

Global Englishes: Textbook Analysis and Teachers' Perception

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Abstract

This study investigated the manifestation of Global Englishes features in three English textbooks commonly used in the lower secondary schools of eastern Thailand. It further explored whether the teachers who used the textbooks were aware of the Global Englishes features manifested in the textbooks. The data revealed that Global Englishes features were primarily taken for granted when designing the three English textbooks. In contrast to the Global Englishes paradigm, the three English textbooks mainly represented the target interlocutors, ownership of English, and norms of English from 'native' English-speaking (NES) countries. Even though attempts were made to include some diversity regarding the target interlocutors, it was unbalanced distribution. However, cultural content in reading materials is found to be diversely represented. When exploring teachers' perceptions of Global Englishes in the textbooks, it was revealed that they lacked knowledge about Global Englishes. They were aware of cultural diversities in the readings but did not try to discuss them with the students since they perceived reading skills as more important than cultural content. Implications for teacher professional development are discussed.

Keywords: Global Englishes, textbook analysis, teacher's perception of Global Englishes

1. Introduction

1.1 Background of the Study

Global Englishes is a research area that receives tremendous interest from many researchers worldwide and continues to expand in different directions (Rose, McKinley, & Galloway, 2021). Global Englishes consolidated implications from interrelated paradigms in applied linguistics, including World Englishes (WE), English as a Lingua Franca (ELF), English as an International Language (EIL), and translanguaging in the multilingual turn in Second Language Acquisition (SLA) research (Rose & Galloway, 2019). Even though these terms emerged from different traditions, they are more likely similar in their overarching attempts to appreciate English plurality and legitimacy and challenge the monolingual ideology prevalent in the dominant culture (Prabjandee & Fang, 2022). Global Englishes was developed to unite these interrelated paradigms and put forward an agenda to reevaluate current English Language Teaching (ELT) practices, considering the pluricentric English in the globalized world (Rose & Galloway, 2019).

Since its development, Global Englishes has taken clear directions toward pedagogical concerns (Rose et al., 2021). Several researchers (e.g., Boonsuk, Ambele, & McKinley, 2021; Fang & Ren, 2018; Galloway & Rose, 2014, 2018; Jindapitak, Teo, & Savski, 2022; Rosenhan & Galloway, 2019) have attempted to investigate the benefits of implementing Global Englishes in the classrooms. In their edited volume, Selvi and Yazan (2021) showcased practical examples of how Global Englishes was implemented in language teacher education. As a result, Global Englishes is now conceptualized as an ELT paradigm that draws implications from the global spread of English (Galloway & Rose, 2015). Global Englishes aimed to prepare students to use English with English users by acknowledging that the target interlocutors become unpredictable, and the interaction between English users becomes more complex (Prabjandee & Fang, 2020). Thus, preparing students to conform to native speaker norms, such as achieving native-like proficiency, may not support using English outside the classroom. Instead, teachers are responsible for preparing students to use English in global contexts where English users are increasingly diverse (Prabjandee, 2020). Similarly, Syrbe and Rose (2018) addressed the need to raise students' awareness of English varieties and acquaint them with the language norms of diverse communities.

However, implementing Global Englishes in the classrooms requires teachers to embrace new ways of thinking about English and ELT (Matsuda, 2017). This recommendation is achieved slowly because many English teachers have formed entrenched beliefs and attitudes toward English and ELT in their teacher education experiences (Prabjandee, 2020). Additionally, because a lack of materials has been identified as a significant

barrier to Global Englishes implementation (Galloway & Rose, 2015), teachers, who may want to present a global depiction of English use and users to their students, may be constrained by a practical need to rely on commercial materials. As a result, whether Global Englishes is manifested in English textbooks is an essential question since textbooks have a vital role in language learning (Syrbe & Rose, 2018). Despite technological advancements, textbooks remain English teachers' primary instructional material (Keles, Mansouri, & Yazan, 2023).

Nevertheless, limited research has used Global Englishes as an analytical framework to analyze the manifestation of Global Englishes (Syrbe & Rose, 2018). Moreover, prior research on textbook analysis has not taken steps further by exploring teachers' perceptions about its existence in textbooks. This study attempts to fill this considerable gap by interviewing English teachers who use textbooks with Global Englishes features to determine whether they know them. This line of inquiry is essential because it takes a research area on textbook analysis further to explore how teachers use textbooks. This study aimed to bridge these two lines of research to unite a more comprehensive understanding of textbook analysis and implementation. Hopefully, the findings will illuminate how teachers used the English textbooks, reflecting their classroom practices. The following research questions were used to guide the pursuit of knowledge in this study:

- (1) To what extent do English textbooks at the lower secondary school level contain Global Englishes features?
- (2) What are teachers' perceptions of Global Englishes features in English textbooks?

2. Literature Review

2.1 Global Englishes

Global Englishes was initially conceptualized as a linguistic phenomenon illustrating the global expansion of English into international territories (e.g., Canagarajah, 2013; Jenkins, 2016; Pennycook, 2007). Pennycook (2007) defines Global Englishes as the spread and use of multiple kinds of English spurred by immigration and globalization. The notion of Global Englishes recognizes the fluid and hybrid nature of English in an era of increased globalization and transcultural and linguistic fluxes (Jenkins, 2015). Since its development, Global Englishes research has expanded to a pedagogical focus, defining it as an ELT paradigm that prepares students to use English with diverse English users (Rose & Galloway, 2019).

Situated in the Global Englishes paradigm, the Global Englishes for Language Teaching (GELT) framework, popularized by Rose and Galloway (2019), depicted the target interlocutors as all English users – 'native' English speakers (NES) or 'non-native' English speakers (NNES). Instead, Prabjandee (2020) used the term "unpredictable target interlocutors" to describe the instability of using English in the globalized world. From the GELT perspective, English textbooks should position the target interlocutors as socio-culturally diverse rather than from 'native'-speaker nations only (Syrbe & Rose, 2018). Since English is used globally, it is crucial to reconceptualize its ownership from NES's property to global ownership. GELT argues that everyone can claim ownership of English (Prabjandee & Fang, 2022). In textbook analysis research, ownership of English can be examined by examining how dialogues (spoken and written) are represented – whether the dialogues' characters are diverse (Syrbe & Rose, 2018). Apart from representing English as global ownership, the target cultures for learning English should be fluid or diverse rather than fixed or stable. This can be examined through the content of reading materials (Syrbe & Rose, 2018). Based on real-life English use, GELT acknowledges that English norms are flexible depending on contexts. The norm depends on moment-to-moment of English use rather than a pre-determined set of rules.

2.2 English Textbook Analysis and Global Englishes

An extensive literature review found that prior research has paid limited attention to using Global Englishes as an analytical framework to analyze English textbooks even though it continues to be relevant to ELT in today's globalized world. Some related studies are available in the literature. For example, Syrbe and Rose (2018) analyzed three series of English textbooks in Germany in terms of ownership representation, users, models, and target interlocutors. It was found that the textbooks were over-reliant on UK models, and they represented English users and cultures as fixed and static. Similarly, Joo, Chik, and Djonov (2020) analyzed Grade 3 English textbooks approved by the South Korean government regarding English user representations. The results indicated that textbook characters' interactions suggest Western dominance and support native speakerism ideology. In addition, Liu (2017) analyzed a textbook series used in the Jiangsu province of China for intermediate-level senior high school students. It was found that diverse cultural contents and linguistic strategies were incorporated into the English textbooks. However, there is limited exposure to how English was used in a dynamic lingua franca manner. In Thailand, where this study was conducted, Juntanee (2019) analyzed 12 English textbooks approved by the Thai government to be used at the secondary school level. It was found that the Global Englishes features were manifested with varying degrees in the textbooks in terms of diverse cultural representations and depictions of the target interlocutors.

These studies (Joo et al., 2020; Juntanee, 2019; Liu, 2017; Syrbe & Rose, 2018) showed that English textbooks mainly represented English use with NES, and the norms largely depended on NES. Even though diverse cultural content was incorporated into the textbooks, the incorporation was unbalanced between NES and NNEs cultures. It should be noted that prior research on textbook analysis did not take a step further into investigating whether the teachers who use the textbooks were aware of Global Englishes features in the textbooks or not. The findings could provide valuable insights for preparing teachers to implement Global Englishes in the classrooms by exploring how teachers used the textbooks or their perceptions of textbook contents.

3. Method

Guided by qualitative research traditions, this study was designed into two phases. The first phase aimed to analyze English textbooks commonly used in lower secondary schools in an eastern province of Thailand by using Global Englishes as an analytical framework. The second phase explored teachers' perceptions of Global Englishes features in their textbooks. The details of each stage are presented below.

3.1 Phase 1: Analyzing English Textbooks

To obtain the English textbooks for analysis, the first author used a simple, short survey to ask English teachers in an eastern province of Thailand. The survey was created using a Google form and sent electronically to potential English teachers in the area through a personal social network. The survey asked for their demographic backgrounds, including gender, age, years of teaching experience, and classes they are teaching. After the demographic data, the survey asked: What textbooks do you use for the lower secondary level in your school? In total, 40 English teachers responded to the survey. Of these teachers, 16 used the same textbooks: Spark 1, 2, and 3. These English textbooks were different from Juntanee's study (2019). For the analytical framework, we adapted Syrbe and Rose's (2018) framework, as illustrated in Table 1.

Table 1. Description of Global Englishes Analytical Framework (Syrbe & Rose, 2018)

Global Englishes Features	Description
Target interlocutors (Who was positioned as the target interlocutors in the English textbooks?)	The target interlocutors are all English users, who are linguistically and culturally diverse.
Ownership of English (Who was positioned as having the ownership of English?)	English belongs to all English users from the Inner, Outer, and Expanding Circles. The Use of English was directed toward the user of the English language, not the students.
Target culture (How was culture depicted in the materials?)	The cultural depictions had been 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.

The first author analyzed the English textbooks using the qualitative content analysis method articulated by Selvi (2020) to examine which Global Englishes features manifested in English textbooks. The analysis started with the immersion step. The first author comprehensively familiarized himself with each textbook by reviewing the textbooks, page by page, and the audio files of the three selected English textbooks (Spark 1, 2, and 3). After that, the first author developed a coding frame based on the Global Englishes framework (Syrbe & Rose, 2018). As illustrated in Table 1, the coding frame in this study was created broadly, consisting of a guiding question and a description for each aspect of Global Englishes-oriented features: target interlocutors, ownership of English, target culture, norms of English, and orientation. The coding frame was applied flexibly because we wanted to be open in our approach to textbook analysis. After that, the first author conducted the thematic segmentation (focusing on content) using deductive and inductive approaches. To elaborate, each textbook was segmented by units to ensure systematic data management. When analyzing the textbooks deductively, the first author attempted to answer the guiding question and filtered segments through the coding frame. Simultaneously, when finding the data beyond the coding frame, the first author separated them for categorization later. However, no data were beyond the coding frame. To maximize the trustworthiness of the textbook analysis, intra-rater reliability was used, in which the first author conducted the data analysis several times until the analysis was saturated. Finally, the second and third authors reexamined the analysis to enhance trustworthiness.

3.2 Phase 2: Exploring Teachers' Perception

After identifying the textbooks containing Global Englishes features, this phase explored teachers' perceptions of the Global Englishes features manifested in the English textbooks. The participants were two English teachers (hereafter referred to by their pseudonyms as Lisha and Marie) who used textbooks with Global Englishes features and volunteered to provide more information about how they used them. Semi-structured interviews were used to elicit the data. Examples of the interview questions were: How did you use the textbooks? Which sections in the textbooks were the most important, and why? Have you heard about the concept of Global Englishes? If you have, what do you think it means? How did you respond to the students when they made mistakes in pronunciation or spoke with their accents? These topics guided conversations in a relaxed, comfortable, and uninterrupted environment. The interviews were audio-recorded and later transcribed for analysis. The coding method, in which the themes emerged from the analysis inductively, was used to analyze the data (Saldaña, 2009).

4. Findings

4.1 Textbook Analysis

4.1.1 Target Interlocutors

For the target interlocutor, the analysis of English textbooks aimed at answering: Who is positioned as the target interlocutors in the English textbooks? From the GELT perspective, the target interlocutors are all English users. To explore how the textbooks represent the target interlocutors, we examined future scenarios of using English and the *writing tasks* in the textbooks.

(1) Future Scenarios of Using English

A total number of 40 future scenarios of using English were prevalent in the textbooks. Out of the 40 tasks, there were 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. Table 2 summarizes future scenarios of using English.

Table 2. Summary of future scenarios of using English

Future scenarios of using English	Appear on page number		
	Spark 1	Spark 2	Spark 3
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	-
Buying things	27	-	-
Rooms and things	39	-	-
Family	45	-	-
Time	51	-	-
Expressing fear	63	-	-
Weather	71	-	-
Buying clothes	75	-	-
Ordering food	83, 87	-	-
Recommending films	-	27	-
Asking for and giving advice	-	51	-
Buying train ticket	-	63	-
Asking for and giving information	-	75	-
Directions	-	99	-
Complimenting about clothes	-	-	15
Health	-	-	27
Apologizing	-	-	39
Eyewitness statements	-	-	51
Giving instruction	-	-	75
TV programs	-	-	87
Total tasks (40)	17	12	11

Out of 40 future scenarios for using English, the analysis revealed that most scenarios positioned the target interlocutor from the NES countries ($n = 33$), followed by some English users from the NNES countries ($n = 7$). This unbalanced distribution indicated that NES was positioned to be the main target interlocutor. Figures 1 – 3 illustrate some examples from English textbooks.

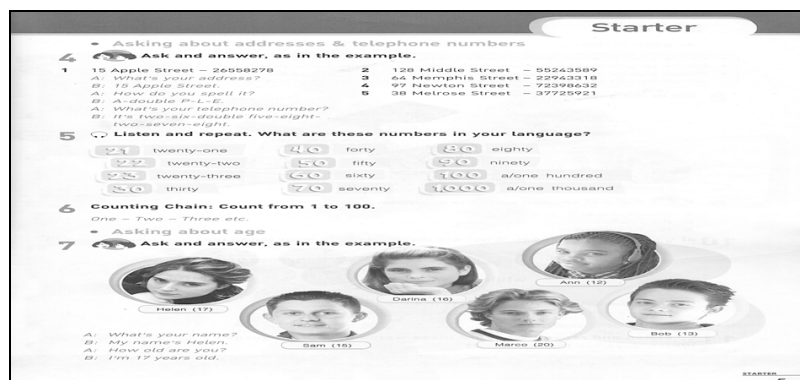


Figure 1. The future scenario of using English from Spark 1

The first example was the giving personal information scenario from Spark 1 ($n = 3$). The students are expected to ask about addresses and telephone numbers in the scenario. The addresses and telephone numbers in the task are from England, such as Middle Street (Brighton, England) or Newton Street (Manchester, England). Thus, it positions the students to use English with NES, particularly those from England.

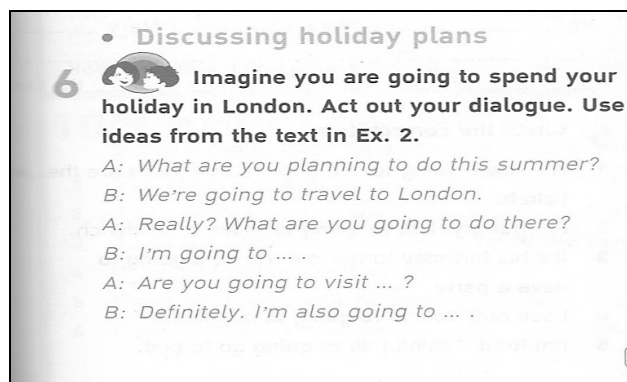


Figure 2. The future scenario of using English from Spark 2

The second example is about the holiday scenario from Spark 2 ($n = 1$). The scenario asks the students to discuss a holiday plan in London, England. Based on the dialogue, the students are forced to talk about London – “We’re going to travel to London.” This indicates that the target interlocutors for using English are from England.

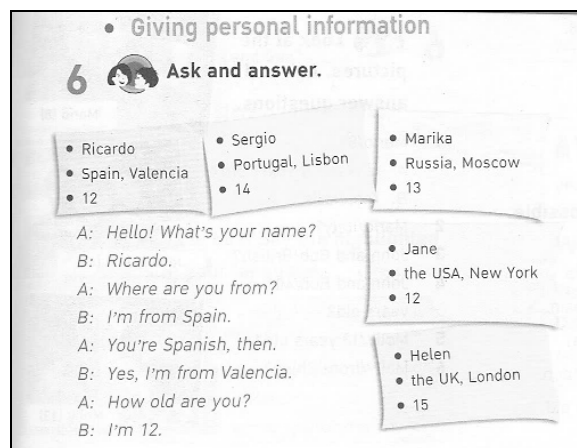


Figure 3. The future scenario of using English from Spark 1

Apart from positioning NES as the target interlocutors, some scenarios positioned the target interlocutors from various countries. As illustrated in Figure 3, the diversity of names, nationalities, and cities from both the NES and NNEs were 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.

(2) Writing Tasks

From the three textbooks, a total of 37 writing tasks were prevalent. Out of these tasks, there are 11 writing tasks in Spark 1, 13 in Spark 2, and 13 in Spark 3, as illustrated in Table 3.

Table 3. Summary of writing tasks constructions

Writing Tasks Constructions	Appear on page number		
	Spark 1	Spark 2	Spark 3
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
Complete sentences	11	-	-
Postcard	77	-	-
Biography	-	29	-
Survey report	-	89	-
Portfolio	-	-	11
Essay	-	-	65, 77
Complete text	-	-	95
Total (37)	11	13	13

Out of 37 writing tasks, most writing tasks positioned the target interlocutor from the NES countries ($n = 23$), followed by some English users from the NNEs countries ($n = 14$). Figures 4 – 5 illustrate examples from English textbooks.

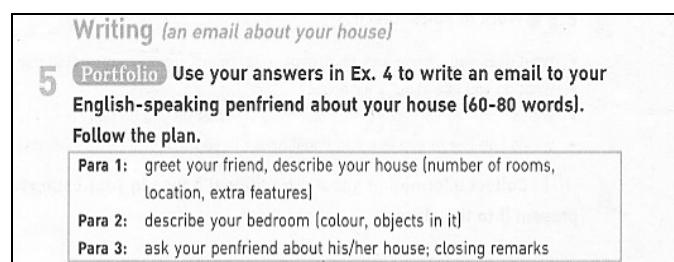


Figure 4. Writing task in Spark 1

The analysis showed that most writing tasks ($n = 13$) were email writing in all three textbooks (five from Spark 1). All 13 tasks ask the students to write an email to an *English-speaking penfriend*. This task positions the target interlocutors from NES countries. Apart from positioning the target interlocutors from NES countries, some writing tasks ($n = 23$) position the target interlocutors from the same country, as illustrated in Figure 5.

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 5. Writing task in Spark 1

This example is writing an email to invite “your friends” to your birthday party. The target interlocutor in this writing task depends on where the textbook is used. Since this textbook is used in Thailand, it is safe to conclude that the target interlocutor positioned in this task is a Thai friend.

4.1.2 Ownership of English

For ownership of English, the analysis aimed to answer the question: Who is positioned as having ownership of English? In doing so, all spoken and written descriptions of conversations between two or more persons were examined. There are 24 dialogues in the three English textbooks, with eight conversations in each textbook. Based on the analysis, it was unsurprising that most conversations ($n = 19$) in the three textbooks depicted ownership of English as a property of NES. Figures 6 – 8 illustrate examples.

SCHOOL

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

- Greetings, Introductions & Asking for personal information
- 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?

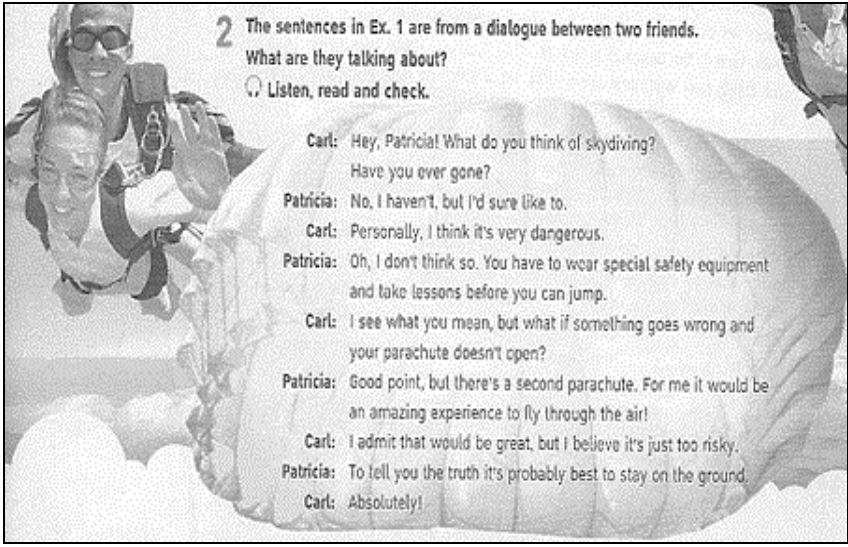
Anna: I'm 12. What's your favourite subject?

Ben: English.

Anna: Mine too.

Figure 6. Ownership of English from Spark 1

The analysis for Spark 1 indicated that the ownership of English was depicted for NES. The characters in the dialogue were Susan, Anna, and Ben. They talk about their personal information.

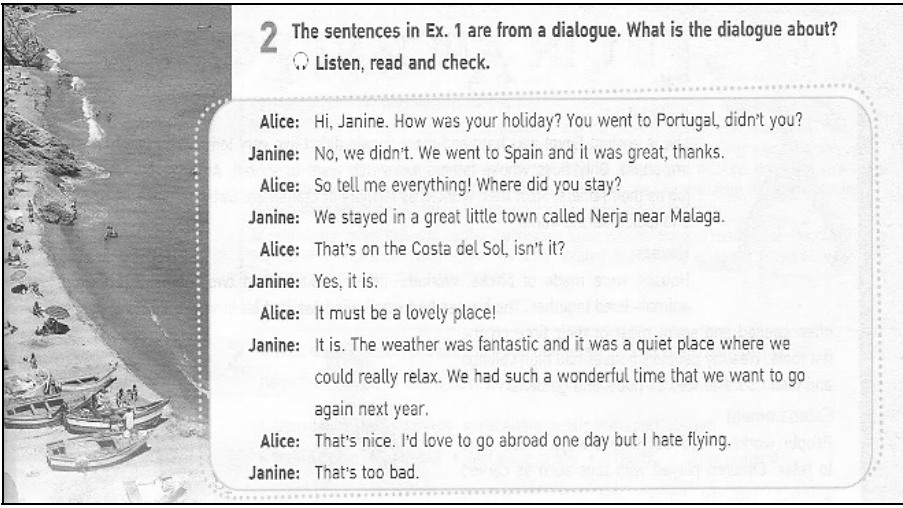


2 The sentences in Ex. 1 are from a dialogue between two friends. What are they talking about?
 Listen, read and check.

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 7. Ownership of English from Spark 2

The analysis for Spark 2 indicated that the ownership of English was depicted for NES. The characters in the dialogue were Carl and Patricia. They talk about their making suggestion for skydiving.



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 8. Ownership of English from Spark 3

The analysis for Spark 3 indicated that the ownership of English was depicted for NES. The characters in the dialogue were Alice and Jane. They talk about their holidays.

4.1.3 Target Cultures

For the target culture, the analysis of English textbooks aimed to answer: How is culture depicted in the materials? To achieve this purpose, the content of reading materials was examined. The readings in all three textbooks were 85 reading stories, as shown in Table 4. There were 29 reading stories in Spark 1, 34 in Spark 2, and 22 in Spark 3. Out of 85 reading stories, the analysis revealed that most reading stories positioned the target cultures from the expanding circle countries ($n = 50$), followed by cultures from the inner circle countries ($n = 23$) and the outer circle countries ($n = 12$), respectively.

Table 4. Summary of target cultures reading stories

Target cultures reading stories		Appear on page number		
		Spark 1	Spark 2	Spark 3
Inner circle countries (23)	USA	22, 82	16, 22, 34, 64, 94	22, 82
	England	40	70	58, 62, 101
	Australia	64, 70	82, 88	64
	Canada	-	64	-
	New Zealand	-	74	-
	Scotland	-	41	-
	Ireland	88	-	-
Outer circle countries (12)	Philippines	30	66	42, 54
	Malaysia	18, 42	-	42
	Singapore	18	78	18
	India	-	16	-
	Kenya	-	88	-
	Thailand	62, 70, 90	30, 34, 42, 66, 78, 102	30, 54
	China	34, 40, 64, 98	-	64
Expanding circle countries (50)	Laos	-	30, 90, 102	30, 90
	Cambodia	82	42	58
	Russia	88	64	94
	Vietnam	30, 90	-	66
	Egypt	94	-	100
	Greece	94	58	-
	Indonesia	66	90	-
	Myanmar	-	66	78
	Austria	70	-	-
	Belgium	62	-	-
	France	40	-	-
	Japan	82	-	-
	Malawi	34	-	-
	Croatia	-	58	-
	Italy	-	94	-
Expanding circle countries (50)	Mexico	-	28	-
	Peru	-	82	-
	Spain	-	82	-
	Madagascar	-	-	64
	Brunei	-	-	66
Total (85)		29	34	22

As illustrated in Table 4, the content of 23 readings is from the inner circle countries in the three English textbooks, 12 are about culture in outer-circle countries, and 50 are from the expanding circle countries. This indicated that diverse cultural content is diversely represented. Surprisingly, the three English textbooks included considerable explicit cultural knowledge from Thailand, including festivals, lifestyles, foods, and tourism attractions. Figure 9 is an example of the cultural content of Thailand.

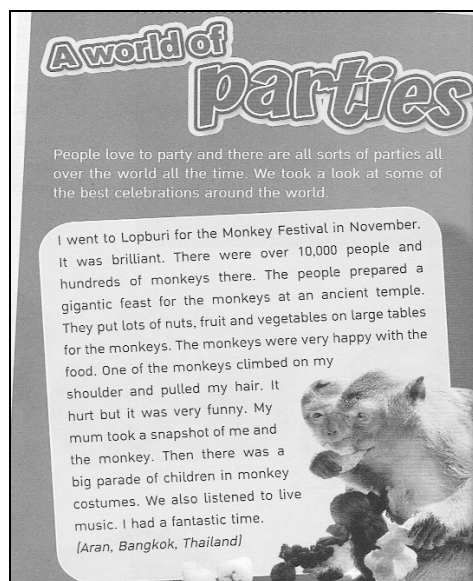


Figure 9. Example of Monkey Festival, Thailand

In addition, China, an expanding circle country, was shown in Spark 1 through four cultural stories about regions, animals, and ancient stories. Lao culture was portrayed in Spark 2 and 3 regarding tradition, place, and plays. Aside from these three nations, the cultural content of the expanding-circle countries is included in up to 19 countries. Moreover, the cultural stories of the outer circle nations were highlighted. They were shown the Philippines in all three textbooks for items and places. In addition, the reading background showed the history of these countries. The story of the outer circle nations, Malaysia and Singapore, was given.

4.1.4 Norms of English

For the norms of English, the analysis aimed at answering: What models and norms are used in the books and audio materials? To determine the English norms in textbooks, audio resources were evaluated. The prevalent variant was British English. The same speakers presented every audio recording in all three English textbooks. The vocabulary in all three textbooks adhered to the standard mandated rules of British English, such as favourite, colour, metre, programme, harbour, and snarkelling.

When examining the key texts and assignments in each textbook for the language used to study the written language norms offered in the textbooks, all three textbooks endorsed a static British English, provided unmarked throughout the three textbooks, confirming its use as standard British English. All three textbooks had material regarding spelling and vocabulary usage in British English. There was no label, explanation, or footnote signaling a departure from the textbook's typical English use. Furthermore, none of the textbooks mentioned that grammar usage might differ from mandated standards. The English standards utilized in textbooks were mainly shown as permanent and unchanging.

4.2 Teachers' Perceptions of Global Englishes Features in the Textbooks

Before asking whether the teachers who used the textbooks with Global Englishes features were aware of its features, we were interested in understanding their knowledge of and attitudes toward Global Englishes since these two aspects strongly influenced how they used the textbooks in the classrooms.

4.2.1 Limited Knowledge of Global Englishes

Even though Global Englishes are manifested in varying degrees in the three English textbooks, it was revealed that the teachers reported lacking knowledge of Global Englishes. During the interview, it was the first time they heard the term "Global Englishes." Upon asking what they think Global Englishes meant, Lisha thought it was an English learning method. She reported, "I have never heard it before. It probably means one of the methods of learning English." Marie thought Global Englishes was a type of English used worldwide. She responded, "What is it about? I have never heard that before. I have just heard 'global.' It is probably about English used worldwide."

Aside from having a limited understanding of Global Englishes, it was surprising to learn that they had difficulty differentiating English users (NES or NNES), affecting their inability to distinguish English varieties. For example, Marie had a traditionally superficial perception of an NES as someone with blond hair, a Western

complexion, and a “good” accent. Upon asking who NNEs are, she reported reluctantly, “Let me think about that. I think there are a few countries I know of, like England and America. Is France a native speaker? I am not sure, but I think France is a native speaker. I think they have good accents.” Similarly, Lisha knew that the British and Americans were NES but lacked knowledge that Russia is NNEs.

Additionally, upon asking whom they think could be a role model for learning English for students, the two English teachers immediately described an English user with native-like English proficiency (correct, good accent, etc.). Marie responded, “The role model of English users should be enthusiastic and use language correctly. I think 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.”

However, upon asking if their students use English with an accent or incorrect grammar, Lisha and Marie stated that they would not correct them while speaking. Instead, they would offer them corrections after they had finished talking. Lisha reported, “I am not serious about making grammar mistakes while they are speaking. Just dare to speak. I will not tell them that it was wrong after they finished talking. I will suggest to them, like, you can try this instead of that one or use this phrase. Similarly, Marie narrated, “I am okay with the accents of Thai people, but I prefer my students to sound native-like. I will suggest that they pronounce it correctly. I think it should be simpler to communicate.”

4.2.2 Awareness of Diverse Cultural Contents, but Ignore Teaching Them

Even though the teachers had limited knowledge of Global Englishes, they knew the textbook readings included cultural content from different countries. Upon checking whether they knew of cultural diversities in their English textbooks, Marie reported, “In the textbooks, right? I know, yes. I know. The textbook showed cultures from different nations. Similarly, Lisha reported, “Yes, different cultures are included in the reading parts. There are a lot of other countries. It is not specific to one country.”

However, it is distressing to learn that the two teachers did not take the time to raise students’ awareness of cultural differences in the readings, even though they were aware that comparing cultural differences is part of the national curriculum. They reported that they mainly focused on reading comprehension, so they spent time teaching vocabulary and reading skills rather than engaging students in discussing cultural differences. Upon asking why they did not spend time discussing cultural differences, they reported that they did not have time and thought the students did not have to learn about cultural differences during the lower secondary school level. The teachers felt that reading skills were more important than cultural content.

5. Discussion and Implications

This study aimed to analyze the English textbooks commonly used in eastern Thailand to determine the extent of Global Englishes features manifested in the textbooks and explore teachers’ perception of the textbooks. For the textbook analysis, the data showed that the textbooks contained Global Englishes features of varying degrees. Regarding target interlocutors, ownership of English, and norms, the data revealed that activities involving future scenarios of using English and writing tasks might prompt students to think they were more likely to use English with NES than NNEs. The findings in this study were consistent with previous studies (Joo et al., 2020; Juntanee, 2019; Liu, 2017; Syrbe & Rose, 2018). According to Syrbe and Rose (2018), Germans were likelier to use English with other NNEs at work, socialize, or travel. As a result, the students will communicate with the NNEs using English rather than NES. This is similar to the Thai context (Juntanee, 2019). In the actual situation, Thai students will have more chances to use English with NNEs. If the English textbooks do not prepare them to understand the target interlocutors, Thai students may have narrow views of English use outside the classroom and may not be ready to use English in the globalized world (Prabjandee & Fang, 2022). Regarding the target culture, it is satisfactory that the cultural content in the three textbooks is diversely represented. This insight is hopeful for future textbook design to continue incorporating diverse cultural content to benefit students.

Apart from analyzing the textbooks, this study takes a step further to explore teachers’ perceptions of Global Englishes features in the English textbooks. This study is one of the first inquiries to integrate extant literature on teachers’ perceptions of Global Englishes with textbook analysis. Based on the interview responses, it is safe to conclude that the two teachers in this study lack knowledge of Global Englishes. They also had limited worldviews about who English users are, as they could not differentiate between NES and NNEs nations. In addition, they perceived ELT classrooms as a site of learning about NES standards and norms as they articulated their beliefs that they wanted their students to achieve native-like accents and correctly use English. The teachers reported that they were aware of cultural differences in the textbooks. However, they did not teach those cultural diversities because they did not have time and thought the students didn’t need to learn at their age. The findings called for the urgent need to prepare teachers to understand Global Englishes and equip them with the skills

necessary to implement it in classrooms. Some examples of teacher professional development programs were found in the literature (e.g., Prabjandee, 2020; Prabjandee & Fang, 2022). Future research can engage in this line of research by offering teacher professional development to help teachers implement the Global Englishes paradigm in their classrooms.

6. Conclusion

Although this study focused on English textbooks used in eastern lower secondary schools, the knowledge obtained was substantial. The study provides clear evidence that although the English textbooks commonly used by English teachers in eastern Thailand contained varying degrees of Global Englishes features, the teachers in this study were unaware of its features and did not spend time discussing with the students about them. The findings call for urgent action to equip English teachers' knowledge of the Global Englishes paradigm, so they have appropriate tools to discuss with their students about the plurilithic and pluricentric nature of English.

It should be noted that the interpretation of this study should be conducted with caution. Given the limitation of the qualitative research nature, we did not intend to claim universal generalization. We were aware that not all English textbooks took for granted Global Englishes, and not all teachers in Thailand possessed limited knowledge of Global Englishes, believed in standard ideology and NES norms, and did not take the time to incorporate cultural content in ELT. Instead, we hoped that our study painted the urgent need to act. Our students may be disadvantaged if we do not do something about these circumstances.

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