this obviously expressed point, there are no official rules up 'til now for ELF-situated instructing techniques and materials. She analyzed the nationalities of the characters spoken to in the discourses of each coursebook and checked the quantities of characters from every nation, alongside the quantity of words expressed by each character of every nationality. To finish up, an ELF-direction is found in contrast structures and to varying degrees among the coursebooks investigated in the current examination. This is seen plainly in the sheer number of various non-Japanese NNS characters that are utilized in the books, and in occasions of correspondence that exist solely between NNSs. This is clear just as in the quantity of various ELF attributes found in the readings.

Kırkgöz (2009) addressed an evaluation of three English course texts that the Turkish Ministry of National Education has approved for use in Grade 4 courses in state elementary schools. Educators and students responded to a 37-item reading material evaluation survey (Smiley Questionnaire) to share their thoughts on various sections of the course materials. The two member meetings also gathered to enhance additional pieces of understanding into the use of the reading content. Discoveries revealed the level of appropriateness of the three course readings used by young English pupils. Proposals are made for future changes to or restructuring of the reading material for young English students.

In the research of Fukkink (2010), substantive assessment of the course materials used in the Dutch youth educator training reveals significant deviations from the specified pedagogical agenda. The books do not adequately cover the substance norms listed in the expert profile for educators or the substance guidelines found in the instructive profile of their instructional classes. While they pay close attention to the instructor's instructional obligations, other tasks outside the essential work process are either handled in less detail or ignored entirely, including the requirement for vital arranging, reflection and assessment, the advancement of



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

instructive arrangement, and participation and contact with associates from various controls.

Litz (2005) assessed a college level reading material utilized in one of the language courses at a college in South Korea. An aggregate of eight college educators instructing that specific language course and 500 students was overviewed. The examination received a post-use assessment approach concentrating on how the reading material can address student's and educator's issues. This study needs to determine the overall education and the significant contexts of the books of the program in the university. The questionnaires were sent to the two students and educators to study their post-use understanding on their apparent instructive estimation of the substance of the course book and furthermore useful contemplations, for example, format and structure. The student adapting needs investigation had additionally been led as the analyst felt that such examination can help course originators to guarantee that the instructing targets of the language course are lined up with students' needs.

Alyousef (2007) assessed optional level third grade middle English reading material utilized in Saudi Arabia. The investigation utilized the agenda strategy for assessment crafted by Cunningsworth (1995), and changed the agenda based on the neighborhood conditions. The agenda which the writer named "Course book Evaluation Tool" or essentially "CET" was then sent to a gathering of one hundred and eighty-four exploration members composed of educators and understudies as a survey for a post-use assessment of the reading material. Quantitative strategies were applied to investigate the assessment results. Two unstructured meetings were additionally led with two managers in the Saudi Arabian Ministry of Education to give supporting information to the assessment discoveries.

### **Chapter Summary**

According to the increase of global English users, the Global Englishes for language teaching has become the turning point of English education to those English users. The study on the GELT investigates the related research as an umbrella term of Global Englishes. One needs to examine World Englishes, English as a lingua franca, English as an international language, translanguaging, and multilingualism for more



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

understanding relevant to the Global Englishes. Previous research has shown that English language does not rely on the native English speakers only. But non-native English speakers can own the English language. The fluidity of language and culture is the relative advantage for conceptual understanding. In the GELT framework, there are differences from the traditional ELT that always focuses on the NES and standard English. However, the GELT concentrates on the global English users, fluid cultures, diverse cultures, competent and qualified teachers, fluid and flexible English norms.



9691 15835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter presents the research design, context of the study, population, participants, research instruments, data collection, data analysis, and ethical considerations.

#### **Research Design**

A qualitative research design was used in this study, consisting of two phases. The first phase was to analyze English textbooks, commonly used by English teachers in Chonburi province and whether they reflected Global Englishes features. A coding method was used to analyze the textbooks—the findings in the first phase were used to inform the second phase. In the second phase, the teachers, who used the English textbooks partially containing Global Englishes features, were purposefully selected to explore whether they implemented Global Englishes in the classrooms. Interview was employed to determine the extent of teachers' implementation of Global Englishes features. The details of each phase are presented below.

#### **Phase 1: Analyzing English Textbooks**

This phase analyzed the English textbooks to determine the extent to which lower-secondary school English textbooks commonly used by English teachers in Chonburi province, Thailand had Global Englishes features. The textbooks were qualitatively analyzed. The details of this phase are presented below.

#### **Obtaining English Textbooks**

Specifically, the study designed the procedure to obtain the English textbooks. First, I used a survey to ask English teachers at the lower secondary schools in Chonburi province about the English textbooks that they used. I used Google Form to collect the English textbooks from teachers. Then, I made a survey with the necessary general and specific data for the study. There was gender, age, years of teaching experience, and teaching grade/class for the general data. And there



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

was only one question for the specific data which was the name of the textbooks used in the school. I asked, “What textbooks do you use for the lower secondary level in your school?”. The survey was sent through the AMSS system of The Secondary Educational Service Area Office Chonburi Rayong. The participants answered in the Google Form by filling in the essential answer that this study needed. After receiving the survey, the most used textbooks were selected for analysis. There were forty teachers from fourteen secondary schools who responded to this survey. There were sixteen teachers out of forty teachers who used the same textbooks, they were *Spark* 1, 2 and 3 in the lower secondary.

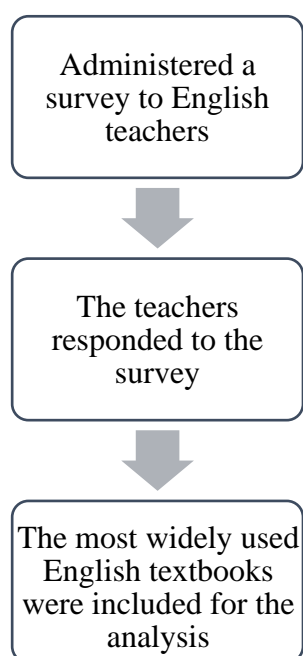


Figure 1 The Process for Obtaining the English Textbooks

### Analytical Framework for Textbook Analysis

For the analytical framework of this study, I adopted Syrbe and Rose’s (2018) framework for textbook analysis. Syrbe and Rose (2018) analyzed English textbooks in Germany as to whether they consisted of Global Englishes features. After that, the analysis was investigated following an analytical framework to the extent of Global Englishes features in the English textbooks.

Table 4 Description of Global Englishes Features for Analytical Framework

Global Englishes Features	Description
Target interlocutors (Who is positioned as the target interlocutors in the English textbooks?)	Global Englishes attempts to raise learners' awareness of all English users as their target interlocutors. The target can be NES, NNES, or all English users.
Ownership of English (Who is positioned as having the ownership of English?)	The English language belongs to the English users, Inner Circle, Outer Circle, and Expanding Circle. The Use of English is directed toward the user of English language.
Target culture (How is culture depicted in the materials?)	The cultural depictions are described as a call for change to illustrate the fluid and diverse cultures where English is used.
Norms (What models and norms are used in the books and audio materials?)	The model of English is fluid, diverse and flexible in the context.
Orientation (How are the concepts related to Global Englishes presented?)	The concepts of English are fluid with a variety of English in the English textbooks.

### Data Analysis

To analyze the textbooks, I examined every single page of the three selected English textbooks, *Spark* 1, 2 and 3, which were the most widely used from the answers of the survey. In Thailand, the Office of Basic Education Commission had approved forty-five English textbooks from the publishing house for secondary 1-3: fifteen books per grade, secondary 1, 2 and 3. The data were analyzed thematically of

content analysis to obtain the aspects of Global Englishes features that were present in the English textbooks. I counted the data that followed the Global Englishes framework: target interlocutors, ownership of English, target culture, and norm of English. As a result, a descriptive exploration was conducted to describe the findings of Global Englishes features in these English textbooks. The descriptive exploration designs aimed to investigate the circumstances that had never been manipulated systematically in this context (Prabjandee, 2020).

### **Trustworthiness**

To maximize the trustworthiness of the textbook analysis, intra-rater reliability by using Cohen's Kappa was used. The intra-rater reliability was measured by having the rate read and evaluation of each paper more than once. For this study, I analyzed and reanalyzed the textbooks until no new findings were revealed. In this case, I wanted to maximize the richness and the trustworthiness of the analysis.

### **Phase 2: Investigate teachers' perceptions of Global Englishes features manifested in the English textbooks**

The goal of this phase was to investigate the teachers' perception of Global Englishes features manifested in the English textbooks. In this phase, I employed the interview to elicit the data.

### **Participants**

The participants were Thai teachers who taught English and used the textbooks that were revealed to have Global Englishes features. The number of participants depended on the analysis of the textbooks in the first phase. The teachers were contacted via email to participate in the research. Later, I sent a formal letter with a consent form to the participants. There was the request for assistance to participate in the study for an interview.

### **Context of the study**

This study was conducted at Chonburi province's public secondary schools. Education in Chonburi province is competitive and successful as the high ranking of



9691 15835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

O-NET (NIETS, 2019). It located in the Eastern Economic Corridor (EEC) which is a diverse region of people. There are many tourist places for Thai and foreign tourists. Many foreigners work and live here. Additionally, the English textbooks that I used were lower secondary or Grades 7-9 from the schools in the survey. There are 31 schools under the secondary educational service area office Chonburi-Rayong. They categorized the schools by the number of students. Mostly, they are large schools with more than 1,200 students. And some are larger schools with more than 3,000 students.

### **Data Collection**

To explore teachers' perception of Global Englishes features manifested in the English textbooks, the interview was used in this phase. The interview questions involved the research purpose that explored teachers' perception of Global Englishes features manifested in the English textbooks. Actually, I used observation and interview for data collection to explore teachers' implementation of Global Englishes in English textbooks. Unfortunately, the plan was changed due to the COVID-19 pandemic which restricted entry to classrooms for outsiders, I changed from interview to investigate teachers' perception of Global Englishes features manifested in the English textbooks instead. To elicit the data, the participants were interviewed with recording for transcription. I relied on their experiences while teaching in the classroom. The interviews consisted of several topics: how did you use the textbooks, were you aware of Global Englishes in the textbooks? Which sections were the most important, and why? If the students were not aware of the diversity of English, what would you do? How did you respond to the students when they made mistakes about the pronunciation or spoke with their own accents? These topics were used to guide a conversation in a relaxed, comfortable, and uninterrupted environment.

### **Data Analysis**

Before analyzing the data, the quality of data was maximized (Prabjandee, 2019). For instance, the interviews were transcribed and rechecked for accuracy. To analyze the set of data within the individual teachers by using a coding method, the evaluation also investigated whether there were any corresponding features to Global Englishes, for example maps depicting the spread of Englishes, nativization of



9691 15835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30



English in the outer circle (Syrbe and Rose, 2018). After analyzing each teacher, I compared the findings from teachers to describe teachers' practices of Global Englishes.

### **Trustworthiness**

This study, to maximize the trustworthiness of the textbook analysis, used Cohen's Kappa for intra-rater reliability. The intra-rater reliability was measured by reading and evaluating each document many times. For this study, I analyzed and reanalyzed the textbooks until no new findings were revealed. In this case, I wanted to maximize the richness and the trustworthiness of the analysis.

### **Ethical Considerations**

In order to address ethical concerns for this study, I sent an official letter and an approval letter from the Faculty of Education, Burapha University to each participant's school, describing the study's objectives, data collection procedures, and device, as well as ensuring that the findings would be safe and would not have an impact on the school. Throughout the study, I maintained each participant's right to privacy and information secrecy to the greatest degree feasible. Before the data collecting methods began, all participants were given a clear and pleasant description of the study. The names of the participants were not written in any of the documents. Furthermore, all receiving data from the interviews was kept in a safe location to ensure anonymity.

### **Chapter Summary**

This study employed qualitative research which was separated into two phases, analyzing English textbooks for the first phase, and investigating teachers' perceptions of Global Englishes features manifested in the English textbooks for the second phase. The qualitative research was content analysis for in-depth English textbooks about the Global Englishes features by adopted GELT framework by Syrbe and Rose (2018), and in-person interview from participants to investigate teachers' perceptions of Global Englishes features manifested in the English textbooks.

Afterwards, the descriptive exploration was used to describe the results of the research questions.



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

## CHAPTER 4

### FINDINGS

This chapter presents the findings of this study organized based on the research questions. The first research question attempts to answer to what extent do lower-secondary schools' English textbooks, commonly used by English teachers in Chonburi province, Thailand, contain Global Englishes features? And the second research question attempts to answer how do teachers implement Global Englishes prevalent in the English textbooks in their classrooms? The details of the findings are presented below.

#### Research Question 1

**To what extent do lower-secondary school English textbooks, commonly used by English teachers in Chonburi province, Thailand, contain Global Englishes features?**

#### Target Interlocutors

The target interlocutors (who was positioned as the target interlocutors in the English textbooks?) were analyzed in two aspects: 1) future scenarios of using English and 2) the writing tasks construction. Overall, there were *40 tasks* of future scenarios of using English in three textbooks (17 tasks in *Spark 1*, 12 tasks in *Spark 2*, and 11 tasks in *Spark 3*). In addition, there were *37 tasks* of writing construction in three textbooks (11 tasks in *Spark 1*, 13 tasks in *Spark 2*, and 13 tasks in *Spark 3*). The analysis revealed the findings as follows.

#### Future Scenarios of Using English

From the three textbooks, the total number of 40 future scenarios of using English was prevalent in the textbooks. Out of the 40 tasks, it was revealed that 17 future scenarios of using English in *Spark 1*, 12 future scenarios of using English in *Spark 2*, and 11 future scenarios of using English in *Spark 3*. In Table 5, the common situations presented in two or three textbooks which are shown in the first row of the

table (two and three textbooks). The situations which only appeared in *Spark 1* are shown in the second row of the table (appear in *Spark 1*). The situations solely presented in *Spark 2* are shown in the third row of the table (appear on *Spark 2*). The situations which merely appeared in *Spark 3* are shown in the fourth row of the table (appear on *Spark 3*).

Table 5 Summary of Future Scenarios of Using English

Future scenarios of using		Appear on page number		
English		<i>Spark 1</i> (S. 1)	<i>Spark 2</i> (S. 2)	<i>Spark 3</i> (S. 3)
Two and three textbooks	Greetings and Introductions	4, 5, 7, 15	8	4
	Giving personal information	11, 14, 15	8	-
	Daily routines	-	9	5
	Making suggestions	-	15	63
	Holiday	-	71	99
	Opinions	-	87	81
	Past events	99	39	-
Appear on <i>Spark 1</i>	Buying things	27	-	-
	Rooms and things	39	-	-
	Family	45	-	-
	Time	51	-	-
	Expressing fear	63	-	-
	Weather	71	-	-
	Buying clothes	75	-	-
	Ordering food	83, 87	-	-
Appear on <i>Spark 2</i>	Recommending films	-	27	-
	Asking for and giving advice	-	51	--
	Buying a train ticket	-	63	-
	Asking for and giving information	-	75	-
	Directions	-	99	-

Table 5 (Continued)


	Future scenarios of using English	Appear on page number		
		<i>Spark 1</i> (S. 1)	<i>Spark 2</i> (S. 2)	<i>Spark 3</i> (S. 3)
Appear on <i>Spark 3</i>	Complimenting about clothes	-	-	15
	Health	-	-	27
	Apologizing	-	-	39
	Eyewitness statements	-	-	51
	Giving instruction	-	-	75
	TV programs	-	-	87
<b>Total tasks (40)</b>		<b>17</b>	<b>12</b>	<b>11</b>

Based on the analysis, it was found that most future scenarios of using English positioned the target interlocutor in the English textbooks from the NES countries ( $n = 33$ ), followed by some English users from the NNEs countries ( $n = 7$ ). This section presents some examples to illustrate the points. Examples 1-7 illustrate common situations in two and three textbooks, and examples 8-10 illustrated in *Spark 1*, 2 and 3 textbooks, respectively.

### Example 1: Greetings and introductions

In the first example of greetings and introductions from *Spark 1*, 2, and 3, the analysis shows that the scenarios of using English positioned future English use. As shown in Figure 2, task 4 (p. 5) in *Spark 1* reveals that the addresses and telephone numbers are in NES countries, for instance Middle Street located in Brighton, England or Newton Street located in Manchester, England.

• Asking about addresses & telephone numbers


**4**  Ask and answer, as in the example.

<b>1</b> 15 Apple Street – 26558278	<b>2</b> 128 Middle Street – 55243589
A: What's your address?	<b>3</b> 64 Memphis Street – 22943318
B: 15 Apple Street.	<b>4</b> 97 Newton Street – 72398632
A: How do you spell it?	<b>5</b> 38 Melrose Street – 37725921
B: A-double P-L-E.	
A: What's your telephone number?	
B: It's two-six-double five-eight-two-seven-eight.	

Figure 2 Example of Greetings and Introductions in S. 1

As shown in Figure 3, task 12 (p. 7) in *Spark 1* shows the dialogues between friends. They are the pattern of greeting and introductions students had seen in the textbooks. For instance, the name Ingrid is a popular name in the U.K. and people depicted interaction. Based on the dialogues, they are modeled with the learner's position to NES. It was not about all English users.

• Greetings

**12**  Read the dialogues. Act out similar dialogues.

**A**

Claire: Good morning, Ingrid.  
 Ingrid: Hi, Claire.  
 Claire: How are you?  
 Ingrid: I'm fine, thanks. And you?  
 Claire: Not bad.  
 Ingrid: Oh, I'm late! Bye!  
 Claire: Goodbye.

**B**

Lyn: Goodbye, Tony.  
 Tony: Bye, Lyn. See you later.  
 Lyn: See you!

Figure 3 Example of Greetings and Introductions in S. 1

*Spark 2* reveals greeting dialogues as shown in Figure 4, task 17 (p. 8). The dialogues mention the names and places of the NES countries. Based on the dialogues, they are modeled with the learner's position to NES. It is not about all English users.

• Greetings & Introductions

17 a) Read the dialogues and match them to the pictures.

1

A: Hi, you must be new. I'm Sally. What's your name?  
 B: I'm Emma.  
 A: Nice to meet you. Where are you from?  
 B: I'm from Brighton.  
 A: This is my best friend, Alison.  
 B: Hi, Alison. How are you?  
 C: Hi. I'm fine, thanks.

2

A: Hello, my name is Samuel Jones, but please call me Sam.  
 B: It's a pleasure to meet you, Sam. I'm Daniel Briggs.  
 And this is Laura Smith.  
 A: Nice to meet you, Laura.  
 C: Nice to meet you too.


Figure 4 Example of Greetings and Introductions in S. 2

The analysis shows that the greetings and introductions dialogues relied on the native English speakers in all three textbooks. The task indicated the communication in the native English context

### Example 2: Giving personal information

In the second example of giving personal information from *Spark 1* and 2, the analysis shows that the future scenarios of using English depict the varieties of names and countries. As shown in Figure 5, task 6 (p. 11) in *Spark 1*, the diversity of names, nationalities, and cities of people from both the NES and NNES was found. The students could make a dialogue to ask and answer from this information. They could see the diversity of personal data in many countries. Nevertheless, the dialogues that relied on the NES are showcased as shown in Figure 6, task 1 (p. 15) in *Spark 1*. The talks mention the NES names, places, and the people's characters. Based on the dialogues, they are modeled with the learner's position to NES. It is not about all English users.

• Giving personal information


6  Ask and answer.

- Ricardo
- Spain, Valencia
- 12
- Sergio
- Portugal, Lisbon
- 14
- Marika
- Russia, Moscow
- 13
- Jane
- the USA, New York
- 12
- Helen
- the UK, London
- 15

A: Hello! What's your name?  
B: Ricardo.  
A: Where are you from?  
B: I'm from Spain.  
A: You're Spanish, then.  
B: Yes, I'm from Valencia.  
A: How old are you?  
B: I'm 12.

Figure 5 Example of Giving Personal Information in S. 1

• Greetings, Introductions & Asking for personal information

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 6 Example of Giving Personal Information in S. 1

The analysis shows that the examples of giving personal information dialogues reflect the communication in the global context. It was revealed from the diversity of names, nationalities, and countries and students' answers responded to the tasks.

### Example 3: Daily routines

In the third example of daily routines from *Spark 2* and *3*, the analysis showed the future scenarios of using English that could be used



around the world. The NES characters present the daily routine activities. Although the daily routines are done worldwide, the main characters of people in the pictures relied on the NES. It reveals the practice for students by using A and B dialogue with the pattern of questions as shown in Figure 7, task 2 (p. 9) in *Spark 2*, and Figure 8, task 5 (p. 5) in *Spark 3*.

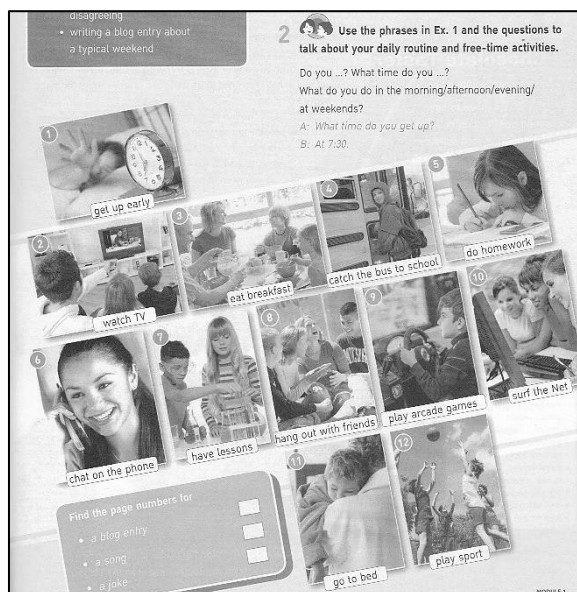


Figure 7 Example of Daily Routines in S. 2

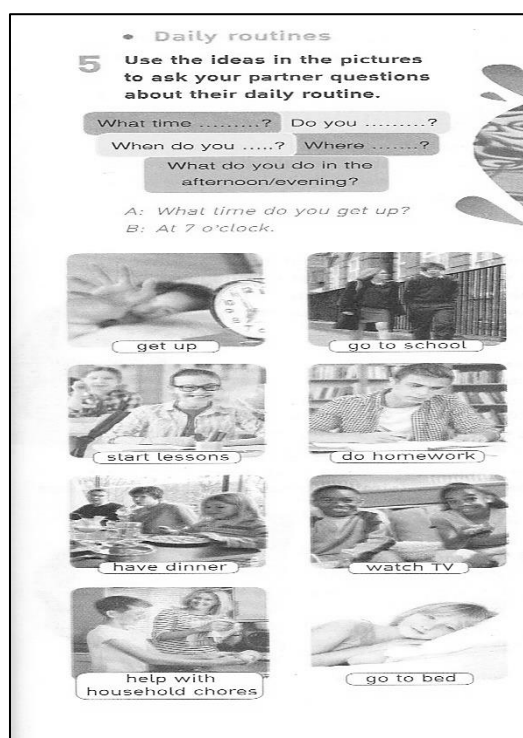


Figure 8 Example of Daily Routines in S. 3

The analysis showed that the daily routine dialogues could be used around the world in the textbooks. Based on the dialogues, they are modeled with the learner's position to all English users.

#### Example 4: Making suggestions

In the fourth example about making suggestions from *Spark 2* and 3, the patterns of the sentences relied on the NES. It was found that the dialogues convey the corrections to the NES. The patterns of sentences for making suggestions are shown as depicted in Figure 9, task 1 (p. 15) in *Spark 2*, and Figure 10, task 2 (p. 63) in *Spark 3*. Based on the dialogues, they are modeled with the learner's position to NES. It is not about all English users.

• Making suggestions

1 a) Listen and repeat. Which syllables are stressed?

- Are you busy this weekend? • Not really, why? • How about going to the cinema? • I'd rather not. • Why don't we go bowling instead?
- What time is good for you? • Great! See you there!

b) The sentences above are from a dialogue between two friends. What is the dialogue about? Listen and read to find out.

Tim: Hi, Emily. Are you busy this weekend?  
Emily: Not really, why?  
Tim: Do you fancy going to an amusement park with me on Saturday afternoon?  
Emily: I don't think so. I don't really like roller coasters and things like that.  
Tim: Oh. How about going to the cinema on Saturday night then?  
Emily: Actually, I'd rather not. Why don't we go bowling instead?  
Tim: Yes, that's a good idea! I'd like that. What time is good for you? 6:30?  
Emily: Let's meet at 7 pm at the bowling alley.  
Tim: Great! See you there!

Figure 9 Example of making suggestions in S. 2

**2** The sentences above are from a dialogue between two friends. What do they decide to do?  
 Listen and read to find out.

**Ann:** Look at this! The school is building a greenhouse. Why don't we join in?  
**Bob:** Sure. It sounds like fun. When is it?  
**Ann:** It's on Sunday 26th April from 10 in the morning.  
**Bob:** Oh no! I'm afraid I can't. I'm playing tennis with my cousin.  
**Ann:** Never mind. I'll go by myself.  
**Bob:** No, I'll tell her we'll get together next weekend. How about meeting at 9:30?  
**Ann:** Great! Why don't you ask your cousin to come along too?  
**Bob:** Brilliant idea! I'm going to call her right now!

Figure 10 Example of making suggestions in S. 3

The analysis showed that the making suggestion dialogues relied on the native English speakers in the textbooks. The task indicated the communication in the native English context.

### Example 5: Talking holidays


There are examples of the holidays in *Spark 2* and *3*. It reveals that they are mentioned to the NNES as shown in Figure 11, task 2 (p. 99) in *Spark 3*. It was found in the conversation about the holiday is Spain. They talk about the places in Spain, the Expanding Circle country. And the analysis shows that the dialogue is specific for students to talk about London, U.K., the inner circle country as shown in Figure 12, task 6 (p. 71) in *Spark 2*. Based on the dialogues, they are modeled with the learner's position to all English users.

**2** The sentences in Ex. 1 are from a dialogue. What is the dialogue about?  
 Listen, read and check.

**Alice:** Hi, Janine. How was your holiday? You went to Portugal, didn't you?  
**Janine:** No, we didn't. We went to Spain and it was great, thanks.  
**Alice:** So tell me everything! Where did you stay?  
**Janine:** We stayed in a great little town called Nerja near Malaga.  
**Alice:** That's on the Costa del Sol, isn't it?  
**Janine:** Yes, it is.  
**Alice:** It must be a lovely place!  
**Janine:** It is. The weather was fantastic and it was a quiet place where we could really relax. We had such a wonderful time that we want to go again next year.  
**Alice:** That's nice. I'd love to go abroad one day but I hate flying.  
**Janine:** That's too bad.

Figure 11 Example of holidays in S. 3

• **Discussing holiday plans**

**6**  **Imagine you are going to spend your holiday in London. Act out your dialogue. Use ideas from the text in Ex. 2.**

A: What are you planning to do this summer?  
 B: We're going to travel to London.  
 A: Really? What are you going to do there?  
 B: I'm going to ...  
 A: Are you going to visit ... ?  
 B: Definitely. I'm also going to ...

Figure 12 Example of holidays in S. 2

The analysis showed that the holiday dialogues reflected both native English speakers and non-native English speakers in the textbooks.

### Example 6: Expressing opinions

These are about expressing opinions of *Spark 2* and 3. The dialogues relied on the NES. As shown in Figure 13, task 2 (p. 87) in *Spark 2*, and Figure 14, task 3 (p. 81) in *Spark 3*, the dialogues depict activities that present the characters of NES countries. It shows the patterns of sentences to use in the conversations. Based on the dialogues, they are modeled with the learner's position to NES. It is not about all English users.

**2** The sentences in Ex. 1 are from a dialogue between two friends. What are they talking about?  
 Listen, read and check.

Carl: Hey, Patricia! What do you think of skydiving?  
 Have you ever gone?  
 Patricia: No, I haven't, but I'd sure like to.  
 Carl: Personally, I think it's very dangerous.  
 Patricia: Oh, I don't think so. You have to wear special safety equipment and take lessons before you can jump.  
 Carl: I see what you mean, but what if something goes wrong and your parachute doesn't open?  
 Patricia: Good point, but there's a second parachute. For me it would be an amazing experience to fly through the air!  
 Carl: I admit that would be great, but I believe it's just too risky.  
 Patricia: To tell you the truth it's probably best to stay on the ground.  
 Carl: Absolutely!

Figure 13 Example of expressing opinions in S. 2

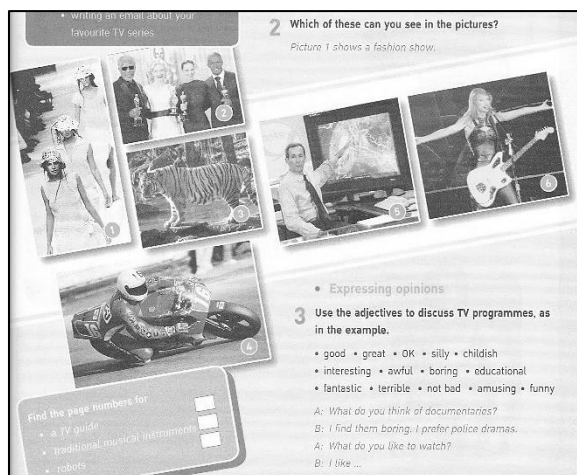


Figure 14 Example of expressing opinions in S. 3

The analysis shows that the expressing opinion dialogues relied on the native English speakers in the textbooks. The task indicated the communication in the native English context.

### Example 7: Past events

The analysis showed that the conversations about past events relied on the NES in *Spark* 1 and 2. It was found that the dialogues deliver the patterns of the sentences to express the past events as shown in Figure 15, task 2 (p. 39) in *Spark* 2. The dialogues depict a little bit of traditional Chinese costume in a party for the English users, as shown in Figure 16, task 2 (p. 99) in the *Spark* 1. Based on the dialogues, they are modeled with the learner's position to all English users.

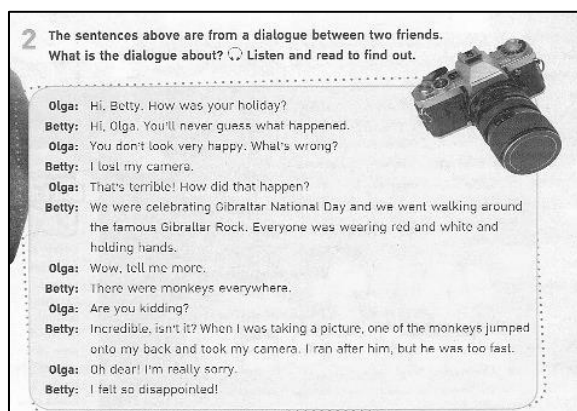


Figure 15 Example of past events in S. 2

speakers and try to copy them. This will improve your speaking skills.

**2** The sentences above are from a dialogue between two friends. What is the dialogue about?  
 Listen, read and check.

Bob: How are you today, Sam?  
 Sam: Much better, thanks. How was Mark's party?  
 Bob: It was great. It's a pity you couldn't make it.  
 Sam: I know. So, who else was there?  
 Bob: Jane, Scott, Matt, you know all of Mark's classmates, and his cousins.  
 Sam: Was Lucy there?  
 Bob: No, she wasn't. She was ill.  
 Sam: Did you have a nice time?  
 Bob: Yes, we did. The music was great and the food was delicious.  
 Matt's costume was fantastic.  
 Sam: Really? What was he?  
 Bob: He was a dragon.  
 Sam: I don't believe it. Could he move around?  
 Bob: No, he couldn't. But it was OK. He was the DJ.

Figure 16 Example of past events in S. 1

The analysis showed that the conversations of other countries reflected the communication in the global context. Based on the dialogues, they are modeled with the learner's position to all English users.






### Example 8: *Spark 1*'s future scenarios of using English









The analysis showed that the dialogues from *Spark 1* about the topics of buying things, rooms and items, family, time, expressing fear, weather, buying clothes, and ordering food. It was found that most dialogues relied on the NES. Moreover, the NNEs was revealed in the weather section. It announces the temperature measurements from many cities in both NES and NNEs countries. The dialogue shows examples of future scenarios to use in those cities as shown in Figure 17, task 7 (p. 71) in *Spark 1*. Based on the dialogues, they are modeled with the learner's position to all English users.

• Talking about the weather

**7** Look at today's international weather chart.

Listen and complete. Then ask and answer questions, as in the example.

 = cloudy       = windy  
 = sunny  
 = raining       = snowing

 Athens 20°C	 Paris 5°C
 London 10°C	 Glasgow ...°C
 Dublin ...°C	 Vienna ...°C
 Perth 30°C	 Bangkok 35°C

A: What's the weather like in Athens today?  
 B: It's **warm and sunny**.  
 A: What's the temperature in Athens today?  
 B: It's **20°C**. It's **warm**.

35°C/95°F boiling hot  
 30°C/86°F hot  
 20°C/68°F warm  
 15°C/59°F cool  
 10°C/50°F chilly  
 5°C/41°F cold  
 -5°C/23°F freezing cold  
 • °C: degrees Celsius  
 • °F: degrees Fahrenheit

Figure 17 Example of the weather in S. 1

*Spark 1* reveals the phrases to ask and answer the time, as shown in Figure 18, Tasks 1 and 2 (p. 51). It uses British English for telling the times, which are the NES. Moreover, it was found that the dialogues reflect the English users. The talks depict the NES things in the goods. It is obviously shown from a T-shirt, a mug, a bag, a clock with the U.S. symbol on it, and the currency shown in Figure 19, task 2 (p. 27) in *Spark 1*. Based on the dialogues, they are modeled with the learner's position to all English users.

**Everyday English 4d**

• Telling the time

1 Use the table and the clock faces to ask each other the time.

A: What's the time, please?  
B: It's ...

• Making arrangements

2 These sentences are from a dialogue between two friends. Say them in your language. What is the dialogue about?

- Are you free this afternoon? • What time does the court open?
- Is 4:30 OK with you? • Yes, that's fine. • See you there!

Listen and read to find out.

Jenny: Hi, Helen!  
Helen: Hi, Jenny. Are you free this afternoon?  
Jenny: I think so. Why?  
Helen: Do you want to practise basketball with me?  
Jenny: Sure. What time does the court open?  
Helen: At half past three.  
Jenny: What time does it close?  
Helen: At seven o'clock.  
Jenny: Is 4:30 OK with you?  
Helen: Yes, that's fine. See you there!

Figure 18 Example of telling time in S. 1

2 a) Read the dialogue again. What is Mary buying?

Shop assistant: Good afternoon. What can I do for you?  
Mary: Good afternoon. I want to buy a souvenir.  
Shop assistant: What about this cap?  
Mary: It's very nice. How much is it?  
Shop assistant: It's \$15.00.  
Mary: Can I have one, please?  
Shop assistant: Sure. That's \$15.00.  
Mary: Here you are.  
Shop assistant: Here's your change. Have a nice day.

Figure 19 Example of buying things in S. 1

The analysis showed that the dialogues in the *Spark 1* textbook reflect both the native English speakers and non-native English speakers in the textbooks.



### Example 9: *Spark 2*'s future scenarios of using English

The dialogues from *Spark 2* about the topics of recommending a film, asking for and giving advice, buying a train ticket, asking for and giving information, and directions. Based on the dialogues, they are modeled with the learner's position to NES. It was not about all English users. For example, the dialogues talk about a film which is a popular movie, as shown in Figure 20, task 2 (p. 27) in the *Spark 2*. The situation depicts the students encountering the NES as shown in Figure 21, task 2 (p. 63) in *Spark 2* about buying a train ticket in Brighton.

**2 Read the dialogue and answer the questions. Then say the sentences in Ex. 1 in your language.**

1 What film did Bill watch?  
2 What type of film was it?

3 Which actors were in it?  
4 Did Bill like the film? Why?

**Ann:** Hi, Bill. How was your weekend?  
**Bill:** Not so good. I was ill so I stayed at home.  
**Ann:** I'm sorry about that.  
**Bill:** That's OK. I watched a really good science-fiction film.  
**Ann:** What did you watch?  
**Bill:** *2012*. It was brilliant.  
**Ann:** Really? What's it about?  
**Bill:** It's about the end of the world and how people try to stay alive. There are lots of earthquakes, floods and fires!  
**Ann:** Sounds exciting. What were the special effects like?  
**Bill:** They're amazing. All the disasters looked real.  
**Ann:** Who stars in it?  
**Bill:** John Cusack plays a writer and it also stars Amanda Peet and Danny Glover.  
**Ann:** It sounds great. It's a pity I didn't watch it.  
**Bill:** You can rent it on DVD.

**3 Find sentences in the dialogue which mean:**

1 Did you enjoy your weekend? 2 That's too bad. 3 Sounds really good.




Figure 20 Example of talking the film in S. 2

**2 Read the dialogue and mark the sentences T (true), F (false) or DS (doesn't say).**

**Ticket-seller:** Good afternoon, sir. Can I help you?  
**Mr Harris:** Yes, I'd like an adult's and a child's ticket to Brighton, please.  
**Ticket-seller:** What time would you like to leave?  
**Mr Harris:** The 15:45 train.  
**Ticket-seller:** Single or return?  
**Mr Harris:** Single, please.  
**Ticket-seller:** That's £54.  
**Mr Harris:** Here you are. Can you tell me which platform the train leaves from?  
**Ticket-seller:** Certainly, sir. It leaves from platform 4.  
**Mr Harris:** Thank you.  
**Ticket-seller:** You're welcome. Have a nice day.

**Ticket-seller**

- Can I help you?
- Would you like ...?
- Can I see ...?
- You're welcome.




Figure 21 Example of buying a train ticket in S. 2

The analysis showed that dialogues in the *Spark 2* textbook relied on the native English speakers in the textbooks. The task indicates communication is in the native English context.

### Example 10: *Spark 3*'s future scenarios of using English

The dialogues from *Spark 3* are about the topics of complimenting about clothes, health, apologizing, eyewitness statements, giving instruction, and TV programs. It was found that all dialogues relied on the NES. As shown in Figure 22, task 2 (p. 15) in *Spark 3*, the dialogues are reflected to the NES. The dialogues depict the NES and NES talking about their outfits. Based on the dialogues, they are modeled with the learner's position to NES. It was not about all English users.

**2** The sentences in Ex. 1 are from a dialogue between two friends. What is the dialogue about? Who bought Sally the clothes? Why?  
 Listen, read and check.

**Mary:** You look great in that polo-neck, Sally. It matches the colour of your eyes.  
**Sally:** Thank you, Mary.  
**Mary:** It really suits you. Is it new?  
**Sally:** Yes, it is. It's a birthday present from my aunt. She also got me these jeans.  
**Mary:** Wow! They fit you perfectly! Your aunt has got great taste in clothes.  
**Sally:** That's nice of you, Mary. You look good too. Your dress really suits you.  
**Mary:** Really? Thanks!

**3** Those shoes ..... your dress.  
**4** Those sunglasses really ..... you. They look great on you.

Figure 22 Example of complimenting about clothes in S. 3

The analysis showed that the dialogues in the *Spark 3* textbook relied on the native English speakers in the textbooks. The task indicates the communication in the native English context.

### The Writing Tasks Constructions

From the three textbooks, a total number of 37 writing task constructions were prevalent. Out of the 37 tasks, it was revealed that there are 11 writing task constructions in *Spark 1*, 13 writing tasks constructions in *Spark 2*, and 13 writing task constructions in *Spark 3*. In Table 6, two and more common situations appear in all three textbooks shown in the row. The situations only appear in *Spark 1* shown in the second row. The situations only appear in *Spark 2* shown in the third row. And the situations only appear in *Spark 3* shown in the last row.

Table 6 Summary of Writing Tasks Constructions

Writing Tasks		Appear on page number		
Constructions		<i>Spark 1</i> (S. 1)	<i>Spark 2</i> (S. 2)	<i>Spark 3</i> (S. 3)
Appear all three textbooks	Email	17, 29, 41, 89, 101	26, 53, 65, 77, 101	41, 53, 89
	Blog	53	17	-
	Article	65	-	17, 101
	Short paragraph	71	95	-
	Complete paragraph	83	23, 71	-
	Complete email	-	35	23, 47, 83
	Story	-	41	29
Appear on <i>Spark 1</i>	Complete sentences	11	-	-
	Postcard	77	-	-
Appear on <i>Spark 2</i>	Biography	-	29	-
	Survey report	-	89	-
Appear on <i>Spark 3</i>	Portfolio	-	-	11
	Essay	-	-	65, 77
	Complete text	-	-	95
<b>Total (37)</b>		<b>11</b>	<b>13</b>	<b>13</b>

After the analysis, it was found that the writing task constructions positioned the target interlocutor for English users contacted to the NES, followed by some English users from the NNEs. There were fewer writing tasks in the lowest grade; there were 11 tasks in *Spark 1*. There were 13 tasks in *Spark 2* and 3 which were higher grades. The target interlocutors were positioned for Thai students to practice writing the tasks to someone in real life. The tasks were a practicing exercise for students only. This section presents some examples to illustrate the points by the following examples. There are more than two common topics shown in these three textbooks.

### Example 1: Email writing tasks

The analysis shows that most writing constructions (n = 13) were email writing tasks in all three textbooks. It revealed 13 tasks in three textbooks to write an email to an English-speaking penfriend. It was found that the writing tasks in the textbooks require students to write an email to an English penfriend. It shows the directions in various topics to write an email following the example paragraph to describe the email to a penfriend about themselves as shown in Figure 23, task 5 (p. 41) in the *Spark 1* to write an email about the students' home to describe the rooms and features in the house. Based on the tasks, the target interlocutors positioned the learner's position to all English users.

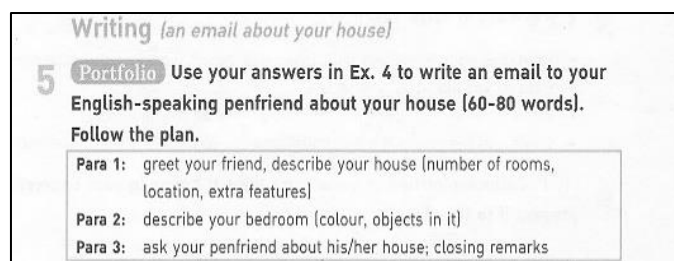


Figure 23 Example of writing an email in S. 1

The other example was an email to invite friends to a birthday party; the students needed to write the details of the birthday party for visitors following the paragraph shown in Figure 24, task 4 (p. 89) in *Spark 1*. The

following example was to write an email about the students' favorite places in the country. It was a story to share and describe to friends, as shown in Figure 25, task 3 (p. 65) in *Spark 2*. It is telling visitors about the country, but it is an email to practice writing skills.

**Writing** *(an email invitation to your birthday party)*

**4 Portfolio** It's your birthday soon and you are planning to have a party. Use your answers from Ex. 3 and the email in Ex. 1 as a model. Write and invite your friend (60-80 words). Follow the plan.

Hi [friend's first name],

**Para 1:** invite your friend to your birthday party, say when & where it will be

**Para 2:** write about decorations, activities, games, food you are planning to have/do

**Para 3:** ask your friend to confirm he/she is coming

(your first name)

Figure 24 Example of writing an email in S. 1

**Writing** *(an email comparing two places)*

**3 Portfolio** Write an email to your English penfriend comparing two favourite places in your country (60-80 words). Follow the plan.

**Para 1:** write where you live, state which two places in your country are your favourite ones *(There are so many beautiful places in my country. My two favourites are ... and ... .)*

**Para 2:** describe the first place *(... is in ... . There are ... . It's a ... .)*

**Para 3:** describe the second place *(On the other hand, ... . It has ... . It is ... .)*

**Para 4:** ask your penfriend about his/her favourite places; closing remarks

Figure 25 Example of writing an email in S. 2

### Example 2: Blog writing tasks

Two tasks of writing a blog from two textbooks were used. The textbooks show examples of blogs about NES stories; one was the favorite singer, and another was a personal life story. The tasks directed the scope for students to write their blogs. The students wanted to present in a blog, as shown in Figure 26, task 5 (p. 53) in *Spark 1*, and Figure 27, task 5 (p. 17) in *Spark 2*. Apart from practicing writing skills, it could present students' lifestyles through the blogs. Based on the tasks, the target interlocutors positioned the learner's position to all English users.

**Writing** (a blog entry describing your favourite singer)

**5 Portfolio** Use your answers from Ex. 4 to write a blog entry similar to the one in Ex. 1 (50-70 words).

**Para 1:** your favourite singer, nationality, your favourite song  
**Para 2:** what he/she can do, number of members in his/her family, pets, what he/she likes

Figure 26 Example of writing a blog in S. 1

**Writing** (a blog entry about a typical weekend)

**5 Portfolio** Write a blog entry about your typical weekend (80-100 words). Include *morning, afternoon, evening activities*. Follow the plan. Proofread your work.

**Para 1:** Saturday activities  
**Para 2:** Sunday activities

Figure 27 Example of writing a blog in S. 2

### Example 3: Article writing tasks

Three tasks of writing an article from the *Spark 1* and *Spark 3* textbooks were found. The textbooks have examples of articles about pets from Thailand, an NNES country. The task was writing an article about students' pets following the task's directions as shown in Figure 28, task 5 (p. 65) in *Spark 1*.

**Writing** (an article about your pet)

**5 Portfolio** Write a short article about your pet for the school magazine (50-70 words). Use your answers in Ex. 4 and find a title for your article. Follow the plan.

**Para 1:** type of pet, name, age  
**Para 2:** what it looks like, what it can do, what it eats  
**Para 3:** your feelings

Figure 28 Example of writing an article in S. 1

Another example was an article writing about a best friend to describe the students' best friend as shown in Figure 29, task 5 (p. 17) in *Spark 3* and Figure 30, task 4 (p. 101) in the *Spark 3*. For these tasks, they indicated

the writing tasks for students to describe a pet, best friend, and place you live; the tasks would depend on how the students wanted to write an article for an international magazine. Thus, they could practice their writing skills. Based on the tasks, the target interlocutors positioned the learner's position to all English users.

**Writing (an article)**

**5** Write an article about your best friend for an international school magazine (60–80 words). Use the plan.

**Para 1:** write the person's name & how you met each other (*My best friend is ... . We first met ... .*)

**Para 2:** describe the person's appearance, clothes & character giving justifications (*... is ... and ... with ..., ... is very ... is also ... .*)

**Para 3:** describe the person's hobbies and interests (*... plays ... likes ... .*)

**Para 4:** your feelings (*All in all, I think ... is ... .*)

Figure 29 Example of writing an article in S. 3

**Writing (an article about the place where you live)**

**4** Write a short article about the place where you live for an international school magazine (60–80 words). Give your article a catchy title. Follow the plan. Swap papers and evaluate your partner's piece of writing.

**Para 1:** where you live (*I live in ... . It's a ... .*)

**Para 2:** what it is like (*houses, parks etc.*) (*There are ... . There is ... .*)

**Para 3:** why you like it (*I like the ... .*)

Figure 30 Example of writing an article in S. 3

#### Example 4: Short paragraph writing tasks

The analysis showed that some writing tasks promoted the NNES. The students would write a short paragraph about their favorite season in their opinions following the direction in task 8 (p. 71) in *Spark 1*, as shown in Figure 31. They would write to compare their city to the example city in the textbook, Verona, Italy, as shown in Figure 32, task 8 (p. 95) in *Spark 2*.

**Writing**

**8** What's your favourite season? What is the weather like during that season? What do you usually do? Write a short paragraph. Present it to the class.

My favourite season is ... . The weather is ... . I usually go ... .

Figure 31 Example of writing a short paragraph in S. 1

**Writing**

**8** Write a short paragraph comparing your town/city/village to Verona, Italy. Think about *streets, parks, shops, markets, buildings, houses, restaurants*.

In my ... there are ..., whereas in Verona there aren't ... .

Figure 32 Example of writing a short paragraph in S. 2

Moreover, they needed to complete the paragraph about tourist destinations in their opinion of the country as shown in Figure 33, task 8 (p. 71) in *Spark 2*. They could present themselves by writing the sentences in task 7 (p. 11) in *Spark 1* as shown in Figure 34. Additionally, they could complete the text to discuss where they lived.

**Writing**

**8** Complete the paragraph about a tourist destination in your country. Think about: *attractions, shopping, food, accommodation*.

... is in ... . It's ... place and very popular with tourists. There are a lot of things you can do there. You can visit ... . You can eat ... . You can go shopping ... . You can stay ... .

Figure 33 Example of completing the paragraph in S. 2



**Writing**

**7 a) Complete the sentences about yourself.**

Hi! My name's ... and I'm ...  
 years old. I'm from .... I'm ....  
 My favourite subject is ... and  
 my favourite sport is ....

**b) Present yourself to the class.**

Figure 34 Example of completing the paragraph in S. 1

They could write about themselves depending on their opinion to share as shown in Figure 35, task 8 (p. 95) in *Spark 3*. The writing tasks relied on the writer or students to write and talk about themselves to promote the diversity and Global Englishes through the writing for the target interlocutors. Based on the tasks, the target interlocutors positioned the learner's position to all English users.

**Writing**

**8 Use your answers in Ex. 7 to complete the text about the place you live in.**

I live ..... It's a ..... (town/village)  
 near ..... It's located in ..... It is  
 ..... There are ....., but there aren't  
 .....

Figure 35 Example of completing the text in S. 3

### Example 5: Complete short answer tasks

The analysis showed that some writing tasks relied on the NES users. The students would complete the short answers in the blanks. It delivered the expression example beside the functions as well. As shown in Figure 36, task 7 (p. 35) in *Spark 2*, the students needed to complete an email to a penfriend. The task required students to complete an email to an English penfriend about a movie, as shown in Figure 37, task 8 (p. 83) in *Spark 3*.

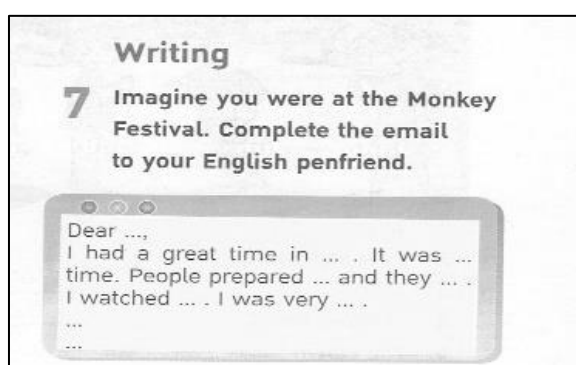


Figure 36 Example of completing email in S. 2

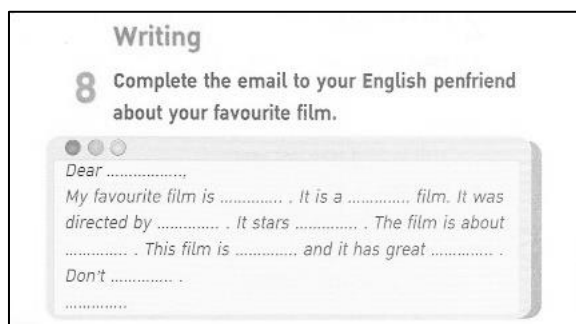


Figure 37 Example of completing the email in S. 2

In addition, students would write the story from the reading section, Jim's story, as shown in Figure 38, task 4 (p. 41) in the *Spark 2*. Another one was to write the story from the verbs given in the box, the story was about skiing which was not related to Thai context as shown in Figure 39, task 4 (p. 29) in the *Spark 3*.

**Listening**

3 Listen to Jim talking about what happened to him during his holiday and answer the questions in the plan.

**Writing (a story)**

4 **Portfolio** Use your answers to write Jim's story for the school's English magazine (60-80 words). Present the events in the order they happened. Give the story a title.

Student's Book: Self-Check 3 Workbook: 3f MODULE 3 41

Para 1: When did the story happen? Where did it happen? Was he with other people?

Para 2: What happened before the main event? [events in order they happened]

Para 3: What was the main event?

Para 4: What happened in the end? How did Jim feel?

Figure 38 Example of writing the story in S. 2

3 The pictures (A-C) tell a story.

Listen and put the pictures in the order they happened.

**Writing (a story)**

4 Use ideas from Ex. 3 and the verbs in the box to write your story for your school English magazine (80-100 words). Present the events in the order they happened. Follow the plan.

• ski • hear • see • head down • hit  
• break • wait for • start waving • lift

Para 1: when & where the story happened (It was a bright sunny day ... ) - who the main characters were (My friend, Bob, and I ... . We were ... )

Para 2: events in the order they happened (Suddenly, we ... . We skied ... . I wasn't hurt but Bob ... .)

Para 3: what happened in the end - characters' feelings (We had no choice but ... . Then, I heard ... . I felt ... )

Figure 39 Example of writing the story in S. 3

Moreover, the students wrote a short biography of Queen Victoria as shown in Figure 40, task 3 (p. 29) in the *Spark 2*. It was the practice for students to write the tasks. Based on the tasks, the target interlocutors positioned the learner's position to all English users.

**Writing (a biography)**

3 **Portfolio** Use the notes in Ex. 2 to write a short biography of Queen Victoria for an international school magazine (60-80 words). Follow the plan.

Para 1: name, when/where born

Para 2: early years (At the age of 18, she ... . When she was 21, ... .)

Para 3: achievements; later years; date/place she died (While she was queen, she ... . She died on ... .)

Para 4: your feelings, comments (... was a great ...)

Figure 40 Example of writing a short biography in S. 2

To sum up the target interlocutors for writing tasks construction, based on the tasks, the target interlocutors positioned the learner's position to all English users. The writing task construction gave students practice in writing and sharing opinions for readers.

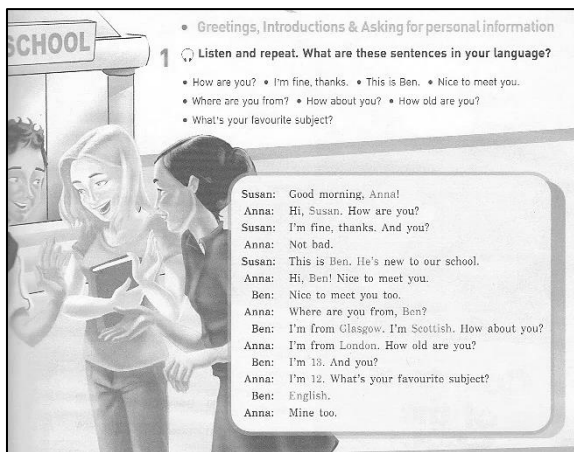
### Ownership of English

The ownership of English (who was positioned as having ownership of English?) was explored as the users of language in the textbooks. All spoken and written depictions of conversations between two or more people were analyzed. Because the textbooks did not include main characters as a common thread, the language users were identified in the authentic text extracts. Overall, it was found that there were 24 conversations in three textbooks, consisting of 8 conversations in each textbook. Most conversations were about the Inner Circle countries as well. The Inner Circle is made up of countries in which English is the first or the dominant language. These countries include Australia, Britain, Canada, New Zealand, and the United States. The Inner Circle is one of the three concentric circles of World English identified by linguist Kachru (1985) in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle". Kachru (1985) described the inner circle as "the traditional bases of English, dominated by the 'mother tongue' varieties of the language." In this section, I have illustrated the analysis as following. For the *Spark 1*, the analysis showed that based on the dialogues, they modeled the dialogues that learner's position to NES. It was not about all English users. It was found that character of three people in the conversation relied on the NES. The place was mentioned to NES as shown in the Figure 41, task 1 (p. 15).



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30



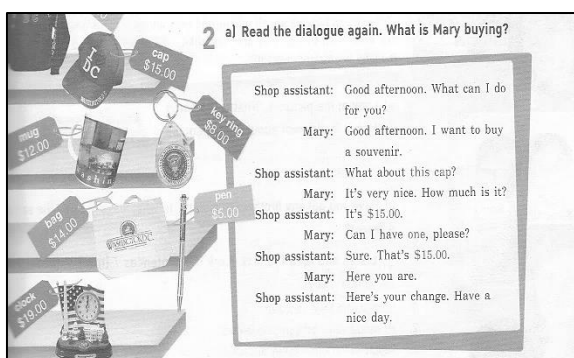
**1** Listen and repeat. What are these sentences in your language?

- 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 41 Example of greetings, introductions and asking for personal information

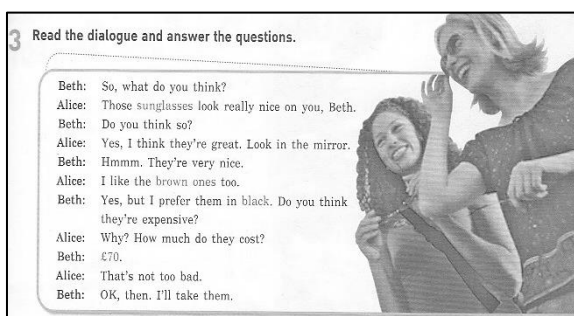
The conversation between a client and shop assistant was about buying a souvenir which was a U.S. product with American symbols as shown in the Figure 42, task 2 (p. 27). The conversation as shown in the Figure 43, task 3 (p. 75), was with the NES buying clothes as well.



**2 a)** Read the dialogue again. What is Mary buying?

Shop assistant: Good afternoon. What can I do for you?  
 Mary: Good afternoon. I want to buy a souvenir.  
 Shop assistant: What about this cap?  
 Mary: It's very nice. How much is it?  
 Shop assistant: It's \$15.00.  
 Mary: Can I have one, please?  
 Shop assistant: Sure. That's \$15.00.  
 Mary: Here you are.  
 Shop assistant: Here's your change. Have a nice day.

Figure 42 Example of buying souvenir



**3** Read the dialogue and answer the questions.

Beth: So, what do you think?  
 Alice: Those sunglasses look really nice on you, Beth.  
 Beth: Do you think so?  
 Alice: Yes, I think they're great. Look in the mirror.  
 Beth: Hmm. They're very nice.  
 Alice: I like the brown ones too.  
 Beth: Yes, but I prefer them in black. Do you think they're expensive?  
 Alice: Why? How much do they cost?  
 Beth: £70.  
 Alice: That's not too bad.  
 Beth: OK, then. I'll take them.

Figure 43 Example of buying clothes

For *Spark 2*, the analysis showed that the ownership of English based on the dialogues, they modeled the dialogues with the learner's position to NES. It was not about all English users. The situation between speakers of English involved only the NES as shown in the Figure 44, task 1 (p. 15) and Figure 45, task 2 (p. 87).

• Making suggestions

1 a) Listen and repeat. Which syllables are stressed?

- Are you busy this weekend? • Not really, why? • How about going to the cinema? • I'd rather not. • Why don't we go bowling instead? • What time is good for you? • Great! See you there!

b) The sentences above are from a dialogue between two friends. What is the dialogue about? Listen and read to find out.

Tim: Hi, Emily. Are you busy this weekend?

Emily: Not really, why?

Tim: Do you fancy going to an amusement park with me on Saturday afternoon?

Emily: I don't think so. I don't really like roller coasters and things like that.

Tim: Oh, how about going to the cinema on Saturday night then?

Emily: Actually, I'd rather not. Why don't we go bowling instead?

Tim: Yes, that's a good idea! I'd like that. What time is good for you? 6:30?

Emily: Let's meet at 7 pm at the bowling alley.

Tim: Great! See you there!

Figure 44 Example of making suggestions

2 The sentences in Ex. 1 are from a dialogue between two friends. What are they talking about?

Listen, read and check.

Carl: Hey, Patricia! What do you think of skydiving? Have you ever gone?

Patricia: No, I haven't, but I'd sure like to.

Carl: Personally, I think it's very dangerous.

Patricia: Oh, I don't think so. You have to wear special safety equipment and take lessons before you can jump.

Carl: I see what you mean, but what if something goes wrong and your parachute doesn't open?

Patricia: Good point, but there's a second parachute. For me it would be an amazing experience to fly through the air!

Carl: I admit that would be great, but I believe it's just too risky.

Patricia: To tell you the truth it's probably best to stay on the ground.

Carl: Absolutely!

Figure 45 Example of making suggestions

For the *Spark 3*, the analysis depicts that the ownership of English also relied on the NES. The situation between the speakers involves the NES, it is about the symptom as shown in the Figure 46, task 2 (p. 27).

**2 Read the dialogue. What is Jenny's advice?  
What is John going to do?**

**Check these words**  
Oh dear • dreadful  
painkiller • can't stand  
dentist • suppose

**Jenny:** Are you OK, John? You don't look well.  
**John:** I feel terrible.  
**Jenny:** Oh dear! What's wrong?  
**John:** I've got dreadful toothache.  
**Jenny:** Why don't you take a painkiller?  
**John:** I did, but it still hurts.  
**Jenny:** When did you take it?  
**John:** About an hour ago.  
**Jenny:** Well, it should make you feel better soon.  
**John:** I can't stand it any longer.  
**Jenny:** Then you should see a dentist.  
**John:** I hate going to the dentist.  
**Jenny:** I'm sorry, but you have to go.  
**John:** I suppose you're right.

toothache  
a headache  
a sore throat

Figure 46 Example of talking the symptom

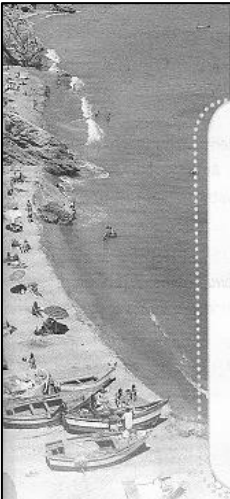
It depicts the situation about an eyewitness accident, the speakers still relied on the NES as shown in the Figure 47, task 2 (p. 51). Moreover, it is talking about the holiday in Spain. Even though the situation talked to the expanding circle countries, the speakers involved to the NES as shown in the Figure 48, task 2 (p. 99). Based on the dialogues, they are modeled with the learner's position to NES. It is not about all English users.

**2 The sentences above are from a dialogue between a police officer and a witness to an accident. What accident is it about?**  
**Listen, read and check.**

**A:** What's your name, please?  
**B:** George Sanders.  
**A:** OK, Mr Sanders, let's go straight to the accident. You said you were waiting at the bus stop. Can you tell me what you saw?  
**B:** I saw a car going through the traffic lights really fast although they hadn't turned green yet. A motorbike came from the left and the car hit it with a very loud crash.  
**A:** What happened to the rider?  
**B:** He smashed into the windscreen and went over the top of the car.  
**A:** What about the driver?  
**B:** By the time I called you, he had driven off.  
**A:** Did you see the car's number plate?  
**B:** I'm afraid not. I went straight over to help the rider.  
**A:** Thank you for your time, sir.  
**B:** You're welcome.

windscreen • drive off  
number plate

Figure 47 Example of eyewitness



**2** The sentences in Ex. 1 are from a dialogue. What is the dialogue about?  
 Listen, read and check.

Alice: Hi, Janine. How was your holiday? You went to Portugal, didn't you?  
 Janine: No, we didn't. We went to Spain and it was great, thanks.  
 Alice: So tell me everything! Where did you stay?  
 Janine: We stayed in a great little town called Nerja near Malaga.  
 Alice: That's on the Costa del Sol, isn't it?  
 Janine: Yes, it is.  
 Alice: It must be a lovely place!  
 Janine: It is. The weather was fantastic and it was a quiet place where we could really relax. We had such a wonderful time that we want to go again next year.  
 Alice: That's nice. I'd love to go abroad one day but I hate flying.  
 Janine: That's too bad.

Figure 48 Example of holidays

In conclusion, throughout the three textbooks, there are 24 authentic materials extracts that showcase real-world language use between the speakers of English. All of these (24) involved learner's position to NES. It is not about all English users who are communicating within their own general linguistic communities. There are no illustrations of English use between NNES in any of real-world materials presented in the textbooks. Hence, the findings do not genuinely reflect the English use as a Global Englishes.

### Target Culture

The target culture (how is culture depicted in the materials?) was analyzed in the reading aspects. It revealed the diversity of countries presented in the three textbooks. Overall, it was found that there were 23 reading stories of inner-circle countries in three textbooks. There were 12 reading stories of the outer-circle countries in three textbooks. There were 50 reading stories of the expanding circle countries in the three textbooks, including the ASEAN section. I have presented all the reading stories in these three textbooks as follows.

Throughout the three textbooks, students gained knowledge about the expanding circle countries. The textbooks gave a large volume of explicit cultural information throughout the units. The students accomplished



knowledge about Thailand's cultural information (11) in all three textbooks from the famous festivals, lifestyle, foods, and tourism attractions, for example, Loy Kratong as shown in the Figure 49; the floating market as shown in the Figure 50; the unseen monkey festival in Lopburi province as shown in the Figure 51. The *Spark 2* textbook depicts a lot of Thai culture with six stories.

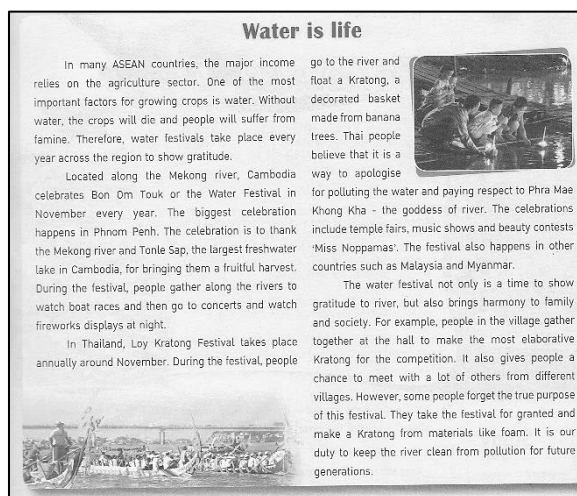


Figure 49 Reading of Loy Kratong festival

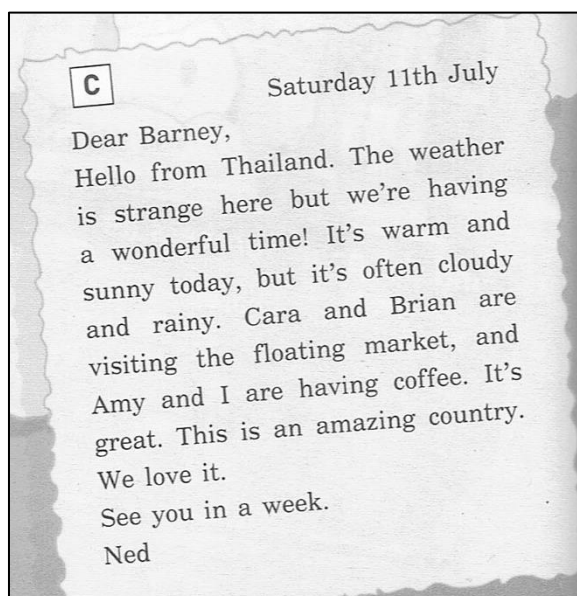


Figure 50 Letter of the floating market

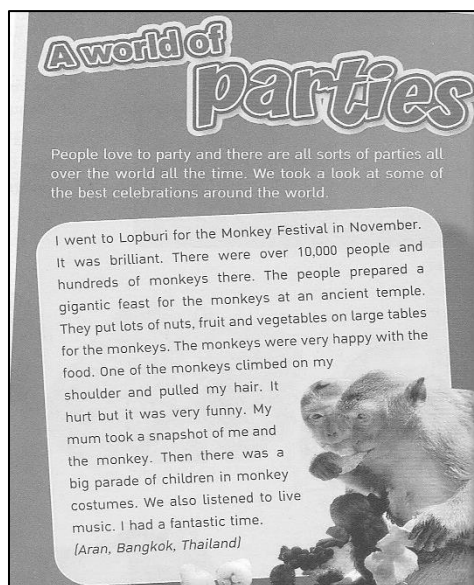


Figure 51 Story of monkey festival

Furthermore, China, the expanding circle country, is shown in the *Spark 1* textbook with four cultural stories from the places, animals, and ancient stories as shown in the Figures 52 and 53.

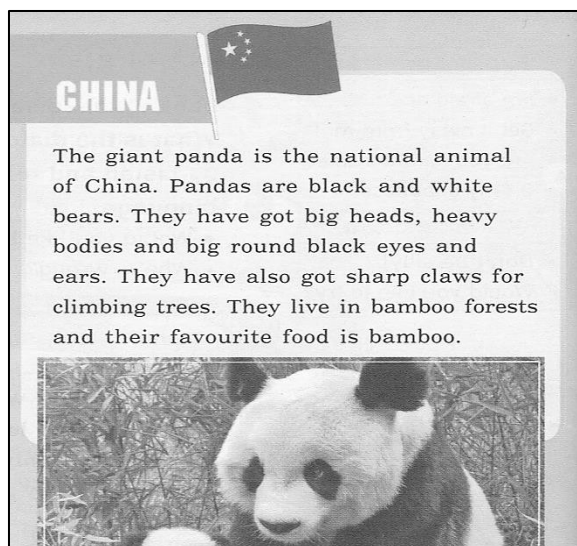


Figure 52 Story of giant pandas

**Hua Mulan**

**Reading & Listening**

1 What do you know about Hua Mulan? What else would you like to know about her? Think of three questions.  
☐ Listen and read the text. Can you answer your questions?

**Check these words**

- warrior - ancient
- fight - sword - emperor
- join the army - dress
- brave - gift - soldier
- realise - appear - ballad
- statue - hometown
- stone tablet

Hua Mulan was a warrior in ancient China. She was born in the fifth century. Mulan could fight with a sword and ride a horse very well. This was very unusual for women in ancient China. One year, there was a war. The emperor asked Mulan's father to join the army but he was too old, and her brother was very young. Mulan's father was very sad. Mulan decided to dress as a man and take her father's place. Mulan was a brave person. She returned home ten years later with a beautiful horse, the emperor's gift to the brave soldier. Her friends in the army didn't have any idea that Mulan was a woman. They only realised that when they visited her at her home. Mulan's story appeared in poems, stories, songs, paintings and ballads. Nowadays, her statue welcomes visitors to her hometown, a small village in Henan Province. Two stone tablets tell Mulan's story.

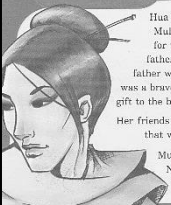


Figure 53 Story of Hua Mulan

Moreover, it depicts Lao culture in the *Spark 2* and *3* textbooks about traditions, places, and plays as shown in Figures 54 and 55. Apart from these three countries in all three textbooks, they showcase cultural information of the expanding circle countries eligible to 19 countries, for example, Cambodia, Russia, Vietnam, Egypt, Greece, Indonesia, Malaysia, Austria, Belgium, France, Japan, Malawi, Croatia, Italy, Mexico, Peru, Spain, Madagascar, and Brunei.

**Asking for rain**

Boon Bung Fai Festival is a famous festival in the countries along the Mekong river such as Thailand and Laos. During the festival, people gather at the fields outside the village and launch rockets into the sky to ask for rain and show gratitude to the rain god 'Phaya Thaen'. Because people adapt stories to their culture, legends can be told in diverse ways. Here are examples:

The legend says that Phaya Thaen used to be the most respected god until the Lord Buddha was born as 'Phaya Khankhaak' or the toad king. Although Phaya Khankhaak was ugly, his skin was golden. People came to pay respect to Phaya Khankhaak instead. Phaya Thaen was really angry and jealous, so he did not let the rain fall down to the earth for 8 years and 8 months.

Another legend differs slightly. It says that Phaya Khankhaak or the Lord Buddha had prayed to Phaya Thaen to transform him into a man named 'Phadaeng'. He was granted a wish and fell in love with a woman named 'Ai Kham' who later became 'Nang Ai'. The couple then became a king and a queen. People paid respect to them and forgot 'Phaya Thaen'. Feeling angry and embarrassed, Phaya Thaen together with Phaya Naga, the god of water, stopped making rain and this brought drought and famine to the earth.

Since then, sending self-made rockets up into the sky has become traditional. Nowadays, people also celebrate the festival with fancy parades, a stage performance of the famous love story 'Phadaeng - Nang Ai' and night entertainment like outdoor cinema and Morlam or a traditional music performance. The festival is getting more interesting each year!


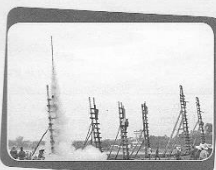



Figure 54 Reading of asking for rain

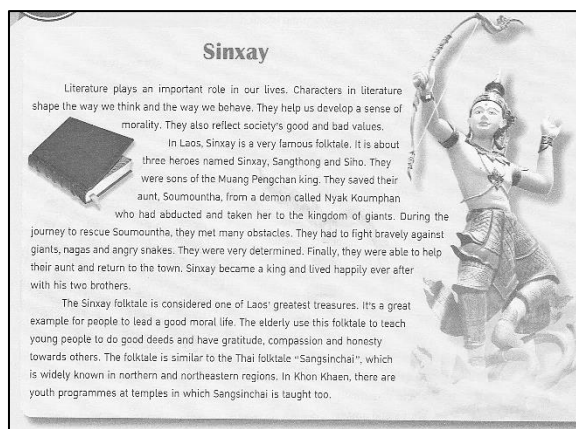


Figure 55 Reading of Lao's folktale

In all three textbooks, they depict the amount of cultural information of the inner circle countries with 23 stories. American is presented in the *Spark 2* textbook with five cultural stories about sports, people, festivals, and places as shown in the Figures 56, 57 and 58.

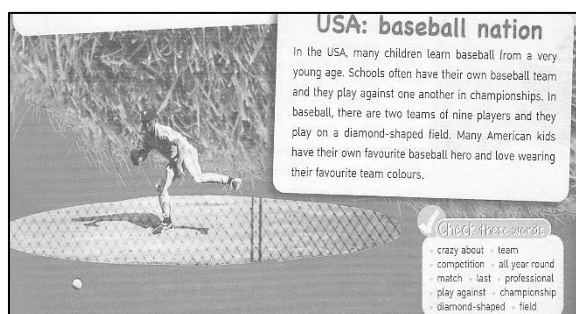


Figure 56 Story of USA: baseball nation

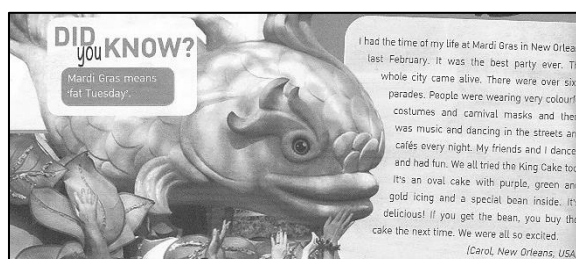


Figure 57 Story of Mardi Gras in New Orleans

**Reading 2a**

1 What do you know about Pocahontas?  
Why do people call her 'a child of peace'?

Listen and read to find out.

## Pocahontas

Pocahontas was the beautiful daughter of Powhatan, a very important Indian chief in Virginia, USA. Her real name was Matoaka and she was very brave and clever.

She tried hard to promote peace between her people and the English colonists who arrived in her country and settled there. Pocahontas managed to learn to speak English. She believed that the English could teach her people a lot of new things. One winter, the English didn't have any food so she asked her father to give them food. But soon, the Powhatans and the English started fighting again. During a fight the Indians arrested an English captain, John Smith. Pocahontas saved his life. In 1613, the colonists arrested her. Pocahontas stayed in prison for a year. She had such good manners that the English liked her and so they didn't hurt her. In April 1614, she married colonist John Rolfe. This helped end the war between the Powhatans and the English colonists. Unfortunately, while she was in England with her husband and son, Thomas, visiting King James I, she got ill and died. She was only 22.




Figure 58 Story of Pocahontas

Besides, the cultural information of Britain from places as shown in the Figures 59 and 60.

### Stonehenge, Wiltshire, England

Stonehenge is a 5,000-year-old circle of giant stones. Some people believe it was a place to worship the sun. Nobody knows what it really was. 800,000 people visit it each year! Unfortunately, all these visitors have damaged the stones. Traffic pollution also threatens the stones. Authorities are going to try moving busy roads and car parks further away from the site. Will mystical Stonehenge survive for the next 5,000 years?




Figure 59 Story of Stonehenge

1 Read the article. What is each paragraph about?

**Do you like living in the city or in the countryside?**

I moved with my family from the city to the countryside two years ago. My parents couldn't stand their tiring office jobs and the heavy traffic in London, so when they saw the lighthouse for sale, they decided to buy it.

We love living in a lighthouse. It's so peaceful and it's got a fantastic view of the sea. My parents opened it as a guesthouse and rent out rooms. My brother and I enjoy going up to the lamp-room to watch electrical storms. It's like a fireworks display! Once, we saw a whale on the beach just outside the lighthouse. At night, we like watching the ships coming in with their lights on. All these things wouldn't be possible in the city.

At school, the other kids call us the Lighthouse Kids, which I think is really cool! People are friendly and helpful. Sometimes we feel a bit isolated, but waking up to the sound of waves splashing on the beach is just amazing.

Jenny (16)





Figure 60 Story of the countryside away from London

And Australia from animals and places as shown in Figures 61 and 62.

**National animals from around the world**



The kangaroo is the national animal of Australia. Kangaroos have got long ears, long thick tails and short arms. They have also got strong legs and big feet. They can hop very fast and kick really hard. They live in forests and grasslands and they eat plants.

**AUSTRALIA**




Figure 61 Story of kangaroo in Australia

**THE GREAT BARRIER REEF, AUSTRALIA**

Nicky has just come back from her fantastic trip to the biggest coral reef on Earth. She says, "The reef is 2,000 km long. I've heard that you can even see it from space! I swam with dolphins and turtles. It was thrilling. There are also over 1,500 species of colourful fish on the reef and they aren't afraid of curious divers. I've taken some amazing underwater photos!"




Figure 62 Story of the great barrier reef

Moreover, they showcase the cultural stories of the outer circle countries. In all three textbooks, they show the Philippines for the stories about goods and places as shown in Figures 63 and 64.

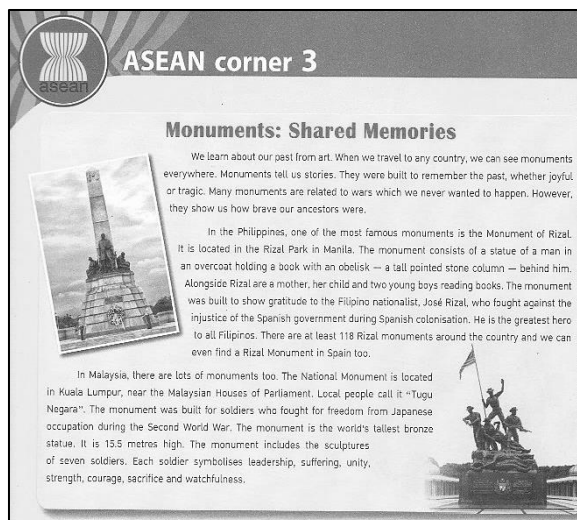


Figure 63 Story of monument in the Philippines

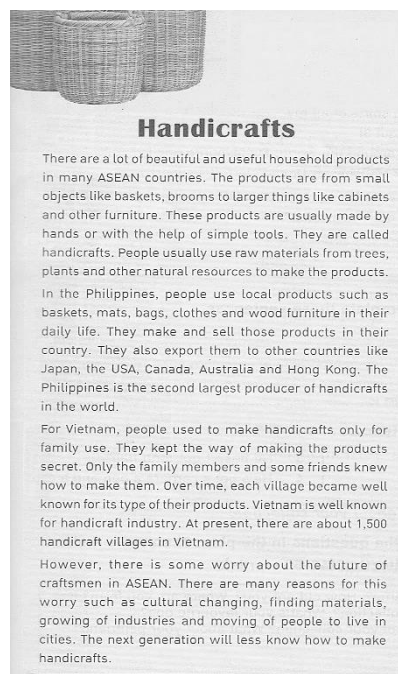


Figure 64 Story of handicrafts

Also, the history of these countries is depicted in the reading context. It presents the story of the outer circle countries with Malaysia as shown in the Figure 65, and Singapore as shown in the Figure 66.

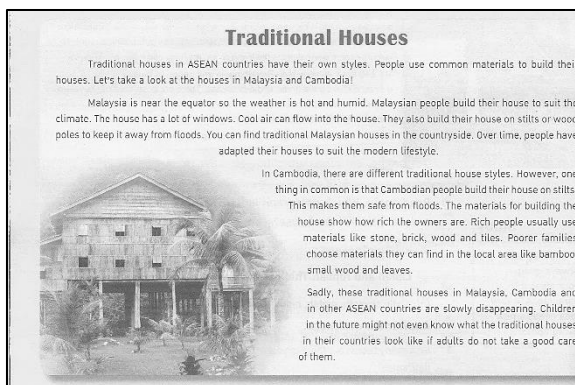


Figure 65 Story of traditional house in Malaysia

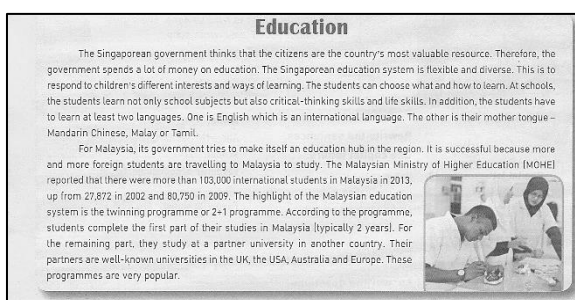


Figure 66 Story of education in Singapore

The story about India is shown in the Figure 67, and Kenya is shown in the Figure 68.

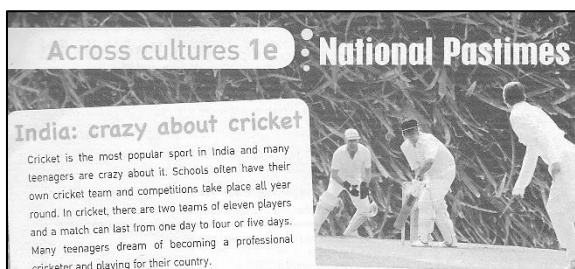


Figure 67 Story of cricket in India



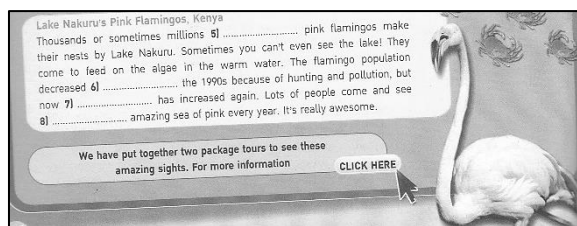


Figure 68 Story of Flamingos in Kenya

Thus, the target culture of these the three textbooks is depicted in the reading section, with short or long passages about cultural information. The number of the expanding circle countries are the majority in all three textbooks.

### Norms of English

Norms of English (what models and norms are used in the books?) were used to analyze the norms of English presented in the textbook's series, the usage of English was clearly the dominant variety by the British English. All three textbooks introduced solely British English along the textbooks. The vocabulary spelling throughout the textbooks followed clearly the standard prescribed norms, British English, for example, favourite, colour, metre, programme, harbour, and snorkelling.

To analyze about the written language norms presented in the textbooks, I inspected the main texts and tasks in each textbook for language usage. All three textbooks clearly advocated a static British English, which was presented unmarked throughout the three textbooks, thus indicating its use of British English as standard. In all three textbooks, all information about spelling and vocabulary usage is in British English. There is not a marker, explanation, or footnote to indicate divergence from the textbooks' standard usage of English. Moreover, none of the textbooks note the grammar usage may deviate from prescribed standards. The norms of English used across the textbooks is largely illustrated as stable and static.

## The Orientation

The orientation (how were concepts related to Global Englishes presented?) in all three textbooks, clearly favored a static variety of British English, which is always presented. The concepts of Global Englishes are depicted in the target cultures in the reading passages to gain knowledge about the other countries. The target interlocutors and the ownership of English are static to the NES, British English norms. The vocabulary and language usage present the prescribed standard as British English with same speaker of RP English on every audio track.

## Research Question 2

### What are the teachers' perceptions of the Global Englishes manifested in the English textbooks?

To answer this research question, I interviewed two English teachers from one of the secondary schools in Chonburi province. They were *Marie* and *Lisha* (pseudonyms). They were willing to participate in the research by answering the invitation email. I interviewed them following the questions to investigate the teachers' perceptions of the Global Englishes features. Here is the interview data of the two participants.

### Lack Knowledge of Global Englishes

The interviews revealed that the participants lacked Global Englishes jargon. They had never heard the term 'Global Englishes' before. Lisha thought it was an English learning method,

"I have never heard of it before. It probably means one of the methods of learning English. I think like that." (Lisha, interview)

Similarly, Marie stated,

"What is it about? I've never heard that before. I've just heard 'global.' It is probably about the worldwide use, or it might be the languages used around the world." (Marie, interview)

Apart from the Global Englishes, they had little information about the NES. One of the participants thought the foreigners with blond hair and white skin were the NES. But she did not specify the NES countries when I asked her to give examples of the NES. Also, she said to promote France because she thought French people had better English skills; Marie replied:

“Let me think about that. I feel familiar that they were a few countries of the NES. Is France the NES, maybe? I am not sure, but I think France is the NES. And I believe they have good accents for students to learn from them.” (Marie, interview)

Another one knew that the American and British were the NES, but she mentioned Russia as the NES; Lisha reported:

“They were various, for example, American, British, and Russian. The school changes the foreign teachers every semester. And European countries, we have teachers from there, Canadian. They came once. We constantly rotated the teachers. So, the students could meet various teachers.” (Lisha, interview)

When I asked them to promote the other countries besides the NES as American and British, Lisha insisted on encouraging promoting American because she thought they were good examples to imitate English if the students were required to speak native-like; she said:

“I don't tell the students that the American is like this or the British is like that. I will use the word ‘foreigners’ to explain the whole image. I will tell them about their punctuation and enthusiasm. Because not all students intend to learn English, there will be some of them. If I need to promote the country, I think I will give an example of an American. Because I know and feel familiar with the lifestyle, and behaviors of Americans to tell the students.” (Lisha, interview)

### Attitudes towards Global Englishes

Even though the participants had never heard the definition of Global Englishes before, one of them gave an example nearly Thailand for students; Lisha reported:

“I am okay with a Filipino; from my experience, I found both accents to listen and difficult to hear. But not all are difficult. I will tell the students to speak with their accents to make them feel confident in speaking English.” (Lisha, interview)

I asked them to give an example of a role model for students to use English in real life; no one wants to be the role model for students to use English. Perhaps, they were not confident in being a role model for students. Marie required a teacher in her school to be a role model; she stated:

“One should be enthusiastic and use language correctly. I like one of the English teachers in the school because she graduated with a Doctoral Degree. She speaks correctly, and her accent is good. I like her accent when she uses English.” (Marie, interview)

Moreover, Lisha gives examples to be the students in the class who support their friends and love to learn English to be a role model; she said:

“The one who loves to use language and spend time practicing. I think the examples are the students.” (Lisha, interview)

They were all right if the students would use English as their accents. Both respected the mistakes of the students while using English for communication. They said they would not correct them while they were talking. Instead, they would make suggestions after they finished talking about the mistakes or wrong grammatical sentences. They would advise the other sentences to speak, Lisha reported:

“In the classroom, the students participate with each other in two-way communication, respond to the assignments and share opinions with their friends. They will quickly learn the language skill and better understand. They can see the example from intended students. The

people who like to use language and they have time to practice. I am not serious about it; I just dare to speak up. It was all right if they can communicate. I do not tell them that it is wrong. I will suggest these expressions, for example, you can try this instead of that one or, you can use this phrase. It is all right if you can communicate.” (Lisha, interview)

Marie stated her opinion about the mistakes or wrong grammar used in the sentences:

“Sometimes we can make mistakes in speaking. If we blame the students suddenly while they are talking, they will not speak and lack confidence. I will make suggestions to them later. If I am too strict about grammar in the sentences, the students will not want to speak English because they are Thai students.” (Marie, interview)

About the textbooks, the participants knew that the reading parts contained many of the Global Englishes cultures for students to learn; Marie reported:

“In the books, right? It showed the reading parts that talked about other nations. I like the story of the reading piece because it has reading passages about other countries in Europe.” (Marie, interview)

Lisha thought the same way; she said:

“Yes, they provide in the reading parts. There are a lot of other countries. It is not specific to one country.” (Lisha, interview)

They do not use textbooks as the primary materials in the class. They used it as a tool to guide the lessons, and they used the other materials from the online platform or other sources, as Marie reported:

“I don’t stick with the textbook. I will see the topics or contents from the textbooks. I will teach the textbook at first, and I will search for more content or worksheets about those topics for students to practice. I don’t always use textbooks because some sections do not fit

the students. I usually use the material from YouTube and pronunciation audios. I will recheck the source before using it. I will search on YouTube to match the content I want to teach the students.” (Marie, interview)

Lisha saw the indicators and prepared the lessons and worksheets for students to learn; she said:

“I will see the hands of each chapter and the contents of the chapter. After that, I will prepare additional materials from the internet. Most of the contents I will use in the English textbooks, because the students can review their textbooks. I will not lecture and write on the whiteboard much; I think it wastes time. I will use the material I prepared for the students, like worksheets or websites. I created the worksheets for the students to practice in the lessons that they don’t understand well. And the textbooks provide the contents slides in the Microsoft PowerPoint and audios to practice listening.” (Lisha, interview)

### **Awareness of Global Englishes**

One of the participants mentioned that she was all right in case the students spoke English with their accents, for instance, the Thai accent. However, she preferred the students to sound like NES because it was simple to understand while communicating with the interlocutors. She mentioned that she chose the students to declare native-like. Because she believed that the NES accents would be more understandable between the interlocutors, Marie stated:

“I am okay with the accents of people like Thais, not native-like. But I prefer it to sound native-like. I will suggest that the students pronounce correctly with an accent. It should be simpler to communicate. The students were open-minded to follow my suggestions.” (Marie, interview)

Another one was all right with the students' accents with their styles. They should speak confidently and feel comfortable while speaking English. It was better than nervously talking. The participants accepted the mistakes in communication when the students communicated with wrong vocabulary, word order, or broken grammar sentences, Marie stated,

“It is not abnormal to speak with a Thai accent. The people use English with different accents in each country.” (Marie, interview)

They know that the students had to communicate with their accents. Lisha said it was all right to speak with their accents, but they should have the self-confidence to speak in the language; she reported:

“I will tell the students to talk with their accents to make them feel confident in speaking English.” (Lisha, interview)

Furthermore, regarding the people or country that they need to present in the class, which is not focused on the NES only, Marie still insisted the NES represent the students; she said:

“Well, I have no idea. I usually gave examples of native English speakers in the class. Because they are good role models to use English. In my opinion, if we had other nations to teach, I think the accents and pronunciations were not okay for me.” (Marie, interview)

However, Lisha stated to have the NNEs to illustrate to the students.

“I will give the example of the Philippines. because it is close to Thailand. The foreign teachers in the school have Filipino accents, accents are different in every country. I think the students can relate to the foreigner with this example.” (Lisha, interview)

### Chapter Summary

After the interviewing the teachers' perception towards Global Englishes, none knew Global Englishes. One of them thought it was about learning the English method. They did not know the countries which speak English as a first language (L1) except the U.K. and America. They thought the European countries were L1. Moreover, the attitude towards Global Englishes, they preferred the NES to NNES. It was all right for students to use English on their own. But it would be better if they can speak native-like. Nevertheless, the awareness of Global Englishes was considerate. They mentioned that speaking confidence should be promoted while communicating even though you spoke with a Thai accent. Thus, it would be great if the students attempted to study and communicate in English. Therefore, it did not become essential to speak native-like without being unable to communicate.



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30



## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

This chapter concludes the current study by presenting the summary of the study, an overview of the findings, discussion, implications, limitations, recommendation for future research, and conclusion.

#### **Summary of the Study**

This study aimed to investigate the extent to which lower-secondary school English textbooks, commonly used by English teachers in Chonburi province, Thailand, contain Global Englishes features. Also, it aimed to investigate teachers' perceptions of Global Englishes features manifested in the English textbooks. Therefore, the study attempted to answer the following research questions:

1. To what extent do lower-secondary school English textbooks, commonly used by English teachers in Chonburi province, Thailand, contain Global Englishes features?
2. What are the teachers' perceptions of the Global Englishes features manifested in the English textbooks?

The design of this study was qualitative research, consisting of two phases. The goal of the first phase was to qualitatively analyze English textbooks, and as to whether they had Global Englishes features. The English textbooks were obtained from English teachers at the lower secondary schools in Chonburi province by using the survey. The second phase was the interview of teachers who used the English textbooks to determine the extent of the teachers' perception of the Global Englishes features.

#### **Summary of the Findings**

The research findings of the current study are divided into two parts based on the research questions as follows:

All three English textbooks at the lower secondary level were analyzed by using the Global Englishes in five aspects: target interlocutors, ownership of English,

target culture, norms of English, and orientation of English. The aspects about the target interlocutor, ownership of English, norm of English, and orientation are not relevant to the Global Englishes. The Global Englishes is depicted in the target culture aspect in the reading section throughout all three textbooks. The Global Englishes is presented in the reading sections about expanding circle countries in all three books, followed by inner and outer-circle countries. The culture showed that the readers could be more attracted to visit or explore those countries. For the other four aspects, the textbooks still provided the NES norms.

After the interviews, it was analyzed that the participants lacked knowledge about Global Englishes. They did not have explicit knowledge about the NES as well. They thought that the foreigners with blonde hair, white skin, and blue eyes were the NES even though they were from Europe. They preferred that the students sound native-like because they believed that the students could communicate with the interlocutors and have more understanding. They used the textbooks as the guideline to access the lessons and provided other sources for students to explore. However, they raised awareness about the diversity of Englishes. They knew that it was different for every single one to speak English. Although the students could sound native-like, it was extra of NES and NNES. It was hard to imitate.

## Discussion

The analysis of the English textbooks leads me to question the relevance of the illustrations of the English needs of Thai students and answer the research question: to what extent do English textbooks in the lower secondary school level contain Global Englishes features. In terms of the target interlocutors and ownership of English, the analysis shows that the tasks about future scenarios of using English and writing tasks are more likely to use English with NES. The textbooks emphasized on the NES throughout three textbooks. The situation would contact the NES more than the NNES. It was similar to the study of Syrbe and Rose (2018) that Germans are more likely to use English with other NNES at work, socially, or for travel purposes. Therefore, the students will use English to contact the NNES more than NES.

In terms of the target culture, the depiction of cultures is always presented in the reading section. Although the textbooks illustrated the expanding circle countries'

culture, the inner-circle countries were given more than the outer-circle countries. The representation of unchanging civilizations is at odds with current thinking about language and culture. This finding is consistent with earlier research into the role of culture in English textbooks. Traditional English language teaching methods have frequently aimed to educate students about idealized representations of British, American, and other inner-circle cultures. Compared to the current study into culture and language, culture is fluid and negotiable (Baker, 2015; Syrbe & Rose, 2018). I believe that textbooks teaching English as a global language should move away from presenting fixed inner circle structures.

However, the norm of English, the textbooks emphasize British English in both writing and speaking. All three textbooks presented the British English to the outer circle. The textbooks should write the contents of exposing students to the concepts that Englishes differ across linguistic varieties and raise awareness to the validity of the outer circle (Syrbe & Rose, 2018; Takahashi, 2016). The increase of Global Englishes acknowledgement is necessary in today's English classroom, principally that the students are likely to engage with speakers from diverse linguistic backgrounds.

The significance of the English textbook material is that they play important roles as maps for teachers and students to lay out the lessons (e.g., Richards, 2014). The textbooks facilitate the teaching and learning process for the lessons. The textbooks are easy to use and popular with teachers and students. However, teachers should follow the national curriculum to achieve the English education goals. Textbooks were only a guideline to reach the goals. Teachers should raise awareness about using the English textbooks for teaching. Because most of English textbooks are printed in the NES, the press has bought the copyright to sell in other countries. The students should know the difference and raise awareness of the diversity of Englishes.

The analysis of investigating teachers' perceptions of the Global Englishes features is manifested in the English textbooks, they lacked knowledge about the Global Englishes. They have never heard the term Global Englishes before, moreover, they still misunderstand about the NES and NNES (e.g., Rose & Galloway, 2019). They still request that the students speak native-like with confidence while



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

speaking. However, they raised awareness about the diversity of Englishes that the students could not sound like the NES (e.g., Galloway & Rose, 2013; Matsuda, 2017). It would be better to speak with their accents and the correct pronunciation. The teachers accepted mistakes for using English wrong in the grammatical sentences

Additionally, teachers still concentrated to the NES. As mentioned in the findings, it found that teachers selected the NES to be the role model for students. Even though they are foreigners with blonde hair, white skin, or blue eyes, they will be the NES. They still have the stereotype of the NES to be like that. It showed that teachers lacked knowledge of the Global Englishes. Students can communicate with accents, they agreed. Nonetheless, students should practice pronouncing like the NES in order to improve communication amongst interlocutors. It meant that teachers required students to speak in a native-like manner because they believed that the interlocutors would comprehend the accents better. Furthermore, teachers should create knowledge of Englishes that benefit students in both the classroom and in real life. According to the findings of three textbooks, the target cultures supplied a diverse range of cultures and nations. It provided a chance for teachers to raise awareness of and promote English among students.

### **Implications**

Although this study focused on the English textbooks used in the lower secondary schools in Chonburi province, the findings offer some implications for ELT. This study is advantageous for the teachers who want to teach English to students to use English in real-life scenarios. McKay (2012) argued that teachers are responsible for preparing students to use English in a global context. However, the English textbooks as the materials heavily contained the NES. The teachers should raise awareness by using the textbooks in the classroom. The students mostly used English to contact the NNEs more than the NES in real life. The teachers need to understand that speakers use English differently from prescribed standards (McKay, 2012). The textbooks did not make learning a priority; they were the guideline for studying the lessons, but not all of the context is provided in the textbooks. The teachers should suggest that students search for more information. Moreover, the norms of English did not belong only to the NES, but they are also other models of



969115835

BUU 1Thesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

English to be used. The confidence in speaking with accents played an important role to learn the English of students. The teachers should raise awareness while students are speaking. If they are interrupted, they might lack the confidence to speak.

The findings revealed that two participants who were teachers lacked knowledge about Global Englishes jargon. They misunderstood the difference between NES and NNES. They agreed that students could communicate with the accents. Nevertheless, the students should practice pronouncing like the NES for a better understanding between the interlocutors. The teachers required students to sound native-like because they thought that the interlocutors would better understand the accents. In addition, the teachers should raise awareness of Englishes that promote the students both in the class and in real life. The three textbooks found that the target cultures provided many cultures and countries. It was an opportunity for teachers to be aware and promote the Englishes to the students. To gain knowledge and inform teachers to raise awareness about Global Englishes, a conference should be held for teachers to attend and learn from workshops (e.g., Prabjandee, 2020; Prabjandee & Fang, 2022) to take the opportunity to raise awareness of Global Englishes in class.

### **Limitations**

Because of the COVID-19 pandemic, I did not observe the participants that used textbooks in their classroom. I had to change and investigate teachers' perceptions of the Global Englishes features manifested in the English textbooks. There were only a few participants because of COVID. The data from the interview were self-reported information, so the teacher's behaviors could not be detected. It did not reflect the teachers' behavior while teaching English in the classroom. Lastly, all three textbooks in this study did not provide the Global Englishes except for the target culture. The Global Englishes might provide other English textbooks that those teachers did not use to teach.

### **Recommendation for Future Research**

This study analyzed English textbooks in lower secondary schools and interviewed the teachers who used these textbooks. This study suggests that future researchers should analyze primary English textbooks and observe the teachers to

obtain the reflected behavior between teachers and learners or analyze audio materials concurrently with textbooks. Future researchers may use the mixed method to collect more data relating to the Global Englishes features in English textbooks and teachers' practice. The studies should observe teachers rather than interviewing them.

## Conclusion

This study analyzed the English textbooks used in lower secondary schools in Chonburi province. It shows that the English textbooks do not depict the Global Englishes in the contents for students. The teachers should raise awareness of the diversity of Global Englishes that are spread out around the world. This study will benefit the teachers who explore the English textbooks. The textbooks should present Global Englishes' diversity not only in the NES countries but also in the NNES.

Moreover, the textbooks should provide the English for actual life use in future situations with global contexts because most textbooks provide the contents for examination. The textbooks should be the guiding map for students to communicate with the interlocutors in real life more than learning grammar.

## REFERENCES

- Alyousef, H. (2007). *An evaluation of the third grade intermediate English course book in Saudi Arabia*. (Doctoral dissertation), King Saud University,
- Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd ed.). Bristol, U.K.: Multilingual Matters.
- Baker, W. (2008). A critical examination of ELT in Thailand: The role of cultural awareness. *RELC Journal*, 39(1), 131-146. doi:10.1177/0033688208091144
- Blackledge, A., Creese, A., & Takhi, J. K. (2013). Beyond multilingualism: heteroglossia in practice. In S. May (Ed.), *The Multilingual Turn: Implications for SLA, TESOL, and Bilingual Education*. New York: Routledge.
- Brown, D. (2001). Teaching by principles: An interactive approach to language pedagogy. *TESOL Quarterly*, 35(2). doi:10.2307/3587655
- Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations*. New York: Routledge.
- Chan, J. Y. H. (2014). An evaluation of the pronunciation target in Hong Kong's ELT curriculum and materials: influences from WE and ELF? *Journal of English as a Lingua Franca*, 3(1), 145-170. doi:10.1515/jelf-2014-0006
- Cockroft, W. (1982). Mathematics counts. *Report of the Committee of Inquiry into the Teaching of Mathematics in Schools under the Chairmanship of Dr WH Cockcroft*.
- Crystal, D. (2003). *English as a global language*. Cambridge: Cambridge University Press.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Research Article*, 49(2), 222-251. doi:10.3102/00346543049002222
- Firth, A. (1996). The discursive accomplishment of normality: On 'lingua franca' English and conversation analysis. *Journal of Pragmatics*, 26(2), 237-259. doi:10.1016/0378-2166(96)00014-8
- Fukkink, R. G. (2010). Missing pages? A study of textbooks for Dutch early childhood teacher education. *Teaching and Teacher Education*, 26(3), 371-376. doi:10.1016/j.tate.2009.01.015
- Galloway, N., & Rose, H. (2013). "They envision going to New York, not Jakarta": the differing attitudes toward ELF of students, teaching assistants, and instructors in an English-medium business program in Japan. *Journal of English as a Lingua Franca*, 2(2), 229-253. doi:10.1515/jelf-2013-0014
- Galloway, N., & Rose, H. (2014). Using listening journals to raise awareness of Global Englishes in ELT. *ELT Journal*, 68(4), 386-396. doi:10.1093/elt/ccu021
- Galloway, N., & Rose, H. (2015). *Introducing Global Englishes*. Abingdon: Routledge.
- Galloway, N., & Rose, H. (2018). Incorporating Global Englishes into the ELT classroom. *ELT Journal*, 72(1), 3-14. doi:10.1093/elt/ccx010
- Graddol, D. (2006). *English next*. London: English company.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston, MA: Heinle Cengage.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.): Pearson Longman.
- Higgins, C. (2003). "Ownership" of English in the outer circle: An alternative to the



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

- NS-NNS dichotomy. *TESOL Quarterly*, 37(4). doi:10.2307/3588215
- Horsley, M., & Young, C. (1994). *Textbook usage in the implementation of the new history 7-10 syllabus: A NSW perspective*. Paper presented at the The Annual Conference of the Australian Teacher Education Association, Brisbane, Queensland.
- Hülmbauer, C., Böhringer, H., & Seidlhofer, B. (2008). Introducing English as a lingua franca (ELF): Precursor and partner in intercultural communication. *Synergies Europe*, 3, 25-36.
- Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford: Oxford University Press.
- Jenkins, J. (2006). Points of view and blind spots: ELF and SLA. *International Journal of Applied Linguistics*, 16(2), 137-162. doi:10.1111/j.1473-4192.2006.00111.x
- Jenkins, J. (2009). *World Englishes: A resource book for students* (2nd ed.). Abingdon: Routledge.
- Jenkins, J. (2014). *Global Englishes: A resource book for students* (3rd ed.). Abingdon: Routledge.
- Juntanee, J. (2019). *Global Englishes orientation of English textbooks in Thailand*. (Master's thesis), Burapha University,
- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (pp. 11-30). Cambridge: Cambridge University Press.
- Kachru, B. B. (1998). English as an Asian language. *Links & Letters*, 5, 89-108.
- Kırkgöz, Y. (2009). Evaluating the English textbooks for young learners of English at Turkish primary education. *Social and Behavioral Sciences*, 1(1), 79-83. doi:10.1016/j.sbspro.2009.01.016
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.
- Kramsch, C. J. (2012). Authenticity and legitimacy in multilingual SLA. *Linguistics Education*.
- Kubota, R. (2000). Exploring linguistic diversity through World Englishes. *The English Journal*, 89(6). doi:10.2307/821267
- Larsen-Freeman, D. (2011). A complexity theory approach to second language development/acquisition. *Alternative Approaches to Second Language Acquisition*, 48-72.
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641-654. doi:10.1080/13803611.2012.718488
- Litz, D. R. A. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal*, 48(1), 1-53.
- Love, E., & Pimm, D. (1996). "This is so": A text on texts. In A. Bishop, K. Clements, C. Keitel-Kreidt, J. Kilpatrick, & C. Laborde (Eds.), *International handbook of mathematics* (pp. 371-409). Boston: Kluwer.
- Lyons, D. (2017). How many people speak English, and where is it spoken? Retrieved from <https://www.babbel.com/en/magazine/how-many-people-speak-english-and-where-is-it-spoken>
- Matsuda, A. (2012). Teaching materials in EIL. In L. Alsagoff, S. L. McKay, G. Hu, &



- W. A. Renandya (Eds.), *Principles and practices for teaching English as an international language*. New York: Routledge.
- Matsuda, A. (2017). *Preparing teachers to teach English as an international language* (A. Matsuda Ed.). Bristol: Multilingual Matters.
- May, S. (2013). Disciplinary divides, knowledge construction, and the multilingual turn. In S. May (Ed.), *The multilingual turn implications for SLA, TESOL, and bilingual education*. New York: Routledge.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers: Practice and theory*. London: Bloomsbury.
- Mckay, S. L. (2012). Teaching materials for English as an international language. *Principles and practices of teaching English as an international language*, 70-83. doi:10.21832/9781847697042-007
- Meidani, E. N., & Pishghadam, R. (2013). Analysis of English language textbooks in the light of English as an International Language (EIL): a comparative study. *International Journal of Research Studies in Language Learning*, 2(2). doi:10.5861/ijrsl.2012.163
- Meier, G. S. (2016). The multilingual turn as a critical movement in education: assumptions, challenges and a need for reflection. *Applied Linguistics Review*, 8(1). doi:10.1515/applirev-2016-2010
- Melchers, G., & Shaw, P. (2011). *World Englishes* (2nd ed.). London: Hodder Education.
- Mikk, J. (2000). *Textbook: research and writing*. Frankfurt am Main: Peter Lang.
- Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. (2011). Developing an English language textbook evaluation checklist. *Contemporary Issues in Education Research (CIER)*, 4(6), 21-27. doi:10.19030/cier.v4i6.4383
- Nelson, C. L. (1992). *My language, your culture: Whose communicative competence?* (2 nd ed.). Urbana, IL: University of Illinois Press.
- NIETS. (2019). Summary on O-NET Test Results of Grade 6 in the Academic Year 2019. Retrieved from [newonetresult.niets.or.th/announcementweb/pdf/summaryonetc6\\_2562.pdf](http://newonetresult.niets.or.th/announcementweb/pdf/summaryonetc6_2562.pdf)
- O'Neill, R. (1982). Why use textbooks? *ELT Journal*, 36(2).
- Okeeffe, L. (2013). A framework for textbook analysis. *International Review of Contemporary Learning Research*(1), 1-13. doi:10.12785/irclr/020101
- Pennycook, A. (2006). *Global Englishes and transcultural flows*. London: Routledge.
- Prabjandee, D. (2019). Becoming English teachers in Thailand: Student teacher identity development during teaching practicum. *Issue in educational research*, 29(4), 1277-1297.
- Prabjandee, D. (2020). Teacher professional development to implement Global Englishes language teaching. *Asian Englishes*, 22(1), 52-67. doi:10.1080/13488678.2019.1624931
- Ravitch, D. (2003). The test of time *Education next*, 3(2).
- Rice, F., Frederickson, N., & Seymour, J. (2011). Assessing pupil concerns about transition to secondary school. *British Journal of Educational Psychology*, 81(2), 244-263. doi:10.1348/000709910X519333
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge:

- Cambridge University Press.
- Richards, J. C. (2014). The ELT textbook. In *International perspectives on materials in ELT*. London: Palgrave Macmillan.
- Rose, H., & Galloway, N. (2017). Debating standard language ideology in the classroom: Using the 'speak good English movement' to raise awareness of Global Englishes. *RELC Journal*, 48(3). doi:10.1177/0033688216684281
- Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge: Cambridge University Press.
- Sarem, S. N., Hamidi, H., & Mahmoudie, R. (2013). A critical look at textbook evaluation: A case study of evaluating an ESP course-book: English for international tourism. *International Research Journal of Applied and Basic Sciences*, 4(2), 372-380.
- Seidlhofer, B., & Widdowson, H. (2018). ELF for EFL: A change of subject? In *English as a Lingua Franca for EFL Contexts: Multilingual Matters*.
- Sewall, G. T. (1992). Social studies textbooks in the 1990s. *Publishing Research Quarterly*, 8, 6-11. doi:10.1007/BF02680669
- Sharifian, F. (2017). *Advances in cultural linguistics*.
- Shim, R. J. (2002). Changing attitudes toward TEWOL in Korea. *Journal of Asian Pacific Communication*, 12(1), 143-158. doi:10.1075/japc.12.1.09shi
- Strand, G. M. (2019). Experiencing the transition to lower secondary school: Students' voices. *International Journal of Educational Research*, 97, 13-21. doi:10.1016/j.ijer.2019.06.009
- Sung, C. C. M. (2018). Out-of-class communication and awareness of English as a Lingua Franca. *ELT Journal*, 72(1), 15-25. doi:10.1093/elt/ccx024
- Syrbe, M., & Rose, H. (2018). An evaluation of the global orientation of English textbooks in Germany. *Innovation in language learning and teaching*, 12(2), 152-163. doi:10.1080/17501229.2015.1120736
- Tajeddin, Z., & Teimournezhad, S. (2015). Exploring the hidden agenda in the representation of culture in international and localised ELT textbooks. *The Language Learning Journal*, 43(2). doi:10.1080/09571736.2013.869942
- Takahashi, R. (2016). *The attitudes of learners and teachers towards ELF oriented materials, with related implications* (N. Tsantila, J. Mandalios, & M. Ilkos Eds.): The American College of Greece.
- Toh, G. (2003). Towards a more critical orientation to ELT in southeast Asia. *World Englishes*, 22(4), 551-558. doi:10.1111/j.1467-971X.2003.00318.x
- Tollefson, J. W. (2007). Ideology, language varieties, and ELT. In J. Cummins & C. Davison (Eds.), *International Handbook of English Language Teaching* (pp. 25-36). Boston, MA: Springer.
- Tomlinson, B. (2003). *Developing materials for language teaching*. Wilshire: Cromwell Press.
- Venezky, R. (1992). Textbooks in school and society. In P. W. Jackson (Ed.), *Handbook of Research on Curriculum* (pp. 436-462). New York: Macmillan.
- Vettorel, P. (2013). ELF in international school exchanges: stepping into the role of ELF users. *Journal of English as a Lingua Franca*, 2(1), 147-173. doi:10.1515/jelf-2013-0007
- Vettorel, P. (2018). ELF and communication strategies: Are they taken into account in ELT materials? *RELC Journal*, 49(1). doi:10.1177/0033688217746204

- Vettorel, P., & Lopriore, L. (2013). Is there ELF in ELT coursebook? *Studies in second language learning and teaching*, 3(4), 483-504. doi:10.14746/ssl.t.2013.3.4.3
- Warschauer, M. (2000). *CALL for the 21st century*. Paper presented at the IATEFL and ESADE, Barcelona, Spain. <http://www.gse.uci.edu/markw/cyberspace.html>
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222-1235. doi:10.1016/j.pragma.2010.07.035
- Wong, L. (2011). *Textbook evaluation: A framework for evaluating the fitness of the Hong Kong new secondary school (NSS) curriculum*. The University of Hong Kong,
- Xu, Z. (2013). Globalization, culture and ELT materials: a focus on China. *Multilingual education*, 3(6). doi:10.1186/2191-5059-3-6



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

## APPENDICES



969115835

BUU iThesis 61920262 thesis / rcv: 17062566 11:12:08 / seq: 30

## APPENDIX A

This appendix depicted the findings from the Spark 1, 2 and 3 textbooks. The data were shown in four aspects: target interlocutors, ownership of English, target cultures, and norms of English from these three textbooks as following.

### Target Interlocutors

#### Example 1: Greeting and introduction

• Asking about names

2 Ask and answer, as in the example.

1 Jenny Milles	2 Steven Jones
A: What's your name?	3 Peter Wells
B: Jenny.	4 James Scott
A: And your surname?	5 Maria Brown
B: Milles.	6 Kevin Rice
A: How do you spell it?	7 David Carter
B: M-I-double L-E-S.	8 Amanda White

• Asking about addresses & telephone numbers

4 Ask and answer, as in the example.

1 15 Apple Street - 26558278	2 128 Middle Street - 55243589
A: What's your address?	3 64 Memphis Street - 22943318
B: 15 Apple Street.	4 97 Newton Street - 72398632
A: How do you spell it?	5 38 Melrose Street - 37725921
B: A-double P, L-E.	
A: What's your telephone number?	
B: It's two-six-double five-eight-two-seven-eight.	

• Asking about age

7 Ask and answer, as in the example.

A: What's your name?  
B: My name's Helen.  
A: How old are you?  
B: I'm 17 years old.


As shown in this picture, task 2 Spark 1 (p. 4), it was revealed that the task heavily relied on the native English speakers. Those names depicted as NES.

As shown in this picture, task 4 and 7 Spark 1 (p. 5), it was found that the task heavily relied on the native English speakers. Task 4, they were the address and telephone number of the native English speakers countries. Task 7, the names depicted as native speakers of English.

• Greetings


**12** Read the dialogues. Act out similar dialogues.

**A**



Claire: Good morning, Ingrid.  
Ingrid: Hi, Claire.  
Claire: How are you?  
Ingrid: I'm fine, thanks. And you?  
Claire: Not bad.  
Ingrid: Oh, I'm late! Bye!  
Claire: Goodbye.

**B**



Lyn: Goodbye, Tony.  
Tony: Bye, Lyn. See you later.  
Lyn: See you!

As shown in this picture, task 12 Spark 1 (p. 7), it was revealed that the dialogues of greetings were relied on the native English speakers.

• Greetings, Introductions & Asking for personal information

**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.

As shown in this picture, task 1 Spark 1 (p. 15), it was revealed that the dialogues of greetings were relied on the native English speakers.

• Greetings & Introductions


**17a** Read the dialogues and match them to the pictures.

**1**



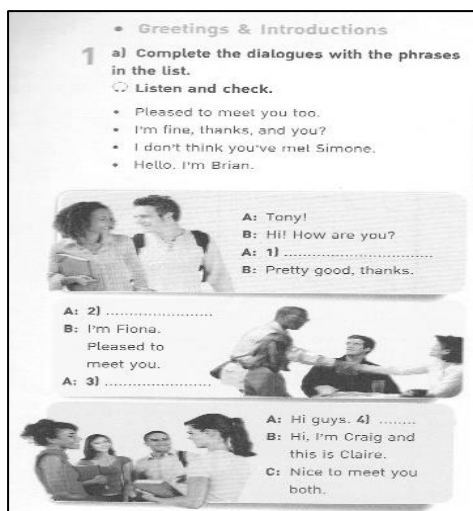
A: Hi, you must be new. I'm Sally. What's your name?  
B: I'm Emma.  
A: Nice to meet you. Where are you from?  
B: I'm from Brighton.  
A: This is my best friend, Alison.  
B: Hi, Alison. How are you?  
C: Hi, I'm fine, thanks.

**2**



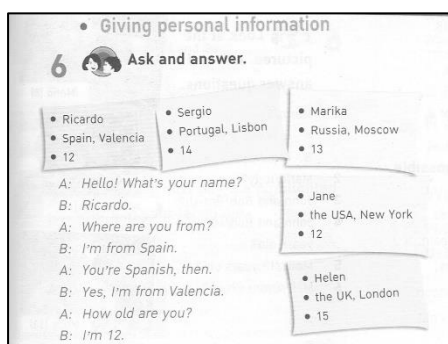
A: Hello, my name is Samuel Jones, but please call me Sam.  
B: It's a pleasure to meet you, Sam. I'm Daniel Briggs.  
A: And this is Laura Smith.  
A: Nice to meet you, Laura.  
C: Nice to meet you too.

As shown in this picture, task 17 Spark 2 (p. 8), it was revealed that the dialogues of greetings were relied on the native English speakers.



As shown in this picture, task 1 Spark 3 (p. 4), it was revealed that the dialogues of greetings were relied on the native English speakers.

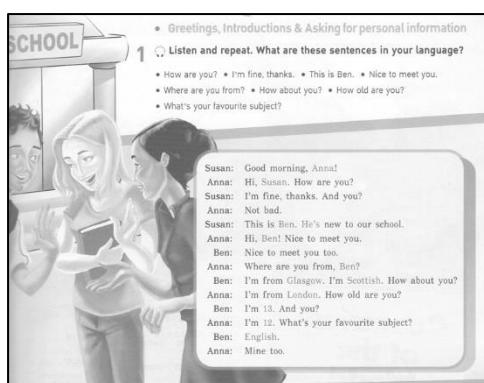
## Example 2: Giving personal information



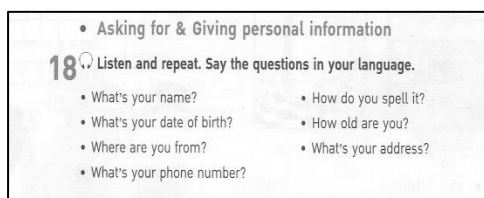
As shown in this picture, Spark 1 task 6 (p. 11), it was found the various names, nationalities, and cities of people from both the native English speakers and non-native English speakers. The students could make a dialogue to ask and answer from this information. The task reflected the communication in the Global contexts.



As shown in this picture, Spark 1 task 4 (p. 14), it was found the speaking or writing for giving yourself information. The task reflected the communication in the Global contexts.



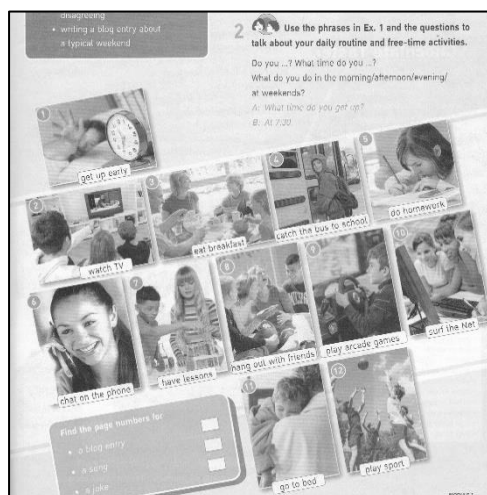
As shown in this picture, Spark 1 task 1 (p. 15), it was revealed that the dialogues of asking for personal information were relied on the native English speakers.



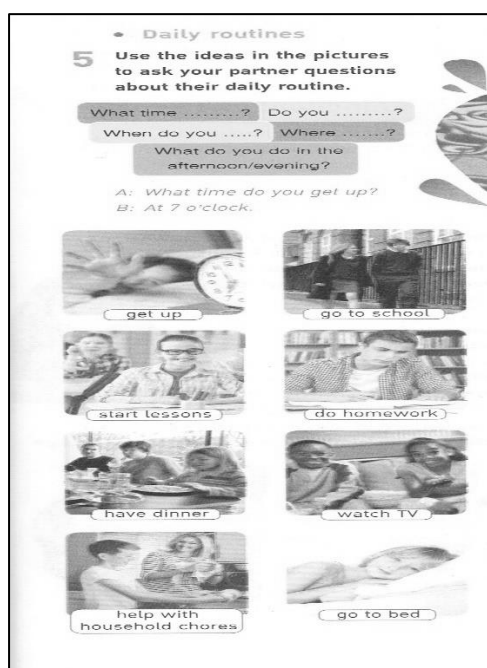
As shown in this picture, Spark 2 task 18 (p. 8), it was found the questions to practice answering and speaking personal information. The task reflected the communication in the Global contexts.



### Example 3: Daily routines



As shown in this picture, Spark 2 task 2 (p. 9), it was found the daily routines that the dialogues reflected to the native English speaking context.

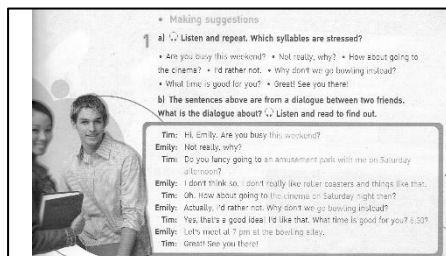


As shown in this picture, Spark 3 task 5 (p. 5), it was found the daily routines that the dialogues reflected to the native English speaking context.



9691 15835

### Example 4: Making suggestions

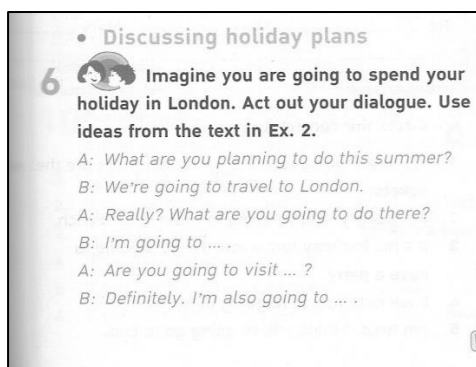


As shown in this picture, Spark 2 task 1 (p. 15), it was found the dialogues reflected to the native English speaking context.

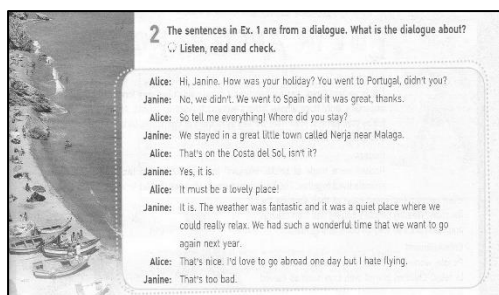


As shown in this picture, Spark 3 task 2 (p. 63), it was found the dialogues reflected to the native English speaking context.

### Example 5: Talking holidays



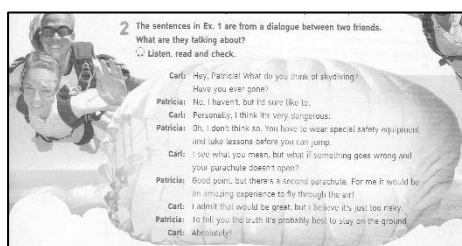
As shown in this picture, Spark 2 task 6 (p. 71), the analysis showed that the dialogue was specific for students to talk about London. It was found the examples of sentences to talk with partners. It was obviously relied on the native English speaking context.



As shown in this picture, task 2 (p. 99), it was found the conversation about holiday is Spain. They were talking about the places in Spain. The task showcased the communication in the Global context.

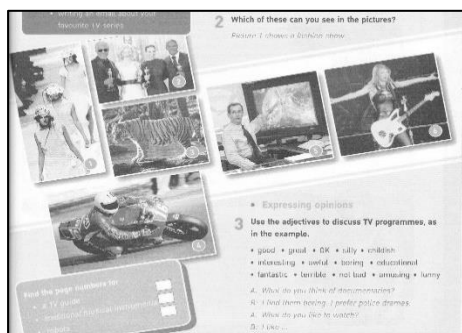
Spark 3

### Example 6: Expressing opinions



As shown in this picture, task 2 (p. 87), it was found the dialogues reflected to the native English speaking context.

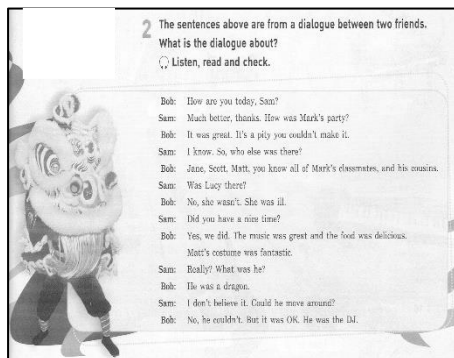
Spark 2



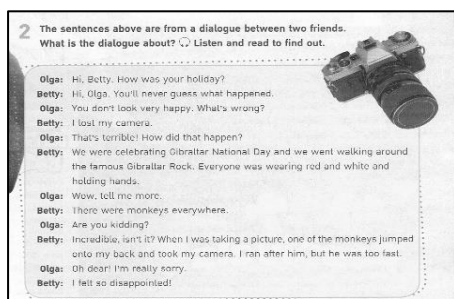
As shown in this picture, task 3 (p. 81), it was found the dialogues and TV programs that reflected to the native English speaking context.

Spark 3

## Example 7: Past events

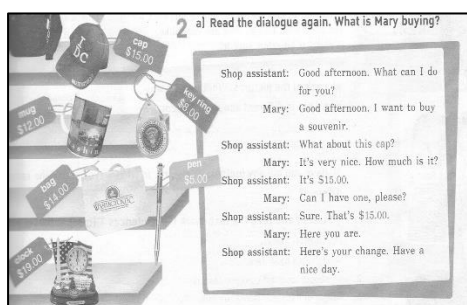


As shown in this picture, Spark 1 task 2 (p. 99), it was found the dialogues reflected to the native English speaking context.

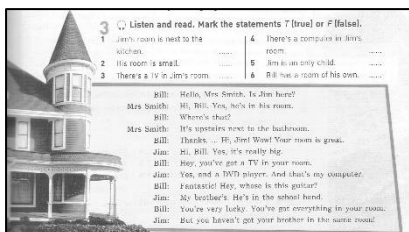


As shown in this picture, Spark 2 task 2 (p. 39), it was found the dialogues reflected to the native English speaking context.

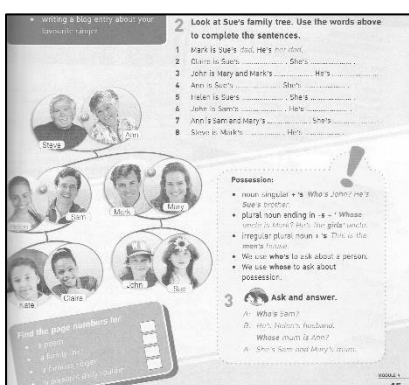
## Example 8: Spark 1's future scenarios of using English



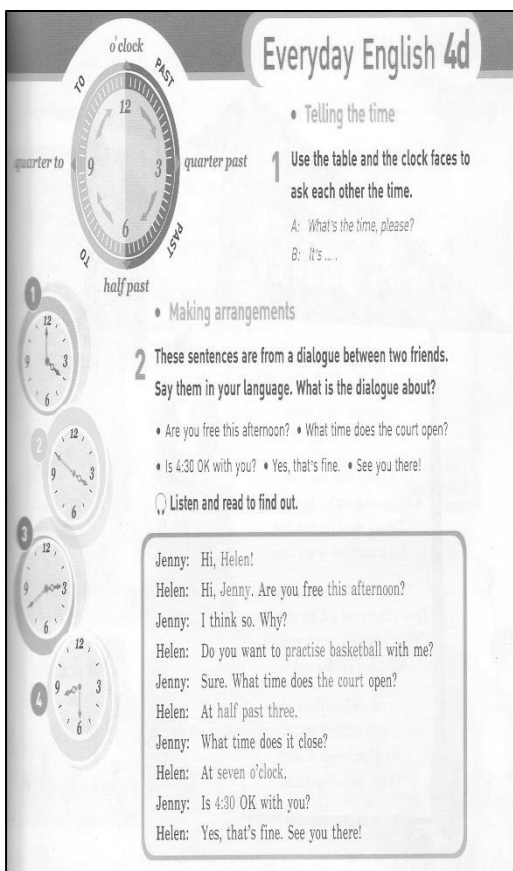
As shown in this picture, Spark 1 task 2 (p. 27), it was found the dialogues reflected to the native English speaking context. It obviously showed from a T-shirt, a mug, a bag, and a clock that was symbolic of the U.S., also the currency.



As shown in this picture, Spark 1 task 3 (p. 39), it was found the dialogues reflected to the native English speaking context.



As shown in this picture, Spark 1 task 3 (p. 45), it was found the dialogues reflected to the native English speaking context.



As shown in this picture, Spark 1 task 1 and 2 (p. 51), it was revealed the phrases to ask and answer the time. It indicated to the British telling the times which was the native English speaking context.

**Expressing fear**

I'm afraid of...  
Get it away from me!  
Are you sure it's safe?  
Oh my goodness!  
Calming down  
Don't be silly!  
Would you like to try?

**Expressing fear**

Look at these sentences from a dialogue between two friends.  
What is the dialogue about?  
Listen and read to find out. Say the sentences in your language.

• Would you like to see my new pet? • What is it? • Oh my goodness!  
• What's wrong? • Don't be silly. • Would you like to try?

Frank: Hey, Sue! Would you like to see my new pet?  
Sue: Sure. What is it?  
Frank: Here, look. It's a baby wolf spider.  
Sue: It's only three months old.  
Sue: Oh my goodness! Get it away from me!  
Frank: What's wrong?  
Sue: I'm afraid of spiders.  
Frank: Don't be silly. It's really cute.  
Sue: Are you sure it's safe?  
Frank: Of course. Look! It's like walking up my arm.  
Sue: Eh... maybe another time... OK? Bye now.

As shown in this picture, Spark 1 task 1 (p. 63), it was found the dialogues reflected to the native English speaking context.

**Talking about the weather**

7 Look at today's international weather chart.  
Listen and complete. Then ask and answer questions, as in the example.

cloudy = cloudy      windy = windy  
sunny = sunny  
raining = raining      snowing = snowing

Athens 20°C	Paris 5°C
London 10°C	Glasgow ...°C
Dublin ...°C	Vienna ...°C
Perth 30°C	Bangkok 35°C

A: What's the weather like in Athens today?  
B: It's warm and sunny.  
A: What's the temperature in Athens today?  
B: It's 20°C. It's warm.

• C: degrees Celsius  
• F: degrees Fahrenheit

As shown in this picture, Spark 1 task 7 (p. 71), it was revealed the temperature from many cities both native English speaking and non-native English speaking countries. It showed two degrees of temperature that used in the world. The task reflected the communication in the Global contexts.

3 Read the dialogue and answer the questions.

Beth: So, what do you think?  
Alice: Those sunglasses look really nice on you, Beth.  
Beth: Do you think so?  
Alice: Yes, I think they're great. Look in the mirror.  
Beth: Hmmm. They're very nice.  
Alice: I like the brown ones too.  
Beth: Yes, but I prefer them in black. Do you think they're expensive?  
Alice: Why? How much do they cost?  
Beth: £20.  
Alice: That's not too bad.  
Beth: OK, then. I'll take them.

As shown in this picture, Spark 1 task 3 (p. 75), it was found the dialogues reflected to the native English speaking context.

**Ordering food**

6 Imagine you are at the school canteen. Act out a dialogue, as in the example.

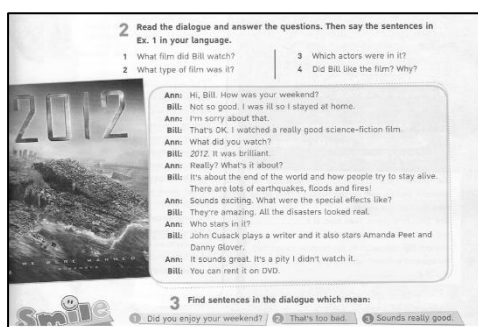
A: What would you like to eat?  
B: I'd like a **sandwich**, please.  
A: Anything to drink?  
B: Just a **bottle of water**, please.  
A: Here you are.

As shown in this picture, Spark 1 task 6 (p. 83), it was found the pattern of sentences to say in the dialogue for ordering food. The task reflected the communication in the Global contexts.

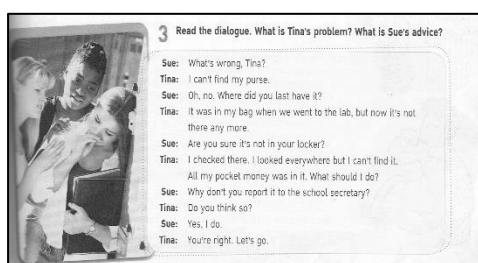


As shown in this picture, Spark 1 task 2 (p. 87), it was found the pattern of sentences to say in the dialogue for ordering food which reflected to the native English speaking context.

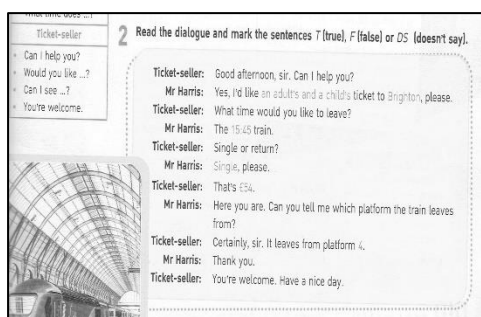
### Example 9: Spark 's future scenarios of using English



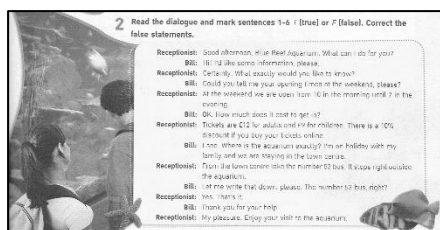
As shown in this picture, Spark 2 task 2 (p. 27), it was found the dialogues reflected to the native English speaking context.



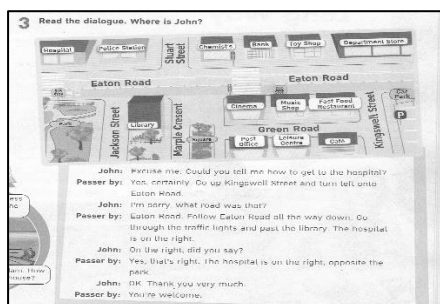
As shown in this picture, Spark 2 task 3 (p. 51), it was found the dialogues reflected to the native English speaking context.



As shown in this picture, Spark 2 task 2 (p. 63), it was found the dialogues about buying a train ticket in Brighton that reflected to the native English speaking context.

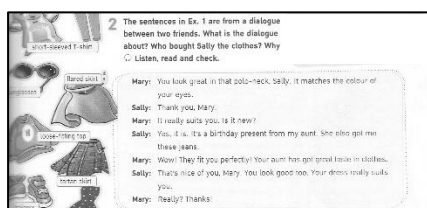


As shown in this picture, **Spark 2** task 2 (p. 75), it was found the dialogues reflected to the native English speaking context.

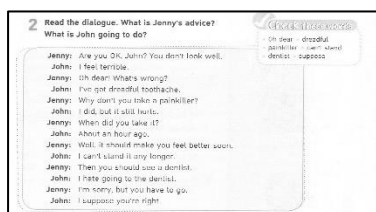


As shown in this picture, **Spark 2** task 3 (p. 99), it was found the dialogues and places reflected to the native English speaking context.

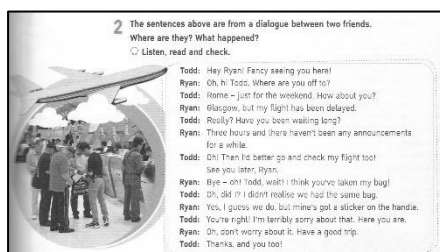
### Example 10: Spark 3's future scenarios of using English



As shown in this picture, **Spark 3** task 2 (p. 15), it was found the dialogues reflected to the native English speaking context.




As shown in this picture, **Spark 3** task 2 (p. 27), it was found the dialogues reflected to the native English speaking context.



As shown in this picture, **Spark 3** task 2 (p. 39), it was found the dialogues reflected to the native English speaking context.



2 The sentences above are from a dialogue between a police officer and a witness to an accident. What accident is it about?  
Listen, read and check.



A: What's your name, please?  
B: George Sanders.  
A: OK, Mr Sanders, let's go straight to the accident. You said you were waiting at the bus stop. Can you tell me what you saw?  
B: I saw a car going through the traffic lights really fast although they had turned green yet. A motorbike came from the left and the car hit it with a very loud crash.  
A: What happened to the rider?  
B: He smashed into the windscreen and went over the top of the car.  
A: What about the driver?  
B: By the time I called you, he had driven off.  
A: Did you see the car's number plate?  
B: I'm afraid not. I went straight over to help the rider.  
A: Thank you for your time, sir.  
B: You're welcome.


As shown in this picture, Spark 3  
task 2 (p. 51), it was found  
the dialogues reflected to  
the native English speaking  
context.

2 Listen and read. Put pictures A-F in the correct order. Check with your partner.

Wendy: Hey, what's wrong?  
Sam: I don't know how to copy my history project onto this memory stick. Can you help me?  
Wendy: Sure. First, insert the stick into the slot in the tower.  
Sam: All right.  
Wendy: Now go to your files in 'My Documents'. Then click on the file you want to copy.  
Sam: Got it! What's next?  
Wendy: Click on 'Copy this file'. A window will open.  
Sam: Then what?  
Wendy: Click on 'Removable disk' and then on 'Copy'. When it copies your file, close the window.  
Sam: Is that all? Thanks, Wendy.  
Wendy: No problem. Don't forget to remove the stick, OK?

As shown in this picture, Spark 3  
task 2 (p. 75), it was found  
the dialogues reflected to  
the native English speaking  
context.

2 The sentences in Ex. 1 are from a dialogue between two friends. What programme do they choose to watch?  
Listen and read to find out.



Steve: Anna, there's a quiz show on TV. Do you fancy watching it?  
Anna: Not really. Quiz shows are boring. What else is on?  
Steve: Well, there's a wildlife programme on about sharks.  
Anna: That sounds great. What channel is it on?  
Steve: Channel 4.  
Anna: What time is it on?  
Steve: 6 o'clock.  
Anna: Let's watch that. There's a teen social drama after that.  
Steve: Oh no, not that. I just hate social dramas.

As shown in this picture, Spark 3  
task 2 (p. 87), it was found  
the dialogues reflected to  
the native English speaking  
context.

## Writing Construction

### Example 1: Email writing tasks

Writing (an email to an English-speaking penfriend)

4 Portfolio Use your answers from Ex. 3 to write your reply to Peter (40-50 words).

Para 1: your full name, country you are from, age, school  
Para 2: your favourite school subject & singer

As shown in this picture, Spark 1  
task 4 (p. 17), the students  
needed to write an email to  
English-speaking pen  
friend. But in Thai  
context, it was difficult for  
Thai students to write an  
email to someone. They  
could practice writing and  
send to their teachers in

**Writing** *(an email about your collection)*

**4 Portfolio** Answer the questions in the plan. Then write a short email about your collection (40-50 words).

**Para 1:** What's your name?, How old are you?, Where are you from?, What is your collection?, What's your favourite one?

**Para 2:** Are you proud of your collection? What about your penfriend? Write back, (your first name)

the school.

As shown in this picture, Spark 1 task 4 (p. 29), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.

**Writing** *(an email about your house)*

**5 Portfolio** Use your answers in Ex. 4 to write an email to your English-speaking penfriend about your house (60-80 words). Follow the plan.

**Para 1:** greet your friend, describe your house (number of rooms, location, extra features)

**Para 2:** describe your bedroom (colour, objects in it)

**Para 3:** ask your penfriend about his/her house; closing remarks

As shown in this picture, Spark 1 task 5 (p. 41), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.

**Writing** *(an email invitation to your birthday party)*

**4 Portfolio** It's your birthday soon and you are planning to have a party. Use your answers from Ex. 3 and the email in Ex. 1 as a model. Write and invite your friend (60-80 words). Follow the plan.

Hi (friend's first name),

**Para 1:** invite your friend to your birthday party, say when & where it will be

**Para 2:** write about decorations, activities, games, food you are planning to have/do

**Para 3:** ask your friend to confirm he/she is coming (your first name)

As shown in this picture, Spark 1 task 4 (p. 89), the students needed to write an email to English-speaking pen friend. But in Thai

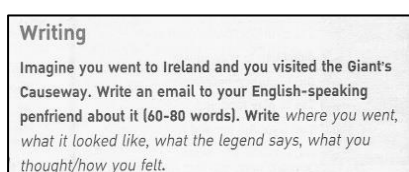
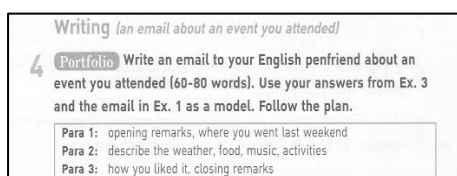


9691 15835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.

As shown in this picture, Spark 1 task 4 (p. 101), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.



As shown in this picture, Spark 2 task 3 (p. 26), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.

**Writing** (an email about rules and regulations)

**4 Portfolio** You are at a summer school. Write a short email to your English penfriend about the rules there (60-80 words). Follow the plan and use the ideas in Exs. 2 & 3.

Para 1: where you are, when you arrived, what the place is like  
 Para 2: describe a typical day, write what the rules are  
 Para 3: your feelings, closing remarks

As shown in this picture, Spark 2 task 4 (p. 53), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.

**Writing** (an email comparing two places)

**3 Portfolio** Write an email to your English penfriend comparing two favourite places in your country (60-80 words). Follow the plan.

Para 1: write where you live, state which two places in your country are your favourite ones (There are so many beautiful places in my country. My two favourites are ... and ... )  
 Para 2: describe the first place (... is in ... . There are ... . It's a ... )  
 Para 3: describe the second place (On the other hand, ... . It has ... . It is ... )  
 Para 4: ask your penfriend about his/her favourite places; closing remarks

As shown in this picture, Spark 2 task 3 (p. 65), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.

**Writing** (an email about your holiday)

**4 Portfolio** Imagine you are on holiday. Write an email to your English penfriend about what you are planning to do (60-80 words). Follow the plan. When you finish your piece of writing, proofread it for mistakes.

Dear ...

Para 1: opening remarks; where you are, when you arrived, where you are staying, what the weather is like (Hi! How are you? We arrived ... and we're really ... We are staying ... The weather ... )  
 Para 2: your plans (First of all, we're going to ... My mum ... My dad ... I'm ... )  
 Para 3: closing remarks (That's all my news. See you in ... )  
 Take care,  
 ...

As shown in this picture, Spark 2 task 4 (p. 77), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an



9691 15835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

email to someone. They could practice writing and send to their teachers in the school.

**Writing (an email about your house & neighbourhood)**

**3 Portfolio** Use your answers from Ex. 2 to write an email to your English penfriend about your house and your neighbourhood (60-80 words). Follow the plan.

**Para 1:** greet your penfriend; apologise for not writing earlier giving reasons  
**Para 2:** describe your house (location, rooms) & neighbourhood (shops, people etc.); your feelings  
**Para 3:** closing remarks; ask your penfriend to write back

As shown in this picture, Spark 2 task 3 (p. 101), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.

**Writing (an email from abroad)**

**4** You are spending a week abroad. Write an email to your English penfriend (50-70 words). Follow the plan.

**Para 1:** where you are, who you are with, what you think of the place  
 (Greetings from ... I'm ... I've never ... )  
**Para 2:** what you have done/seen so far - haven't done/seen yet (I'm here for ... I've ... but I haven't ... yet.)  
**Para 3:** when you are coming back; closing remarks (I'm coming back in ... )

As shown in this picture, Spark 3 task 4 (p. 41), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.



9691 15835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

**Writing (an email giving advice)**

4 Use ideas from the dialogue in Ex. 3 to complete the email below giving advice to Alex (100 words). Swap papers and evaluate your partners piece of writing.

Dear Alex,

Para 1: express sympathy (I'm really sorry ...)

Para 2: your advice & expected results (The best thing ... This way ... You can also ... That way ...)

Para 3: express hope your advice helps; closing remarks (I really hope ... Write and ...)

Yours,

As shown in this picture, Spark 3 task 4 (p. 53), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.

**Writing (an email about your favourite TV series)**

4 Use your answers in Exs. 2 & 3 to write your email to your English penfriend about your favourite TV series (50-60 words). Follow the plan.

Para 1: greet your friend, write the name of the series, what channel it is on, what time and when you can watch it, what the series is about (Dear ..., my favourite TV series ... It's on ... It's a great series ... It's about ...)

Para 2: comment on storylines, cast, music etc. (The storylines are ... and the acting ...)

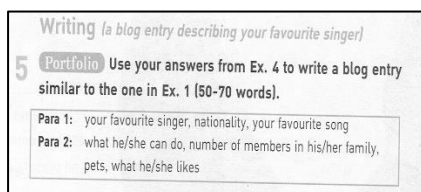
Para 3: your feelings, closing remarks (It's the best ... Well, I have to go now. Write back ...)

As shown in this picture, Spark 3 task 4 (p. 89), the students needed to write an email to English-speaking pen friend. But in Thai context, it was difficult for Thai students to write an email to someone. They could practice writing and send to their teachers in the school.



9691 15835

## Example 2: Blog writing tasks



As shown in this picture, Spark 1 task 5 (p. 53), the students would write a blog about their favorite singer and song. From the example in task 1, it had shown the native English singer. But the students could select their favorite from around the world and wrote in a blog. It depended on the students. The task indicated the writing construction in Global context.



As shown in this picture, Spark 2 task 5 (p. 17), the students would write a blog about the weekend. From the example in task 1, it had shown the native English speakers. But the students could write their weekend activities in a blog. It depended on the students. The task indicated the writing construction in Global context.

### Example 3: Article writing tasks

**Writing** *(an article about your pet)*

**5 Portfolio** Write a short article about your pet for the school magazine (50-70 words). Use your answers in Ex. 4 and find a title for your article. Follow the plan.

Para 1:	type of pet, name, age
Para 2:	what it looks like, what it can do, what it eats
Para 3:	your feelings

As shown in this picture, Spark 1 task 5 (p. 65), the students would write an article about their favorite pets. From the example in task 1, it had shown the pet from the non-native English speakers. The students could select their favorite pet around them and wrote in an article. The task showcased in the Global context.

**Writing** *(an article)*

**5** Write an article about your best friend for an international school magazine (60-80 words). Use the plan.

Para 1:	write the person's name & how you met each other ( <i>My best friend is ... . We first met ... .</i> )
Para 2:	describe the person's appearance, clothes & character giving justifications ( <i>... is ... and ... with ... is very ... is also ... .</i> )
Para 3:	describe the person's hobbies and interests ( <i>... plays ... likes ... .</i> )
Para 4:	your feelings ( <i>All in all, I think ... is ... .</i> )

As shown in this picture, Spark 3 task 5 (p. 17), the students would write an article about the best friend. From the example in task 1, it had shown the story from the native English speakers. But the students could write about the best friend of their own. It depended on the students. The task indicated the writing construction in Global context.





**Writing** (an article about the place where you live)

**4** Write a short article about the place where you live for an international school magazine (60-80 words). Give your article a catchy title. Follow the plan. Swap papers and evaluate your partner's piece of writing.

Para 1: where you live (I live in ... . It's a ... .)  
 Para 2: what it is like (houses, parks etc.) (There are ... . There is ... .)  
 Para 3: why you like it (I like the ... .)

As shown in this picture, Spark 3 task 4 (p. 101), the students would write an article about the place where they lived. From the example in task 1, it had shown the story from the native English speakers. But the students could write about the place of their own. It depended on the students. The task indicated the writing construction in Global context.

#### Example 4: Short paragraph writing tasks

**Writing**

**8** What's your favourite season? What is the weather like during that season? What do you usually do?  
 Write a short paragraph. Present it to the class.

My favourite season is ... . The weather is ... . I usually go ... .

As shown in this picture, Spark 1 task 8 (p. 71), the students would write a short paragraph about their favorite season. They could present about their opinions in the writing task. The task showcased writing construction in the Global context.

**Writing**

**8** Write a short paragraph comparing your town/city/village to Verona, Italy. Think about *streets, parks, shops, markets, buildings, houses, restaurants*.

In my ... there are ..., whereas in Verona there aren't ...

As shown in this picture, Spark 2 task 8 (p. 95), the students would write a short paragraph to compare their own town or city with Verona, Italy. It was shown Verona in previous page. They could present about their opinions in the writing task. The task showcased writing construction in the Global context.

### Example 5: Complete short answer tasks

**Writing**

**7** Complete the paragraph about yourself.

My favourite food is ... . I don't really like ... . I never eat ... .  
My favourite drink is ... but I don't like ... .  
... is my favourite dessert.

As shown in this picture, Spark 1 task 7 (p. 83), there was a paragraph to complete about favorite food of the students. There were the sentences to complete with vocabulary. However, the examples of food were from the native English speakers.

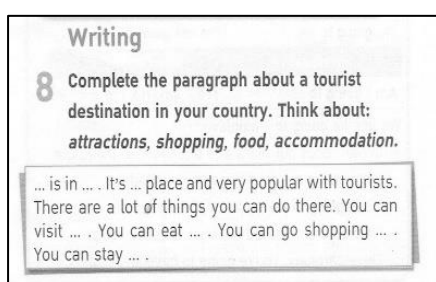
**Writing**

**11** Complete the paragraph with information from Ex. 10.

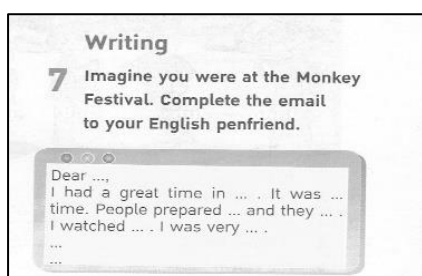
Boudicca was born in ... in the first century. She was ... with ... hair and very ... . She went to war with ... . She died in ... .

As shown in this picture, Spark 2 task 11 (p. 23), there was a paragraph to complete about Britain's first

warrior queen, Boudicca in task 10. Even she was from France, she was the warrior queen of Britain. The story was still relied on the native English speakers.



As shown in this picture, Spark 2 task 8 (p. 71), the students would complete a paragraph about the tourist destination in their hometown. They could present about their opinions in the writing task. The task showcased in the Global context.



As shown in this picture, Spark 2 task 7 (p. 35), there was the task to complete email about the Monkey festival to pen friend. There were the blanks to complete with short answer.

**Writing**

**9** You had one of the accidents in Ex. 6a. Complete the email to your English penfriend about your accident.

Dear Matt,  
You won't believe what happened to me ... (when). I ... (accident) while I ... (action). I ... (what you did). It's better now. What about you? How are things?  
Write back,  
... (your name)

As shown in this picture, Spark 3 task 9 (p. 23), there was the task to complete email about the accident to pen friend. There were the blanks to complete with short answer.

**Writing**

**7** **Guided** Imagine that you are John. Complete the email to your English penfriend telling him what you witnessed when you were riding on the bus.

Dear Peter,  
You won't believe what happened to me.  
I was ..... when the bus .....  
A few passengers ..... Suddenly, .....  
Some passengers ..... and I .....  
Then, I ..... I wanted to .....  
Luckily, ..... Someone .....  
Take care,  
John

As shown in this picture, Spark 3 task 7 (p. 47), there was the task to complete email about what happened on the bus to pen friend. There were the blanks to complete with short answers and sentences.

**Writing**

**8** Complete the email to your English penfriend about your favourite film.

Dear .....  
My favourite film is ..... It is a ..... film. It was directed by ..... It stars ..... The film is about ..... This film is ..... and it has great .....  
Don't .....  
.....

As shown in this picture, Spark 3 task 8 (p. 83), there was the task to complete email about favorite film to pen friend. There were the blanks to complete with short answers and sentences.

### Example 7: Story writing tasks

**Writing [a story]**

**4** **Portfolio** Use your answers to write Jim's story for the school's English magazine (60-80 words). Present the events in the order they happened. Give the story a title.

Para 1: When did the story happen? Where did it happen? Was he with other people?  
Para 2: What happened before the main event? (events in order they happened)  
Para 3: What was the main event?  
Para 4: What happened in the end? How did Jim feel?

Student's Book: Self-check 3 Workbook: 31

As shown in this picture, Spark 2 task 4 (p. 41), the students needed to write the story of Jim from the task 3. It was relied on the native English speakers.

**Writing (a story)**

4 Use ideas from Ex. 3 and the verbs in the box to write your story for your school English magazine (80-100 words). Present the events in the order they happened. Follow the plan.

• ski • hear • see • head down • hit  
• break • wait for • start waving • lift

**Para 1:** when & where the story happened (It was a bright sunny day ... ) – who the main characters were (My friend, Bob, and I ... ) We were ... )

**Para 2:** events in the order they happened (Suddenly, we ... ) We skied ... , I wasn't hurt but Bob ... )

**Para 3:** what happened in the end – characters' feelings (We had no choice but ... ) Then, I heard ... , I felt ... )

As shown in this picture, Spark 3 task 4 (p. 29), the students needed to write the story from given verbs in the box. The verbs were about the ski activity. It was not relied to Thai context because not all of the students had skiing experience to write the story. It was relied on the native English speakers.

### Example 8: Complete the tasks

**Writing**

7 a) Complete the sentences about yourself.

Hi! My name's ... and I'm ... years old. I'm from ... I'm ... My favourite subject is ... and my favourite sport is ...

b) Present yourself to the class.

As shown in this picture, task 7 Spark 1 (p. 11), the students would complete sentences about themselves. They could present about their themselves in the writing task. The task indicated the writing construction in Global context.

**Writing (a postcard)**

4 Portfolio Imagine you and your family are on a winter holiday. Send a postcard to your English-speaking penfriend. Use the plan (60-70 words).

Greet your friend and say where you are. (Greetings from ... We're ... )  
Describe the place and the weather. (The (hotel's) ... The weather's ... )  
Talk about what you and your family are doing now; closing remarks  
(Dad's ... Mum's ... My ... I'm ... See you soon.)

As shown in this picture, task 4 Spark 1 (p. 77), the students would write a postcard by imagine they were in winter holiday. They could send a postcard to English pen friend.

### Example 9: survey and report writing tasks

**Writing (a biography)**

**3 Portfolio** Use the notes in Ex. 2 to write a short biography of Queen Victoria for an international school magazine (60-80 words). Follow the plan.

**Para 1:** name, when/where born

**Para 2:** early years (At the age of 18, she ... When she was 21, ...)

**Para 3:** achievements; later years; date/place she died (While she was queen, she ... She died on ...)

**Para 4:** your feelings, comments (... was a great ...)

As shown in this picture, Spark 2 task 3 (p. 29), the students would write a short biography of Queen Victoria. The task was relied on the native English speakers.

**Writing (a survey report about films)**

**3 Portfolio** Carry out your own class survey about favourite types of films. Use questions 1-4. Group the answers in different pie charts. Write your report (60-80 words).

**Para 1:** reason for the survey (I asked ... people ... Here are ...)

**Para 2:** results of the survey (... per cent of people like going to ... people prefer ... have been to the cinema this month. ... have watched a thriller.)

**Use these words:** half of, the majority of, some of, a few of, very few of, most of, no one, everyone.

As shown in this picture, Spark 2 task 3 (p. 89), the students would write a survey report about favorite types of films. There was various of writing that depended on the students. It was not specific to the native English speakers. The task showcased writing construction in the Global context.

### Example 10

**Writing**

**8 Portfolio** Imagine you are helping to prepare a careers page for the school website. Choose four jobs and write descriptions of them.

*Pilots fly planes. They travel a lot. Their job can be ...*

*They need to be ... They get paid ...*

As shown in this picture, task 8 Spark 3 (p. 11), the students would write a portfolio about jobs description. It was found various of writing that depended on the students. The analysis showed that the task indicated to the non-native English speakers context.

**Writing** (an essay offering solutions to a problem)

4 Use ideas from Ex. 3 to write a short essay for your English teacher (60-80 words). In your essay, discuss the problem of rubbish in towns and cities and offer solutions to it. Follow the plan below.

Para 1: state the problem (Towns and cities have a problem with rubbish. There are not enough places to put it. What can we do about it?)  
 Para 2: the effects (The problem with ... is ... . Also, ... . This ... )  
 Para 3: your solutions & expected results (We can ... . In these ways, we can reduce the amount of rubbish.)  
 Para 4: summarise what was said before, encourage the reader to adopt your solutions, giving reasons (To conclude, ...)

As shown in this picture, task 4 (p. 65), the students would write an essay to the English teacher about the problem rubbish in town. It was found various of writing that depended on the students. The analysis showed that the task indicated to the non-native English speakers context.

Spark 3

**Writing** (a for-and-against essay)

4 Use ideas from Ex. 3 to complete the essay for your English school teacher entitled, "Should teenagers have mobile phones?" (80-90 words). Use appropriate topic sentences to start the main body paragraphs.

Should teenagers have mobile phones?

Para 1: state the topic (Most teens have mobiles and a lot of them are hooked on them. Is this good or bad?)  
 Para 2: advantages & examples (Mobile phones are ... . You can ... . Moreover, you ... )  
 Para 3: disadvantages & examples (However, mobile phones can be ... . If ... , they can also ... )  
 Para 4: summarise the topic (Mobile phones are very useful gadgets to have. However, teens should use them sensibly.)

As shown in this picture, task 4 (p. 77), the students would write an essay to the English teacher about the mobile phone of teenagers. It was found various of writing that depended on the students. The analysis showed that the task indicated to the non-native English speakers context.

Spark 3

**Writing**

8 Use your answers in Ex. 7 to complete the text about the place you live in.

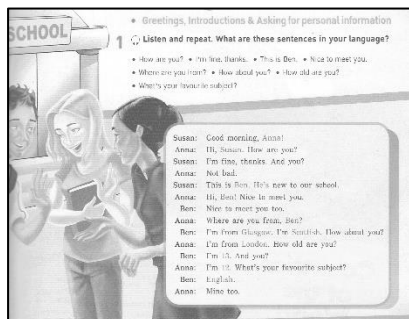
I live ..... . It's a ..... (town/village) near ..... . It's located in ..... . It is ..... . There are ..... , but there aren't .....

As shown in this picture, task 8 (p. 95), the students would complete the text about the place where you lived in. It was found various of writing that depended on the students. The analysis showed that the task indicated to the non-native English speakers context.

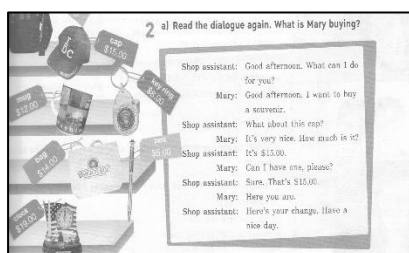
Spark 3

## Ownership of English

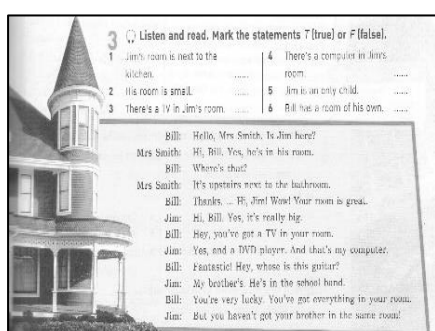
### The Spark 1



As shown in this picture, task 1 (p. Spark 1 15), it was found that the conversation about three people who greet each other. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.



As shown in this picture, task 2 (p. Spark 1 27), it was found that the conversation about the souvenir shop. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.



As shown in this picture, task 3 (p. Spark 1 39), it was found that the conversation of three people who talk about room and things in the house. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.



**2** These sentences are from a dialogue between two friends. Say them in your language. What is the dialogue about?

- Are you free this afternoon? • What time does the court open?
- Is 4:30 OK with you? • Yes, that's fine. • See you there!

Listen and read to find out.

Jenny: Hi, Helen!  
Helen: Hi, Jenny. Are you free this afternoon?  
Jenny: I think so. Why?  
Helen: Do you want to practise basketball with me?  
Jenny: Sure. What time does the court open?  
Helen: At half past three.  
Jenny: What time does it close?  
Helen: At seven o'clock.  
Jenny: Is 4:30 OK with you?  
Helen: Yes, that's fine. See you there!

As shown in this picture, task 2 (p. Spark 1 51), it was revealed the dialogue about the time. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

**1** Look at these sentences from a dialogue between two friends. What is the dialogue about?

Listen and read to find out. Say the sentences in your language.

- Expressing fear
- Would you like to see my new pet? • What is it? • Oh my goodness!
- What's wrong? • Don't be silly. • Would you like to try?

Calming down

- I'm afraid of ...
- Get it away from me!
- Are you sure it's safe?
- Oh my goodness!
- Don't be silly!
- Would you like to try?

Frank: Hey, Sue! Would you like to see my new pet?  
Sue: Sure. What is it?  
Frank: Here, look. It's a baby wolf spider.  
Sue: It's only three months old.  
Sue: Oh my goodness! Get it away from me!  
Frank: What's wrong?  
Sue: I'm afraid of spiders.  
Frank: Don't be silly. It's really cute.  
Sue: Are you sure it's safe?  
Frank: Of course. Look! It likes walking up my arm. Would you like to try?  
Sue: Eh ... maybe another time ... OK? Bye now.

As shown in this picture, task 1 (p. Spark 1 63), it was revealed the dialogue about the fear of spider. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

**3** Read the dialogue and answer the questions.

Beth: So, what do you think?  
Alice: Those sunglasses look really nice on you, Beth.  
Beth: Do you think so?  
Alice: Yes, I think they're great. Look in the mirror.  
Beth: Hmm. They're very nice.  
Alice: I like the brown ones too.  
Beth: Yes, but I prefer them in black. Do you think they're expensive?  
Alice: Why? How much do they cost?  
Beth: £70.  
Alice: That's not too bad.  
Beth: OK, then. I'll take them.

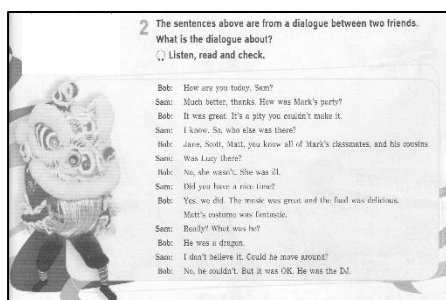
As shown in this picture, task 3 (p. Spark 1 75), it was revealed the dialogue about the clothes and accessories. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

**2** Read the dialogue. What does Angie order? How much is it?

Steve: Hello. Can I help you?  
Angie: I'd like a cheeseburger and a portion of chips, please.  
Steve: Large or small?  
Angie: Large, please.  
Steve: Would you like anything to drink?  
Angie: Oh! Yes. A Coke, please.  
Steve: That's £4.80, please.  
Angie: Here you are.

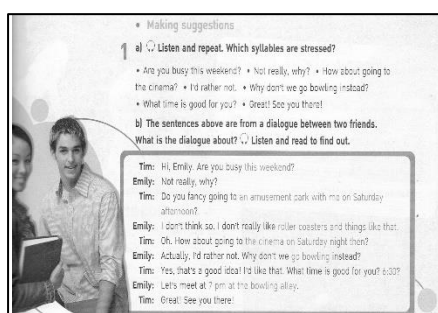
As shown in this picture, task 2 (p. Spark 1 87), it was revealed the dialogue about ordering food and drinks. The English users and characters were relied on the native English speakers. Throughout

the conversation, they were emphasized on the native English speakers used.

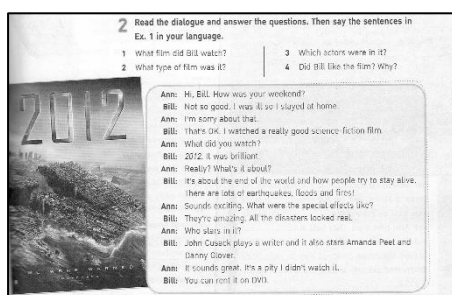


As shown in this picture, task 2 (p. 99), it was revealed the dialogue about the classmate's party. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

## The Spark 2




As shown in this picture, task 1 (p. 15), it was revealed the dialogue about the amusement park. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.



As shown in this picture, task 2 (p. 27), it was revealed the dialogue about the film. The English users and characters were relied on native English speakers. Throughout the conversation, they were

emphasized on the native English speakers used.

**2** The sentences above are from a dialogue between two friends. What is the dialogue about? Listen and read to find out.




Olga: Hi, Betty. How was your holiday?  
Betty: Hi, Olga. You'll never guess what happened.  
Olga: You don't look very happy. What's wrong?  
Betty: I lost my camera.  
Olga: That's terrible! How did that happen?  
Betty: We were celebrating Gibraltar's National Day and we went walking around the famous Gibraltar Rock. Everyone was wearing red and white and holding hands.  
Olga: Wow, tell me more.  
Betty: There were monkeys everywhere.  
Olga: Are you kidding?  
Betty: Incredible, isn't it? When I was taking a picture, one of the monkeys jumped onto my back and took my camera. I ran after him, but he was too fast.  
Olga: Oh dear! I'm really sorry.  
Betty: I felt so disappointed.

**Expressing surprise**

- Incredible, isn't it?
- Are you kidding?
- That's shocking.
- You must be kidding!
- joking.

As shown in this picture, task 2 Spark 2 (p. 39), it was revealed the dialogue about the situation of losing camera. The English users and characters were relied on the inner circle countries. Throughout the conversation, they were emphasized on the NES used.


**3** Read the dialogue. What is Tina's problem? What is Sue's advice?



Sue: What's wrong, Tina?  
Tina: I can't find my purse.  
Sue: Oh, no. Where did you last have it?  
Tina: It was in my bag when we went to the lab, but now it's not there any more.  
Sue: Are you sure it's not in your locker?  
Tina: I checked there. I looked everywhere but I can't find it.  
Sue: All my pocket money was in it. What should I do?  
Tina: Why don't you report it to the school secretary?  
Sue: Do you think so?  
Tina: Yes, I do.  
Sue: You're right. Let's go.

As shown in this picture, task 3 Spark 2 (p. 51), it was revealed the dialogue about the situation of losing purse. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

**2** Read the dialogue and mark the sentences T (true), F (false) or DS (doesn't say).



Mr Harris: You're welcome.  
Ticket-seller: Good afternoon, sir. Can I help you?  
Mr Harris: Yes, I'd like an adult's and a child's ticket to Brighton, please.  
Ticket-seller: What time would you like to leave?  
Mr Harris: The 15:45 train.  
Ticket-seller: Single or return?  
Mr Harris: Single, please.  
Ticket-seller: That's £15.  
Mr Harris: How you are. Can you tell me which platform the train leaves from?  
Ticket-seller: Certainly, sir. It leaves from platform 4.  
Mr Harris: Thank you.  
Ticket-seller: You're welcome. Have a nice day.

As shown in this picture, task 2 Spark 2 (p. 63), it was revealed the dialogue about the situation of buying train ticket. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

2 Read the dialogue and mark sentences 1-6 T (true) or F (false). Correct the false statements.

Receptionist: Good afternoon, Blue Reef Aquarium. What can I do for you?  
 Bill: Hi! I'd like some information, please.  
 Receptionist: Certainly. What exactly would you like to know?  
 Bill: Could you tell me your opening times at the weekend, please?  
 Receptionist: At the weekend we are open from 10 in the morning until 7 in the evening.  
 Bill: OK, how much does it cost to get in?  
 Receptionist: Tickets are £12 for adults and £7 for children. There is a 10% discount if you buy your tickets online.  
 Bill: I see. Where is the aquarium exactly? I'm on holiday with my family and we are staying in the town centre.  
 Receptionist: From the town centre take the number 53 bus. It stops right outside the aquarium.  
 Bill: Let me write that down, please. The number 53 bus, right?  
 Receptionist: Yes, that's it.  
 Bill: Thank you for your help.  
 Receptionist: My pleasure. Enjoy your visit to the aquarium.

As shown in this picture, task 2 Spark 2 (p. 75), it was revealed the dialogue about the situation in the aquarium. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

2 The sentences in Ex. 1 are from a dialogue between two friends. What are they talking about?  
 Listen, read and check.

Carl: Hey, Patricia! What do you think of skydiving?  
 Have you ever gone?  
 Patricia: No, I haven't, but I'd love to.  
 Carl: Personally, I think it's very dangerous.  
 Patricia: Oh, I don't think so. You have to wear special safety equipment and take lessons before you can jump.  
 Carl: I see what you mean, but what if something goes wrong and your parachute doesn't open?  
 Patricia: Good point, but there's a second parachute. For me it would be an amazing experience to fly through the air!  
 Carl: I admit that would be great, but I believe it's just too risky.  
 Patricia: To tell you the truth it's probably best to stay on the ground.  
 Carl: Absolutely.

As shown in this picture, task 2 Spark 2 (p. 87), it was revealed the dialogue about skydiving. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

3 Read the dialogue. Where is John?

John: Excuse me. Could you tell me how to get to the hospital?  
 Passer by: Yes, certainly. Go up Kingswell Street and turn left onto Eaton Road.  
 John: I'm sorry, what road was that?  
 Passer by: Eaton Road. Follow Eaton Road all the way down. Go through the traffic lights and past the library. The hospital is on the right.  
 John: On the right, did you say?  
 Passer by: Yes, that's right. The hospital is on the right, opposite the park.  
 John: OK. Thank you very much.  
 Passer by: You're welcome.

As shown in this picture, task 3 Spark 2 (p. 99), it was revealed the dialogue about the directions. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

## The Spark 3

2 The sentences in Ex. 1 are from a dialogue between two friends. What is the dialogue about? Who bought Sally the clothes? Why?

Listen, read and check.

Mary: You look great in that polo-neck, Sally. It matches the colour of your eyes.

Sally: Thank you, Mary.

Mary: It really suits you. Is it new?

Sally: Yes, it is. It's a birthday present from my aunt. She also got me these jeans.

Mary: Wow! They fit you perfectly! Your aunt has got great taste in clothes.

Sally: That's nice of you, Mary. You look good too. Your dress really suits you.

Mary: Really? Thank!

As shown in this picture, task 2 Spark 3 (p. 15), it was revealed the dialogue about the clothes. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

2 Read the dialogue. What is Jenny's advice? What is John going to do?

Jenny: Are you OK, John? You don't look well.

John: I feel terrible.

Jenny: Oh dear! What's wrong?

John: I've got dreadful toothache.

Jenny: Why don't you take a painkiller?

John: I did, but it still hurts.

Jenny: When did you take it?

John: About an hour ago.

Jenny: Well, it should make you feel better soon.

John: I can't stand it any longer.

Jenny: Then you should see a dentist.

John: I hate going to the dentist.

Jenny: I'm sorry, but you have to go.

John: I suppose you're right.

As shown in this picture, task 2 Spark 3 (p. 27), it was revealed the dialogue about the pains. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

2 The sentences above are from a dialogue between two friends. Where are they? What happened?

Listen, read and check.

Todd: Hey Ryan! Fancy seeing you here!

Ryan: Oh, hi Todd. Where are you off to?

Todd: Rome - just for the weekend. How about you?

Ryan: Glasgow, but my flight has been delayed.

Todd: Really? Have you been waiting long?

Ryan: Three hours and there haven't been any announcements for a while.

Todd: Oh! Then I'd better go and check my flight too! See you later, Ryan.

Ryan: Bye - oh! Todd, wait! I think you've taken my bag!

Todd: Oh, did I? I didn't realise we had the same bag.

Ryan: Yes, I guess we do, but mine's got a sticker on the handle.

Todd: You're right! I'm terribly sorry about that. Here you are.


Ryan: Oh, don't worry about it. Have a good trip.

Todd: Thanks, and you too!

As shown in this picture, task 2 Spark 3 (p. 39), it was revealed the dialogue at the airport. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

2 The sentences above are from a dialogue between a police officer and a witness to an accident. What accident is it about?

Listen, read and check.



A: What's your name, please?  
B: George Sanders.  
A: OK, Mr Sanders, let's go straight to the accident. You said you were waiting at the bus stop. Can you tell me what you saw?  
B: I saw a car going through the traffic lights really fast although they hadn't turned green yet. A motorbike came from the left and the car hit it with a very loud crash.  
A: What happened to the rider?  
B: He smashed into the windscreen and went over the top of the car.  
A: What about the driver?  
B: By the time I called you, he had driven off.  
A: Did you see the car's number plate?  
B: I'm afraid not. I went straight over to help the rider.  
A: Thank you for your time, sir.  
B: You're welcome.

As shown in this picture, task 2 Spark 3 (p. 51), it was revealed the dialogue about giving statement to a police officer. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

2 The sentences above are from a dialogue between two friends. What do they decide to do?

Listen and read to find out.

Ann: Look at this! The school is building a greenhouse. Why don't we join in?  
Bob: Sure. It sounds like fun. When is it?  
Ann: It's on Sunday 26th April from 10 in the morning.  
Bob: Oh no! I'm afraid I can't. I'm playing tennis with my cousin.  
Ann: Never mind. I'll go by myself.  
Bob: No, I'll tell her we'll get together next weekend. How about meeting at 9:30?  
Ann: Great! Why don't you ask your cousin to come along too?  
Bob: Brilliant idea! I'm going to call her right now!

As shown in this picture, task 2 Spark 3 (p. 63), it was revealed the dialogue about deciding to join the activity. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

2 Listen and read. Put pictures A-F in the correct order. Check with your partner.

Wendy: Hey, what's wrong?  
Sam: I don't know how to copy my history project onto this memory stick. Can you help me?  
Wendy: Sure. First, insert the stick into the slot in the tower.  
Sam: All right.  
Wendy: Now go to your files in 'My Documents'. Then click on the file you want to copy.  
Sam: Got it! What's next?  
Wendy: Click on 'Copy this file'. A window will open.  
Sam: Then what?  
Wendy: Click on 'Removable Disk' and then on 'Copy'. When it copies your file, close the window.  
Sam: Is that all? Thanks, Wendy.  
Wendy: No problem. Don't forget to remove the stick, OK?

As shown in this picture, task 2 Spark 3 (p. 75), it was revealed the dialogue about copying the file. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

2 The sentences in Ex. 1 are from a dialogue between two friends. What programme do they choose to watch?  
Listen and read to find out.

Steve: Anna, there's a quiz show on TV. Do you fancy watching it?  
Anna: Not really. Quiz shows are boring. What else is on?  
Steve: Well, there's a wildlife programme on about sharks.  
Anna: That sounds great. What channel is it on?  
Steve: Channel 4.  
Anna: What time is it on?  
Steve: 6 o'clock.  
Anna: Let's watch that. There's a teen social drama after that.  
Steve: Oh no, not that. I just hate social dramas.

As shown in this picture, task 2 Spark 3 (p. 87), it was revealed the dialogue about the TV show. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

2 The sentences in Ex. 1 are from a dialogue. What is the dialogue about?  
Listen, read and check.

Alice: Hi, Janine. How was your holiday? You went to Portugal, didn't you?  
Janine: No, we didn't. We went to Spain and it was great, thanks.  
Alice: So tell me everything! Where did you stay?  
Janine: We stayed in a great little town called Nerja near Malaga.  
Alice: That's on the Costa del Sol, isn't it?  
Janine: Yes, it is.  
Alice: It must be a lovely place!  
Janine: It is. The weather was fantastic and it was a quiet place where we could really relax. We had such a wonderful time that we want to go again next year.  
Alice: That's nice. I'd love to go abroad one day but I hate flying.  
Janine: That's too bad.

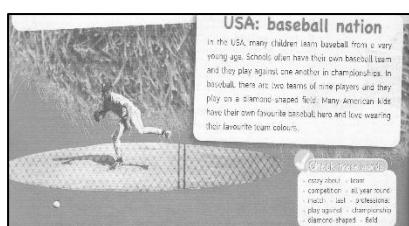
As shown in this picture, task 2 Spark 3 (p. 99), it was revealed the dialogue about the holiday. The English users and characters were relied on the native English speakers. Throughout the conversation, they were emphasized on the native English speakers used.

## Target Cultures

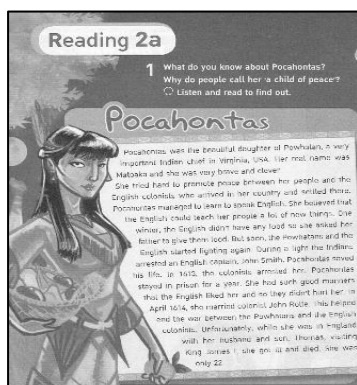
The majority of the inner circle countries reading stories (n = 9) were from the U.S. followed by England (n = 5) and Australia (n = 5).

Inner Circle Countries	Appear on page number		
	Spark 1	Spark 2	Spark 3
USA (9)	22, 82	16, 22, 34, 64, 94	22, 82
England (5)	40	70	58, 62, 101
Australia (5)	64, 70	82, 88	64
Canada (1)		64	
New Zealand (1)		74	
Scotland (1)		41	
Ireland (1)	88		
Total	6	11	6

The majority of reading stories were USA in three textbooks, it was found 9 reading stories. Most of them (n = 5) were in the Spark 2 textbook that was short stories depicted the American culture.

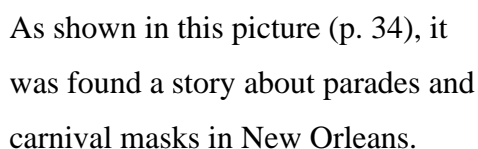


As shown in this picture (p. 16), it was found the one of popular sports which were 'baseball'. Spark 2

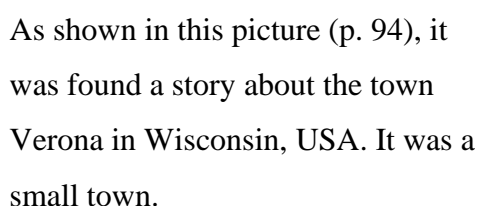


As shown in this picture, task 1 (p. 22), it was found the story about Indian woman, Pocahontas. She did the history of the country. Spark 2

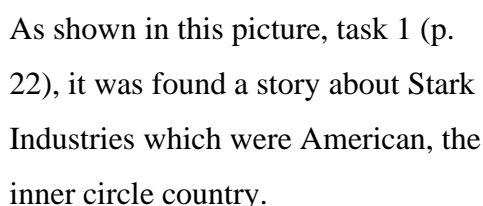




As shown in this picture (p. 64), it was found a story about Niagara Falls which lied between the US and Canada.

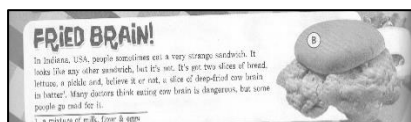


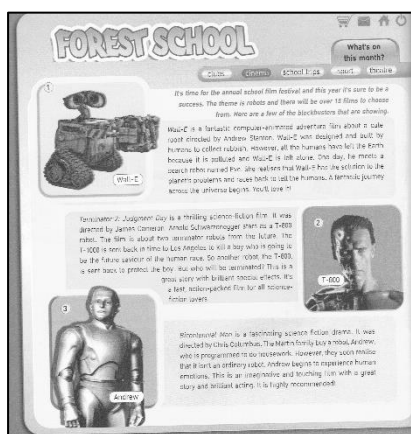
## Spark 2



As shown in this picture, task 1B (p. 82), it was found a portion of American food.

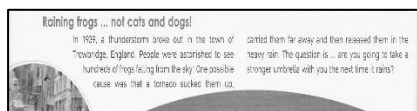
## Spark 1



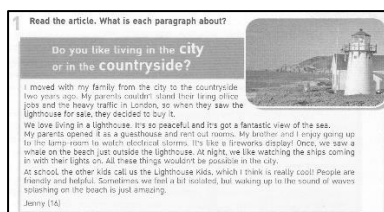


As shown in this picture, task 1 (p. Spark 3  
82), it was found the story about the  
robot movies that were built from the  
US.

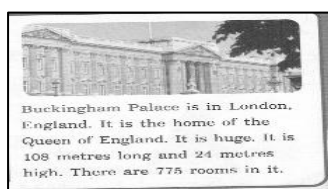
As shown in this picture (p. 58), Spark 3  
it was found the story about  
Stonehenge in Wiltshire,  
England.



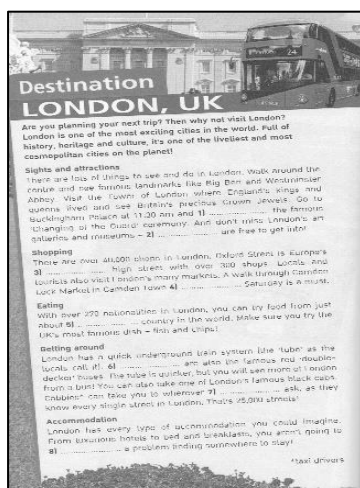
As shown in this picture (p. 62), Spark 3 it was found the story about strange phenomenon which was the raining frogs from the sky.



As shown in this picture (p. 101), it was found the article about living in the countryside in London. Spark 3

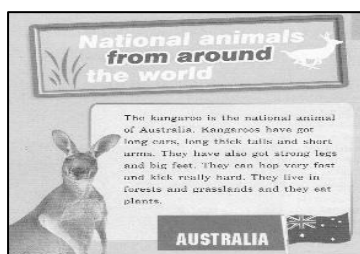


As shown in this picture (p. 40), it was found the story about Buckingham Place which was in London. Spark 1



As shown in this picture (p. 70), it was found the story about the destination in London. There were the attractions to visit. Spark 2

Next, the analysis showed five reading stories about Australia in three textbooks. Most of them were in the Spark 1 (n = 2) and Spark 2 (n = 2) textbook that was short stories depicted the Australian culture.



As shown in this picture (p. 64), it was found the story about the kangaroos that were the national animal of Australia. Spark 1



As shown in this picture (p. 82), Spark 2  
it was found the story about the  
great barrier reef that was the  
biggest coral reef on earth.



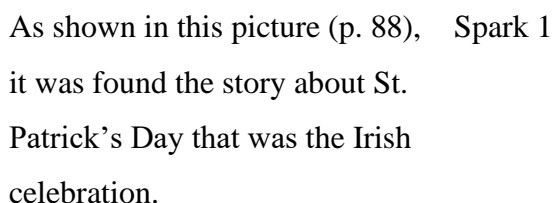
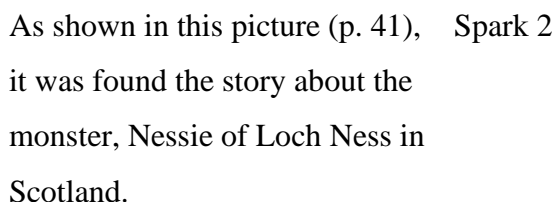
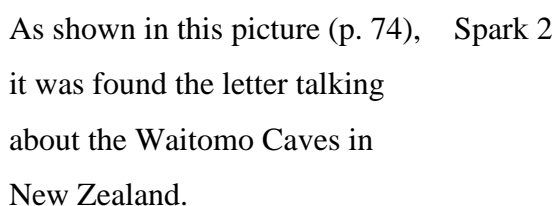
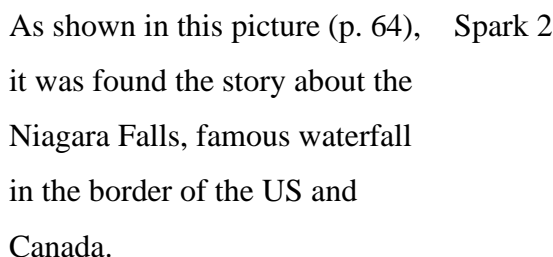
Australia is famous for kangaroos, but this species of small kangaroo is facing extinction. There are only 500 left because of overmining. The bridled nail-tailed wallaby now lives only in Teanton National Park, Queensland.



**Bridled Nail-tailed Wallaby**  
Australia

As shown in this picture (p. 64), Spark 3 it was found the story about the small species kangaroos called bridled nail-tailed wallaby.

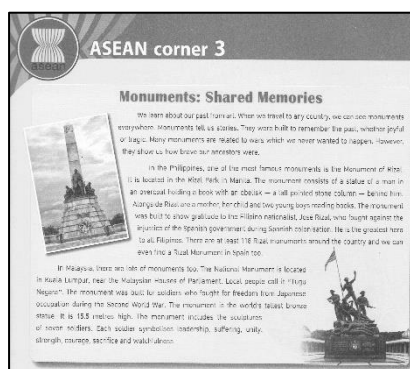
Finally, it was found one short reading story about Canada, New Zealand, and Scotland in the Spark 2 textbook, and one short reading story about Ireland in the Spark 1 textbook.



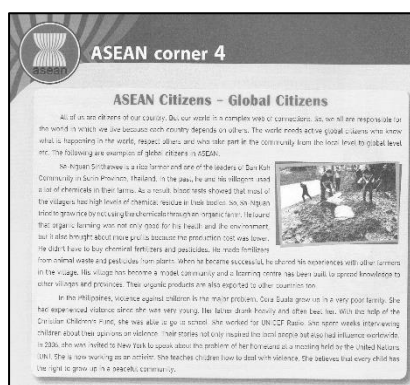
The majority of the outer circle countries reading stories (n =4) were from Philippines, followed by Malaysia, Singapore, India and Kenya.

Outer Circle Countries	Appear on page number		
	Spark 1	Spark 2	Spark 3
Philippines (4)	30	66	42, 54
Malaysia (3)	18, 42		42
Singapore (3)	18	78	18
India (1)		16	
Kenya (1)		88	
Total	4	4	4

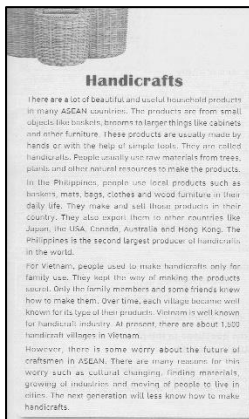
Most of the reading stories of the outer circle countries were from Philippines which was four reading stories. The majority of them were two reading stories in the Spark 3 textbook.



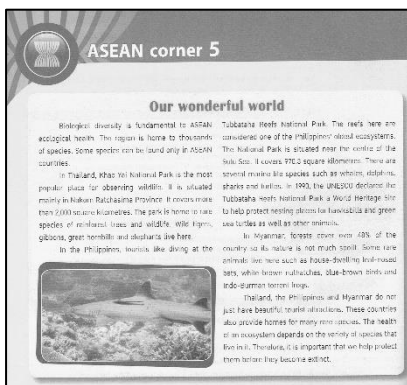
As shown in this picture (p. 42), Spark 3 it was found the story about the Monument of Rizal in Manila.



As shown in this picture (p. 54), Spark 3 it was found the story about a girl who faced the violence against children problem.

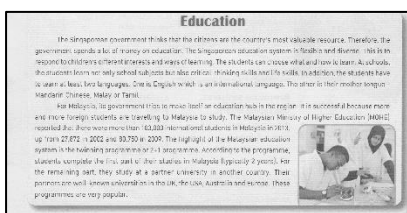


As shown in this picture (p. 30), Spark 1 it was found the story about the handicrafts, local products and exporting to other countries.

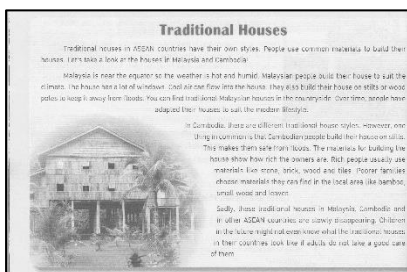


As shown in this picture (p. 66), Spark 2 it was found the story about the diving at the national park.

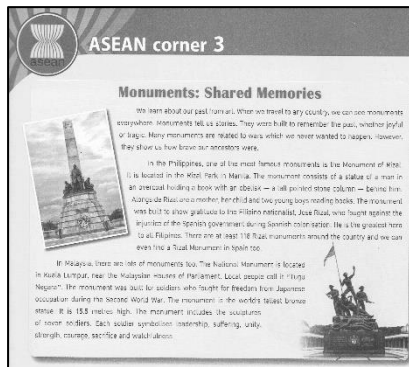
Next, it was found three reading stories of the outer circle countries from Malaysia. The majority of them were two reading stories in the Spark 1 textbook.



As shown in this picture (p. 18), it was found the story about the education in Malaysia.

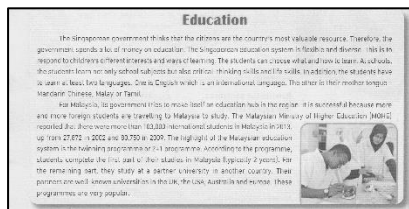


As shown in this picture (p. 42), it was found the story about the traditional house in Malaysia.

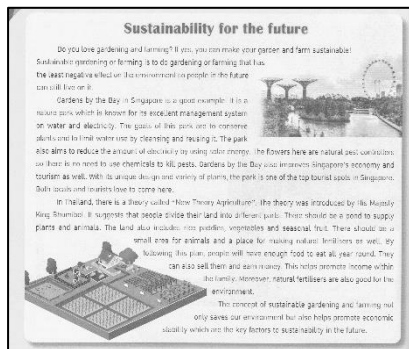


As shown in this picture (p. 42), it was found the story about the national monument in Kuala Lumpur which was built for soldier who fought for freedom during the Second World War.

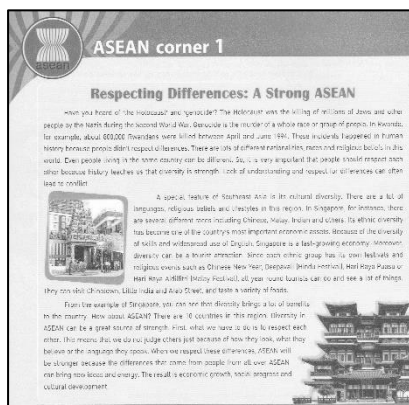
Next, it was found three reading stories of the outer circle countries from Singapore in all three textbooks.



As shown in this picture (p. 18), it was found the story about the education in Singapore.



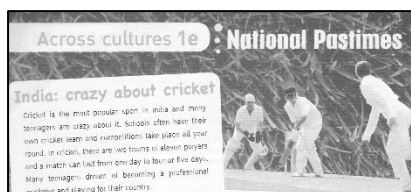
As shown in this picture (p. 78), it was found the story about the Gardens by the bay.



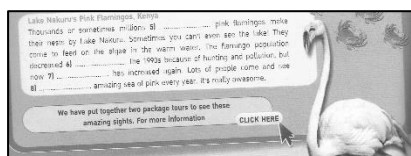
As shown in this picture (p. 18), it was found the story about the cultural diversity including Chinese, Malay, Indian and others.

Finally, it was found one short reading story about India and Kenya in the Spark 2 textbook.





As shown in this picture (p. 16), Spark 2 it was found the story about the most popular sport, cricket, in India.



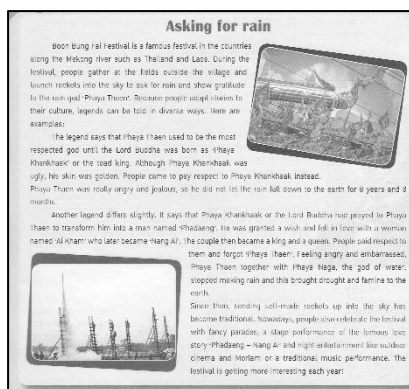
As shown in this picture (p. 88), Spark 2 it was found the story about the pink flamingos in Kenya.

In all three textbooks, the students gained knowledge about the Philippines, Malaysia, Singapore, India, and Kenya which was the outer circle countries (non-native English speakers). The books provided cultural information throughout the units. The students received information about culture, life story, place and sport through a paragraph and article.

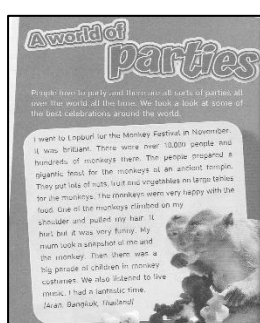
The majority of the expanding circle countries reading stories in three textbooks were from Thailand with eleven stories, followed by China and Laos with five stories. It was found three stories in each of Cambodia, Russia, and Vietnam; two stories in each of Egypt, Greece, Indonesia, and Malaysia; and one story of five expanding circle countries, Austria, Belgium, France, Japan, and Malawi in the Spark 1 textbook; one story of five expanding circle countries, Croatia, Italy, Mexico, Peru, and Spain in the Spark 2 textbook; including one story of two expanding circle countries, Madagascar, and Brunei in the Spark 3 textbook.

Expanding Circle Countries	Appear on page number		
	Spark 1	Spark 2	Spark 3
Thailand (11)	62, 70, 90	30, 34, 42, 66, 78, 102	30, 54
China (5)	34, 40, 64, 98		64
Laos (5)		30, 90, 102	30, 90
Cambodia (3)	82	42	58
Russia (3)	88	64	94
Vietnam (3)	30, 90		66
Egypt (2)	94		100
Greece (2)	94	58	
Indonesia (2)	66	90	
Myanmar (2)		66	78
Austria (1)	70		
Belgium (1)	62		
France (1)	40		
Japan (1)	82		
Malawi (1)	34		
Croatia (1)		58	
Italy (1)		94	
Mexico (1)		28	
Peru (1)		82	
Spain (1)		82	
Madagascar (1)			64
Brunei (1)			66
Total	19	19	12

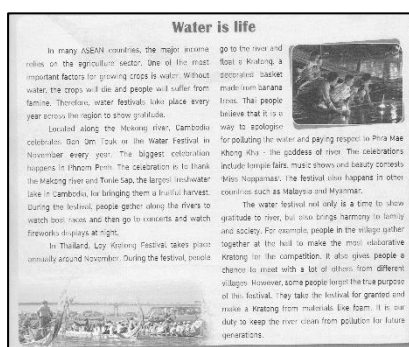
Most of reading stories of the expanding circle countries were from Thailand. There were eleven reading stories in three textbooks. The majority were six stories in the Spark 2 textbook, followed by three stories in the Spark 1 textbook, and two stories in the Spark 3 textbook.



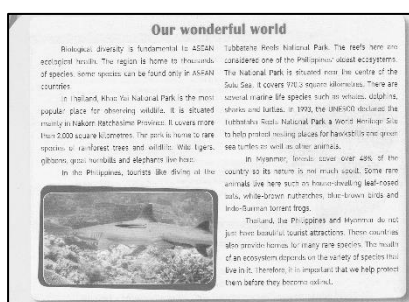
As shown in this picture (p. 30), Spark 2  
it was found the story about the Boon Bung Fai Festival which was the asking for rain from the rain god. It was the culture and belief of the northeastern people in Thailand.



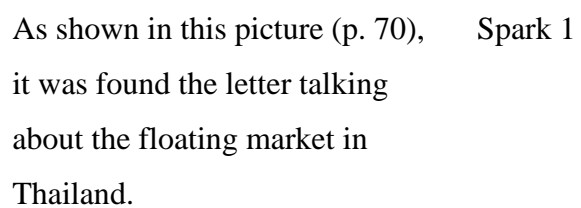
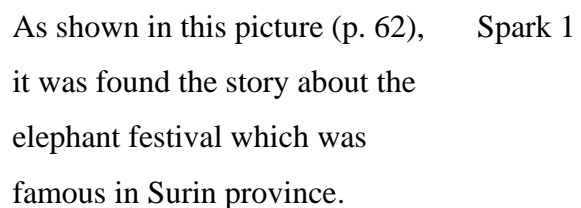
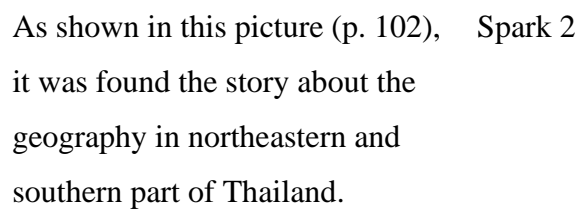
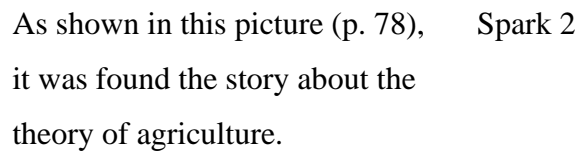
As shown in this picture (p. 34), Spark 2  
it was found the story about the Monkey Festival in Lopburi province. There were plenty of monkeys and people fed them the vegetables and fruits.

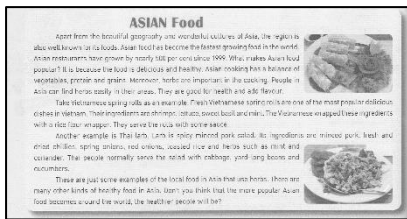


As shown in this picture (p. 42), Spark 2  
it was found the story about the Loy Kratong Festival around November.

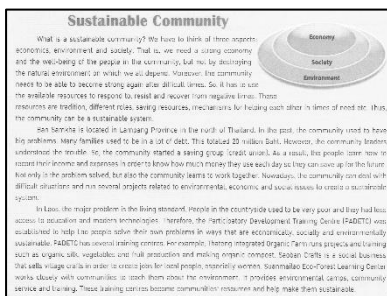


As shown in this picture (p. 66), Spark 2  
it was found the story about the Khao Yai national park, the place for observing wildlife.

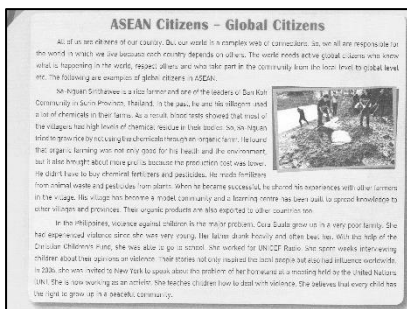




As shown in this picture (p. 90), Spark 1  
it was found the story about Larb  
which was one of spicy Thai  
cuisines.



As shown in this picture (p. 30), Spark 3  
it was found the story about the  
sustainable community of Bam  
Samkha, Lampang province.



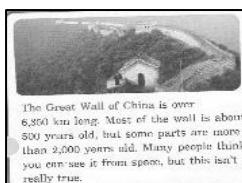
As shown in this picture (p. 54), Spark 3  
it was found the story about the  
rice farmer in Surin province.

Next, the reading stories of the expanding circle countries were from China.

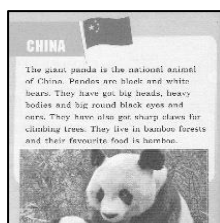
There were four stories in the Spark 1 textbook. And there was one story in the Spark 3 textbook.



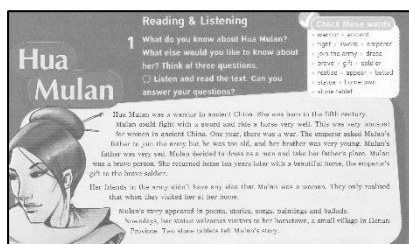
As shown in this picture (p. 34), Spark 1  
it was found the story about one  
of strange building in China.



As shown in this picture (p. 40), Spark 1  
it was found the story about the  
Great Wall of China, a famous  
place in the world.



As shown in this picture (p. 64), Spark 1  
it was found the story about the  
giant panda. It was the national  
animal of China.

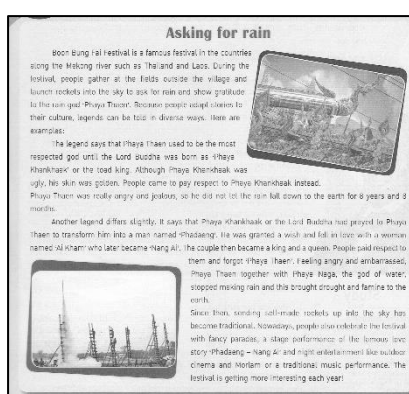


As shown in this picture (p. 98), Spark 1  
it was found the story about the  
warrior in ancient China, Hua  
Mulan.

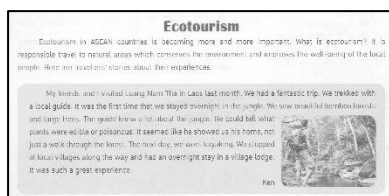


As shown in this picture (p. 64), Spark 3  
it was found the story about the  
freshwater dolphin in the  
Yangtze river.

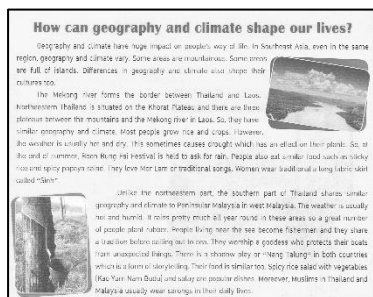
Next, the reading stories of the expanding circle countries were from  
Laos. There were three stories in the Spark 2 textbook. And there were two  
stories in the Spark 3 textbook.



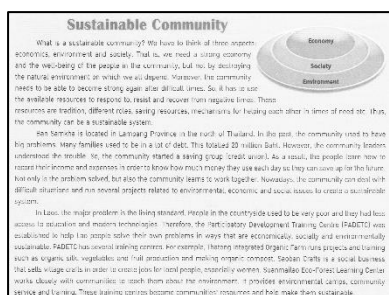
As shown in this picture (p. 30), Spark 2  
it was found the story about the  
Boon Bung Fai Festival which  
was the asking for rain from the  
rain god. It was the culture and  
belief of Lao people, including  
the northeastern people in  
Thailand.



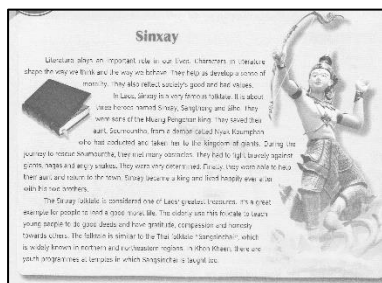
As shown in this picture (p. 90), Spark 2  
it was found the paragraph about  
the village to visit in Laos.



As shown in this picture (p. 102), Spark 2  
it was found the story about the  
geography of the Mekong river.

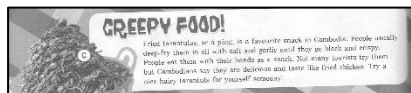


As shown in this picture (p. 30), Spark 3  
it was found the story about the  
sustainable community in Laos.

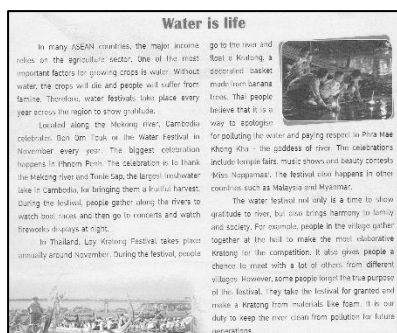


As shown in this picture (p. 90), Spark 3  
it was found the story about the  
folk tale of Laos.

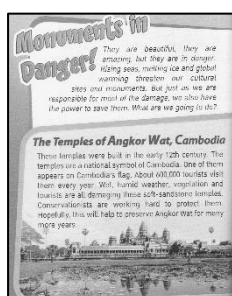
It was found three reading stories about Cambodia from all three textbooks.



As shown in this picture (p. 82), Spark 1  
it was found the story about the  
strange snack, fried tarantulas  
that were one of spiders.



As shown in this picture (p. 42), Spark 2  
it was found the story about the  
water festival celebration around  
November.

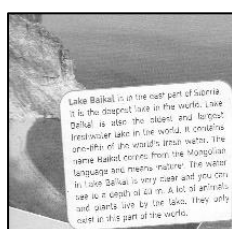


As shown in this picture (p. 58), Spark 3  
it was found the story about the  
national symbol of Cambodia,  
The Temples of Angkor Wat.

It was found three reading stories about Russia in each of these three textbooks.

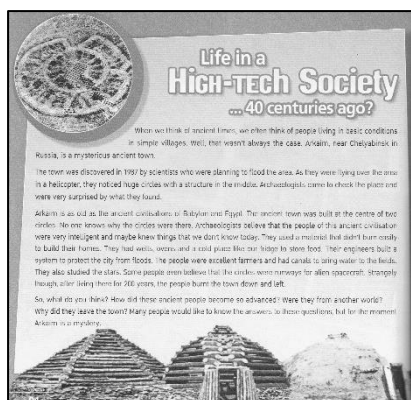


As shown in this picture (p. 88), Spark 1  
it was found the story about the  
Maslenitsa Carnival in Moscow  
around February.



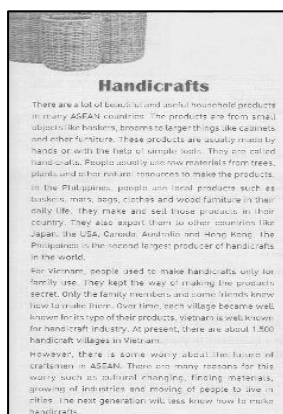
As shown in this picture (p. 64), Spark 2  
it was found the story about the  
Lake Baikal in Siberia, the  
deepest, oldest, and largest  
freshwater lake in the world.



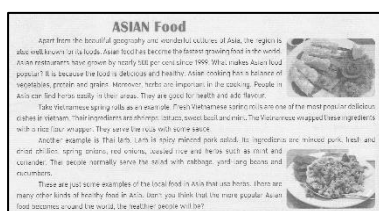


As shown in this picture (p. 94), Spark 3  
it was found the story about  
Arkaim, the mysterious ancient  
town.

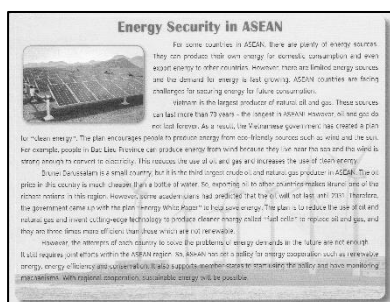
It was found three reading stories about Vietnam, two stories in the Spark 1  
textbook, and one story in the Spark 3 textbook.



As shown in this picture (p. 30), Spark 1  
it was found the story about the  
handicrafts in local use.



As shown in this picture (p. 90), Spark 1  
it was found the story about the  
Vietnamese spring rolls, a lot of  
herbs of dish.



As shown in this picture (p. 66), Spark 3  
it was found the story about the  
clean energy producer.

It was found it was found two reading stories about Egypt, one story in the  
Spark 1 textbook, and one story in the Spark 3 textbook.

**Reading 8a**

## Mythical creatures

**1** Look at the pictures. Which of the creatures is a half-human and half-horse? Has got a human head? Has got three heads? Has got a long tail and a sharp beak?

**2** Read the title and the introduction to the text. Who's Harry Potter? How are these creatures related to him? Listen and read to find out.

**Check these words:**

- weren't
- mythology
- magical creature
- forest
- intelligence
- hair
- subconscious
- murderer
- violence
- monster
- burst
- edges
- tail
- wound
- live
- breathes
- fire

As shown in this picture (p. 94), Spark 1 it was found the story about the Phoenix, Egyptian mythical creature.

**LIFE IN ANCIENT EGYPT**

**Daily Life**

Life in ancient Egypt was hard and most people didn't live very long. Children were very important. Only boys whose fathers were rich went to school. All boys did the same job as their fathers. Most men worked as farmers or craftsmen. Daily life was hard. People had to work hard to live.

**Houses**

Houses were made of bricks. Workers' houses usually had two rooms. People and animals lived together. The houses had small windows that let in very little light. People often cooked over open fires. Most of their time was spent on the flat roofs. Wealthy people's houses had high ceilings and their floors as well as pools and gardens.

**Entertainment**

People worked hard but they always found time to relax. Children played with toys such as carved animals, wooden horses and balls. Egyptians liked to play board games. They also loved music and dancing. The first film was made in Egypt. Entertainment and everyone went fishing and boating on the Nile.

As shown in this picture (p. 100), Spark 3 there was the story about the life in ancient Egypt.

It was found two reading stories about Greece, one story in the Spark 1 textbook, and one story in the Spark 2 textbook.

**Reading 8a**

## Mythical creatures

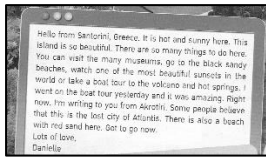
**1** Look at the pictures. Which of the creatures is a half-human and half-horse? Has got a human head? Has got three heads? Has got a long tail and a sharp beak?

**2** Read the title and the introduction to the text. Who's Harry Potter? How are these creatures related to him? Listen and read to find out.

**Check these words:**

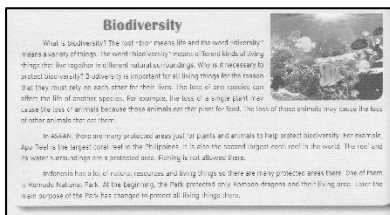
- weren't
- mythology
- magical creature
- forest
- intelligence
- hair
- subconscious
- murderer
- violence
- monster
- burst
- edges
- tail
- wound
- live
- breathes
- fire

As shown in this picture (p. 94), Spark 1 it was found the story about Greek mythical creatures, Centaurs and Chimeras.

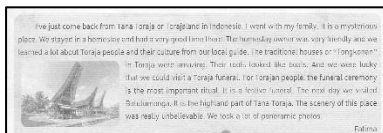


As shown in this picture (p. 58), Spark 2  
it was found the story about the  
famous place to visit, Santorini.

It was found two reading stories about Indonesia, one story in the Spark 1  
textbook, and one story in the Spark 2 textbook.



As shown in this picture (p. 66), Spark 1  
it was found the story about the  
natural resources, one of them  
was Komodo dragons.



As shown in this picture (p. 90), Spark 2  
it was found the letter talking  
about the traditional house in  
Indonesia.

It was found two reading stories about Myanmar, one story in the Spark 2  
textbook, and one story in the Spark 3 textbook.



As shown in this picture (p. 66), Spark 2  
it was found the story about the  
plenty of forests in the country.

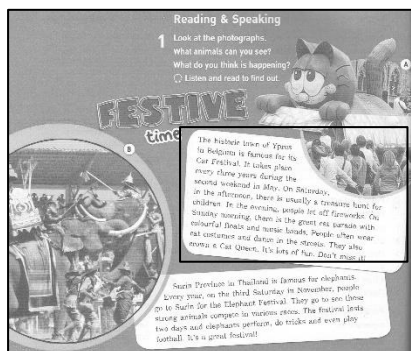


As shown in this picture (p. 78), Spark 3  
it was found the story about the  
electricity and internet access in  
country.

Furthermore, it was found one reading story of the other expanding circle countries containing five reading stories of each of Austria, Belgium, France, Japan, and Malawi in the Spark 1 and Croatia, Italy, Mexico, Peru, and Spain in Spark 2 textbook, and two reading stories of each of Madagascar and Brunei in the Spark 3 textbook.



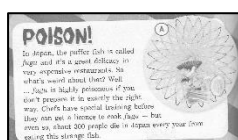
As shown in this picture (p. 70), Spark 1 it was found the letter talking about the activities of snowing season in Austria.



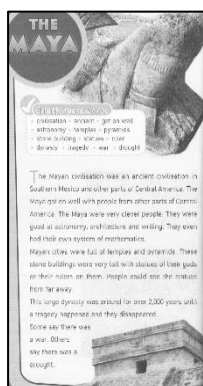
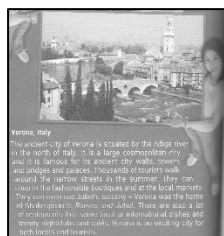
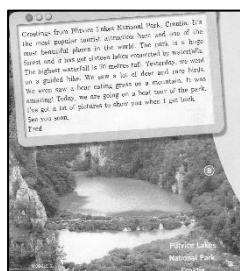
As shown in this picture (p. 62), Spark 1 it was found the story about the historic town of Ypres, Cat Festival in Belgium



As shown in this picture (p. 40), Spark 1 it was found the story about the Eiffel Tower in Paris.



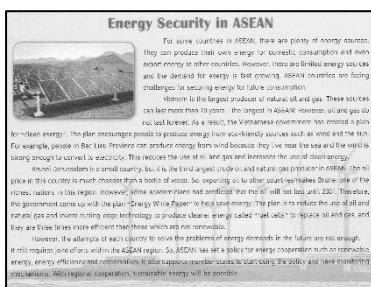
As shown in this picture (p. 82), Spark 1 it was found the story about the special food, puffer fish in Japan.



As shown in this picture (p. 82), Spark 2 it was found the story about the bulls running on the street with people in Pamplona, Spain.



As shown in this picture (p. 64), Spark 3  
it was found the story about the  
native animal, aye-aye lemur in  
Madagascar.



As shown in this picture (p. 66), Spark 3  
it was found the story about the  
energy resources of Brunei.

In all three textbooks, the students gained knowledge about the  
expanding circle countries (non-native English speakers) which appeared 22  
countries around the world. The books provided cultural information  
throughout the units. The students received information about culture, life  
story, place and sport through a paragraph, short message and article.

### The spelling of vocabulary in the Spark 1 textbook

Spelling of vocabulary	Appear on page number
Favourite	9, 11
Colour	28
Metre	40
Practise	51
Theatre	60
Programme	60
Symbolise	88

### The vocabulary usage in the Spark 1 textbook

Vocabulary usage	Appear on page number
Maths	9, 10
Wardrobe	35
Trousers	74
Jumper	74
Trainers	25, 74
Autumn	76
Crisps	83
Biscuits	83

### The spelling of vocabulary in the Spark 2 textbook

Spelling of vocabulary	Appear on page number
<b>Organise</b>	11
<b>Programme</b>	13
<b>Civilisation</b>	28
<b>Realise</b>	70
<b>Centre</b>	71, 80
<b>Harbour</b>	77

### The vocabulary usage in the Spark 2 textbook

Vocabulary usage	Appear on page number
Lorry	59
Underground train	59
Car park	99
Cinema	99
Chemist	99
Flat	101



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30

### The spelling of vocabulary in the Spark 3 textbook

Spelling of vocabulary	Appear on page number
<b>Metre</b>	13
<b>Colour</b>	15
<b>Snorkelling</b>	33
<b>Summarise</b>	35
<b>Travelled</b>	44

### The vocabulary usage in the Spark 3 textbook

Vocabulary usage	Appear on page number
<b>Chips</b>	8
<b>Biscuits</b>	8
<b>Trainers</b>	15
<b>Film</b>	86
<b>Motorway</b>	93
<b>Cinema</b>	93
<b>Flat</b>	98



969115835

BUU iThesis 61920262 thesis / recv: 17062566 11:12:08 / seq: 30



## APPENDIX B

### Research Question

#### คำถามการวิจัย

2. What are the teachers' perceptions of the Global Englishes features manifested in the English textbooks? อะไรคือการรับรู้ของครูต่อนานาภาษาอังกฤษโลกที่พบได้ในหนังสือแบบเรียนวิชาภาษาอังกฤษ

### Interview questions

#### คำถามสัมภาษณ์

- 1) Have you ever heard the term 'Global Englishes'? คุณเคยได้ยินคำว่า “นานาชาติภาษาอังกฤษโลก” มาก่อนหรือไม่
  - a. If you have, how do you know this term? ถ้าเคย, คุณรู้จักคำนี้ได้อย่างไร  
Can you tell me what it means? คุณสามารถบอกได้ไหมว่ามันหมายถึงอะไร
  - b. If you have not heard this term, what do you think it means? ถ้าคุณไม่เคยได้ยินคำนี้, คุณคิดว่ามันหมายถึงอะไร
- 2) Who do you think is the role model for your learners learning English? ใครที่คุณคิดว่าเป็นผู้ที่มีลักษณะเป็นแบบอย่างสำหรับนักเรียนของคุณในการเรียนภาษาอังกฤษ
  - a. Why? ทำไม
  - b. Can you give some examples? คุณสามารถยกตัวอย่างได้ไหม
- 3) What will you do when the students communicate with broken grammar or when they speak English with Thai accent? คุณจะทำสิ่งใด เมื่อนักเรียนพูดสนทนาโดยใช้ประโยคผิดหลักไวยากรณ์ หรือเมื่อพวกเขาพูดภาษาอังกฤษสำเนียงไทย
  - a. What do you normally do with the above issues? สิ่งใดที่คุณเป็นปกติกับสิ่งที่เกิดขึ้นจากคำถามก่อนหน้านี้

- 4) Apart from British and American cultures, do you think other foreign cultures should promoted in your English class? นอกจากวัฒนธรรมของอังกฤษและอเมริกันแล้ว คุณคิดว่าวัฒนธรรมจากประเทศอื่นๆ ควรจะได้รับการส่งเสริมเพื่อเรียนรู้ในห้องเรียนภาษาอังกฤษ หรือไม่
- What are other cultures that should be included in your English class? Why? วัฒนธรรมของประเทศใดที่ควรจะได้รับส่งเสริมและเรียนรู้ในห้องเรียนภาษาอังกฤษของคุณ ทำไมจึงเลือกประเทศนี้
  - Can you give some examples? คุณสามารถยกตัวอย่างได้หรือไม่
- 5) How do you use the English textbooks in the classroom? คุณใช้หนังสือเรียนวิชาภาษาอังกฤษในห้องเรียนอย่างไร
- Do you stick with the English textbooks? คุณยึดติดกับการใช้หนังสือเรียนวิชาภาษาอังกฤษหรือไม่
  - Do you normally bring other learning materials into your English class? โดยปกติคุณนำสื่อการเรียนรู้อื่นๆ ไปใช้ในห้องเรียนหรือไม่
- 6) Do you think that your English textbooks contain Global Englishes? คุณคิดว่าหนังสือเรียนวิชาภาษาอังกฤษมีนานาชาติภาษาอังกฤษโลกในนั้นหรือไม่
- Can you point to some of the features in the textbooks that you think it is part of Global Englishes? Why is it Global Englishes in your opinion? คุณสามารถบอกได้หรือไม่ว่าส่วนของหนังสือเรียนที่เป็นนานาชาติภาษาอังกฤษโลก ทำไมมันจึงเป็นนานาชาติภาษาอังกฤษในความคิดของคุณล่ะ
- 7) If you are aware of Global Englishes, will you introduce Global Englishes in your English classes? ถ้าคุณตระหนักต่อนานาชาติภาษาอังกฤษโลก คุณจะแนะนำนานาชาติภาษาอังกฤษโลกในชั้นเรียนภาษาอังกฤษของคุณหรือไม่
- Why? ทำไม
  - How will you do that? คุณจะทำอย่างไร