

# An Analysis of Global Englishes Aspects in English Textbooks at the Lower Secondary Level in Thai EFL Context

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## Abstract

The spread of English as a global language has resulted in several changes, which challenge the foundations of how language should be taught and learned. To match today's sociolinguistic realities, researchers have called for a paradigm shift from the traditional pedagogy to a new pedagogy that can prepare students to use English in international communication involving different varieties of English and its cultures. The purposes of this study are (1) to investigate the aspects of target interlocutors, and (2) to investigate cultural depictions as reflected in three selected English textbooks, which are currently used in lower secondary level (Grade 7) in Thailand. Three English textbooks are purposively selected as the samples of this study. Data is collected from the communication practice tasks (e.g., conversation dialogues, emails, and letters) and the contents of the reading passages, and articles in the textbooks. The Galloway's and Rose's (2018) GELT framework and Kachru's (1992) Three Circles Model are used to analyse data. The findings reveal that the textbooks mostly represent the target interlocutors from Native English users. With regards to the aspect of cultural depiction, the findings reveal that various cultures from all three circles are represented in these textbooks. The findings suggest that the English textbooks that which are currently used in Thai EFL context are likely to rely on the traditional ELT in the aspect of the target interlocutors. However, the depiction of cultural aspects in the textbooks corresponds more to the GELT concept with regards to the promotion of learners from different cultures across circles.

**Keywords:** textbook analysis, global Englishes, target interlocutors, cultural depiction, world Englishes

## 1. Introduction

### 1.1 Background

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

In English as a Foreign Language (EFL) contexts, English textbooks are considered a crucial part for all English classrooms (Litz, D. R., 2005) as they are particularly useful as a tool to assist learners in building on their language skills and communicative abilities (Tomlinson, 2003). Besides textbooks display a significant role in developing students' communication skills (Tomlinson, 2008). In addition, textbooks provide language content of the language skills and the pedagogical model taught in ELT classes (Richards, 2001). Therefore, ELT textbooks are used in order to promote and increase learners' awareness of the diversity of English in global contexts as

well as cultural elements (Xu, 2013). Since textbooks play a significant role as ELT materials in ESL / EFL classrooms, most ELT materials are regulated and produced by printing companies (Tomlinson, 2003). However, many of commercial textbooks are likely to focus on Standard English linguistic accuracy, such as lexico-grammatical and phonological, and mostly serve Inner-Circle culture-bound topics (Matsuda, 2002; Graddol, 2006; Kubota, 2012; Marlina, 2013). Although some publishers and authors have had an intention in developing the ELT textbooks, they still follow the Inner-Circle norms in accordance with the publishers' commercial success (Dendrinos, 1992).

Several studies have been conducted in response to the emergence of aspects of Global Englishes with particular reference to different pronunciations, discourse in lexis, and grammar (Matsuda, 2002; Graddol, 2006; Kubota, 2012; Marlina, 2013). Previous studies showed that many of the English textbooks were over-reliant on the UK English models and cultures (Matsuda, 2002; Xu, 2013; Kubota, 2012; Syrbe & Rose, 2016). Moreover, there are some limitations pertaining to diversity and authenticity of English use and they are likely to promote Standard English accent like British or American English. Although the topics are diverse and relevant to learner's interests, the textbooks provide limited appropriate communication tasks in encouraging learners to communicate with English-speaking users around the world (Tsantila & Georgountzou, 2017). In the Thai EFL context, although the textbooks try to expose students to more varieties of English, including some concepts relevant to GE, they seem to be conceptually guided by native speaker norms (Juntanee, Kewara & Prabjandee, 2020). In addition, a few studies have been conducted to examine the aspects of GE in English textbooks. Not much attention has been paid to investigate the GE aspects in different English textbooks from different publishers used at the lower secondary level. Lu and Buripakdi (2022) suggested that English materials should be developed focusing on the diversity of English usage and should reflect both native and non-native English cultures and values. Therefore, this study is set out in order to investigate the aspects of Global Englishes concerning (1) target interlocutors, and (2) cultural depiction. The purpose of which is to raise awareness of Global Englishes in English textbook selection and the results could be beneficial to EFL teachers in supporting awareness of GE and selecting textbook materials in their ELT classrooms. Furthermore, it could promote and raise the awareness of GE among learners and help them to understand the variety of ways in which English is used, the cultural diversity of its usage as well as understand English in a variety of global contexts. These all relate to the basic standard of the core curriculum in the Learning Area of Foreign Language of Thai education.

### *1.2 Global Englishes*

The rise of English as a global language is well documented in the research literature (Rose & Galloway, 2019). Indeed, the increase in connectivity has led to the general use of English all over the world. Today, English serves as the lingua franca of people from diverse linguistic and cultural backgrounds. It is used for various purposes and in diverse settings, where the speakers draw on their other languages to communicate successfully (Rose, McKinley & Galloway, 2020). Galloway and Rose (2015) stated that Global Englishes (GE) is a paradigm that includes concepts of World Englishes (WE), English as a Lingua Franca (ELF), and English as an International Language (EIL). It examines the global consequences of English use as a world language. In many ways, the scope of Global Englishes extends the lens of World Englishes, ELF, and EIL to incorporate many peripheral issues associated with the global use of English, such as globalization, linguistic imperialism, education, language policy, and planning. English has spread throughout the world through many channels such as colonization, slavery, the process of creolization, and globalization. In addition, nowadays, there are more increased of non-native English users than native English users and English has transcended its original boundaries.

As a result, English is used in communication than any other language in the world. Besides, English contact occurs on a global platform due to its connection with globalization, culture, and entertainment, which is at the heart of the current spread of the language and its rise as a global lingua franca. The number of English speakers continues to grow rapidly and its use is increasing on a global scale. As it is used by speakers from various linguistic and cultural backgrounds, English can assume various functions and forms in different contexts. It is no longer relevant to associate English with countries that are spoken only by native speakers. Today, English is used by the global community, and it is the language with global ownership.

### *1.3 Roles of Textbooks*

Richard (2001) states that textbooks are a key component in most language programs. In some situations, textbooks serve as the basis for most of the language input learners receive and the language practice that takes place in the classroom. They often provide the basic content of the lessons, the balance of skills taught, and the type of language practice in which students participate. In addition, textbooks may be primarily used to

supplement teacher instruction. For learners, textbooks may be their primary source of contact with the language apart from the information provided by the teacher. In the context of ELT, teaching materials, such as textbooks, are essential tools for transferring and understanding curricular knowledge in the subject (Dendrinos, 1992). English textbooks are a crucial part of all English classrooms (Litz, 2005) as they are used as tools to assist learners in building on their language skills and communicative abilities (Tomlinson, 2003). Another important advantage noted by Mohamed (2013) is that textbooks help create a sense of independence for learners as they are able to use textbooks independently to learn new material, as well as review and monitor their progress. Textbooks also play a significant role in developing students' communication skills, and cognitively encourage learners by presenting authentic materials (Tomlinson, 2008).

According to the study of Cortazzi and Jin (1999) in China, many English learners expect the teachers to help develop their knowledge based on the contents presented in the textbooks. Johansson (2006) found that more than half of students worked individually on textbook tasks for each lesson and the student's homework was taken from the textbook as well. In addition, textbooks present the language content, the language skills and sub-skills taught in ELT classes, as well as the pedagogical model. However, no matter how well written how a textbook is, it cannot be suited to all teaching and learning conditions. Therefore, textbook evaluation is also important in selecting the most appropriate textbooks for teaching.

#### *1.4 Global Englishes and Language Teaching Textbooks*

English textbooks play a crucial role in English classrooms in ELT contexts (Litz, 2005). Textbooks are used as tools to assist learners in building on their language skills and communicative abilities (Tomlinson, 2003). They are also necessary teaching materials for transferring curriculum-based knowledge in the classroom and understanding the subject content (Dendrinos, 1992). Baker (2008) and Cook (1999) illustrated that language resources that are disclosed to students should reflect and support their real-life purposes. Therefore, English textbooks should have a profound impact on learners' understanding of English language diversity and culture. Matsuda (2012) states that cultural content in general English courses must be selected from a variety of sources. This is because learners should be prepared for intercultural communication in an international context. These resources may include topics that foster a sense of global citizenship among learners, such as peace and environment. At present, most ELT materials are controlled and produced by large international publishing companies (Tomlinson, 2003). While local publishers and authors are involved in the development of ELT textbooks, they still strictly adhere to Inner Circle norms that align with the publisher's goal, which is commercial success. They largely focus on developing the Inner-Circle linguistic, such as lexico-grammar and phonological accuracy among learners and promote Inner-Circle culture-bound topics, thereby disregarding the needs and interests of the international and global clientele they target (Dendrinos, 1992). Dewey (2015) and Boriboon (2011) also mention that many of ELT's teaching materials and theories are sourced from American and British linguistic organizations. Due to the initiative of native English speakers, it is believed that these countries have the authority to determine and control the direction of ELT, as they are the center of ELT. This seems to conflict with the framework of teaching English in the context of ELF. Although recently published books appear to be aimed at more global students by incorporating global themes (e.g., travel, environment, food), they still continue to seek commercial success and omit critical aspects of Global Englishes (Gray, 2010).

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

#### *1.5 ELT Textbooks in Thailand*

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

(a current international standard describing language ability) and Communicative Language Teaching or CLT (a language teaching approach emphasizing the ability to communicate in the target language) play a significant role in the English language education. Most ELT commercial textbooks are framed with a proficiency level of CEFR, which is clearly shown on the cover page. In addition to the copyright of ELT textbook collections purchased and transferred to local publishers in Thailand for further publishing and marketing, there are also a number of ELT textbooks written by independent ELT textbook authors (Wuttisrisiriporn and Usaha, 2019). However, all ELT textbooks must be approved by the Office of the Basic Education Commission (OBEC) before being used in Thai schools and are publicly displayed on the Textbook database of the OBEC website (<http://academic.obec.go.th/textbook/web/>). In 2014, the Ministry of Education (MOE) reformed the Policy of English Language Education and set out six sub-policies at the Basic Education level (Ministry of Education, 2014) as follows:

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

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

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

This study aims to investigate two aspects of Global Englishes which are reflected in three English textbooks currently being used in lower secondary level (Grade 7) in the schools of Primary Educational Service Area Surin 3 of Thailand, which are focused on (1) target interlocutors and (2) cultural depiction. This study addressed the following research questions:

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

## 2. Method

The study is a descriptive research used a quantitative research method to analyze two aspects of Global Englishes represented in the selected English textbooks from three different publishers that are currently used at lower secondary level (Grade 7) in Thailand.

### 2.1 Textbook Selection

Three English textbooks are produced by different publishers (New World 1, Spark 1, and New Frontier 1), which the Bureau of Academic Affairs and Education Standard recommends for teaching and learning English during the first year of the lower secondary level. The textbooks were chosen based on these criteria:

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

### 2.2 Research Framework

This study adopted the Galloway's and Rose's (2018) GELT framework (see Table 1) to analyze the aspect of target interlocutors of three selected English textbooks. The Global English Language Teaching (GELT) framework is informed by World Englishes, ELF, EIL and Translanguaging research paradigms, which all share similar ideologies. The latest GELT framework (Table 1) demonstrates the diversity of English and promotes a movement away from native English language norms in ELT. (Galloway and Rose, 2018) According to Table 1, Galloway and Rose (2018) recently adapted the original GELT Framework. Overall, the GELT encourages the perception that English belongs to a global community, whereas the traditional ELT emphasizes the language of the Inner-Circle. In conclusion, the GELT focuses on the global language context while the traditional ELT approach focuses on Native English. English is currently used all over the world in different ways and for various purposes. As such, GE is essential in ELT classrooms to develop students' English language skills to allow them to participate in global contexts (Galloway and Rose, 2018). This recently adapted GELT framework was the focus of this study.

Table 1. Galloway's and Rose's (2018) 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 speakers	Salient English-speaking communities and contexts
Other languages and cultures	Seen as an hindrance and source of interference Inner Circle defined	Seen as resource as with other languages in their linguistic repertoire Globally defined
Needs	Accuracy according to prescriptive standards	Communicative competence
Assessment criterion	Native-like proficiency	Multicompetent user
Goals of learning	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive Global Englishes perspective
Ideology		
Orientation	Monolingual	Multilingual/translingual

In order to analyze the aspect of culture, Kachru's (1992) Three Circle model (see Figure 1) was used to analyze and identify the cultural depiction in the selected English textbooks. Kachru (1992) classified that English plays an important role in a three circles model, consisting of an Inner circle, Outer circle, and Expanding circle. The Inner Circle refers to the countries where English is used as a mother-tongue language or a Native language (e.g., UK, USA, Australia, Canada, New Zealand). The Outer Circle refers to the countries of the former British Empire where English is used as a Second Language (ESL) or an official language alongside other national languages (e.g., India, Singapore, Hongkong, Malaysia, Kenya, Nigeria). Finally, the Expanding Circle refers to the countries where English is used as a Foreign Language (EFL) or an additional language (e.g., Brazil, Thailand, China, Japan, in Asia).

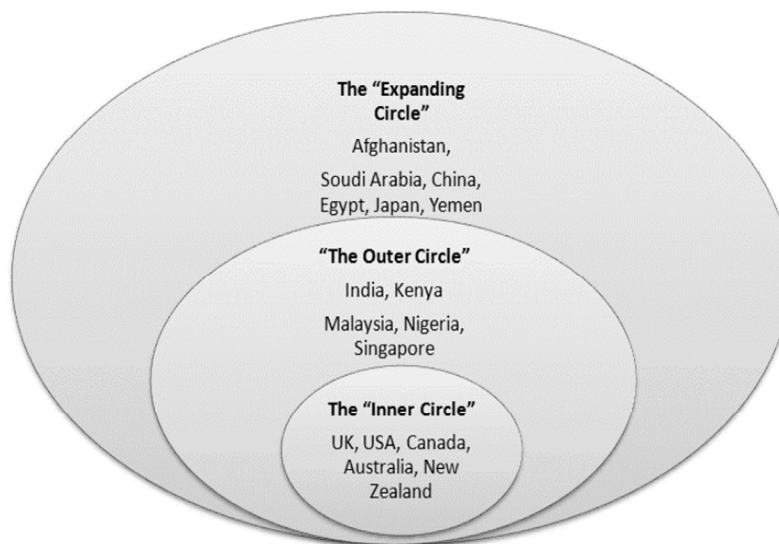


Figure 1. Kachru's Three Circle Model (1992)

Global Englishes share a fundamental ideology that English belongs to the global user community. The two frameworks used in the current study directly explore the concepts and ideas associated with Global Englishes in order to encourage the perception of how students will use English in the future.

### 2.3 Data Collection Procedure

The three selected English textbooks were analyzed based on the GELT framework by Galloway and Rose (2018) and Kachru's (1992) Three Circle model with regards to (1) the target interlocutors, and (2) the cultural depiction, to answer the two research questions. For target interlocutors, data was collected based on the communication practices (e.g., conversation dialogues, emails, and letters), which clearly represented the communication between English users. The nationalities, currencies, countries, traditional cultures, lifestyles, and pictures that represented the identity of English speakers were used to identify the target interlocutors in the conversation dialogues, emails, and letters of all three English textbooks. Some examples of conversation dialogues, emails, and letters from the three selected English textbooks are shown in Figures 2, 3 and 4.



Figure 2. An example of picture and country founded in the communication between English users in conversation dialogues

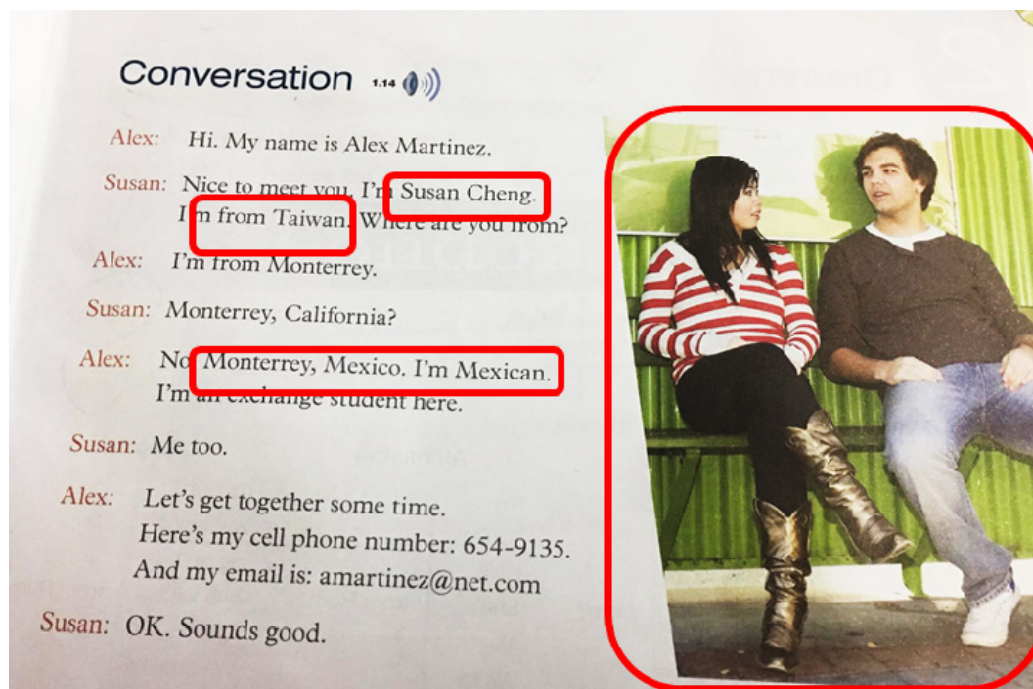


Figure 3. An example of nationality, countries, cities and picture founded in conversation dialogues



**10 Conversation 2.26**

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




Figure 4. An example of currency and picture founded in conversation dialogues

To address the cultural aspects, the data collection was focused on the contents of reading texts passages, and articles that represented the fluidity and diversity of cultural aspects in all three English textbooks. The cultural contents were represented through the reading texts, passages, and articles on several topics (e.g., Lifestyles, Cultures, Traditional, Foods, Places, Landmarks, Festivals, etc...), which depicted the cultures of several countries, and were used as indicators to identify the cultural aspects of all three textbooks. Figures 5-7 are some examples of cultural contents that were identified in reading texts and passages from the textbooks.

**Reading**

1 Look at the photographs.  
 What animals can you see?  
 What do you think is happening?  
 Listen and read to find out.

**FESTIVE time**

The historic town of Ypres in Belgium is famous for its Cat Festival. It takes place every three years during the second weekend in May. On Saturday, in the afternoon, there is usually a treasure hunt for children. In the evening, people let off fireworks. On Sunday morning, there is the great cat parade with colourful floats and music bands. People often wear cat costumes and dance in the streets. They also crown a Cat Queen. It's lots of fun. Don't miss it!

Surin Province in Thailand is famous for elephants. Every year, on the third Saturday in November, people go to Surin for the Elephant Festival. They go to see these strong animals compete in various races. The festival lasts two days and elephants perform, do tricks and even play football. It's a great festival!

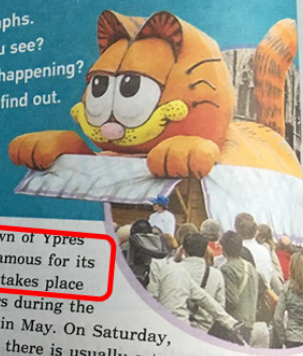




Figure 5. An example of festivals founded in the textbook





Figure 6. An example of traditional foods founded in the textbook

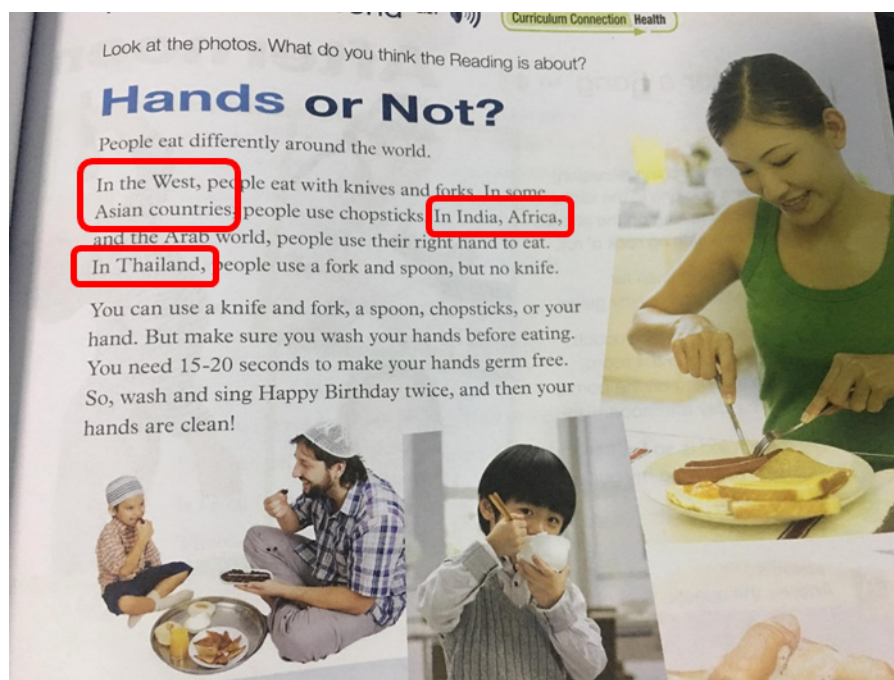


Figure 7. An example of traditional custom founded in the textbook

#### 2.4 Data Analysis

Data was collected from all three selected English textbooks using the Galloway's and Rose's (2018) GELT framework (see Table 1) in analyzing the aspect of target interlocutors and using Kachru's (1992) Three Circles model (see Figure 1) as a framework in analyzing the aspect of cultural depiction. The step of data analysis described in Figure 8.

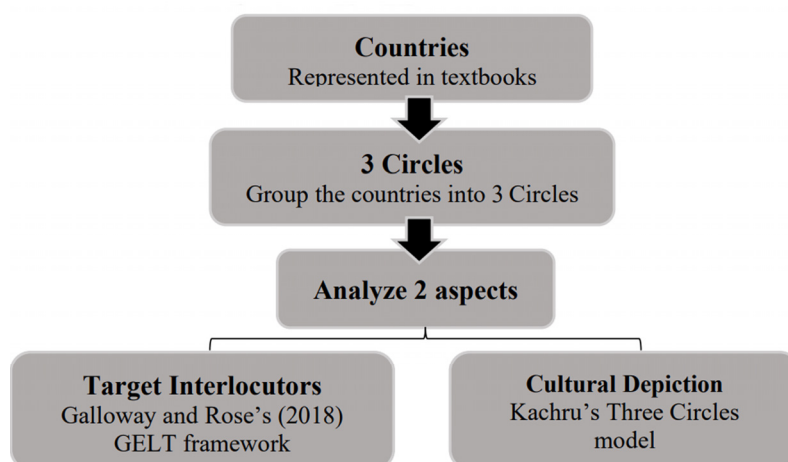


Figure 8. The steps of data analysis process

The first step of the analysis was the process of familiarization whereby the researcher gains an overview of the collected data by reading and noticing the name of countries represented through the conversation dialogues, emails, letters, and other contents related to the theme of target interlocutors and cultural depiction in textbooks.

In the second stage, the researcher relies on the notes made during the familiarization phase. The countries represented in all three selected English textbooks were grouped into 3 Circles (e.g. Inner, Outer, and Expanding Circles) as a theme then two frameworks that is used to filter and classify the data (Galloway's and Rose's 2018 GELT and Kachru's Three Circles frameworks), were used to analyze the target interlocutors and the cultural depiction.

The stage of coding the data, a numerical system of frequency was used for coding data from the three selected English textbooks. The data related to the target interlocutor and culture that represented in the three selected English textbooks were counted according to the number of frequencies that appeared and were used for analysis. This stage involves an analysis of countries related information presented in the conversation dialogues, emails, letters, pictures of flags, places, contents, texts, passages and articles in each textbook. According to Table 2, of the 47 countries presents in the three English textbooks, 35 countries are in the Expanding Circle, 6 countries are in the Inner Circle, and 6 countries are in the Outer Circle. This classification is then used to analyze the aspects of target interlocutors and cultural depiction in this current study.

Table 2. The countries that are presented in the selected English textbooks in Kachru's (1992) Three circles model

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

In order to analyze the aspects of target interlocutors represented in the selected English textbooks, the researcher used the information of the countries in Table 2 to analyze and identify the communication between English users in the conversation dialogues, emails, and letters in all three textbooks. Based on the 2018 GELT framework by Galloway and Rose, the communication between English users in the textbooks was divided into two patterns, which were communication between Native English Speakers (NE-NE users), and communication between All English users (NE-NNE users, and NNE-NNE users). Table 3-5 show the number of NE and All

English interlocutors represented in each of the three English textbooks.

Table 3. The communication practices between English users presented in New World 1

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

Table 4. The communication practices between English users presented in Spark 1

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

Table 5. The communication practices between English users presented in New Frontier 1

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

To analyze the aspects of cultural depiction in the textbooks, Kachru's (1992) Three Circle model was used to analyze and identify the depiction of cultures across the circles. The variety of content topics such as Culture/Traditional, Food, Place, Landmark, Festivals, Animals, and History, were grouped as the topic of content to represent the aspect of cultures from various countries across circles. Table 6-8 show the number of the cultural contents depicted in each of the three English textbooks.

Table 6. The Cultural Contents Depicted in the New World 1

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

Table 7. The Cultural Contents Depicted in the Spark 1

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

Table 8. The Cultural Contents Depicted in the New Frontiers 1

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

### 2.5 Inter-coder Reliability

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

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

### 3. Results

Spark 1 had the highest proportion (41.03%) of content related to target interlocutors, with 38.47% depicting communication between Native English users, and only 2.56% of content depicting communication between English users across the circles. New Word 1 had the second highest proportion of content related to target interlocutors (38.46%) with 33.33% depicting communication between Native English users, and only 5.13% of content depicting communication between English users across the circles. New Frontiers 1 had the lowest frequency of content related to target interlocutors (20.51%), with 17.95% of content depicting communication between Native English users, and 2.56% depicting communication between English users across the circles (see Figure 9).

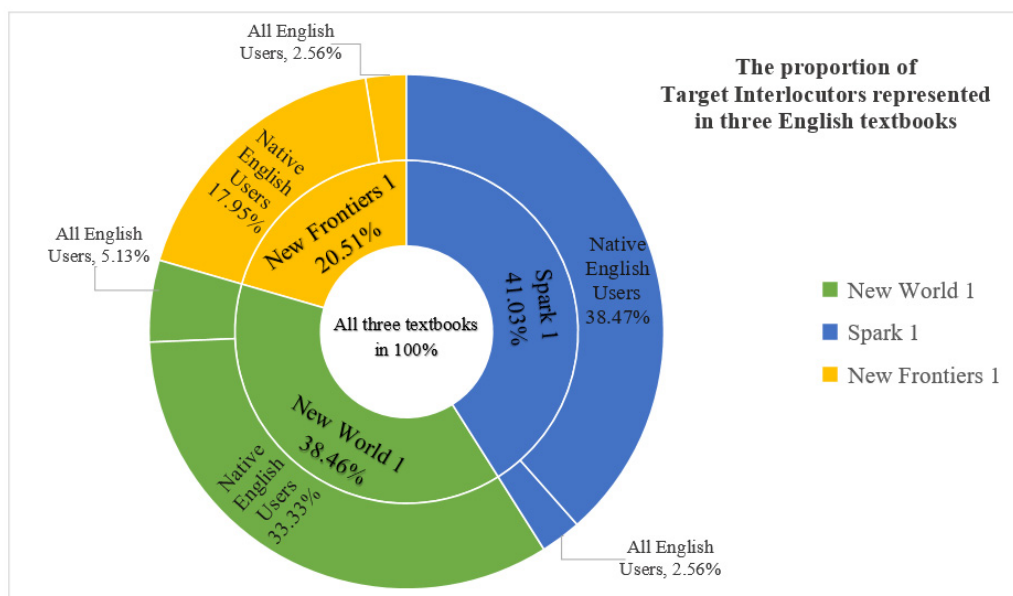


Figure 9. The proportion of Target Interlocutors represented in three English textbooks

Overall, the findings indicate that the target interlocutors represented through the conversation dialogues, emails, and letters in the three selected English textbooks were likely to be Native English users (89.75%). Only 10.25% of the content depicted communication between Native English users and Non-Native English users, or communication between Non-Native English users and Non-Native English users (see Table 9)

Table 9. The Target Interlocutors in the communication practices in the three English textbooks

Target Interlocutors	New World 1		Spark 1		New Frontier 1		Total	
	Count	%	Count	%	Count	%	Count	%
NE-NE speaker	13	86.67	15	93.75	7	87.50	35	89.75
All English users	2	13.33	1	6.25	1	12.50	4	10.25
Total	15	100	16	100	8	100	39	100

The findings which related to the aspect of cultures represented in the English textbooks indicate that Spark 1 included the most cultural depictions (51.36%), the majority of which depicted cultures from Outer and Expanding Circle's countries (40.55%), while cultural depiction of static Native countries from the Inner Circle represented only 10.81%. New World 1 accounted for 29.72% of all cultural content, and the majority of this content depicted the culture of the Outer and Expanding Circle (16.21%), while the contents of static Native countries from the Inner Circle accounted for only 13.51%. New Frontiers 1 included the smallest proportion of cultural content (18.92%) and, like the other textbooks, the majority of this content related to the culture of the Outer and Expanding Circle's countries (13.51%), and the remaining 5.41% represented the culture of static Native countries from the Inner Circle (see Figure 10).

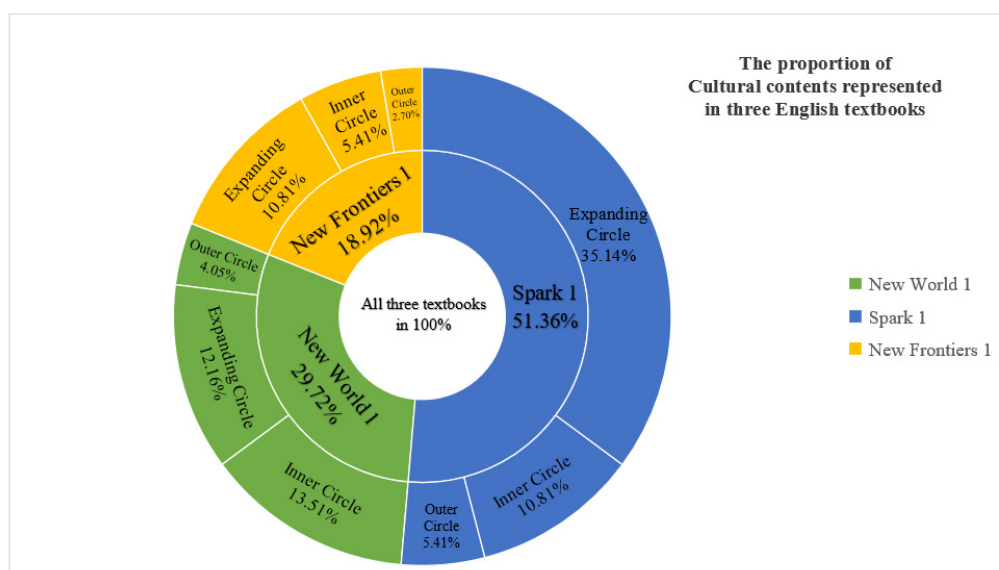


Figure 10. The Proportion of cultural depiction in three English textbooks

Overall, the findings indicate that the cultural depictions in all three selected English textbooks were fluid, diverse, and not focusing too much on the culture of native English speaking culture. A large proportion of 58.11% was the cultural content reflected the Expanding Circle countries, a 29.73% was the cultural content represented Inner Circle countries, and a 12.16% was represented the Outer Circle countries (see Table 10).

Table 10. The Cultural depiction represented in three English textbooks

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

#### 4. Discussion

##### 4.1 Target Interlocutors

Based on the current study's findings, it revealed that the conversation dialogues, emails, and letters in the three selected English textbooks in this study mostly depicted target interlocutors from Native English users (see Table 9 and Figure 9). Although some communication between English users across circle of the target interlocutors was represented in all three selected English textbooks, the proportion of the communication between NE-NNE users and NNE-NNE users was quite small (10.25 %). Indeed, the majority of the characteristics that could identify the target interlocutors in the English textbooks (e.g., common first names, social settings, places/landmarks, traditional cultures, currencies, and pictures) referred to Native English speaking countries. The results also indicate that the three selected English textbooks in this study mostly depicted the traditional ELT, which focuses on target interlocutors from Native English speakers and contexts and scenarios of Native English speakers in the same circle. The findings of this study are consistent with previous studies showing that the users and sociolinguistic features of English from other countries are under-represented in the textbooks (Syrbe & Rose, 2016). Besides, textbooks had limited how English is used in dynamic and fluid lingua franca contexts by speakers from different cultural and lingual backgrounds (Liu, 2017). Indeed, textbooks rarely provide sufficient exposure to diverse English situations, contexts, and characters, which rendered learners unable to use English in real-life situations (Asakereh, Yousofi & Weisi, 2019). This suggests that the textbook materials in the Thai EFL context likely to rely on the traditional ELT, which mostly focused on native Standard English in some aspects (Juntanee, Kewara & Prabjandee, 2020). It also indicates that commercial textbooks likely to focus on Inner-Circle linguistic accuracy, such as lexico-grammatical and phonological accuracy, and mostly serve Inner-Circle culture-bound topics (Matsuda, 2002; Graddol, 2006; Kubota, 2012; Marlina, 2013). Although some publishers and authors have attempted to develop ELT textbooks, they still follow the



Inner-Circle norms. As a result, the target interlocutors related to Global Englishes are underrepresented the variety of English used by Global English users from different backgrounds of L1 and intercultural communication in an international context and real-world scenarios.

#### 4.2 Culture Depiction

The following discussion is based on the findings of the second research question that aimed to investigate the cultural depiction in the selected English textbooks. The findings related to the cultural aspects depicted in the selected English textbooks indicate that various cultures from all three circles were represented in the textbooks. Spark 1 featured the most cultural content in the textbook, followed by New World 1, and New Frontiers 1 (Figure 10). Indeed, a large proportion of the cultural content depicted Non-Native speakers' culture (Outer Circle and Expanding Circle's countries) and only a small proportion represented cultural content from Native English speaking countries (Table 10 and Figure 10). The findings therefore indicate that, in relation to the cultural aspects represented, all three English textbooks seem to have shifted from the traditional ELT that promotes static cultures from Native English speaking countries. The cultural aspects related to the GELT concept, in terms of promoting learners of various cultures from other countries across circles (e.g., Western cultures, Asian cultures, and American cultures). In addition, the contents and tasks in the selected English textbooks highlight the multiple cultural aspects of the inner circle, outer circle, and expanding circle and reflect the diversity and fluidity of English. This is consistent with previous studies showing that textbooks largely align with the GELT concept in terms of covering a variety of cultural contents (Bocu & Razi, 2016). Besides, the topics in the textbooks are varied and related to learner's needs (Tajeddin & Pakzadian, 2020).

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

#### 5. Conclusion

The current study was conducted to investigate the Global Englishes aspects of the target interlocutors and the cultures represented in English textbooks used at the lower-secondary level (Grade 7) of Thailand. The selected English textbooks used to analyze in the study were New World 1, Spark 1, and New Frontiers 1. Galloway's and Rose's (2018) GELT framework and Kachru's (1992) Three Circles model were adopted to analyze the selected English textbooks. The findings revealed that the target interlocutors represented through the conversation dialogues, emails, and letters in three English textbooks were mostly Native English users in the same circles. In the aspect of culture, the overall findings showed that various cross-cultural contents from different backgrounds were depicted from all three circles. The results of this study indicate that English textbooks that have been used in Thai EFL context likely to rely on the traditional ELT than GELT-focused model in the aspect of the target interlocutors. However, the depiction of cultural aspects in the textbooks corresponded more to the GELT concept, in terms of promoting learners of various cultures from other countries across circles.

The current results could support EFL teachers' awareness of Global Englishes and help them to select textbooks that can support the learners' in motivating intercultural communicative competence for global communication. In the ELT context, especially the EFL context in Thailand, the textbook is an important element of the curriculum for both teachers and learners in ELT classrooms. In order to raise awareness of Global Englishes among learners, which will motivate them to participate more effectively in global contexts, the textbooks should

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

### 5.1 Limitations of the Study

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

### 5.2 Recommendations for Future Studies

This study investigated only a few aspects of GELT. The level and number of the textbooks used in this study also were limited. Therefore, future studies should use different grade levels of ELT textbook materials and investigate the other aspects of Global Englishes Language Teaching. ELT textbook materials written by local writers may also be examined in future studies in terms of investigating the GELT aspects in local ELT textbook materials written by local writers, or the perspectives of writers on the GELT concept.

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## Appendix I

### Target Interlocutors Analysis

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

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

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

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

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

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

	Pattern Communication	of Conversation dialogues	Emails	Letters/ postcards	Note
Unit	Native English users				
.....	(NE-NE)				
	All English users				
	(NE-NNE / NNE-NNE)				
	Total				
Unit	Native English users				
.....	(NE-NE)				
	All English users				
	(NE-NNE / NNE-NNE)				
	Total				
Unit	Native English users				
.....	(NE-NE)				
	All English users				
	(NE-NNE / NNE-NNE)				
	Total				
Unit	Native English users				
.....	(NE-NE)				
	All English users				
	(NE-NNE / NNE-NNE)				
	Total				

## Appendix II

### Cultural Depiction Analysis

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

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

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

	Topic of Contents	Inner Circle Countries	Outer Circle Countries	Expanding Circle Countries	Note
Unit	- .....				
.....	-.....				
	-.....				
	Total				
Unit	- .....				
.....	-.....				
	-.....				
	Total				
Unit	- .....				
.....	-.....				
	-.....				
	Total				
Unit	- .....				
.....	-.....				
	-.....				
	Total				

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