

## GLOBAL ENGLISHES ORIENTATION IN ENGLISH TEXTBOOKS IN THAILAND

### การวิเคราะห์ทิศทางภาษาอังกฤษเป็นภาษาโลกในหนังสือแบบเรียนภาษาอังกฤษ

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#### Abstract

This study was documentary research as qualitative research. The purpose of the study as to investigate to what extent English textbooks have Global Englishes orientation. The sampling was twelve English textbooks recommended for the Thai secondary level (M.4-M.6). To answer the research question, the researcher focused on four aspects; a) ownership b) target interlocutors c) models and norms of English used in the books and d) cultural depicted in the materials.

The findings presented M.4 textbooks showed the concept related to Global Englishes, but the models and norms focused on standard English. M.5 textbooks only series E focused on native English speakers while other series focused on both native and non native English speaker. M.6 textbooks, series G and H focused on native English speakers while series E and I focused on both native and non native English speakers. As a result, The English textbooks at the secondary level in Thailand (M.4-M.6) are recognized and trying to update their information to Global Englishes.

**keywords:** Global Englishes orientation, English textbooks, teaching material

#### บทคัดย่อ

งานวิจัยครั้งนี้เป็นงานวิจัยเชิงคุณภาพ โดยนำการวิจัยเอกสารมาใช้ในการศึกษา เพื่อวิเคราะห์ทิศทางภาษาอังกฤษเป็นภาษาโลกในแบบเรียนภาษาอังกฤษระดับมัธยมศึกษาตอนปลาย ชั้นปีที่ 4-6 โดยมีวัตถุประสงค์ เพื่อศึกษาทิศทางภาษาอังกฤษ จำนวน 4 ด้าน คือ 1) เจ้าของภาษา 2) กลุ่มเป้าหมาย 3) รูปแบบและบรรทัดฐาน ในการใช้ภาษาอังกฤษในแบบเรียน และ 4) ความหลากหลายทางวัฒนธรรมที่ปรากฏในแบบเรียน ผลการวิจัยพบว่า แบบ

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เรียนในระดับมัธยมศึกษาปีที่ 4 มีเนื้อหาสัมพันธ์กับทิศทางภาษาอังกฤษเป็นภาษาโลก แต่รูปแบบและบรรทัดฐานในการใช้ภาษาอังกฤษในแบบเรียนยังคงเน้นรูปแบบและบรรทัดฐานในการใช้ภาษาอังกฤษแบบเจ้าของภาษาเท่านั้น

ในระดับมัธยมศึกษาปีที่ 5 มีแบบเรียนในซีรีส์ E เท่านั้นที่เน้นการสอนเจ้าของภาษา แต่ซีรีส์อื่นเน้นการสอนผู้เรียนที่เป็นเจ้าของภาษาและไม่ใช่เจ้าของภาษา ในระดับมัธยมศึกษาปีที่ 6 ซีรีส์ G และ ซีรีส์ H เน้นการสอนเจ้าของภาษา แต่ซีรีส์ E และ ซีรีส์ I เน้นการสอนเจ้าของภาษาและไม่ใช่เจ้าของภาษา จึงสรุปได้ว่า แบบเรียนในระดับมัธยมศึกษาปีที่ 4-6 กำลังพยายามปรับปรุงเนื้อหาในแบบเรียนให้สัมพันธ์กับการเปลี่ยนแปลงทิศทางภาษาอังกฤษเป็นภาษาโลก

**คำสำคัญ:** ทิศทางภาษาอังกฤษในฐานะภาษาโลก แบบเรียนภาษาอังกฤษ สื่อการเรียน

## Introduction

With the spread of English and the emergence of different varieties of English around the world, two fields of study have emerged from this sociolinguistic reality: World Englishes (WE) and English as a Lingua Franca (ELF). WE researchers have argued for the recognition of ‘Englishes’ in the plural and called for the need to acknowledge the diversity of English (Kachru, 1985, 1997). WE research also concerned with the identification and description of geographically and nation bound variety, which highlighted the plurality of English. Additionally, since the number of individuals using English has been increasing, many researchers have examined the phenomenon of English as a Lingua Franca (ELF) communication, given the growth of intercultural exchanges worldwide (Jenkins, 2000, 2007; Seidlhofer, 2011).

Although WE researchers are primarily concerned with how varieties of English differ from each other, ELF researchers are interested in exploring how speakers of different Englishes communicate with each other in contexts of English as the universal language. For example, these ELF researchers have studied the communicative and pragmatic strategies in which people from different language backgrounds used to communicate with one another through English as a shared resource to achieve mutual intelligibility (Seidlhofer 2003, 2011). Even though the two fields have separate focuses, both WE and ELF researchers deal with the same global phenomenon of English use and the pluricentric of English and share similar ideas about the ownership of English, and language contact and change (Seidlhofer, 2011). That relatively emerged a new term, called Global Englishes (GE) (Galloway & Rose, 2013, 2014; Jenkins, 2014). Global Englishes focus on the diversity of English, and questions the relevance of native speaker norms for English Language Teaching (ELT) (Galloway & Rose, 2015). In this age of globalization, people around the world not only encounter different varieties of English but also communicate in English with people from various language backgrounds. Therefore, it is essential for language teachers to prepare their

students to participate in ELF communication in a wide range of contexts by familiarizing them with Global Englishes (Sung, 2013a, 2013b).

In English language teaching, textbooks represent the visible heart of any ELT program (Sheldon, 1988). According to Richards (2002), textbooks might provide primary content of the lessons and the kind of language practice the students take part. Additionally, they may supplement the teacher's instruction. Textbooks provide primary sources of language contact for learners together with the input provided by the teachers. Hutchinson and Torres (1994) argued that textbook may function as intermediary roles and potential agents for change during educational innovation due to some reasons; first textbooks act as a vehicle for teacher and learner training; second books provide a map of global English; and third, they provide the psychological support to teachers. Selecting proper textbooks for their English language classroom to foster global Englishes orientation should be considerably focused.

## Background of the study

Since textbooks are important to English language teaching, prior research has shifted attention to study textbooks. One important area is to analyze textbooks by using different focuses. For example, Vettorel and Loprire (2013) surveyed the bestselling English textbooks in Italy and investigated World Englishes and English as a Lingua Franca reflecting in those books. Additionally, Song (2013) analyzed four high school English textbooks for Grade 10 in Korea that were published by relatively large Korea textbook publishers to explore the reflection of the national curriculum and English variety. Moreover, Xiong and Qian (2012) used language ideology as a focus to analyze EFL textbooks on a unit in Advance with English student's books, which is one of the most widely used textbook series designed for senior high school students in China. Based on previous relevant studies, it is observed that the selection of textbooks in each study was different and none of the previous studies used the specific concept of Global Englishes, a more current sociolinguistic reality, as a framework to analyze textbooks.

This study used Global Englishes as a framework, to analyze English textbooks in Thailand, which shares different characteristics from prior studies. English language textbooks used by teachers and students in Thailand are likely to be imported from native-English-speaking countries, which may be used as sources of cultural representations and references (Hayes, 2009). Global Englishes should be raised awareness because this aspect was demonstrated as the potential for a new perspective of English language teaching. Studying Global Englishes in an Asian ELT context were relatively rare (Fang, 2018). Many well-known international publishers have long been available in Thai educational markets. The Bureau of Academic Affairs and Education Standard, in charge of

considering and selection of English textbooks for secondary level, recommends those selected books for teachers to use in the classroom. This study aimed to explore the intervention in the Global Englishes orientation in those textbooks including these four aspects; a) ownership b) target interlocutors c) models and norms of English used in the books and d) cultural depicted in the materials.

## Literature review

According to Kachru (1985) presented three concentric circles (inner, outer and expanding) where each circle represents a different type of English user. In the inner circle, the native speakers of English are found such as the speakers of English who have English as their one and only mother tongue (e.g., Americans, Canadians, British, etc.). The outer circle includes speakers of English who are second language speakers of English, i.e., speakers who do not have English as their first language but who use English in everyday communication. The last, the expanding circle whose members are people who use English as another language; for instance, people who have learned English as a foreign language. Thai learners of English belong to the expanding circle too.

Related research was Song (2013) examined patterns of cultural representations embedded in Korean EFL textbooks, using content analysis to investigate how different cultures are reflected in textbooks and whether or not cultural biases are present. In the revised Korean national English curriculum that has been implemented since 2009, English is viewed as a language of global and cosmopolitan citizenship. The curriculum promotes cultural diversity and attempts to embrace cross-cultural and cross-linguistic differences. That research followed the Jenkins (2006) framework and examined the inter-cultural and English variety in Korean EFL textbooks and analyzed four textbooks, which were developed according to the curriculum, revealed that they favor American English and culture. Furthermore, although the textbooks show various cultural/intercultural interactions, the interactions are primarily limited to a superficial level of discussion, and non-Korean, white, mostly American and male characters play a dominant role in the texts. As a result, this research suggested that teachers should take a critical approach to intercultural education in order to instill more inclusive and critical worldviews in their students. Therefore, we followed the Jenkins (2006) and Galloway and Rose (2015) frameworks to analyze forty two English textbooks in Thailand in four aspects.

## Methodology

This research study was a documentary research as qualitative research to analyze English textbooks in Thailand at the upper secondary level (M.4-M.6) which Bureau of Academic Affairs and Education Standard recommends that they be useful for students (Bureau of Academic Affairs and Education Standard, 2017). The documentary research approach defined documentary research as the use of outside sources and documents to support the viewpoint or argument of academic work (Scott, 2006).

## Research Question

In order to understand the Global Englishes in English textbooks in Thailand, this study attempts to answer the question: To what extent does English textbooks have Global Englishes orientation ?

## Sampling

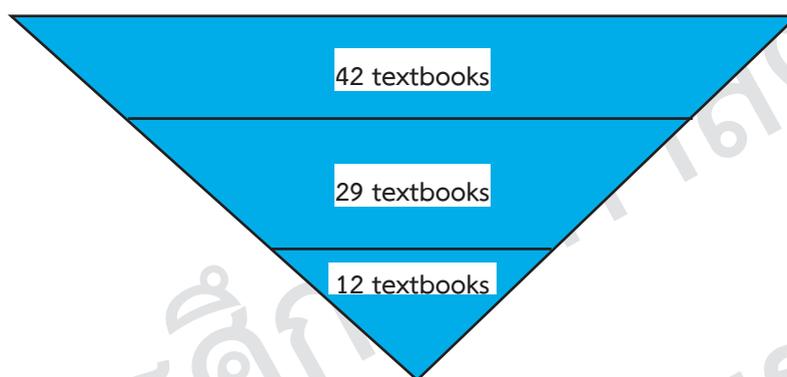
The Bureau of Academic Affairs and Education Standard recommended forty-two English textbooks for upper secondary school level (M. 4 – M.6) claiming those selected textbooks are the most recommended for the English teaching approaches in Thailand (Bureau of Academic Affairs and Education Standard, 2017). Therefore, I investigated and found out fourteen series or forty-two textbooks which are recommended by the bureau public-access website (<http://academic.obec.go.th/textbook>) from seven publishers. We divided textbooks by level ; there were M. 4 fourteen books, M.5 fourteen books and M.6 fourteen books. There were only ten series or twenty nine textbooks from six publishers available in the market. With the long process of book searching, the Bureau of Academic Affairs and Education Standard announced a new series of textbooks to use in the schools. It made the old one lose from the market so, this is the reason why we lose information from thirteen books.

Regarding Tomlinson (2003), I used the pre-used evaluation for a quick scan of the table of content and the content of each book to get an impression of its potential value such as artwork, illustrations, appearance, content, and so on. In this stage of evaluation, I got twelve textbooks from four series at M.4 – M.6 (three publishers) which were related to Global Englishes. They got pictures from various countries such as pandas from China, kimonos from Japan and Mickey Mouse from the United States, texts which represented the cultures from many countries such as an Irish wedding and a British teenager, the last task showed communication across the circle. These are shown below in

**Table 1.** English textbooks M.4-M.6 levels which are related to Global Englishes

Series name	Textbook level			Publisher
Series E	Series E (M.4)	Series E (M.5)	Series E (M.6)	A
Series G	Series G (M.4)	Series G (M.5)	Series G (M.6)	B
Series H	Series H (M.4)	Series H (M.5)	Series H (M.6)	B
Series I	Series I (M.4)	Series I (M.5)	Series I (M.6)	C

The twelve textbooks were available in the Thai Educational market and I investigated these books to explore Global Englishes. The steps of the textbook selection are shown below;

**Figure 1: Process of textbooks selection**

The chart above describes the selection of the recommended books. First step, The Bureau of Academic Affairs and Education Standard recommended forty-two English textbooks for secondary school level (M. 4 – M.6) claiming those selected textbooks are appropriate for students and they are the most representative of the English teaching approaches in Thailand.

Second step, with the long period of book searching, there were only twenty-nine textbooks available on the market.

Third step, I used Tomlinson (2003)' pre-used evaluation for a quick scan of the books by physical appearance and content pages such as authentic pictures, texts, and tasks. In this stage of evaluation, twelve textbooks showed pictures and content of texts related to Global Englishes since they showed ownership of English in the authentic pictures from various countries such as some wellknown symbols from different countries. Models and norms of English presented the spelling, vocabulary, and pronunciation in the diversity of English or standard English. Cultures depicted on the materials presented in authentic pictures, texts, and tasks such as The Irish wedding and British teenager.

## Research Framework

In this study, I adapted the framework from Jenkins (2006) and Galloway and Rose (2015) to analyze the content of the selected textbooks as shown below.

The ownership of English, we focused on who was depicted as the users of the language in the subtext of the textbooks, all spoken and written depictions of communication between two or more people were analyzed in the authentic materials used in the books (Galloway & Rose, 2015).

The target interlocutors presented in the textbooks, tasks were identified across all of the textbooks' series in which students were asked to imagine that they were using English in real world scenarios.

Model and norms of English evaluated the models of English presented in the textbook, audio materials were assessed to establish the dialect of English represented.

Culture depicted in the materials used to evaluate the cultures depicted in the materials both pictures and contents.

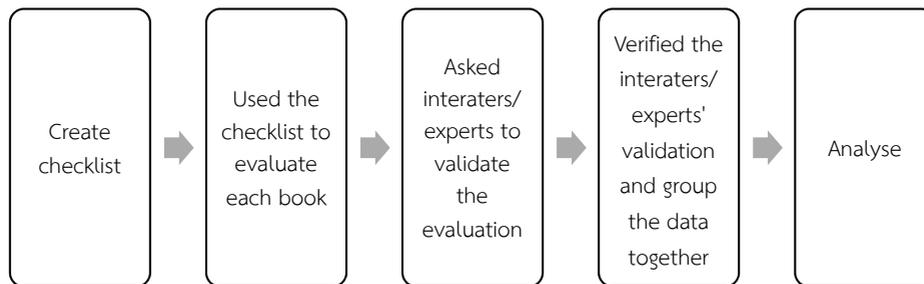
**Table 2** Framework for textbook analysis (Jenkins, 2006; Galloway & Rose, 2015)

Topic	Global Englishes-oriented ideology
Who are the positioned as the owners of English?	Native and non-native speakers, with the focus on the global use
Who are the target interlocutors in the materials?	Native English speakers and non-native English speakers
What models and norms of English are presented in the book and audio materials?	World Englishes; English as diverse and flexible
How is culture depicted in the materials?	As fluid, global cultures

The framework aimed to investigate to what extent the textbooks used in English classrooms having Global Englishes such as the model of English, target cultures or Global Englishes approach. This tables showed how to analyze the books and how the books were evaluated as falling on a spectrum with Global Englishes ideology while world Englishes share a fundamental ideology that English belongs to a global community of users. Therefore, the evaluation explored directly to the concepts and ideas related to Global Englishes because this is the most important in shifting recognition of how students will use English in the future.

## Data analysis

After selection the books, twelve English textbooks showed content related to Global Englishes. Therefore, I did the data analysis as the below;



**Figure 2** Process of data analysis

We initially generated a checklist to be a potential verifying tool for the Global Englishes in English textbooks according to the framework after coding, categories, themes and cross-case analysis so, we used it as a tool to evaluate each book. Then, we evaluated content of the books and asked for interraters to validate our evaluation. After the interraters' validation, we verified the analyzed data accordingly.

## Findings

These four aspects; a) ownership of English, b) target interlocutors, c) models and norms of English used in the books d) cultural depicted in the materials from twelve textbooks M.4 – M.6 and divided into four textbooks in each level;

**Table 3.** Findings of twelve textbooks

Level	Ownership of English	Target interlocutors	Models and norms of English	Cultural depicted on the materials	Concept related to Global Englishes
M.4	4 textbooks showed Native and non native English speakers	4 textbooks showed Native and non native English speakers	Native English speakers	4 textbooks showed Native and non native English speakers	Yes
M.5	3 textbooks showed Native and non native English speakers	3 textbooks showed Native and non native English speakers	Native English speakers	3 textbooks showed Native and non native English speakers	3 textbooks showed Yes
M.6	2 textbooks showed Native and non native English speakers	2 textbooks showed Native and non native English speakers	Native English speakers	Native and non native English speakers	2 textbooks showed Yes

The table showed all series in M.4 textbooks showed the concept related to Global Englishes, but the models and norms focused on standard English. M.5 level only series E focused on native English speakers while other series focused on both native and non native English speaker.

M.6 levels, series G and H focused on native English speakers while series E and I focused on both native and non native English speakers. As a result, M. 4 textbooks presented all series showed the concept related to Global Englishes. Therefore, M.4 level reflects the Global Englishes orientation the most of this study.

## Discussion

### 1. Ownership of English.

The users of the language in the subtext of the textbooks showed nine textbooks in M.4 –M.6 are focus on native and non native English speakers. While three textbooks focus on non native English speakers and the minority of characters in twelve textbooks located in European countries. On the other hand, the finding does not truly reflect the use of English as Global Englishes. Because of twelve textbooks showed one hundred eighty-four novels and short stories from Europe zone and seventy-five from Asia. But, they presented only twelve tasks conveyed across the circle. That represented the majority of characters' nationalities were European, but these were also a number of characters from Australia, Asia and South Africa. Therefore, clearly posit English as the language of the inner circle, with some reference to outer circle, but certainly the language owned by the native English speakers. In the one example was roleplay the conversation (Series E, M.4 level). **Student A**; you are at an international summer camp. Your foreign friend tells you about her new boyfriend. You start the conversation. Ask about: his/her name age. His/her personality and appearance. His/her interests. You start the conversation. **Student B**; you are at an international summer camp. You've got a new boy friend/girlfriend. Talk to your foreign friend and answer his/her questions about; your new boyfriend's/girlfriend's name and age, his/her personality and appearance, his/her interests. It is a non native English speakers used of English it was directed toward the native English speakers as the user of language. Thus, finding is not truly reflect the use of English as a global language; and do not reflect English as a language used across Kachru' three circles, with global ownership. By the way, the schools could select the books from twelve textbooks which showed both textbooks for native English speakers only or native and non native English speakers. It depends on the purposive of the school to select English textbooks for their teaching.

### 2. Target Interlocutors.

The target interlocutors were presented in the textbooks, tasks were identified across all the textbooks' series in which students asked to imagine that they were using English in real world

scenarios. The main tasks in twelve textbooks were conveyed in the same circle; only twenty-two tasks were conveyed across the circle. That showed English textbooks in Thailand just starting to aware of the Global Englishes and created the tasks to conveyed across the circle.

### **3. Models and norms of English used in the books and audio materials.**

The written language models presented in twelve books, We inspected the main texts and tasks in each textbook for language usage that could be evaluated as differing from the prescribed language model. All textbooks clear favored a static variety of British English and American English, which was always presented unmarked throughout the books, therefore, indicating its use as a standard; when Australian English or other Englishes were presented, that were always accompanied with a marker, explanation, or footnote to indicate deviation from the books standard usage of English. In twelve textbooks, nine textbooks used British English, and three books used American English, it is presented English textbooks at secondary Thailand used the concept of standard English which presented in traditional ELT.

### **4. Cultures depicted in the materials.**

Twelve English textbooks showed the contents of the books just starting to related to Global Englishes Language Teaching (GELT). Because of the ownership of English showed both native and non native English speakers, target interlocutors showed tasks conveyed across the circle, models and norms of English used in the books are standard English, and cultural depicted in the materials showed cultures around the world. Although they are presented the users of English, tasks, standard English and cultures mainly characteristic in European countries, it also presented the trend of English language teaching will change from traditional ELT to GELT. Discussion As a result, The English textbooks at the secondary level in Thailand (M.4-M.6) are recognized and trying to update their information to Global Englishes.

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