

**CULTURAL DIVERSITY IN ENGLISH TEXTBOOKS AT A THAI
PRIMARY EDUCATION**

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entitled
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PRIMARY EDUCATION**

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ABSTRACT

The purposes of this study aim to 1) categorize cultural aspects in English textbooks written by Thai writers for Thai primary education and 2) discover the frequencies of cultural diversity among Circles of English: Inner, Outer, and Expanding Circles. The data used for analyzing is English textbooks written by Thai writers for Thai primary education. To analyze the data, two main types of data will be employed: textual information and visual information using content analysis to study cultural aspects and cultural diversity in English textbooks for primary education. The findings reveal that English textbooks written by Thai writers present cultural diversity from all Circles of English though the frequencies of each culture are different. These English textbooks also include cultural content of Thai and ASEAN cultures, which Thai learners are able to relate themselves to those contents. Moreover, considering the types of cultural aspects presented in English textbooks, it reveals that concrete information, especially products, is more likely presented than abstract ideas for better understanding of young learners.

KEY WORDS: CULTURAL DIVERSITY / ENGLISH TEXTBOOKS

137 pages

ความหลากหลายทางวัฒนธรรมในหนังสือเรียนภาษาอังกฤษระดับชั้นประถมศึกษา

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์ 1) เพื่อศึกษาเนื้อหาทางด้านวัฒนธรรม (Cultural aspects) ในหนังสือเรียนภาษาอังกฤษสำหรับชั้นประถมศึกษาที่เขียนโดยผู้เขียนชาวไทย และ 2) ศึกษาสัดส่วนการกระจายความหลากหลายทางวัฒนธรรมตามวงภาษาอังกฤษ (Circles of English) โดยศึกษาหนังสือเรียนภาษาอังกฤษระดับชั้นประถมศึกษาเขียนโดยผู้เขียนชาวไทยที่ระบุว่ามีเนื้อหาตรงตามหลักสูตรการศึกษาขั้นพื้นฐาน พ.ศ. 2551 ทั้งหมด 4 เรื่อง จำนวน 24 เล่ม ได้แก่ ‘Project: Play & Learn 1-6’ ‘New Say Hello 1-6’ ‘New Express English 1-6’ และ ‘New Aha! English 1-6’ ซึ่งเป็นการเลือกแบบเจาะจง (Purposive Sampling) ข้อมูลที่ใช้ในการวิเคราะห์จำแนกเป็น 2 ประเภท ได้แก่ คำหรือข้อความ (Textual Information) และ ภาพ (Visual Information) การศึกษานี้เป็นการวิจัยเชิงคุณภาพโดยใช้การวิเคราะห์เนื้อหา (Content Analysis) จากการศึกษาพบว่าหนังสือเรียนภาษาอังกฤษที่เขียนโดยผู้เขียนชาวไทยมีการนำเสนอเนื้อหาด้านวัฒนธรรมเกี่ยวกับประเทศไทยซึ่งสอดคล้องกับประสบการณ์ของผู้เรียนชาวไทย นอกจากนี้ยังมีการนำเสนอวัฒนธรรมของประเทศเพื่อนบ้านและประเทศในอาเซียนมากขึ้น อย่างไรก็ตามเนื่องจากหนังสือเรียนภาษาอังกฤษได้ออกแบบมาเพื่อผู้เรียนระดับประถมศึกษา การนำเสนอเนื้อหาด้านวัฒนธรรมจึงเน้นเนื้อหาที่เป็นรูปธรรมมากกว่านามธรรมเพื่อให้ผู้เรียนระดับประถมศึกษาทำความเข้าใจได้ง่ายขึ้น ดังนั้นประเภทของวัฒนธรรมในหนังสือเรียนภาษาอังกฤษจึงเน้นการนำเสนอ Products และ Persons โดยเฉพาะหนังสือเรียนภาษาอังกฤษระดับชั้นประถมศึกษาปีที่ 1 และ 2

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CHAPTER I

INTRODUCTION

1.1 Rationale

1.1.1 The relationship between language and culture

Language and culture are inseparable; language reflects culture while culture influences the use of language. It is therefore essential for language learners to learn and understand culture of a target language (Alptekin, 1993; Harrison, 1990; Khanthuan, 2007). Language teaching is then concerned to have the social significance and to develop learners' consciousness and awareness of self, of the other and of society by introducing them to other cultures. Due to the growth of cultural diversity throughout the world in the 21st century, students are expected to acquire the knowledge of how to interact with others by realizing the differences of values, knowledge, skills, attitudes and behavioral patterns; as such they can become a good and desirable citizen of their own country and the whole wide world (Banks, 2007; Cunningsworth, 1995; Harrison, 1990). Learning a foreign language and cultural diversity then benefits a language learner to increase one's social competence by extending new ideas, perspectives and understanding of the ethnic minorities, of their countries, of society and the world with positive attitudes (Çakir, 2010; Kilickaya, 2004; Thanasoulas, 2001). Çakir (2010) also claims that understanding not only the linguistic aspect but also the cultural aspect of the target language helps enriching the language fluency of the learners. However, many language learning courses usually emphasize linguistic competence and performance of the learners rather than social competence which seems to help language learners to use the target language appropriately in a particular target situation (Peterson & Coltrane, 2003).

Being able to communicate in foreign languages is one of the learning objectives stated in Thai basic education core curriculum. The importance of learning foreign languages can be used as a tool for education, communication, or business

matters, which can contribute language learners' understanding of global community. Learning foreign languages helps learners to be aware of cultural diversity since understanding language involves the particular knowledge of culture (Çakir, 2006). It will widen language learners' attitudes and perceptions of diverse cultures from different countries and people.

Foreign language learning in Thailand, especially English language, has mainly been focused on the mainstream cultures like English and American. Though English domination has influenced English language teaching and learning for a long time, the language teaching and learning paradigm has gradually changed over the realization of how complex and diverse the real world is. The following section will discuss to what extent the English and American cultures has overwhelmed English language teaching and learning.

1.1.2 English imperialism and English language teaching and learning

English is considered to gain its importance and power influenced by 2 main factors. Firstly, the British colonization is the beginning of the spread use of English in other countries. All colonial countries under England's dominance were forced to use English as the language of communication. The imperialism not only influences the use of English but also overwhelms the colonial culture and other aspects such as politics, economy, and religions. The second influence that describes the rise of English language's importance is the United States' growth of economic power. Economy inevitably has an influence on the language use since many countries desire to have a business negotiation with powerful nations such as the USA (Crystal, 2003; Hudson, 2003). Apart from the economic power, the spread of English has also been transmitted through the benchmark American entertainment including movies, novels, and songs (Galeota, 2004). It is clear that English imperialism has involved much more than a medium of international communication and marketing (Crystal, 2003). English imperialism then strengthens the status of its language and penetrates English ideology to both colonial and non-colonial countries (DDB Worldwide, 2002). The imperialism can strongly influence people's perception of English status as it dominates how people thought, practice, and value English language and culture as the mainstream values. As a result of colonial ideology, the status of English language and

culture consciously and subconsciously marginalize the status of the non-mainstreams reflected through English language teaching (Modiano, 2001; Park, 2008). In case of Thailand, the status of English is perceived as being more privilege than and superior to the non-mainstream and local ones (Litchford, 2011). Not surprisingly, regardless of proficiency or educational level, English native speakers have been adored and employed by many Thai educational institutes according to the positive attitude towards the “nativeness” and the penetrated ideology of English imperialism. Thai teachers, reversely, reflect themselves and have been perceived as being unable to provide authentic language or cultural knowledge to the students (Methitham & Chamcharatsri, 2011). Thai learners prefer native-like accents because the native-like accents are perceived as the indication of the speakers’ higher social and educational statuses (Jindapitak, 2010). The imperialism ideology also unavoidably affects language materials selection used in a language classroom (Metitham & Chamcharatsri, 2011).

1.1.3 The importance of teaching and learning materials

An important source of information in language classroom is teaching materials. Language textbooks are considered an important tool to introduce not only linguistic but also cultural aspects in foreign language classrooms. Cultural contents represented in language textbooks serve as a guideline of learning and understanding by presenting values, attitudes, and perceptions of the target language community to English as a second and foreign language learners (Alptekin & Alptekin, 1984). What are presented in textbooks can express, reinforce, and construct a certain perception that learners may have towards the world (Hino, 1988). Textbooks are also the main resource of teaching and learning in the ESL/EFL classroom because they provide many advantages for both teachers and students (Hinkel, 2004). Cunningsworth (1995) suggests that textbooks benefit as a guideline and a plan for teaching while students use textbooks as a resource for learning, or as an instruction to guide what they will be learning in class. Wu (2010) claims that textbooks are important material to introduce the cultural knowledge into language classroom. The use of textbooks in the classroom is vital. It is the major source of teaching and learning, introducing cultural information to students. It is evident that the roles of textbooks have a strong impact

towards language learners' global perspectives. Both texts and illustrations presented in textbooks are influential to learners' viewpoints. For instance, Nomnian's (2010) study reveals that a Thai EFL learner can perceive and construct some certain perceptions of one culture through the illustrations presented in the textbook. Yet, explaining cultural contents in English language textbooks in Thai education is limited. Thus, it is worth exploring what are presented in English textbooks used in Thailand. This study is then set out to study the presentation of cultural contents in English textbooks written by Thai writers for Thai Primary education.

To explore learning materials, including the authentic and realistic information into textbooks whether it is a linguistic point or cultural content is a necessary task (Cunningsworth, 1988; Tarone, 2005). The term 'authentic materials', however, has been argued that to what extent a learning material can be claimed to be authentic to present the cultural content. It is noted that the authenticity in textbooks is not what learners find it worth following or imitating but it is rather what learners can effectively apply the cultural competence in real situations (Kramersch, 1993, p. 182-183). Then, the authentic information should be presented to learners as a representation of the language and cultural diversity. The misinformation of cultures represented in materials somehow leads to stereotyping and prejudice over a certain culture (Çakir, 2010; Harrison, 1990; Kilickaya, 2004). For example, Feng and Byram's (2002) study shows that more negative sides of a certain society represented in college English textbooks used in China are likely to expose learners the distorted image of that culture. Roeland (2006), likewise, notes that the dominant content presented in textbooks generally highlights and represents through the perspectives of textbook writers. This issue frequently happens in the ESL/EFL classrooms where textbooks used in the classroom are not written or designed from their own context even though textbook writers try to present the contents that seem to be neutral and widely used. Most cultural aspects presented in English textbooks, however, highly emphasize the cultures of English native writers such as English and American cultures. Fortunately, Feng and Byram (2002) suggest that textbook writers can be those who are from learners' own culture.

It is suggested that ELT materials should not center to native English speaking cultures (Alptekin, 2002; McKay, 2003). English materials should be

appropriate to local expectations of both teachers and learners (McKay, 2003). A number of people using English in communication between non-native and non-native speakers is equally high compared to that of non-native and native speakers nowadays. English is no longer the property of native English communities, but it belongs to everyone who uses it (Aliakbari, 2001; Bowers, 1992; McKay, 2003). Kachru's (1985) 'Three Concentric Circles' model categorizing into Inner, Outer, and Expanding circles then demonstrates the ownership of English based on the expansion of uses throughout the world. The Inner Circle refers to countries that use English as their first language. The Outer Circle refers to countries that use English as a second or an official language while the Expanding Circle includes countries that use English as a foreign language (Kachru, 1985). This model will be employed in this study to investigate whether English textbooks for Thai primary education written by Thai writers represent different cultural contents of every circle countries.

There are a number of studies conducted to analyze English textbooks used in Thailand. For example, Angsutam's (2005) analysis of an English textbook for second-year nursing students showed the concern and necessity of content selection, and student's needs and interests for choosing the textbooks to be used in classes. Na Pattalung's (2008) study of types of sexist language appeared in ESL textbooks written by Thai authors revealed that sexist language is presented in the textbooks with the emphasis of patriarchy. According to Arsairach's (2007) study of an analysis and evaluation of three English textbooks titles for Grade 4 students, the contents were analyzed based on the standards and strands of English language learning for Primary level education and to evaluate how the contents follow the academic indicators of each strands. Yet, most of them evaluated textbooks' features, content, and language skills included in textbooks. Moreover, many studies mostly investigated imported textbooks and those used for secondary education level or higher. Although some were conducted to investigate textbooks written by Thai writers, the aims of those studies did not focus on cultural diversity presented in English textbooks used by Thai learners. From literature review of related studies, it is found that the exploration of cultural diversity presented in English textbooks is underexplored. As a result, the attention of cultural diversity should be drawn to language learning for Thai students by focusing on what is presented through their English textbooks. The investigation of

cultural content in English textbooks is, therefore, essential for EFL learners. This study is then set out to study the presentation of cultural contents in English textbooks written by Thai writers for primary education. Four English textbooks titles selected to study are *Projects: Play & Learn Student's Book 1-6*, *New Say Hello 1-6*, *New Express English 1-6*, and *New Aha! English 1-6*.

1.2 Research Questions

1.2.1 What kinds of cultural contents are represented in the English textbooks written by Thai writers?

1.2.2 What are the frequencies of cultural diversity among the Inner, Outer, and Expanding Circles of English represented in the English textbooks written by Thai writers?

1.3 Objectives

1.3.1 To categorize the cultural contents presented in the English textbooks written by Thai writers.

1.3.2 To find out the frequencies of cultural diversity among Inner, Outer, and Expanding Circles of English presented in the English textbooks written by Thai writers.

1.4 Contributions

1.4.1 To be beneficial for teachers as a guideline to select the proper content of teaching cultural aspect in classrooms.

1.4.2 To foster EFL students' cultural awareness of different cultures represented in the English textbooks.

1.4.3 To provide some recommendations to develop appropriate textbooks for Thai authors.

1.5 Definitions of Key Terms

1.5.1 Cultural diversity

Cultural diversity refers to the different cultures within Thai and foreign cultures represented in the English language textbooks written by Thai writers for primary school level students. The cultural diversity will be represented through both textual and visual information in the textbooks.

1.5.2 English textbooks

English textbooks in this study are referred as the English textbooks for primary education levels 1-6 written by Thai writers whether they are published by Thai Ministry of Education or private publishers. Four titles consisting of twenty four textbooks were selected for this study due to the current availability in book stores.

CHAPTER II

LITERATURE REVIEW

In this chapter, the conceptual framework employed in this study will be reviewed by starting from the indicators of language learning for primary learners stated in Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Then, the meaning and significance of curriculum, the definitions of textbooks, types of English textbooks used in Southeast Asia, the definitions of cultures in different fields of study, and related previous studies will be respectively reviewed. Finally, the conceptual framework of this study will be explained starting from Yuen's (2011) four cultural aspects and followed by Kachru's (1985) "Three Concentric Circles" model including Inner, Outer, and Expanding Circles.

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

English has increased its importance in all ASEAN countries. All countries except Indonesia implement English as a subject in the primary education curriculum starting from Grade 1. One potential reason for the increase importance of English is that it is seen as an international language (Kirkpatrick, 2010). According to the Basic Education Core Curriculum B.E. 2551 (Office of the Basic Education Commission, 2008), the aims of studying cultural diversity in Thai society and the world community through English language are to enable the learners to adjust themselves in various environmental contexts. They are expected to become good, responsible citizens who are full of morality and desirable values. The curriculum is expected that learners should acquire knowledge about cultures through language learning since language and culture are widely considered as inseparable (Harrison, 1990). The indicators for knowledge assessment will focus on grade 3 and 6 graduates since the students will have the academic knowledge assessment through the national test. Learners' quality about cultural concept of grade 3 students is that they should have knowledge about

their own culture, their local community and others as well as the development of morality, ethics, behaviors and practices to become good and responsible citizens in their own community and the world. Meanwhile grade 6 graduates are expected to have knowledge and understanding about their own contexts and country in all aspects, their local and national culture by taking an emphasis on Thai nationhood. Learners should also be able to compare data and information about Thailand with neighboring countries in order to widen their views to understand the Eastern and Western countries' culture and other aspects (Office of the Basic Education Commission, 2008). Corresponding to the Association of Southeast Asian Nations Community (ASEAN), to prepare the readiness of being ASEAN Community raises the awareness of cultural diversity and helps all involved parties preparing the basic knowledge of social and intercultural competence to interact with one another appropriately in multicultural society (Peterson & Coltrane, 2003). Nomnian's (2013) review of English language Basic Education Core Curriculum also provides the pedagogical implications for Thai Primary level teachers to prepare the proficient English language teachers and promote life-long learning skills for Thai students.

In this study, the indicators for knowledge assessment about learning the culture from foreign language stated in the Basic Education Core Curriculum (2008) will be used as a reference of the findings of this study. As the selected English textbooks have claimed, the findings will reveal whether the cultural contents presented in the English textbooks for Primary education level written by Thai writers harmonize with the learning indicators of foreign language learning.

2.2 Curriculum Development

2.2.1 Definitions of curriculum

The definitions of curriculum depend on how it is implemented in different educational contexts, thus, curriculum can be the objectives, means, and plans (Posner, 2004). According to the multipurpose of curriculum, the followings state its common concepts.

2.2.1.1 Scope and sequence determine the concept of curriculum with the expected learning outcomes including the evaluation for each grade level of study.

2.2.1.1 Syllabus is a plan for the course. So, it is implemented as the objectives and means to provide the goals, of the course, contents, materials and resources, tasks, as well as learning evaluation.

2.2.1.3 Standard, unlike scope and sequence, provides what students should be able to do according to the standard of different grade levels but not gives any specific methods to achieve the learning outcomes.

2.2.1.4 Textbooks provide instructions for teachers and students in order to complete the given tasks and assignments.

2.2.1.5 Curriculum is designed based on students' experience planned by their educational institute (Posner, 2004).

2.2.2 Curriculum designed for all students

The demand for English courses has increased due to the greater mobility of people, international trade and tourism, and the growth of mass media, therefore, the needs of language learners have been changed to extend their practical skills rather than academic mastery (Richards, 2001). According to Tomlinson et al. (2009), it is also stated that the consideration of students' different characteristics have changed drastically due to the developments of technology and social changes, thus, learners may need the wider range of ideas, experience, and perspectives provided in curriculum to meet their needs and the reality of the world. Tomlinson et al. (2009) suggest the elements of an effective curriculum as curriculum should help students in mastering the fundamental skills, progressing the performance from basic to advance levels, encountering and accepting the challenges, applying knowledge with physical world, and developing the sense of themselves.

One basis of curriculum development is need analysis which considers learner's needs as fundamental information to provide the objectives and indicators for the curriculum (Richards, 2001). However, the greater the complex and diversity of the world increase, the more consideration about social and cultural diversity, rights, and educational equality are recognized (Banks, 2008; Martin & Widgren, 2002). Last

several decades the non-mainstream curriculum has been introduced in many educational contexts promoting the diversity of races, genders, cultures and subcultures, languages, and social classes (Banks, 2008). On the other hand, a mainstream-centric curriculum, which was often presented only a trivial part of the real world is said to have negative effect on learners as this kind of curriculum tends to portray racism, biases, and other false concepts; reinforces the false sense of superiority of mainstream students towards others; and marginalizes the experience and cultures of minority students (Banks & McGee Banks, 2010). As a result, the education for all students including both mainstream and ethnic and linguistic minority students and curriculum reforms should be promoted by restructuring the pedagogical paradigm in order to develop the awareness, understanding, and positive attitudes toward diversity (Gay, 2000).

The previous section discussed the meanings and some considerations on curriculum development. The following section provides the definitions of textbooks and types of textbooks regarding their usage.

2.3 Definitions of Textbooks

Textbooks are referred to as books that are used especially in schools and colleges (Horn, 2007). The use of textbooks in language classrooms is regarded as a resource and guideline in achieving teaching/learning objectives for both teachers and learners (Tomlinson, 2008). Textbooks also serve as a tool that helps inexperienced teacher or teachers to plan their lessons effectively (Mares, 2003; Tomlinson, 2008). For students, textbooks can be used to revise the lessons learned in class; and at the same time, students can prepare themselves by reviewing the lessons beforehand (Cunningsworth, 1995). Significantly, it is considered that textbooks should correspond to meet the needs of the learners. Apart from being a resource, textbooks are highly beneficial in providing framework and standard patterns for teaching, learning, and assessment. More varieties of activities and flexibilities for learners' learning styles are employed in language classrooms. However, there are some negative effects that should also be considered. Lack of authentic information presented in the textbooks cannot represent the real life language and students' needs

may not be reflected in textbooks since they are not specifically written in learners' contexts (Cunningsworth, 1995; Richards, 2001). Distortion of content is the problematic one that brings negative effects to learners. Sometimes, textbooks fail to present the realistic world's view leading to the misconception of learners' world perception since textbooks are regarded as an influential source which classrooms which can express, reinforce, construct, or even alter learners' perception (Arikan, 2008; Matsuda, 2002; Richards, 2001).

In this study, the following section discusses types of English textbooks used in Southeast Asian language classrooms.

2.3.1 Types of English textbooks used in Southeast Asia

As this study focuses on textbooks used in Thai primary education, this section will discuss the types of English textbooks used in Southeast Asia. Dat (2008) states that English materials used in Southeast Asia are provided into three main categories: imported, in-country, and regional textbooks. The characteristics of each type are as follows.

2.3.1.1 *Imported textbooks* can also be known as 'foreign coursebooks' or 'global coursebooks' which means English textbooks produced by well-known English-speaking country publishers such as Cambridge University Press and Oxford University Press. This type of English textbooks is used in most of English classrooms in Southeast Asian countries even though they are not specifically written to match these learners' contexts. However, Southeast Asian teachers believe that imported textbooks provide many advantages. According to Dat (2008), imported textbooks contain a lot of interesting visuals that can arouse learners' attentions and are more systematic than the local ones. Significantly, they are considered to have the linguistic accuracy. However, the instructions are not easily understood by every student. The cultural information is always underpinned by English speaking cultures based on American and European countries. Learners then have fewer opportunities to express their identities because the content is less meaningful and not related to their lives. Here are some publishers that produce the commercial textbooks: Cambridge University Press, Oxford University Press, Longman, Heinemann, Heinle & Heinle, and Thomas Nelson & Sons.

2.3.1.2 *In-country textbooks* are also referred to as ‘domestic’ or ‘local’ coursebooks. This type of textbooks is produced to meet the national education’s requirements. The writers can be both local and foreign writers. Each ASEAN country has its own book publisher, for example, Malaysia’s Preston and Pelangi; Thailand’s Kurusart Ladprow; the Philippines’ Department of Education, Phoenix, Vibal, and IEMI; and Indonesia’s Armico and Penerbit Erlangga. The strengths of the local textbooks are the relevant content and cultural information to the learners’ lives and background knowledge. Moreover, the price of local textbooks can be affordable by parents who have limited income unlike imported textbooks that are relatively expensive. Local textbooks, however, seem to be less attractive to learners and considered as having less linguistic accuracy compared to the imported ones.

2.3.1.3 *Regional textbooks* written by non-native speakers in one country and used in other Southeast Asian countries. Regional textbooks share some similar strengths and weaknesses with local textbooks. Cultural information presented in regional textbooks is, however, one of the problems regarding the appropriateness for all learners in Southeast Asian countries. However, the regional textbooks are produced by some publishers that are located in several Southeast Asian countries such as System Publishing, Casco, Learners Publishing, Educational Publishing House, Singapore Asian Publications and Hillview Publications.

Apart from the roles of textbooks, and different types of textbooks used in Southeast Asian countries, the following section will clarify how cultures are defined by different fields of study.

2.4 Cultures

Cultures have been variedly defined. In anthropologists’ view, cultures are ways of life considering about symbols, rituals, and practices of primitive cultures (Ryan, 2008). In the meantime, cultures include social rules and appropriate or inappropriate things people should consider when they behave themselves (Hadley, 2001). Cultures from sociologists’ perspective can be considered as systems of values, concepts, behaviors, communications, and products of human thoughts and actions which distinguish members of one group from another. Cultures are reflected through

people's knowledge, experience, ideas, beliefs, values, attitudes, behaviors, meanings, hierarchies, religions, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in a particular society (Robinson, 1985; Wallace, 1970). Cultures are then something that can be learned both consciously and subconsciously, and passed down from one generation to another (Hofstede, 1991; Khanthuan, 2007; Lakoff & Johnson, 1980). In order to link cultures to a group of people, cultures will be shared by the members of a particular community because each community or society has different cultures from one another (Khanthuan, 2007; Ziaei, 2012). From cultural studies, cultures are human's activities occurring for various purposes. It is also viewed as a tool, a whole way of life, practices, power, and artifacts. Cultures are concerned as something that shares social meanings and no longer matter of locations which means cultures are like the products that can be shared all around the world (Barker, 2004). Kramsch (as cited in Wu, 2010) indicates that cultures presented in language classrooms are "the four Fs" including "foods, fairs, folklores, and statistic facts" which are a surface of one culture (Wu, 2010, p. 138). However, according to Weaver's (as cited in Edwards & Farghaly, 2006, p. 2) 'cultural iceberg' model, cultures are compared to the iceberg and distinguished into two levels. The tip of the iceberg is viewed as the 'surface culture' or 'Big C' which is visible and accessible to everyone such as food and architectures. It changes at a relatively rapid rate, for example, popular music and entertainment, and clothing. The part of the iceberg that is difficult to see refers to 'deep culture' or 'small c' which is something invisible or hard to see such as attitudes, beliefs, and social values. This type of culture is relatively stable over a long period of time (Edwards & Farghaly, 2006). Yuen's (2011) study employs four aspects of culture which are 'products', 'practices', 'perspectives', and 'persons' as the terms to analyze the representation of foreign cultures found in English textbooks.

In this study, to examine the representation of cultural diversity in English textbooks written by Thai writers for Thai primary education and categorize what cultural aspects are presented, from the varied definitions of cultures, this study will apply Yuen's (2011) four cultural aspects - products, practices, perspectives, and persons as a model of categorization. Yuen's four cultural aspects are probably not the most effective categorization. Yet, this categorization provides the most general

aspects of cultural categorizing that can cover a wide range of cultural elements presented in English textbooks.

2.5 Conceptual Framework

The conceptual framework consisting of two theories employed to complete this study which is Yuen's (2011) cultural aspects' categorization of cultures in the English textbooks; and Kachru's (1985) 'Three Concentric Circles' model as a basis of classification. Firstly, the cultural content in the English textbooks will be categorized into four aspects: products, practices, perspectives, and persons adapted from Yuen (2011). Finally, these four cultural aspects will be explored to find out the ratio of cultural representation's space sharing among each circle of English by using Kachru's (1985) model.

2.5.1 Yuen's (2011) definitions of four cultural aspects

According to the Standards for Foreign Language Learning (National Standards in Foreign Language Education, 1996), cultures, as a language learning standard, include and focus on the meaning and relationship of products, practices, and perspectives of the culture. Apart from these three aspects, Moran (2001) suggests that persons should be considered one of the cultural aspects as well-known people can be the representatives of the culture. For example, Michael Jordan (an American basketball player) can represent the culture of the United States of America. Thus, employing these two concepts of the cultural representatives as the framework of his study, Yuen's (2011, p. 459) cultural aspects are categorized into products, practices, perspectives, and persons.

Products are referred as both concrete and abstract cultural creations of a particular culture reflecting its own perspectives such as literatures, foods, tales, rituals, and laws.

Practices are the way people behave involving the uses of products. It is the patterns of behavior that members accept in that culture. They represent the knowledge of what people do something in a certain situation, period of time, and how

to have social interactions such as forms of address, personal space, proximity, sports, and entertainment.

Perspectives are considered as the underlying attitudes, values, and beliefs of people in a particular society determining the reason of what and how people do something under some certain situations. Thus, the cultural perspectives govern products use and cultural practices. Perspectives represent the way people from one culture view the world.

Persons are referred as people represented as the representative of each culture. They can be portrayed as an individual and as a group of people. They can also be famous, fictitious, or even unknown people.

Yuen's (2011) study is beneficial to this study because the categorizing criteria can identify most of the cultural elements that are generally found in everyday life though the cultural aspects are not specifically classified. It is because sometimes too specific criterion is too complicated to identify the cultural elements to the most appropriate aspect.

2.5.2 Kachru's (1985) three concentric circles of English

Kachru's (1985; 1998) 'Three Concentric Circles' model demonstrates the varieties of English that are classified into three circles, which are the Inner Circle, the Outer Circle, and the Expanding Circle as shown in **Figure 1** below:

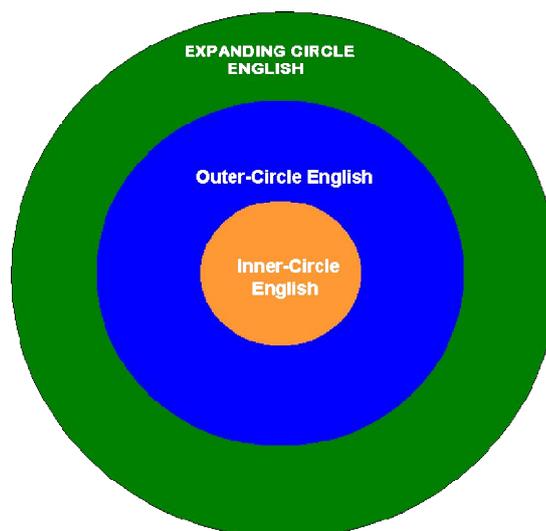


Figure 2.1 Kachru's Three Concentric Circles (1985).

The Inner Circle represents the countries such as United Kingdom, United States, and Canada in which English is the first language. The Outer Circle represents the countries such as Singapore, or Hong Kong where English is used as a second language or institutionalized additional language. In general, the Outer Circle countries are mostly the colonies of the Inner Circle countries. The Expanding Circle is the representative of the countries such as Thailand, Japanese, or Germany where English is primarily used as a foreign language. However, Kachru (1998) claims that English is not just a language used in Asia, but it is also a language of Asia. In Asian countries, the use of English is vital in many aspects of people's lives such as cultures, languages, economy, and politics. Thus, the concept of English nativeness is worth to be redefined because English does not solely belong to the inner circle countries. It is needed to look beyond Western perspectives.

Kachru's (1985) Three Concentric Circles model is employed in many studies. Those studies reveal that a number of countries from the Inner Circle mostly are presented in those textbooks while the countries from the Outer Circle and the Expanding Circle are less evident. Dominant cultures of the Expanding Circle also illustrate the cultural contexts where the textbooks are used. The overall contents are seemingly to emphasize the Inner Circle both international and intranational use (Matsuda, 2002; Yamanaka, 2006; Yuen, 2011). Matsuda (2002) and Yamanaka (2006) suggest that the importance of uses and users of English as an international language for people from non-Inner Circle countries and cultural diversity represent through the contents of secondary school level English textbooks for Japanese shows that a number of cultural information is presented less than those of the Inner Circle characters. According to Ziaei's (2012), examination of cultural content of textbooks used in English institutes in Iran, though different countries are mentioned, the countries from the Inner Circle are still mainly focused in the textbooks; and they covered all cultural aspects presented in the content. While, Iranian culture is not mentioned at all in these textbooks, Asian culture mainly focused is Japanese culture. In García's (2005) study of international and intercultural aspects in English language teaching textbooks in Spain, the contents of English-speaking communities are mainly emphasized. The connection between English-speaking communities and other countries is rarely mentioned in the contents of the textbooks (García, 2005).

Furthermore, cultural content mostly represented in the textbook is a superficial perspective to promote tourism rather than the value or cultural perspective of each culture. It portrays only positive images of that culture towards visitors while other sides are not shown at all (Yuen, 2011). The content in the textbook is superficial and biased (Byram & Esarte-Sarries 1991; Yuen, 2011).

According to the objectives of this study, to categorize the cultural aspects presented in the English textbooks written by Thai writers, Yuen's (2011) data analysis for the representation of foreign cultures in English textbooks can provide the concept to analyze cultural aspects that are presented the English textbooks for Thai Primary level students. Meanwhile, Kachru's (1985) categorization of Englishes will help grouping the cultural representatives of different countries regarding the different use of Englishes and completing the second objective of this study.

CHAPTER III

METHODOLOGY

In this chapter, the research methodology used in the study will be described in terms of research design, data collection, data analysis, and limitations of this study.

3.1 Research Design

Research design of this study was documentary research. Documents, as a key source of data, have been used in social science research since the earlier period of the twentieth century (Prior, 2011). Gottschalk (2006) states that documents are divided into seven types as follows.

1. *Contemporary records* refer to documents that help a person to memorize some information, instruction or command such as a form of a command on the field of battle, a suggestion from a foreign office to an ambassador. Photographic records, business and legal papers (e.g. bills, journals, and tax reports), and notebooks and memoranda are also considered as contemporary documents.

2. *Confidential reports* are usually written after the event. It tends to create impression rather than help memorizing; and some are less intimate. They include military and diplomatic dispatches, journal or diary, personal letters.

3. *Official histories* are relatively secondary sources which are based on the information derived from the author who may provide unreliable information.

4. *Questionnaires* intend to elicit recent opinion and personal experience. However, the information may be unreliable.

5. *Government documents* usually are not primary source and personal. This type includes proceeding of governmental bodies, laws and regulations.

6. *Expressions of opinion* include editorials, essays, speeches, pamphlets, and letters to the editor. This type of documents can be individuals and publics, or fact and opinion.

7. Literary works such as *fiction, song, poetry, and folklore* can reflect the cultural atmosphere and event of their own period.

Scott (2006) states that “documents are the accounts, returns, statues and proclamations that individuals and groups produce in the course of their everyday practice and that are geared exclusively to their immediate practical needs” (p. 14).

According to Scott (2006), the classification of documents regarding document access is divided into four types which are closed, restricted, open-archival, and open-published.

1. *Closed* documents is the type that its availability is only limited to its producers and bureaucratic superiors.

2. *Restricted* documents are accessible for outsiders under some specific conditions.

3. *Archival* documents are kept in an accessible place. However, the access may be limited due to some minimal restrictions.

4. *Published* documents such as the printed for public circulation, which is often “commercial bias”, are the most accessible type for a person who can afford them or can obtain from a library.

Documentary study can be investigated by many ways depending on the focus of research approach such as document’s content, or use and function (Prior, 2008). The document analysis is then referred to a method of using the documentary sources including of various kinds such as statistics, photographs, textual and visual information that are available for researcher in qualitative study (Bryman, 2004; Corbetta, 2003; and Mogalakwe, 2006). Payne and Payne (2004) stated that the documentary analysis is done by categorizing, analyzing, and interpreting the documentary sources which are especially the written sources. Prior (2011) also notes that data analysis strategies for documentary research mainly focus on how information, images, and representations are presented in the text.

According to the research design, this study was employed the *published* documents as the data to discover the research questions. Following are how data was collected and analyzed.

3.2 Data Collection

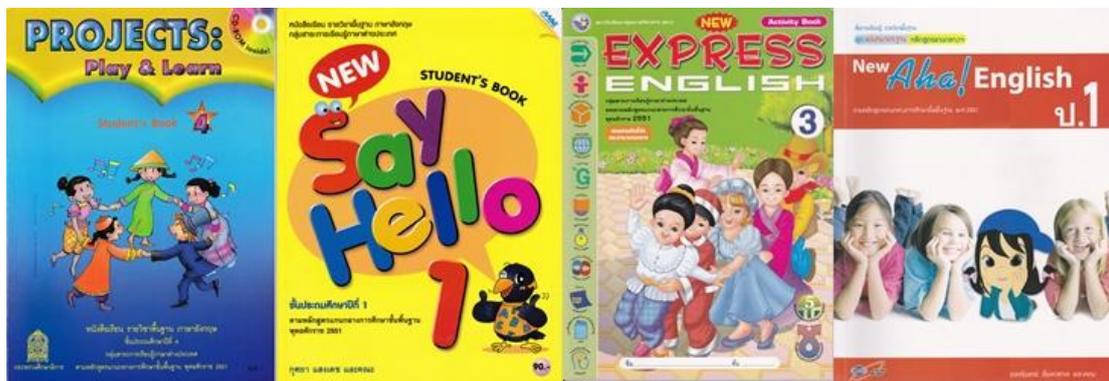
This study focused on the presentation of cultural diversity presented in English textbooks at a primary level. The criteria for textbooks selecting were set to respond to the scope of this study. Firstly, textbooks must be the English textbooks for a primary education level. Secondly, they had to be written by Thai writers and were not the imported textbooks. Thirdly, they had to be claimed that the contents included in textbooks correspond to the academic indicators of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Lastly, these textbooks should be available on general bookstores. They could be both published by the Ministry of Education and private publishers. According to the selecting criteria, four titles of English textbooks consisting of 24 textbooks written by Thai writers as shown in Table 3.1 below were selected to be examined.

Table 3.1 List of the Selected English Textbooks

Titles	Year of publication	Writers	Publishers
Projects: Play & Learn Student's Book 1-6	2011	Assoc. Prof. Chaleosri Pibulchol Assoc. Prof. SamangHiranburana Assoc. Prof. SripoomAkkaramas	Trade Organization of Office of the Welfare Promotion Commission for Teachers and Educational Personal (OTEP)
New Say Hello 1-6	2011	Kusaya Saengdet and others	Mac Press. Co., Ltd.

Table 3.1 List of the Selected English Textbooks (cont.)

Titles	Year of publication	Writers	Publishers
New Express English 1-6	2011	Thai EFL teachers from IAD	Institute of Academic Development (IAD)
New Aha! English 1-6	2011	Akarin Seemahasarn and others	Aksorn Charoen Tat Act. co., Ltd.

**Figure 3.1** Four Titles of English Textbooks Written by Thai Writers.

The first title *Projects: Play & Learn Student's Book* was published by Thailand's Ministry of Education. This textbook title stated that its contents were based on the combination of various approaches namely project-based approach, communicative approach, brain-based learning (BBL), and multiple intelligences (MI). The purpose of the combination of these approaches was to naturally promote the actual practice for language learners through individual and group activities. This textbook title also claimed that the integration between language learning and cultural contents was included appropriately for particular learning levels.

The *New Say Hello* titles were given the permission to be used as learning materials in schools by the Ministry of Education. The *New Express English* titles, however, were not stated to have the permission from the Ministry of Education; yet, they were still worth examining whether these titles provided any cultural diversity

than those of the Ministry of Education and the permitted ones. This textbook title provided child-centered approach and brain-based learning (BBL) which enhanced learners to be able to summarize, connect, analyze, synthesize, apply, organize, and structure lessons learned through exercises and activities.

New Aha! English title claimed that the contents presented in these English textbooks were harmonized with four strands and standards of English language learning provided by Thailand's Basic Education Core Curriculum 2008. The presentation of the contents was based on the 'Module' of learning consisting of actual practice, exercises and activities which were compatible with learner's learning nature.

3.2.1 Data collection procedure

To collect the data, every chapter of each textbook including textbook cover was examined. In this process, there were two main types of data that were employed: linguistic and non-linguistic types.

3.2.1.1 The linguistic type focused on textual data including words that identified the representatives of a particular culture or nation. Two criteria for textual categorization were applied: (1) nouns and adjectives for nations such as China and Chinese; and (2) other words related to nations or cultures such as products or names indicated a certain nation or culture.

3.2.1.2 The non-linguistic type was also employed and collected from images, symbols, and all visual information that represented a particular culture or country. As English textbooks for the primary level generally provided the basic knowledge of English language for Thai children as EFL beginners, thus, the contents presented in the textbooks contain both texts and images in order to draw children's attention to learn.

3.3 Data Analysis

The previous section explained the criteria of textbooks selection for the study and data collection of this study. The following section presents how the collected data was analyzed based on the scope and methods of content analysis.

3.3.1 Content analysis

The varieties of different cultures, considering both Thai and foreign cultures, presented in the selected English textbooks were examined by using the content analysis concerning both texts and illustrations. Content analysis would be described as follows. Content analysis is generally defined as a systematic technique that words are identified specific meanings by making inferences (Berelson, 1952; Holsti, 1969; Krippendorff, 1980; Weber, 1990). There are not only the texts that can be analyzed by the content analysis, other types of information can also be applied to this technique such as coding students' drawings (Wheelock, Haney, & Bebell, 2000). Hewings (1991), for instance, states that illustrations in textbooks are an important part of expressing the cultural component for students who use textbooks. However, the study showed that students have troubles interpreting the illustrations appeared in commercial English textbooks due to the differences of cultural background (Hewings, 1991).

For qualitative research, the most common notion of content analysis means analyzing a word-frequency count. The assumption from the analysis of word-frequency count is that the most often mentioned words reflect some significant meanings (Weber, 1990) though each word may not equally be a well representative of its category (Stemler, 2001).

The framework of this study consisting of the two concepts combining Yuen's (2011) content analysis of cultural diversity in the English textbooks and Kachru's (1985) 'Three Concentric Model of English' as a model of the analysis. This framework was not expected to be a combined framework but each of them sought to reveal different aspects according to different objectives of this study. The collected data was analyzed and categorized into table of analysis which was designed to present the information in matrix table. The matrix table revealed the information by the combination of the data from rows and columns. The rows or horizontal line presented cultural aspects while the columns or vertical line showed cultural representatives found in the English textbooks.

3.3.2 Analysis of cultural aspects

The process of data analysis began with Yuen's (2011) content analysis of cultural diversity in the English textbooks. This concept examined and categorized the collected data into four aspects: products, practices, perspectives, and persons to find out how cultural diversity was presented through the English textbooks. Country's names, other relating words, and illustrations representing any countries or cultures were categorized according to cultural aspects they were presented. The examples of analyzing each cultural aspect were briefly described here.

3.3.2.1 Products were analyzed from both textual and visual data using the definitions of products as criteria to analyze words and illustrations presented in textbooks. For example, *Tom Yum Kung* (Thai food) was categorized as products since products were defined as cultural artifacts such as food, arts, and ceremony.

3.3.2.2 Practices were analyzed using the same procedure of products. However, in order to avoid the overlapping of practices and other cultural aspects, the context in which the data was presented should also be detected. For example, 'Illustration of Japanese table manner of drinking tea', this illustration was presented as practices because practices were a behavior's pattern of people of a particular culture. Thus, people wearing *Kimono* and sitting around the *Kotatsu* (Japanese table) was a Japanese practice.

3.3.2.3 Perspectives often were presented along with illustrations functioning as their description of events. To analyze perspectives, it was needed to thoroughly identify both textual and visual data that were defined as beliefs, values, and attitudes, and world's perception of people from a particular culture. For instance, "Light firecrackers...to scare away evil spirits." (Chinese New Year), this extract was presented as perspectives of Chinese people.

3.3.2.4 Persons could be represented in textbooks by names or illustrations. They were both real people and fictional characters. Persons represented in textbooks should obviously be the representative of a certain culture. The anonymous names or characters were not counted as representatives of any cultures. For example, the name *Theodore Roosevelt* (US president) was categorized as persons because it represented the people from the United States of America.

3.3.3 Analysis of cultural representatives

Apart from Yuen's (2011) content analysis, the same collected data were also classified by another concept which was Kachru's (1985) 'Three Concentric Model of English' to find out the ratio of the presented space of cultural representatives. Both collected textual and visual data were classified into three criteria which were Inner Circle, Outer Circle, and Expanding Circle. For instance, the illustration of 'London Bridge' was placed in the Inner Circle since 'London Bridge' is a cultural representative of England which is a country that uses English as the first language. *Brunei* is one of representatives of the Outer Circle countries in which English is used as second language or official language. 'Illustration of a boy wearing Vietnamese hat' is a representative of Expanding Circle countries that use English as a foreign language.

Although, there were some sorts of data that was categorized by Yuen's (2011) content analysis of cultural aspects, they were unable to be identified by Kachru's (1985) concept due to the ambiguous boundary. For example, 'illustration of a girl wearing *Sari*', this data was categorized into practices aspect as dressing is one of the cultural patterns. Nevertheless, it could not be placed in any of the circles of English because people who wear *Sari* are all over the world. On the contrary, some were classified by the circles of English but were unable to fit in any types of cultural aspects. For example, the word 'Indian' is definitely the representative of India which was classified as the Outer Circle but it did not belong to any of Yuen's (2011) cultural aspects. Therefore, those unclear-boundary data were classified as 'Unidentified'. Furthermore, in this study, a word or a depiction which could not indicate its exact origin like 'computer' or 'New Year's Day' was not counted as a property of a certain culture or nation because it was not used worldwide and could not well represent one certain culture or nation (Yuen, 2011). Moreover, the items representing each culture or nation which appeared more than once were counted in order to examine the frequency of cultural representation which reflected the cultural diversity in English textbooks. After all analyzing procedures were done, in order to indicate the reliability of data analysis; the intra-rater was employed twice as a means to verify the accuracy of the data. However, the arrangement of the contents was not

examined because it was beyond the scope of this study. Below is the example of the analysis table using the conceptual framework of this study.

Table 3.2 Extract of Data from New Aha! English 2

New Aha! English 2	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products	Illustration of Thai temple			✓	
	Illustration of American flag	✓			
Practices	‘Simon Says’ (American game)	✓			
	Illustration of a girl in Indian traditional costume		✓		
	Illustration of American people	✓			
	Illustration of a girl in Japanese traditional costume			✓	

Table 3.2 showed that the details of each cultural aspect were collected and grouped together. In the meantime, each detail was categorized into different circles of English which each detail represented its cultural origin. It was possible that information presented in the textbooks occurred more than once; however, the data was recorded in the analysis table only once in order to prevent the confusion the frequency count (See details of analysis in Appendix B-E). As a result, another table was created to record the frequencies of cultural aspects (See Appendix F-I). This table was also beneficial because it was able to record the frequencies of countries presented in the textbooks which were discussed later in Chapter IV. Below is the extract of frequency table obtained from *New Aha English Book 2*.

Table 3.3 Frequencies of Cultural Aspects in New Aha! English 2

	Details	Products	Practices	Perspectives	Persons	Total
New Aha English 2	Thailand	12	2	-	3	17
	India	-	-	-	2	2
	China	-	-	-	2	2
	USA	1	1	-	5	7
	Japan	-	-	-	1	1
Sum		13	3	-	13	29

In the findings, texts were presented as extracts, while drawings and illustrations were presented as illustrations, which will be shown in the following chapter.

3.4 Limitations of the Study

The limitation of this study was the difficulty to identify the exact aspect of one cultural element because some elements such as *Hari Raya* (the day after Ramadan), and *Euro Star* (European train) are widely used. Those elements had an unclear boundary to distinguish which aspects or circles they should be included in. Secondly, according to the first limitation, individual interpretation was employed in the study. Interpreting was relatively subjective because it was from the researcher's background knowledge and experience. Due to the difficulty of analyzing and interpreting data, double checking was employed to the analytical process until the categories of every single data was decided.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents research findings from the content analysis of cultural diversity found in English textbooks written by Thai writers.

The results are divided into three sections. The first section presents the categorization of cultural aspects in the English textbooks. The second section presents the frequency of cultural diversity among Inner, Outer, and Expanding Circles of English represented in these English textbooks. The third section presents a summary of the results.

4.1 Categorization of Cultural Aspects

In this section, the findings will show which cultural aspects are displayed in each English textbook written by Thai writers. According to Yuen's (2011) content analysis of cultural aspects in English textbooks, four cultural aspects: products, practices, perspectives, and persons are used as the model of this study's cultural aspect investigation. The following are the details of the findings.



Figure 4.1 Overall Cultural Aspects Found in the Primary Level English Textbooks Written by Thai Writers.

According to the categorization of cultural aspects in English textbooks for primary level written by Thai writers, it reveals that all four cultural aspects which are products, practices, perspectives, and persons are presented in English textbooks. However, the results also show that concrete information i.e. products and persons are more presented in English textbooks for primary level learners than abstract ideas i.e. practices and perspectives (See Appendix F-I). As can be seen in Figure 4.1, more than half of the cultural aspects found in all four series of English textbooks are products. *Persons* are second to products. This aspect gains 38% of all cultural aspects presented in English textbooks. In contrast to products and persons, a small number of practices and perspectives are displayed in the English textbooks.

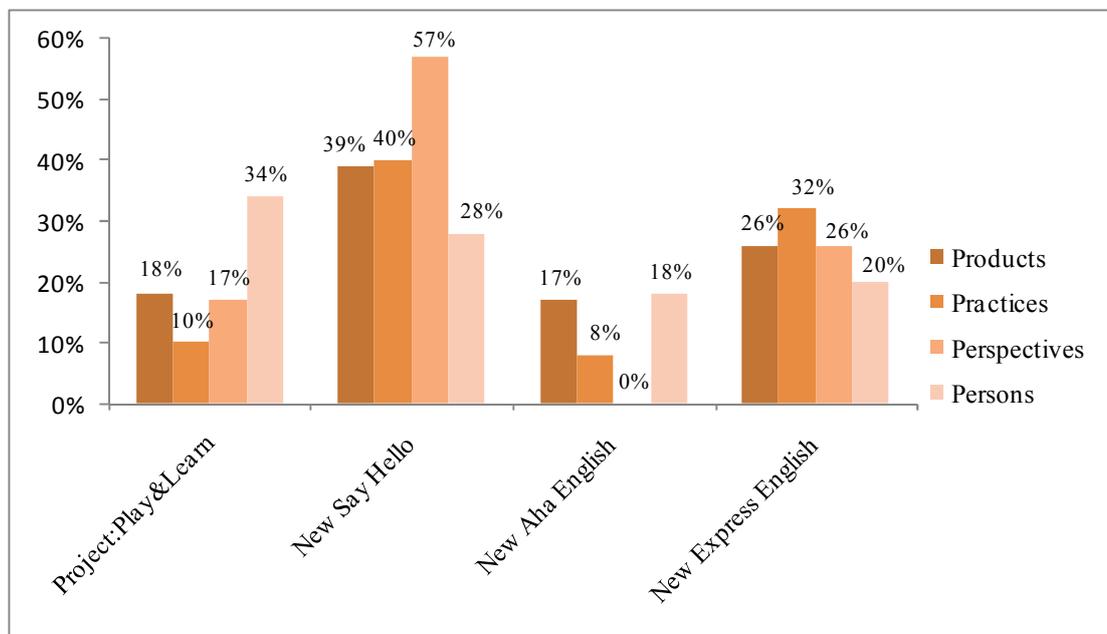


Figure 4.2 Overall Categorization of Cultural Aspects of Four Titles of English Textbooks.

Figure 4.2 shows the analysis of cultural aspects found in each English textbook written by Thai writers. It reveals that all four titles contain cultural aspects but not every title has all four aspects. According to the above figure, *New Say Hello* title has the highest number of the presented cultural aspects. As can be seen, most cultural aspects except *persons* displayed in this textbook title are over 30% which is relatively high compared to other textbook titles. Moreover, *Project: Play & Learn* and *New Express English* show similar frequencies of cultural aspects presented in the

English textbooks. The average frequencies are around 20% to 30%. However, the frequencies of cultural aspects found in *Project: Play & Learn* are slightly behind those of *New Express English*. *New Aha English* presented the least frequencies of depicted cultural aspects. The total number of each aspect is below 20%. Noticeably, perspectives are under-represented in this title. Examples and details of all aspects are discussed below.

4.1.1 Products

Products are concrete and abstract cultural creations of a particular culture. Products presented in four English textbooks titles are various. They are categorized into eight subgroups which are foods, festivals and ceremonies, drawings and illustrations, poems, prints, tourist attractions, merchandises and services, and movies and television programs.

Firstly, foods are presented as a specific menu of a particular culture such as *Tom Yum Kung* (Thai food), and *Sushi* (Japanese food), or non-specific kinds such as ‘Chinese food’ and ‘Italian food’.

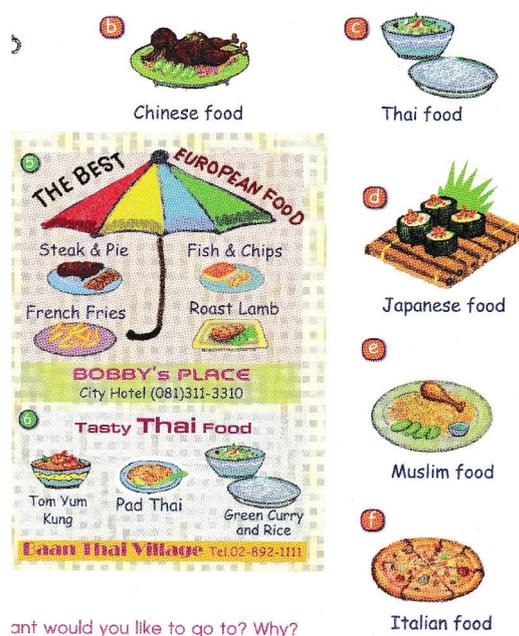


Illustration 4.1 Pictures of Food Illustrated as Specific and Non-specific Dish (Projects: Play&Learn 2, p. 31).

Festivals and ceremonies that appear frequently in English textbooks are mostly popular festivals and ceremonies. They are both internationally and nationally famous. For example, ‘Chinese New Year’ is an internationally well-known festival for Chinese people around the world to celebrate this festival together. Even though people who are not Chinese do not celebrate this festival, they do know this festive event. Nationally well-known festivals and ceremonies might not be known globally but they are important ceremonies that reflect some beliefs and values of people in particular culture or nation such as *Kodomo-no-Hi* (Japanese Children’s Day), and *Visakha Bucha Day* (Buddhist ceremony).

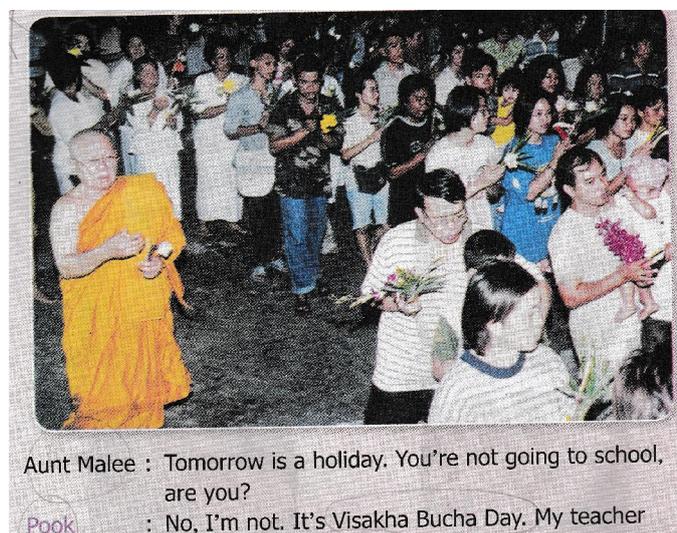


Illustration 4.2 Image of the Visakha Bucha Day Ceremony (New Express English 6, p. 24).

Apart from foods, and festivals and ceremonies, products mostly found in textbooks are drawings and illustrations. They include the illustrations of countries’ map, national flags, national costumes, materials and animals of particular culture or nation such as *Krathong* (floating basket), and ‘koala’ (one of the national animals of Australia).

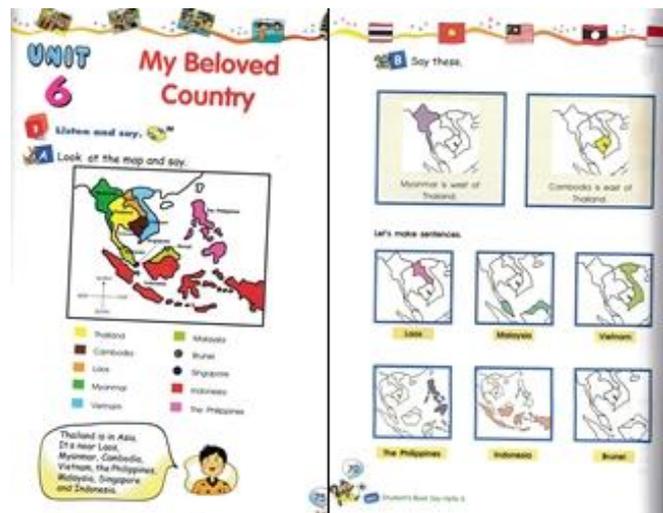


Illustration 4.3 Maps of Southeast Asian Countries (New Say Hello 5, p. 75; and New Say Hello 6, p. 70).



Illustration 4.4. National Flags of Southeast Asian Countries (New Say Hello 6, p.75).

นอนตัวใหญ่	คืบไปคลานมา
หลายสี	มีมากมาย
เขี้ยวขาวลาย	ดูพรายนัยน์ตา
ระวัง	นกบินมา
จะถลาล่า	เจ้าไปกิน”

(Projects: Play&Learn 2, p. 51)

Extract 3

“ดักแต่้คลานไป	ดักแต่้คลานไป
นอนตัวใหญ่	คืบไปคลานมา
ดักแต่้คลานไป	ดักแต่้คลานไป
นอนตัวใหญ่	คืบไปคลานมา
ไปแอบ	ให้คีๆ
นอนอยู่ี่	นุ่มนั่ม เงียบงัน
ไปแอบ	ให้คีๆ
จนเป็นผีเสื้อ	หนีไปพลัน”

(Projects: Play&Learn 2, p. 55)

Extract 2-3 are the Thai poems composed according to the English poems of the same topic which are shown in *Extract 8-9*. Thai version of the poems is presented next to English poems in order to translate the meaning of the poems. The reason for presenting bilingual poem in English textbooks is for the sake of young students' understanding of new vocabularies such as *hunt*, *soft*, and *quiet* as the translated poems can only be found in English textbooks for Primary 1 and 2.

Extract 4

“Red, purple, blue
I like you.
Red, orange, yellow
Is that so?
Yellow, green, blue
I like you.
Red, pink, white
Hold me tight.”

(Projects: Play&Learn 1, p. 34)

Extract 5

“I like this.
I like that.
I like fish.
So does the cat.
I like chicken.
I like pork.
I like beef.
So does the dog.”

(Projects: Play&Learn 1, p. 42)

Extract 6

“There’s a little zoo
on the big, big tree,
Blue birds, yellow birds,
squirrels, and me.
Butterflies, butterflies,
ants, and bees,
There’s a little zoo
on the big, big tree.”

(Projects: Play&Learn 1, p. 70)

Extract 7

“One banana, two bananas, three bananas, four
Five bananas, six bananas, seven bananas, more,

Eight bananas, nine bananas, ten bananas, eleven,
Twelve bananas, thirteen bananas, fourteen bananas, then”

(Projects: Play&Learn 2, p. 26)

Extract 8

“Caterpillar, caterpillar
You are such a pretty sight
Caterpillar, caterpillar
Black and yellow, green and white.

Take care what you do,
Pigeons come and hunt for you.
Take care what you do,
Sparrows come and hunt for you.”

(Projects: Play&Learn 2, p. 50)

Extract 9

“Caterpillar, caterpillar,
Run away and hide there soon.
Caterpillar, caterpillar,
Run away and hide there soon.

Soft and quiet lie,
Till you are a butterfly.
Soft and quiet lie,
Till you are a butterfly.”

(Projects: Play&Learn 2, p. 54)

Extract 10

“Mirror, mirror, on the wall.
On the wall, on the wall,
Mirror, mirror, on the wall.
Who’s the fairest of us all.”

(Projects: Play&Learn 3, p. 26)

Extract 11

“I love my dog and my dog loves me.
I feed my dog under the mango tree.
My dog goes ‘bowwow’.
I love my cat and my cat loves me.
I feed my cat under the mango tree.
My cat goes ‘miaow, miaow’.”

(Projects: Play&Learn 4, p. 13)

Extract 12

“Twinkle, twinkle, Rabbit dear,
Do you wonder who I am?
I’ve got a brown mouth, eyes, and ears.
With a small sharp nose, my dear.
Twinkle, twinkle, Rabbit dear,
Do you wonder who I am?”

(Projects: Play&Learn 5, p. 6)

Extract 13

“Two fat animals met in a lane,
Bowed most politely bowed once again,
How do you do,
How do you do,
And how do you do again.”

(Projects: Play&Learn 6, p. 2)

According to the findings, it is found that the number of poems presented in English textbooks for Primary education grade 4-6. Instead of poems consisting of rhyme schemes that help young students to easily memorize words, stories and paragraph reading are presented in English textbooks for the latter grades.

Other countries are presented in different kinds of literary works such as novels including *Harry Potter* (English novel), and *Treasure Island* (Scottish novel).



Illustration 4.6 Literary Works Found in English Textbooks (New Aha English 4, p. 184; and New Aha English 6, p. 142).

Prints such as stamps of England and Vietnam are another kind of *products* as they depict the symbol that is the representative of that nation.

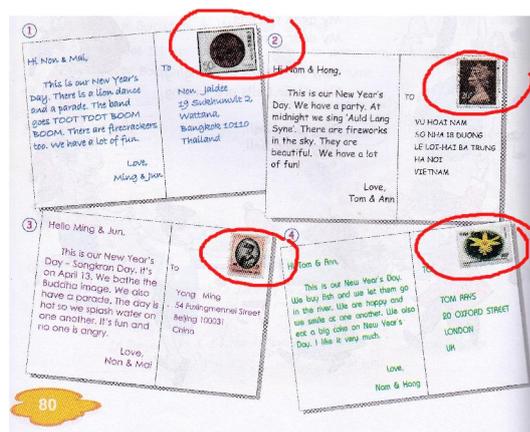


Illustration 4.7 Stamps of China, England, Thailand, and Vietnam (Projects: Play & Learn 4, p. 80).

Another kind of products shown in every English textbook includes tourist attractions. It is presented in forms of pictures, illustrations, and names of the places, landmarks, or symbol, such as, *JJ. Market* (Outdoor market as known as Chatuchak Market, Thailand), *Big Ben Tower* (England), *Merlion* (Singapore's landmark), *Kiwi* (famous animal from New Zealand), or *Mandalay Hill* (Myanmar's tourist attraction). Most of the tourist attractions mainly focus on internationally well-known places such as that are usually advertised to attract tourists to visit them.

Moreover, to consider the following items: straw mats from *Chantaburi*, Thai Airways, Chinese clothes, and Hungarian dolls, merchandise and service are

types of *products* since they present their cultural perspectives through concrete objects.

The last subgroup of products is movies and television programs such as *Star Wars* (American film), *Ban Ganesh* (Indian film), and *Doraemon* (Japanese cartoon).



Illustration 4.8 Movies and TV Programs (New Aha English 4, p. 184; and New Aha English 6, p. 140).

To sum up, products in English textbooks for Primary education are presented by using well-recognized information. Images and illustrations, specifically cartoon illustrations, are intentionally included in the English textbooks to arouse young learners' attention. However, it is noticed that some information presented in the textbooks may not be generally known by the students such as *Ban Ganesh* (Indian film), and *Treasure Island* (Scottish novel). The following section is the findings of practices found in the English textbooks.

4.1.2 Persons

The total number of persons is the highest compared to other three cultural aspects. Persons are presented in various forms: names, illustrations, and images. Moreover, fictional characters are more presented than real people. In *Projects: Play & Learn* titles, the most presented form of persons is the pictures of Thai students in

school uniforms while another form is fictional characters e.g. ‘Jip-Jip’ and ‘Weena’ (See Appendix C) from diverse cultures. In *New Say Hello* titles, fictional characters are mostly presented but famous people including *Walter Elias Walt Disney*, *Queen Elizabeth II*, and *Albert Einstein* (See Appendix C) are also presented in some chapters.

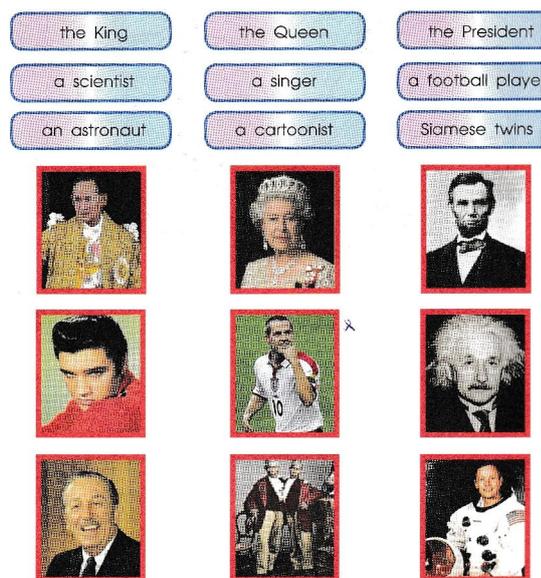


Illustration 4.9 Images of Famous People (New Say Hello 6, p. 93).

New Aha English title presents persons in terms of fictional characters from different cultures such as illustrations of Indian and American people in traditional costumes, and famous people from diverse cultures and occupations including *Rafael Nadal* (a Spanish tennis player), *Bae Yong Jun* (a Korean actor), *Brad Pitt* (an American actor). Some are famous fictional characters namely *Harry Potter*, *Doraemon*, and *Mickey Mouse* (See Appendix D). Similar to *New Aha English* title, *New Express English* title presents fictional characters from diverse cultures such as *Miko* (Japanese character), *Kim* (a Korean character), and *Aunt Malee* (a Thai character). Famous people including *King Bhumibol* (King of Thailand), *Theodore Roosevelt* (the US president), and *Thomas Edison* (a scientist) are also included. Furthermore, a group of people such as *Thai people*, *Thai farmers*, *Malaysian*, and *Indian* also displayed as well (See Appendix E).

4.1.3 Practices

Practices are the behavioral patterns accepted by members of that culture. From the content analysis, practices are presented as entertainment, culturally behavioral patterns to celebrate festive events, sports, forms of address, pronouns, kinship terms, social phrases, politeness, and table manners.

Practices as entertainment include music, games, and play such as the illustration of a girl playing *Khim* (Thai musical instrument), and traditional Southern Thai shadow-puppet.

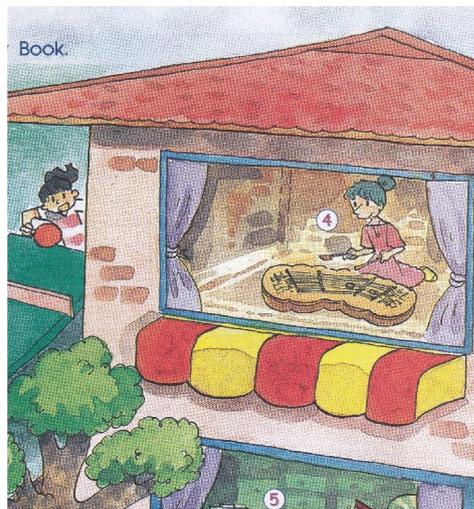


Illustration 4.10 A Girl is Playing Khim, a Thai Musical Instrument (Projects: Play&Learn 4, p. 69).

Culturally behavioral patterns to celebrate festive events are the mostly found elements of practices. These patterns show the variety of behaviors regarding how people from diverse cultures react to different situations. According to the content analysis, Thai and Chinese cultures are more presented than other cultures. Thai culture presents the way to celebrate many festive events which are retrieved from several lessons, such as, the way Thai people celebrate *Songkran Festival*, and *Hae Pee Ta Khon Festival* (Ghost Festival in Thailand) as follows.

Extract 14 *“We pour water into the elders’ hands to receive their blessing”,*

(New Say Hello 5, p. 77)

Extract 15 *“People wear masks and dance in the street”.*

(New Express English 4, p. 83)

Meanwhile, Chinese practices are presented in the lesson called ‘Chinese New Year’ which mainly focuses only on a Chinese culture. The following are the behavioral patterns of how Chinese celebrate their Chinese New Year.

Extract 16 *“Before the Chinese New Year, Chinese people usually buy special food for their families”,*

Extract 17 *“They also buy new clothes to wear on this day”,*

Extract 18 *“clean the house, throw out old things and decorate their houses”, and*

Extract 19 *“Chinese noodles...must be served at the dinner table. They must be uncut and each noodle kept as long as possible.”*

(New Express English 6, unit 7)

Additionally, patterns of behaviors to celebrate the festivals of people from other cultures are also presented.

Extract 20 *“celebrate Mother’s Day...In the USA...they give Mother’s Day card, flowers and take their mothers out for a meal”,*

(New Express English 5, p. 127)

Extract 21 “*During Hari Raya, Muslims have special meals*”, and
(Projects: Play&Learn 5, p. 92)

Extract 22 “*Tall bamboo poles with bright carp banners* (how Japanese decorate their houses on Children Day)”
(Projects: Play&Learn 5, p. 93)

Sports are also considered practices as they involve how people in a particular culture create rules to play that kind of sport. Sports found from the content analysis are *Karate* and *Judo* (known as original Japanese sports), Thai boxing, and *Takro* (Sepak Takraw).

According to the words *Takro* or *Sepak Takraw*, different word transcriptions are used to refer to the same thing in different textbooks. The latter word is accepted as the widely used word for this sport. Though there is a slight difference between these words, it is possible that they can cause confusion to the students.

Forms of personal address are also presented in the English textbooks. However, most of the forms of address mentioned in all four titles of English textbooks are from Thai culture. Followings are the data retrieved from the analysis tables:

Extract 23 *Noo* (Title used for girls)

Khun (Title used for both male and female to indicate politeness)
(Project: Play&Learn 4, p. 3)

Extract 24 *ในหลวง* (Title to call the King of Thailand)
(New Express English 3, p. 88)

Practices also include pronouns. As forms of personal address, only Thai pronouns are presented. However, in Thai, some pronouns are different from English

because they can identify gender of speakers. Moreover, some are plural pronouns but used as a singular one. Here are pronouns from the analysis:

Extract 25	ฉัน	(1 st person pronoun)
	ผม	(1 st person pronoun; male speaker)
	เรา	(1 st person plural pronoun but used as singular pronoun to indicate the speaker)
	เธอ	(2 nd person singular pronoun; used for female)
	คุณ	(2 nd person pronoun)
	พวกเธอ	(2 nd person plural pronoun)

(New Aha! English 1, p. 29)

Apart from the forms of personal address and pronouns, there is another kind of calling presented in the English textbooks. Kinship terms used to call family members and relatives shown below.

Extract 26	Pii	(kinship term to address older brother/sister)
	Nong	(kinship term to address younger brother/sister)
	Por	(kinship term to address father)
	Mae	(kinship term to address mother)
	Loong	(kinship term to address uncle)
	Paa	(kinship term to address aunt)
	Yaa	(kinship term to address grandmother)
	Poo	(kinship terms to address grandfather)
	Loog	(kinship term to address children in a family)

(Projects: Play&Learn 4, p. 3)

Social phrases as *Sawatdee* (Thai greeting), *สวัสดีปีใหม่* (Thai way to greet others in New Year's Day), *ลาก่อน* (Thai goodbye), *ขอบคุณ* (thanking in Thai), *ขออภัย* (making an excuse to do something in Thai), *ขอโทษ* (apologizing) are also considered as practices. These phrases are used differently depending on different situations which Thai culture is the factor behind the use of these phrases.

Politeness, in addition, is one kind of practices. The analysis shows that final articles in Thai *ค่ะ* and *ครับ* are the words that indicate politeness used by female and male respectively. Meanwhile, *จ้า* is the final particle indicating the politeness, but it shows the intimacy of the interlocutors. Moreover, some forms of personal address can be defined as showing politeness. For instance, *Khun* is the title used for both male and female to indicate the politeness.

Lastly, table manners are the least found *practices*. Only Japanese table manner is presented which is the illustration of Japanese table manner of drinking tea.

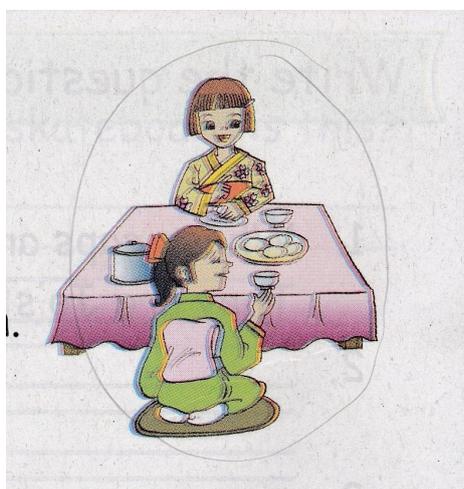


Illustration 4.11 Illustration of Japanese Table Manner (New Express English 3, p. 62).

To sum up, practices in the English textbooks are presented in various types. As practices are considered as ‘small c’, cultural contents in the form of

practices are relatively related to students' background knowledge. Perspectives found in the English textbooks will be discussed in the following section.

4.1.3 Perspectives

Perspectives are the underlying attitudes, values, and beliefs of people in a particular society. Perspectives are rarely found in all analyzed English textbooks. Types of perspectives presented in four English textbooks titles are as follows:

4.1.3.1 Beliefs

Extract 27 *"...People feared that evil spirits were attracted on their birthdays"*

(New Say Hello 5, p. 132)

Extract 28 *Birth month flowers* (British and American beliefs about the flowers' meanings)

(New Say Hello 6, p. 66)

Extract 29 *"light firecrackers...to scare away evil spirits* (Chinese New Year)"

"Chicken...it shows togetherness and keeps the family strong"

"Chinese noodles...shows the long life of the person who eats them"

(New Express English 6, unit 7)

Extract 30 *"...give thanks to the goddess of water* (Loy Kratong Festival)"

"...we believe that kratongs will take our sins away"

(New Say Hello 5, p. 83)

4.1.3.2 Values

Extract 31 *"In China and Philippines, they have noodles for lunch to wish the birthday child a long life."*

*“In England, they mix some coins into the birthday cake.
If your piece of cake has a coin in it, then you will be rich.”*

*“In America, if the candles are blown out with one blow,
their birthday wish will become true”*

(New Say Hello 5, p. 132)

Extract 32 *“Spring rolls represent money”*

(New Express English 6, p. 133)

Apart from the above extracts, ‘country life of Thais’ and ‘picture of Thai floating market’ reveal the underlying of beliefs, values, and attitudes of Thais through their ways of life.

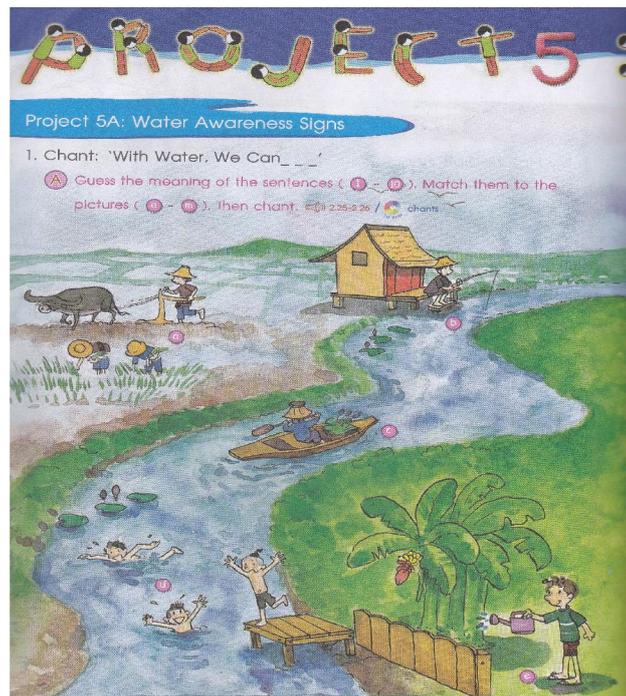


Illustration 4.12 Illustration of Country Life of Thais (Projects: Play&Learn 5, p. 74).

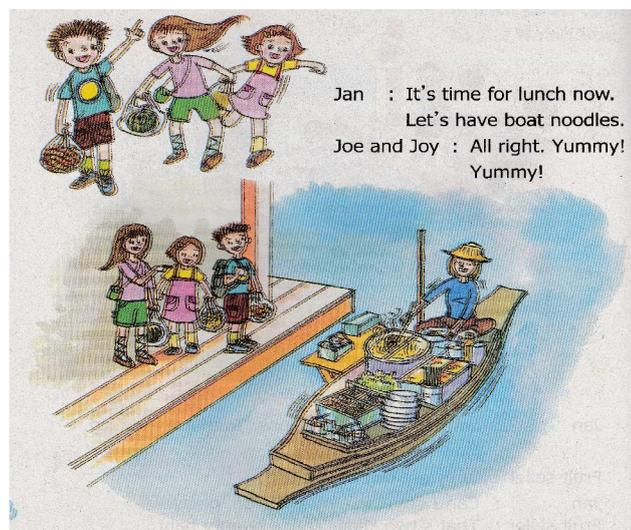


Illustration 4.13 Illustration of Thai Floating Market (New Express English 4, p. 174).

To sum up, only beliefs and values are presented as perspectives in the English textbooks for Primary education. It can also be noted that perspectives of few cultures such as Thai, Chinese, and American perspectives are presented as these perspectives are well known and familiar to Thai writers. Thus, in order to enhance students' knowledge about ASEAN countries and global cultures, perspectives of diverse cultures should be more promoted in the English textbooks.

To conclude, from the content analysis of cultural aspects in English textbooks, it is found that all four cultural aspects which are products, practices, perspectives, and persons according to Yuen's (2011) concept are found in four titles of English textbooks written by Thai writers. However, though every title of textbooks contains all four cultural aspects, some textbooks in each title do not include all four cultural aspects. For example, *Projects: Play&Learn Student's Book 1* does not include perspectives while *New Say Hello 1* presents only practices and persons. From four cultural aspects, products are mostly presented while perspectives are least found. Furthermore, the trend of cultural aspects' frequency tends to increase by the class level. Therefore, English textbooks for Grade 6 students seem to have the highest frequency of the cultural aspects (See Appendix F-I). Apart from the results of the

categorization of cultural aspects found in English textbooks, the following will reveal the frequency of cultures from diverse nations.

4.2 Frequency of Cultural Diversity among Inner, Outer, and Expanding Circles of English

This section presents and describes the frequency of cultural diversity among Inner, Outer, and Expanding Circles of English (Kachru, 1985) represented in the English textbooks written by Thai writers. The findings below show the frequency of cultural diversity of different countries presented in each English textbook. The tabular data presents each textbook analysis and the overall result.

4.2.1 Inner Circle

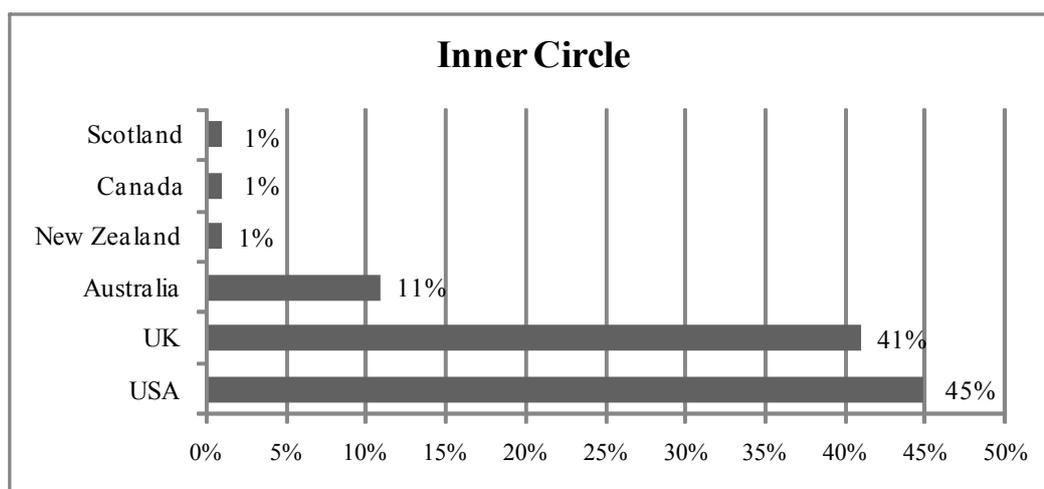


Figure 4.3 Cultural Diversity Representing Nations from the Inner Circle.

According to Kachru's (1985) three-concentric-circles-model, the Inner Circle refers to nations using English as their primary language. From Figure 4.3, the nations in the Inner Circle presented in four titles of English textbooks are the UK, the USA, New Zealand, Australia, Canada, and Scotland. As can be seen, the USA is the dominant nation with the most frequently presented information displaying 45%. Closely to the USA, the frequency of the UK is around 41%. Australia is less appeared than the USA and the UK by 11%. The frequencies of New Zealand, Scotland, and

Canada are least shown in the English textbooks, each of which has only 1% (also see Appendix F-I). The following figure shows the details of each country in each textbook title.

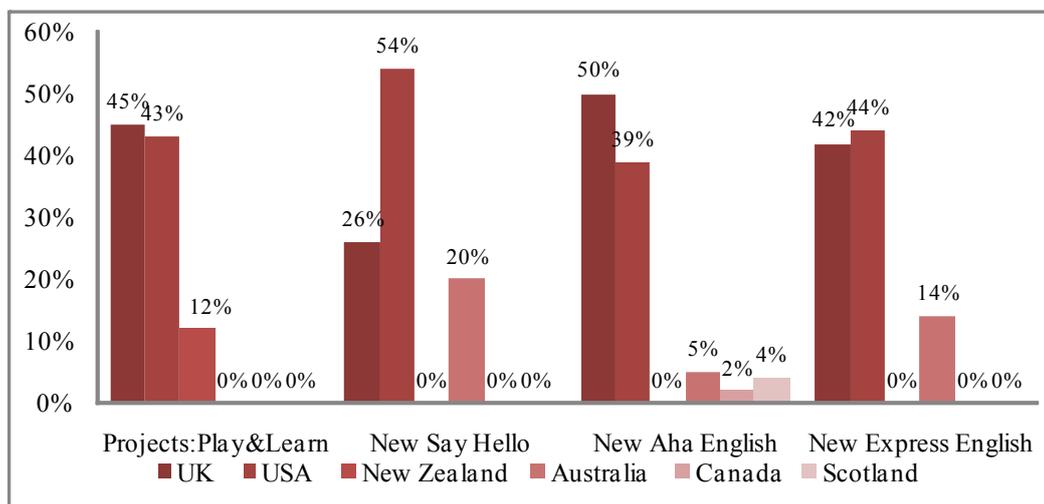


Figure 4.4 Percentages of the Inner Circle Countries in the Four Titles of the English Textbooks Written by Thai Writers.

Furthermore, considering the frequency of the Inner Circle nations by each title of English textbooks, *New Aha English*, *New Say Hello*, *New Express English*, and *Project: Play & Learn* are lined up respectively. As can be seen from the above figure, *New Aha English* title shows more nations presented in this title than other titles. However, the total number of nations presented in each English textbook title is approximately the same. Moreover, the tabular data also shows that the UK and the USA are the most presented nations among the others; and they appear in all four titles of English textbooks. New Zealand, however, appears only in *Projects: Play & Learn* while Australia is displayed in *New Say Hello* and *New Express English*. According to the total number of the nations from the Inner Circle appear in the English textbooks written by Thai writers, Canada and Scotland are least presented. Their frequencies are below 5% and they only appear in *New Aha English* title. The following section will discuss the findings from the Outer Circle.

4.2.2 Outer Circle

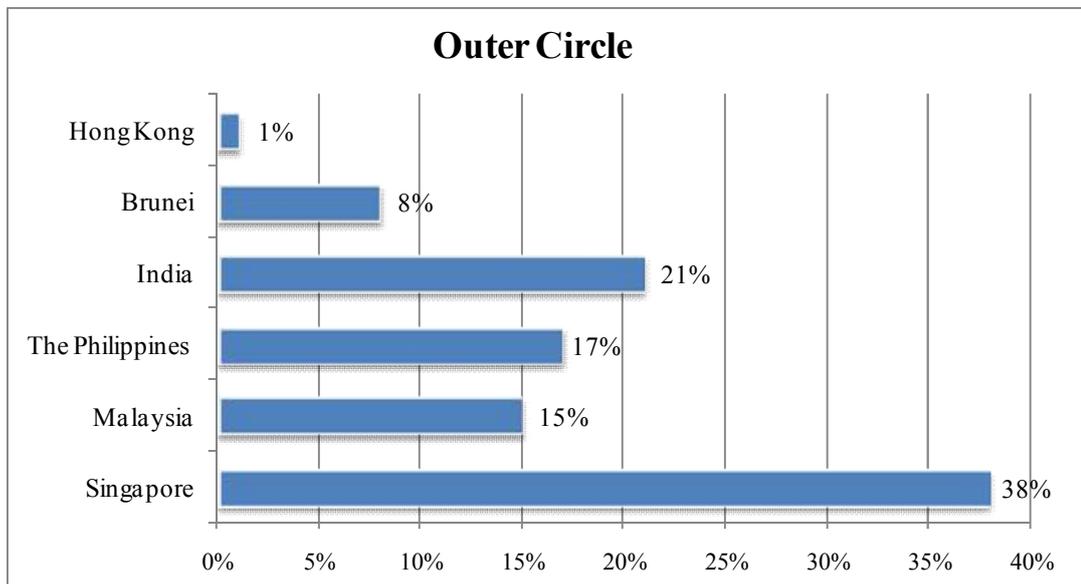


Figure 4.5 Cultural Diversity Representing Nations from the Outer Circle.

The Outer Circle refers to nations using English as their official and/or second language. The setting for this phenomenon is set in nonnative context. As shown in Figure 4.5, nations from the Outer Circle found in English textbooks are Singapore, Malaysia, The Philippines, India, Brunei, and Hong Kong. From all of the Outer Circle nations presented in English textbooks, Singapore shows the highest frequency of more than 30% in total, while India, the Philippines, and Malaysia are presented in English textbooks around 15-20%. Moreover, the total frequency of Brunei and Hong Kong presented in English textbooks are below 10%. The total frequency of Hong Kong presented in all four titles, although it is incredibly low. It is presented only 1%. The following figure shows the percentages of the Outer Circle countries found in each textbook title.

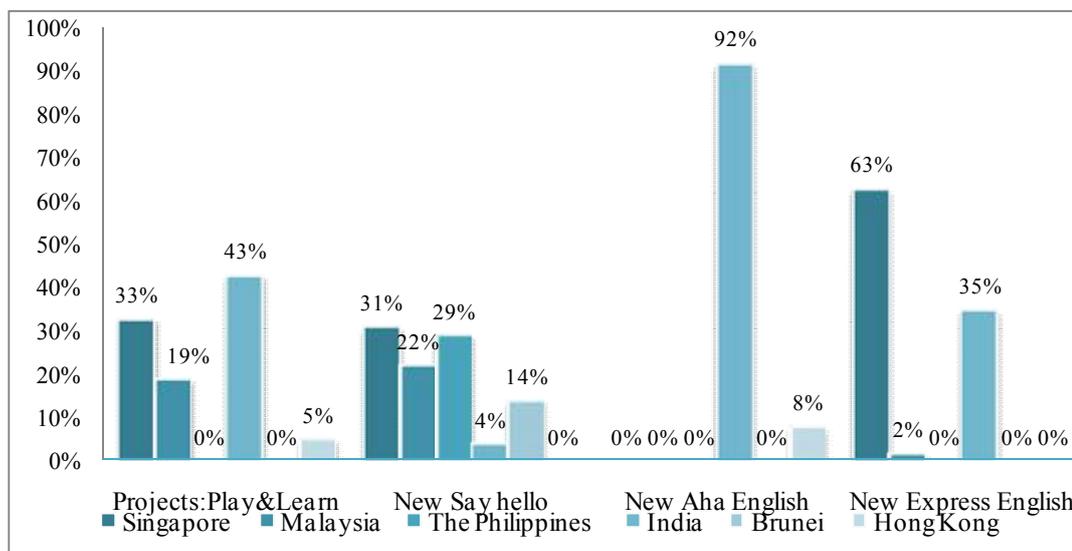


Figure 4.6 Percentages of the Outer Circle Countries in the Four Titles of English Textbooks Written by Thai Writer.

To consider the presence of the Outer Circle nations according to the titles of English textbooks, *New Say Hello* reveals more varieties of the nations than other titles. Almost every nation except Hong Kong is presented in this title. Moreover, the frequency of each appeared nation is approximate which means the frequency of one nation does not dominate the others. Apart from *New Say Hello*, the variety of cultural representatives from various nations is shown in *Projects: Play & Learn*. Although the frequency of each nation presented in this English textbook title rather varies, as can be seen from Figure 4.6, there is more diverse culture than *New Aha English* and *New Express English*. The results reveal that cultural representatives of one culture are more emphasized than others in *New Aha English* and *New Express English* titles. In *New Aha English*, India is the most presented culture while Singapore is the highest presented culture in *New Express English*. The following section is the finding of cultural diversity from the Expanding Circle.

4.2.3 Expanding Circle

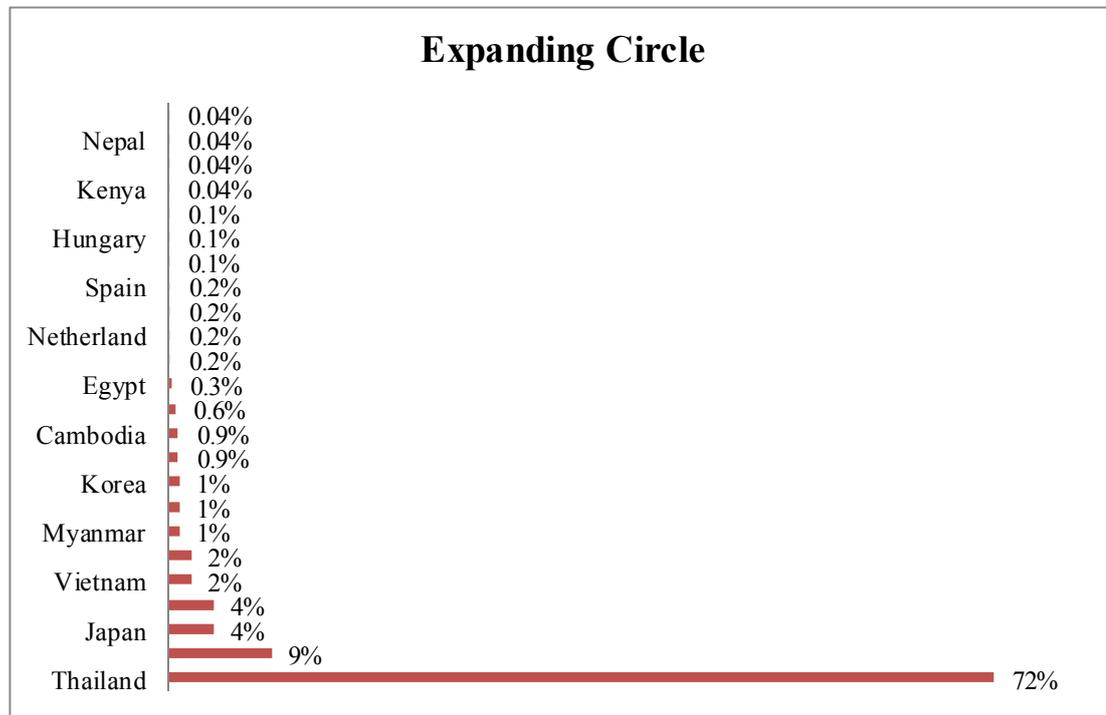


Figure 4.7 Frequency of Cultural Diversity from the Expanding Circle.

The Expanding Circle is the farthest peripheral circle among Kachru's (1985) three concentric circle. This circle refers to nations that use English as an international language, and English is taught as a foreign language. The above figure shows the nations from the Expanding Circle found in the English textbooks written by Thai writers. The Expanding Circle nations include Thailand, China, Vietnam, Japan, Korea, Myanmar, France, Turkey, the Netherlands, Germany, Iraq, Italy, Egypt, Kenya, Cambodia, Laos PDR, Indonesia, Russia, Spain, Brazil, Switzerland, Nepal, Greece, and Hungary. The Expanding Circle nations found vary from Eastern countries to Western countries. It includes the diversity of the nations from Asia, Europe, Africa, and Middle East. As can be obviously seen, firstly, the most dominant nation with the highest frequency is Thailand (72%). China is the second nation with high frequency of being presented in English textbooks with 9% in total. Although the appearing frequency of China is relatively low compared to Thailand, it is considered a high frequency among other nations from the Expanding Circle. Thirdly, Japan and Germany are less frequently shown compared to China, but they still gain more

presence than the rest. Vietnam, France Myanmar, Laos PDR, and Korea reveal the approximately total frequency around 1-2%. Indonesia, Cambodia, and Italy are considered on the same level of the approximately low frequency of the occurrence in the English textbooks. Lastly, Egypt, Russia, Brazil, the Netherlands, Spain, Turkey, Hungary, Kenya, Switzerland, Nepal, and Greece are least displayed from all four titles of the English textbooks. Compared to Thailand, the frequencies of presence of these nations are relatively low. The following table presents the percentages of the Expanding Circle countries from each textbook title.

Table 4.1 Percentages of the Expanding Circle Countries in Four Titles of English Textbooks Written by Thai Writers

Titles of English Textbooks Names of Countries	Projects: Play&Learn Student's Book	New Say Hello	New Aha English	New Express English Activity Book
Thailand	84%	78%	56%	58%
China	5%	3%	6%	23%
Japan	4%	3%	5%	7%
Germany	0.4%	0.3%	22%	-
Vietnam	3%	4%	-	0.1%
France	0.3%	0.4%	6%	4%
Myanmar	1%	4%	0.7%	-
Laos PDR	-	4%	-	-
Korea	0.5%	-	1%	3%
Indonesia	-	3%	-	-
Cambodia	-	3%	-	-
Italy	0.5%	-	-	2%
Egypt	0.1%	-	1%	1%
Russia	-	0.2%	-	1%
The Netherlands	0.4%	-	-	0.3%

Table 4.1 Percentages of the Expanding Circle Countries in Four Titles of English Textbooks Written by Thai Writers (cont.)

Titles of English Textbooks Names of Countries	Projects:			New Express English Activity Book
	Play&Learn Student's Book	New Say Hello	New Aha English	
Brazil	-	-	1.2%	-
Spain	-	-	1%	0.1%
Turkey	0.5%	-	-	-
Hungary	-	-	-	0.3%
Iraq	0.3%	-	-	-
Kenya	-	0.1%	-	-
Switzerland	-	-	0.1%	-
Nepal	-	-	-	0.1%
Greece	-	-	-	0.1%

According to *Table 3*, the diversity of the nations found in each title of English textbooks is similar. The number of countries in each textbook are approximately 11-14 countries. While each title of English textbooks contains the comparable numbers of diversity of cultures, it is shown that *New Say Hello* title provides the most adequate information of cultural contents of the ASEAN countries. To consider the result precisely, Thailand is ranked as the most represented culture among other Expanding Circle countries. The percentages of Thai culture shown in all four titles of English textbooks extremely high in the frequencies from the rest. Even though China and Japan are relatively ranked as the second and the third place of cultures being highly presented in English textbooks written by Thai writers, the percentages are unable to be compared with those of Thailand. Moreover, it is interesting to note that countries known to Thai people such as Germany, Vietnam, and France are selected to be more represented than the less acquainted ones, such as, Kenya, Nepal, and Greece. Finally, the following section will display the overall result of all frequencies of cultural diversity presented in all four titles.

4.3 Overall Result

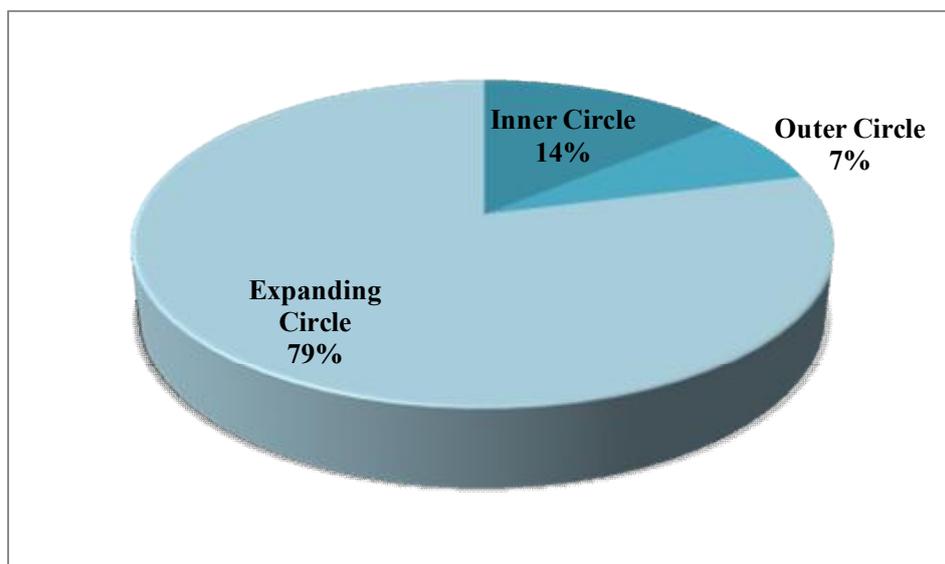


Figure 4.8 Overall Result of Cultural Diversity in the English Textbooks at a Primary Education in Thailand.

In conclusion, the results of the analysis reveal that the nations from three circles of Kachru's (1985) model are presented in the English textbooks written by Thai writers for the primary education. However, the total number of cultural information for each circle suggests that the Expanding Circle has the highest frequency compared to the Inner Circle and the Outer Circle respectively. The overall numbers of the Inner Circle and the Outer Circle are very close but are less the Expanding Circle. However, the Outer Circle takes the last place among them since nations from the Outer Circle are least represented.

Furthermore, considering the most represented nations of each circle of English starting from the Inner Circle, the findings reveal that the dominant nations of the Inner Circle are the USA and the UK. It is noticeable that the USA and the UK are illustrated in every title of English textbooks. Yet, the range of frequencies of nations in the Outer Circle appeared in English textbooks is not significant. However, Singapore is the nation that displays its cultural contents in every English textbook. Apart from Singapore, the total frequency of India is also close to Singapore. India is the only nation of the Outer Circle nations that appears in all four titles of English textbooks. Lastly, the most dominant nation with the highest frequency found in the

Expanding Circle is Thailand. The total number is apparently high compared to both nations in the same circle and nations from the Inner Circle and the Outer Circle. Thailand, as expected, is presented in every title of the English textbooks written by Thai writers. Aside from Thailand, China and Japan are likewise represented in all four titles. The total frequencies of China and Japan appear approximately high.

Taking the above results into consideration, this study suggests that English textbooks written by Thai writers for primary education focus on presenting cultural contents of the Expanding Circle nations. Moreover, the Inner Circle nations which usually dominate the content in English textbooks seem to decline their frequency in the English textbooks written by local writers. Finally, cultural contents of the Outer Circle nations, especially Thailand's neighboring countries namely Laos PDR, Myanmar, and Malaysia, are included in English textbooks written by Thai writers.

The following chapter will discuss the discussion of research findings in details, and provide some pedagogical implications.

CHAPTER V

DISCUSSION AND PEDAGOGICAL IMPLICATIONS

Regarding the results in the previous chapter, this chapter provides the discussion for the findings of research questions of this study. It is divided into three parts. The first part discusses cultural aspects according to the results from the content analysis of cultural aspects in English textbooks written by Thai writers and the dominant nations of each circle of English and their significance. The second part attempts to discuss the significance of dominant cultures, the goals of Basic Education Core Curriculum, and roles of textbook writers. The last section provides the pedagogical implications from this study.

5.1 Categorization of Four Cultural Aspects

As the findings shown, four cultural aspects: products, practices, perspectives, and persons are all presented in the English textbooks. However, those selected textbooks are produced for young learners. Types of cultural aspects presented in textbooks are supposed to be more concrete things than abstract ideas in order to create the utmost understanding about cultures to those young learners. Therefore, more concrete aspects which are products and persons are more frequently highlighted than others, especially in Grade 1 and 2 English textbooks. Each cultural aspect found in the textbooks will be discussed as follows:

The first discussion will be drawn on products. From the analysis, it reveals that the most frequently displayed subtypes of products are places, festivals and ceremonies, and foods. This finding resembles Yuen's (2011) findings that entertainment, travel, and foods are the most presented information in English textbooks since pop cultures can arouse learners' interests. In addition, products are considered 'Big C' or a type of culture that is salient; and most of it is easily visible

such as arts, popular culture, novels, and food. 'Big C' is generally the first thing people can perceive when learning new culture (Bilash, 2011). As those English textbooks are designed for primary level learners; hence, contents presented in textbooks should be less complicated, and easily understandable. Though the finding of cultural aspects presented in the English textbooks written by Thai writers conform to Yuen's (2011) study, the difference is that the most frequently presented cultural information does not belong to English-speaking countries but it belongs to Thai culture that is the writers' own culture.

Secondly, practices are another aspect of cultural aspects found in the findings. The subtype of practices mostly presented in the textbooks is the patterns of how people from a particular culture celebrate and behave in a particular festive event. Specifically, Chinese culture and Thai culture present the highest frequencies in English textbooks. According to the results, it shows that Thai culture and Chinese culture garner high attention to be presented in the textbooks. However, it is not surprising for Thai culture to be frequently displayed in the textbooks since these textbooks are written by Thai writers who suppose to present Thai culture to Thai learners. For Chinese culture, the reason that Chinese culture dominates other cultures may be due to a high number of Chinese populations living in Thailand. It is stated that there are Thai - Chinese citizens in Thailand around 10-15% of the total population (United Nations Thailand, 2013). Moreover, China's economic status recently gains its position as one of the world's greatest power nations (The World Bank, 2013). Therefore, it can be said that China and Chinese culture receive attention from Thailand and many countries around the world. Apart from Chinese culture and Thai culture, ASEAN culture receives more space to appear in the English textbooks including Indonesia, the Philippines, and Brunei Darussalam. As mentioned before, cultural aspects presented in English textbooks for primary level learners tend to be more concrete as products. Practices, however, are considered abstract idea. Thus, it is possible that the total frequency of practices shown in English textbooks is lower than that of products. In addition, practices are considered 'small c' or a type of culture that is invisible for example symbols, verbal and nonverbal language, social norms, beliefs, and legends (Bilash, 2011). Practices are complicated and meticulous. To understand the practices of a particular culture, one has to be directly exposed to that culture.

Therefore, cultural aspects in the form of practices are superficially presented and may be distorted from the reality such as “Japanese table manner of drinking tea” (See Appendix E). The illustration of this Japanese culture only portrays the girls in *Kimono* (Japanese traditional costume) sitting around Japanese-style table. In fact, it should include more insight about the patterns of this manner or provide some cultural information to explain the illustration.

Thirdly, according to the results, it is found that perspectives are the least frequently appeared aspect comparing to other cultural aspects. Similar to practices, perspectives are considered “little c”, too. Thus, young learners tend to understand this type of cultural aspects less than the concrete one as products or persons. Perspectives appeared in English textbooks are beliefs and values.

Lastly, persons gain the highest frequency among the other three cultural aspects. Persons appearing in English textbooks are both real persons and fictional characters, which can either be both individuals and groups of people who are the representatives of a particular culture such as *Rafael Nadal* (Spanish athlete), *Bae Yong Jun* (Korean actor), *Thai people* and *Malaysian*. To consider the presentation of cultural diversity in the English textbooks, it is found that both Western and Eastern cultures are presented. Moreover, the most frequently appeared culture is Thai culture shown as images, names, and famous people. Meanwhile, other cultures apart from Thai culture generally appear as drawings of characters in traditional costumes with national flags and characters’ names in order to identify the representatives of each culture or nation. Persons, moreover, are presented as real and famous persons who can represent their culture such as *Theodore Roosevelt* as the representative of USA and *King Rama V* as the representative of Thailand. In conclusion, persons appeared in English textbooks written by Thai writers show that the diverse cultures and the contents are able to respond to learners’ context, schema, and need. Prescott (2007) states that content in textbooks reflecting cultural diversity help widening learners’ world perception and reflecting learners’ own culture. This consequence harmonizes with the educational policy released by the office of the Basic Education Commission (2008).

5.2 Understanding the Significance of Dominant Cultures

This section discusses the diversity of nations presented in the English textbooks based on Kachru's (1985) three concentric circles model: Inner, Outer, and Expanding Circles. According to the results, nations appeared in the textbooks are from all three circles though frequencies of cultural representatives are not equal. Moreover, it is noticeable that Asian cultures, especially cultures from ASEAN countries, reveal the highest frequency among others. Followings are the discussion of each circle in details.

The first circle to elaborate is the Inner Circle. As explained before, the Inner Circle refers to nations where English is used as the first language as well as English speaking countries e.g. the USA, the UK, and Canada. According to the results drawn from the content analysis, similar to Yamanaka's (2006) evaluation of English textbooks used in Japan based on Kachru's model, it reveals that the USA and the UK are the most frequently appeared nations among others in the Inner Circle. According to the result, it can be argued that English used in the USA and the UK is viewed as standard English (Kachru & Nelson, 2006) due to its great power of economy, politics, military, and culture which make English becomes more predominant than other countries (Crystal, 1997). In addition, Galeota (2004) notes that American values and attitudes that are known and accepted all over the world are seen as cultural imperialism. Because of the influence of American culture, many other cultures are gradually dominated. Matsuda (2002), moreover, states that non-native English speakers believe that English is the language of the Inner Circle countries, specifically the property of the USA and the UK. According to Matsuda (2002), those beliefs about the ownership of English affect the perception of English users whose English is not their first language (Kachru & Nelson, 2006). Furthermore, beliefs of communication should only occur between native-native speakers, and native-nonnative speakers may distort the concept of English use and users from the Outer and the Expanding Circles because this false belief may cause linguistic biases towards English used by nonnative - nonnative speakers (Matsuda, 2002). In language learning, being native speakers and nonnative speakers are often drawn a comparison. Not surprisingly, English of native English speakers are usually accepted and imitated by nonnative speakers who somehow believe that English only belongs to English

speaking countries (Sherman, 2010). In addition, practical language teaching and learning generally emphasize the ownership of language (Cook, 1999). However, it is stated that textbooks remain the main source and play vital role in presenting important information to learners (Sherman, 2010). The vital role of textbooks is that textbooks are a tool that transmits cultural and social values to learners. Hence, information presented in textbooks can influence learners' perception of culture positively and negatively (Matsuda, 2002; Ndura, 2004). As evident shown, it can be concluded why the USA and the UK are influential to the contents represented in the textbooks in this study.

Outer Circle countries appear in English textbooks written by Thai writers are all from Asian countries. Four of six are members of ASEAN community which are Singapore, Malaysia, the Philippines, and Brunei Darussalam. The findings reveal that Singapore is the most appeared nations among the Outer Circle countries in English textbooks. According to the findings, it is noted that Singapore is one of the economically stable countries in ASEAN (Lee, 2012). Moreover, Singapore is famous for its educational system, politics, and tourism. It is possible that Singapore garners Thai textbook writers to present its culture in English textbooks for Thai primary level learners. However, similar to Yamanaka (2006) and Yamada (2010), the results of this study show that countries from the Outer Circle are least frequently presented compared to Inner and Expanding Circle countries. Yamada (2010) states the reason of less frequency of the Outer Circle countries presented in the textbooks, which reflects the inequality of economic power which gains from the spread use of English since English is usually involved with wealth, power, and privilege. In contrast to Yamada (2010), considering the use of English in the Outer Circle, English used in Malaysia, Singapore, and India is various. English users in these countries are considered as the native English speakers as people from the Inner Circle countries though their first languages are not English (Higgins, 2003). Therefore, cultural content of the Outer Circle countries should be more represented in English textbooks.

The last circle to be discussed is the Expanding Circle which its cultural contents show the highest frequency among three concentric circles. Countries presented in English textbooks are diverse and from many continents all over the world. Moreover, the findings reveal that Asian countries are displayed in English

textbooks with the highest frequency as same as what Yamada's (2010) study found. The most represented cultural content in that English textbooks written by Thai writers is Thai culture which tends to present the culture of Thai learners. Similarly, Yamanaka's (2006) study reveals that the cultural information about Japan in English textbooks used in Japan is mostly found compared to that of other countries in the Expanding Circle. Compared to the USA and the UK from the Inner Circle and Singapore from the Outer Circle, the amount of cultural content of Thailand in these textbooks still surpasses those countries. It is, thus, noticeable that English textbooks written by Thai writers endeavor to present Thai culture in order to create a harmonization between content in textbooks and Thai learners' cultural background. Apart from Thai culture, neighboring countries and ASEAN are also displayed in these locally produced English textbooks. Matsuda (2002) points out that the representation of cultural content from the Outer Circle and the Expanding Circle broadens learners' perceptions of English use that is not only limited to the Inner Circle countries. According to Matsuda (2002), the benefits of including cultural diversity into English textbooks can increase learners' appreciation of English language learning. When diverse cultures are presented in textbooks, they show concern of the importance of English use and users in Asia (Lange & Paige, 2003). Asian Englishes have been transmitted its own lingual and cultural inheritance in many different ways. English, therefore, should not be only labeled as the language of English speaking countries because the realization of pluricentricity will support and develop language stabilities including the development of language teaching materials (Kachru, 2005).

From the discussion of the research findings, as can be seen, culture is included in English language teaching and learning. Diverse cultures shown in the English textbooks foster learners' understanding of cultural diversity both in their local and global contexts. Hence, how language and culture affect each other will be described in the following section.

5.3 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

To consider the relationship between culture and language, cultural information is concerned to be taught and learned in language classrooms including Thai context. According to the Basic Education Core Curriculum B.E. 2551 (Office of the Basic Education Commission, 2008), having the ability to communicate by using foreign languages provides language learners the opportunity to access a wider range of social activities. Not only financial and academic achievement will language learners get, they will also be more aware of cultural diversity. In the general basic curriculum, many foreign languages such as French, German, Chinese, and Japanese are taught in schools. English, however, is the most mainstream foreign language taught in academic institutes. It is expected that language learners will be able to deal with the diversity of global diversity as well as express Thai culture to the world creatively.

However, cultural contents presented in the English textbooks used in Thai classrooms are inappropriate for Thai learners' schemas (Roeland, 2006). It is, therefore, essential to be aware of some inappropriate content in materials used in classrooms for young learners (Rosenberg, 1972).

Though the results of this study reveal that English textbooks written by Thai writers present more cultures from non-English speaking countries, there are many titles of textbooks that are imported and written by native English speakers, which are available at general bookstores and used in many schools as well. Thus, it is optional for school authorities to choose textbooks to be used in their schools. The selection of English textbooks used in classrooms should follow some criteria in order to review the appropriate cultural content in textbooks whether it is suitable for learners. Apart from materials selection, textbooks can be produced by local writers as locally produced textbooks satisfy the needs and background knowledge of students (Dat, 2008). To produce an effective English textbook, writers are highly recommended to concern their roles as a textbook writer as follows.

5.4 Roles of EFL Textbook Writers

ESL/EFL textbook writers probably have the most significant role in representing culture in language textbooks as they can include textbooks' cultural content. In order to publish an appropriate language teaching material to promote cultural awareness in classroom, textbook writers are required to consider some important factors. For instance, students' cultures and learning cultures determine what kinds of content and activity should be presented in their textbooks. Including intercultural content through ESL/EFL textbooks is another way to promote students' cultural awareness. Textbook writers can develop materials by proposing the activities that students can learn about their own and other cultures (Byrd, 2001). Textbook writers should not only develop the appropriate materials for the students, but they should also consider who will use this material. Textbook writers need to be aware of the extent to which language teachers know about cultural information, or whether they are native or nonnative English speakers. These considerations may help language teachers to teach cultural information in class effectively because they are able to explain and give more details of a particular culture to students (Lawrence, 2011). Textbook writers may need to experience the reality of classroom to realize what teacher and students really need (Hatch, 2007).

All aspects discussed in this chapter provided the insights of cultural contents presented in English textbooks written by Thai writers. It can be said that locally produced textbooks are worth promoting to use in Thai EFL classrooms since these textbooks include contents that satisfy students' needs and harmonize with the academic goals of the current basic education curriculum. The next section will discuss about pedagogical implications acquired from the results of this study.

5.5 Pedagogical Implications

Pedagogical implications will be proposed in this section and divided into two parts which are pedagogical implications for culture teaching and learning in language classroom and curriculum design and development.

5.5.1 Pedagogical implications for culture teaching and learning in language classroom

According to the findings of the study, some pedagogical implications were proposed to facilitate culture teaching and learning in language classroom.

5.5.1.1 Cultural contents presented in English textbooks should be more promoted to English language learners to raise their cultural awareness and understanding. Teachers could utilize the authentic materials such as arts, newspapers, videos, and movies which can promote students' cultural learning and understanding (Aksaranugraha, 1989). Moreover, Using controversial issues such as gender role, religion and beliefs, food, arts, and education to discuss about cultures in language classroom is the goal to promote students' understanding of their own as well as other's cultural patterns and social structures (Lie, 2002).

5.5.1.2 Since Thai and Southeast Asian cultures were more promoted in the English textbooks written by Thai writers; it would be beneficial if teacher could provide the insights of cultural information based on what is informed in the textbooks to language learners (Zhao, 2011). Many teaching materials which contain the information that is not applicable in reality may cause the students to make mistakes though they have enough knowledge of foreign language because of cultural differences (Wang, 2011).

5.5.1.3 To balance the presentation and representation of the Outer Circle cultures, they should be more presented in English textbooks as they had less presented frequency when compared to other cultures.

5.5.1.4 To teach cultural information to young learners, it should be taught from basic knowledge to more complicated levels. According to the findings of this study, it was found that less complicated cultural content namely products and persons were more presented in English textbooks for primary students than abstract ideas which are practices, and perspectives. Olajide (2010) notes that the English primary school teachers play an important role in facilitating cultural knowledge to young learners who probably never experiences that knowledge before. Moreover, Aksaranugraha (1989) states that exercises and activities included in the textbooks can provide extra information of cultures that encourage students to explore cultures and learn foreign language; English language teachers should pay more

attention to the cultural contents in the textbooks and point out cultural awareness through works and classroom activities.

5.5.1.5 Some cultural information in English textbooks were presented superficially and mainly portrayed the mainstream cultures. Teachers should be fully careful of cultural information provided in the textbooks. In the process of teaching cultures in language classroom, it is essential to be aware of cultural biases that may occur. Thus, Aksaranugraha (1989) notes that teachers should emphasize the similarities, differences, and diversities of cultures instead of comparing one's culture with another's.

Teaching cultures in language classroom can be done in many ways as Aksaranugraha (1989) also suggests as follows:

Teachers should present cultural activities in language classroom and encourage students to apply their knowledge in real life situation. Culture-promoted activities can be:

1. Using authentic information that is suitable for learner's age and interest to teach in class.
2. Role playing by focusing on language used in daily life and real context as well as cultural diversity situation to promote student's cultural awareness.
3. Using field trip to promote student's confidence about their language and cultural knowledge learned in classroom by practicing in real situation.
4. Applying games, and other entertainment activities with cultural contents to teach cultures. Cervantes (2009) also states that using games in English language classroom can enhance students to act more actively and more participate in the lessons.

5.5.2 Pedagogical implications for curriculum design and development

The pedagogical implications for curriculum design and development will be discussed as follows.

Lie (2002) suggests some consideration for English curriculum design. Firstly, it is needed to understand the diversity of learners, namely, cultural and linguistic background, gender, socioeconomic status, age, gender, needs, and religion. Although the writers of the textbooks are local writers and present more cultural

contents from their own culture, the educators or curriculum planner should also consider the cultures of the minority or ethnic students because these groups of students may feel alienated when using the materials mostly presenting the mainstream culture. Second, it is needed to design the diversity-concerned curriculum, materials, and teacher training. The curriculum design and materials development should encourage the local educators to develop the contents for the textbooks to be used in their own contexts with the governmental support to produce different sets of textbooks for different regions. Teacher education and professional development should be done to prepare the teachers to manage and promote the diversity in the classrooms.

In this chapter, the discussion was explained to extend and clarified the important points of the findings and the pedagogical implications for culture learning in language classroom were stated. The following chapter presents the conclusion and recommendations for further study.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

This chapter concludes key points of this study and provides some possible recommendations for future research.

6.1 Conclusion

The study was set out to examine cultural contents presented in English textbooks for primary level written by Thai writers. Various kinds of cultural aspects, numbers of cultural representatives and nations presented in English textbooks were analyzed. The study sought to know whether Thai writers provide appropriate and adequate cultural contents in English textbooks for Thai students in order to promote cultural awareness and diversity. Moreover, the study also aimed to figure out whether cultural contents and countries presented in English textbooks for the primary level conform with academic indicators of English language learning stated in the Basic Education Core Curriculum (2008) that aims to promote the basic understanding about ASEAN community to young Thai learners through English language textbooks. Based on the purposes of this study, two research questions were proposed as follows (1) what kinds of cultural aspects are represented in the English textbooks written by Thai writers?; and (2) what are the frequencies of cultural diversity among the Inner, Outer, and Expanding Circles of English represented in the English textbooks written by Thai writers?

Drawing upon Yuen's (2011) four cultural categories, the findings showed that 4 kinds of cultural aspects were presented in English textbooks written by Thai writers for the primary school level.

6.1.1 Products

Products were mostly displayed among other kinds of cultural aspects. Products were also categorized into 8 subgroups. The most salient cultural representatives that were presented as products were food, festivals and ceremonies, and tourist attractions.

6.1.2 Practices

Practices were presented in many types of information in English textbooks, such as, forms of address, pronouns, and kinship terms. However, the numbers of these cultural aspects were relatively low compared to other aspects presented.

6.1.3 Perspectives

Perspectives were least presented in English textbooks for primary level students because this type of cultural aspects was rather difficult to understand and not salient to be perceived by young learners. Only two types of perspectives were presented: beliefs and values.

6.1.4 Persons

Persons gained the high frequency in English textbooks because people or characters are easy to be recognized as representatives for a certain culture or country.

According to Kachru (1985), the frequencies of cultural diversity among the Inner, Outer, and Expanding Circle of English represented in the English textbooks written by Thai writers as follows.

The Expanding Circle received the highest attention to be presented in the English textbooks. It was expectable that the Expanding Circle cultures should be more promoted in English textbooks written by Thai writers than the dominate English or American cultures as in general imported English textbooks. The numbers of frequency of the Inner Circle countries were second to the Expanding Circle. Lastly, it was unexpected that the Outer Circle countries were least presented when some countries in this circle were Thailand's neighboring countries, and some were

members of the ASEAN community. Moreover, ASEAN cultures that should be promoted to students appeared very superficial and inadequate.

6.2 Recommendations

This study aims to analyze cultural contents and diversity in English textbooks written by Thai writers for primary education in Thailand. However, there is a need for more studies that are beyond the scope of this study to be explored for further study. Firstly, according to the scope of this study, it is essential to find out what cultural aspects are represented in the English textbooks for the secondary school, high school, and university levels. Future research should focus on how efficient and continuous of contents presented in English textbooks for students in higher education level. Secondly, it will be beneficial to study the roles of language teachers and methods of introducing and teaching cultural aspects because teachers play an important role to prepare learners to pluralism (Campbell, 2004) by observing the actual classroom. Lastly, exploring perceptions of teachers and students about cultural aspects in English textbooks would be beneficial. Their perceptions will show what need to be included in language textbooks and whether they can relate to those cultural aspects with their background knowledge. In conclusion, it would be advantageous for developing appropriate textbooks that can enhance Thai students' cultural knowledge by undertaking future studies regarding cultural teaching and learning as well as users' needs of textbooks.

To sum up, the benefits of exploring cultural contents in English textbooks written by Thai writers may introduce a new perspective of the selection of English textbooks used in EFL/ESL classrooms. The balance of local and international cultural contents represented in English textbooks will promote the awareness of cultural diversity to Thai students. The fitness of cultural contents and students' background knowledge may also enhance their confidence in learning English and competence in extending and integrating their knowledge with other areas of study.

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APPENDICES

APPENDIX A
CERTIFICATE OF ENROLLMENT FOR THE ETHICS
IN HUMAN RESEARCH PROGRAM



Faculty of Graduate Studies, Mahidol University

It is hereby certified that

Miss RAPEERAT SRITHI

has attended the required classes on "GRID 521 RESEARCH ETHICS"
2nd Semester, Academic Year 2011
at The Faculty of Graduate Studies Building, Mahidol University (Salaya)

Handwritten signature of Sukumal Chongthammakun in blue ink.

(Associate Professor Sukumal Chongthammakun)

Deputy Dean for Research

Handwritten signature of Banchong Mahaisavariya in blue ink.

(Professor Banchong Mahaisavariya)

Dean of the Faculty of Graduate Studies

APPENDIX B

**CULTURAL DIVERSITY AMONG INNER, OUTER, AND
EXPANDING CIRCLES OF ENGLISH IN PROJECTS: PLAY &
LEARN TITLE**

Projects: Play & Learn Student's Book 1	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products	Thai alphabets on computer keyboard			✓	
	Bangkok			✓	
	Thai banana cake (Thai dessert wrapped by banana leaf)			✓	
	Drawing of Thai temple			✓	
Practices	สวัสดีปีใหม่ (Thai way to greet others in New Year's Day)			✓	
Persons	Thai students in school uniforms			✓	
	Amonwan, Adirak, Apinya, Bongkot, Daranee, Dusita, Danupol, Mook, Pol, Dang, Araya, Don, Tan, Fon, Praew, Nid, Ploy, Mol (names of Thai students)			✓	
	Elvis (American singer)	✓			
Projects: Play & Learn Student's Book 2	Detail	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products	Thai alphabets on computer keyboard			✓	
	Tray made from bamboo			✓	
	Steps of making Sun-dried bananas			✓	
	Sun-dried bananas (a kind of Thai dessert)			✓	

Projects: Play& Learn Student's Book 2	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products (cont.)	“ซ้าก่อนอย่าบินมากวน ซ้าก่อน หลีกไปให้ไกล...” (a Thai children song)			✓	
	‘นกพิราบ’, ‘นกกระจอก’, ‘ดักแด้’ (types of animals in Thai words)			✓	
	Banana chips (Thai desserts)			✓	
	bananas in coconut milk (Thai desserts)			✓	
	Thai (word related to country mentioned)			✓	
	“ดักแด้คลานไป...” (Thai poem)			✓	
	๑, ๒,๓,... (Thai numbers)			✓	
Practices	‘Noo’ (Pronoun for girls)			✓	
	‘จ๊ะ’ (final particle indicating politeness and intimacy of the speaker)			✓	
Persons	Chai, Don, Noey, Pai, Kaew, Mike Jitdee, Kanya Paploen, Anand Jaisai, Rukdee, Por, Orm, Manee Deemak, Sukchai Madee, Mana Boonmak, Pranee Sangthog, Sakda Meedee, Ning, Kong, Pim, Panya Pachoke, ป้อม, Matinee Sapdee (Thai characters)			✓	
	Thai students in school uniforms			✓	
Projects: Play& Learn Student's Book 3	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products	Thai alphabets on computer keyboard			✓	

Projects: Play & Learn Student's Book 3	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products (cont.)	Thai (word related to country mentioned)			✓	
	'Thai hospital' (word related to country mentioned)			✓	
Practices	'เรา' (pronoun indicating 1 st person singular/plural)			✓	
	'ค่ะ' (final particle indicating politeness used by female)				
	Prathom 3 (term of Thai educational level)			✓	
Persons	Kaew, Nalin, Jira, Thana, Lalita, Looknam, Fang, Nook, Por, Issares, Nasita, Pim, Apisit, Saharat, Pochaman, Monnut, Nid, Ping, Suda, Chai, Teera, Nop, Fah, Nalisa, Noi, Natita (Thai characters)			✓	
	Thai students in school uniforms			✓	
	Drawing of farmer with a traditional farming hat			✓	
Projects: Play & Learn Student's Book 4	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products	Illustration of Thai fair locating in Thai temple			✓	
	'ก, ข, ค' (Thai alphabets)			✓	
	Thai musical instruments			✓	
	Thai national flag			✓	
	Illustration of Thailand's map			✓	
	'khim' (Thai's musical instrument)			✓	
	England	✓			
	Chinese firecrackers			✓	
Chinese stamp			✓		

Projects: Play & Learn Student's Book 4	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products (cont.)	'Auld Lang Syne' (a song sung in New Year's Day)	✓			
	Figure of Thai king printed on Thai stamp			✓	
	Figure of Queen Elizabeth II printed on English stamp	✓			
	Vietnamese stamp			✓	
	Flag of United Kingdom	✓			
	Chinese flag			✓	
	Korean flag			✓	
	Japanese flag			✓	
	Vietnamese flag			✓	
	'Bung Fi' (Thai rocket)			✓	
	'Sukhumvit', 'Wattana', 'Bangkok' (word related to Thailand mentioned)			✓	
	Thailand (country's name mentioned)			✓	
	Thai (word related to country mentioned)			✓	
	Fuxingmennei Street, Beijing			✓	
	China (country's name mentioned)			✓	
	Oxford Street, London	✓			
	UK (country's name mentioned)	✓			
	English (word related to country mentioned)	✓			
	Chinese (word related to country mentioned)			✓	
Vietnamese (word related to country mentioned)			✓		
Practices	'Pii' (Kinship term to address older brother/sister)			✓	
	'Khun' (Title used for both male and female to indicate politeness)			✓	

Projects: Play & Learn Student's Book 4	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Practices (cont.)	'Por', 'Mae', 'Loong', 'Paa', 'Nong', 'Yaa', 'Poo' (Kinship terms to address family's members)			✓	
	Illustration of Thai musical instruments played by students.			✓	
	Illustration of a girl playing Khim			✓	
	People go to temple giving candles to the monks			✓	
	People give food to the monks in New Year's Day			✓	
	People splash water on one another in Songkran Day			✓	
	Chinese lion dance			✓	
	Illustration of a parade that people dress in Chinese costumes			✓	
	People sing 'Auld Lang Syne' on New Year's Day	✓			
	Illustration of parade of people dressing in Thai costume			✓	
	Illustration of English people having a party in front of the Big Ben Tower.	✓			
	'They shoot Bung Fire to the sky...' (people celebrate the Bun Bung Fire festival)			✓	
Perspec- tives	Farmer and Thai way of farming			✓	
	Khao Phansa Day			✓	
	Buddha image		✓	✓	
	'We bathe the Buddha image...' (Buddhist's religious belief)			✓	
	'We buy fish and we let them go...' (Buddhist belief)			✓	

Projects: Play & Learn Student's Book 4	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Perspec- tives (cont.)	Illustration of people in Vietnamese costume letting go of fish.			✓	
	'Bun Bung Fire' (Thai rocket festival)			✓	
	Illustration of Thai temple			✓	
Persons	Illustration of people dressing their national dresses	✓		✓	
	Kaew, Kung, Som, Dang, Korn, Toh, Lek, Toob, Ying, Sin, Mai, Anong, Prae, Dara, Meaw, Nop, Noi, Pong, Noom, Sai, Ram, Non, Mai, Fah, Look-Kaew, Pluem (Thai characters)			✓	
	Illustration of Thai farmer			✓	
	Thai students in school uniforms			✓	
	Yang Ming, Jun (Chinese characters)			✓	
	Vu Hoi Nam, Hong (Vietnamese characters)			✓	
	Projects: Play & Learn Student's Book 5	Details	Inner Circle	Outer Circle	Expanding Circle
Products	Clay firepot (เตาอั้งโล่)			✓	
	'baht' (Thai currency)			✓	
	'ก๋วยเตี๋ยว' (Noodles)			✓	
	Illustration of Thai Krathong			✓	
	Loy Krathong Festival			✓	
	Easter Eggs				✓
	Illustration of Muslims praying during Ramadan				✓
	Illustration of carp banners hanging on a bamboo stick			✓	
	Ramadan (Muslim festival)				✓
Kodomo-no-Hi (Japanese Children's Day)			✓		

Projects: Play & Learn Student's Book 5	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products (cont.)	Tempura (Japanese food)			✓	
	Chinese noodle soup			✓	
	Chicken Biryani				✓
	Sushi Rice (Japanese food)			✓	
	California Roll (Japanese food)			✓	
	European food	✓			
	Chinese food			✓	
	Thai food			✓	
	Japanese food			✓	
	Muslim food				✓
	Italian food			✓	
	Dim Sum (Chinese food)			✓	
	Dumpling (Chinese food)			✓	
	Baozi (Chinese food)			✓	
	Tom Yum Kung (Thai food)			✓	
	Pad Thai (Thai food)			✓	
	Green curry and rice (Thai food)			✓	
	Mosque				✓
	Jurong Bird Park			✓	
	Statue of Liberty	✓			
	Mt. Fuji			✓	
	Schwedagon Pagoda			✓	
	Batik				✓
	Shinkansen (Japanese speed train)			✓	
	KL Tower			✓	
	Mandalay Hill (Tourist place in Myanmar)			✓	
	Eiffel Tower (word related to France mentioned)			✓	
	Kiwi (a symbol of New Zealand)	✓			
	Kapapo (World's largest parrot lives in New Zealand)	✓			
	J.J Market (famous open-air market in Thailand)			✓	

Projects: Play & Learn Student's Book 5	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products (cont.)	Big Ben Tower (one of London's landmarks)	✓			
	Thai (word related to country mentioned)			✓	
	Japan (word related to country mentioned)			✓	
	Phetchaburi Road (word related to Thailand mentioned)			✓	
	Rama 9 Rd. (word related to Thailand mentioned)			✓	
	Wattana Plaza (word related to Thailand mentioned)			✓	
	Hong Kong		✓		
	Baan Thai village (word related to country mentioned)			✓	
	Bangkok (word related to Thailand mentioned)			✓	
	Thailand's map			✓	
	USA (country's name mentioned)	✓			
	New Zealand (country's name mentioned)	✓			
	Malaysia (country's name mentioned)		✓		
	Myanmar (country's name mentioned)			✓	
	Singapore (country's name mentioned)			✓	
	USA's map	✓			
	New Zealand's map	✓			
	Malaysia's map		✓		
	Myanmar's map			✓	
	Singapore's map		✓		
	KL city (Kuala Lumpur, the capital city of Malaysia)			✓	
	Begon City (word related to Myanmar mentioned)			✓	
	Yangon (word related to Myanmar mentioned)			✓	

Projects: Play & Learn Student's Book 5	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products (cont.)	Thai Railways (word related to Thailand mentioned)			✓	
	Nakorn Sawan, Udon Thani, Chumporn,... (names of provinces in Thailand)			✓	
	France (country's name)			✓	
	Florida (word related to USA)	✓			
Practices	'ลูก' (kinship term to call children in a family)			✓	
	'แม่' (kinship term to call mother)			✓	
	'ครับ' (final particle for males to indicate politeness and respect)			✓	
	Sawatdee (Thai word for greeting)			✓	
	'ลุง' (kinship term to call uncle)			✓	
	'Prathom 4' (term of Thai educational level)			✓	
	'During Hari Raya, Muslims have special meals....'				✓
	'At Easter, people give eggs as gifts...'				✓
	'Children enjoy Easter Egg Hunts...'				✓
	'They put a candle, three joss-sticks....'			✓	
Perspec- tives	Buddha room		✓	✓	
	Attitude of Thai about living with water			✓	
	'Muslims fast, pray, and share things with the poor'				✓
	Hari Raya (the day after Ramadan)				✓
	Easter (Christian festival)				✓

Projects: Play & Learn Student's Book 5	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Perspec- tives (cont.)	‘People make Krathong to thank the Goddess of the Water’			✓	
	‘Parents want child to be happy, strong and brave like a carp....’			✓	
Persons	Noi, Fon, Nop, Kaew, Kwan, ‘นง’, Samart, Smoon, Toomtam, Toon, Kwang, Korn (Thai characters)			✓	
	Thai students in school uniforms			✓	
	Asian people			✓	
	Muslims				✓
	Fatiyah				✓
	Yamata (Japanese character)			✓	
Projects: Play & Learn Student's Book 6	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products	Som- Tum (Thai spicy papaya salad)			✓	
	Illustration of Thai temple			✓	
	Illustration of Christian monastery				✓
	Illustration of Thai musical instrument (ระนาด)			✓	
	Illustration of Phra Aphaimani and the mermaid			✓	
	Straw mats from Chantaburi			✓	
	Illustration of Thai fruit festival			✓	
	Illustration of Thai flag			✓	
	Boran Museum (tourist place in Thailand)			✓	
	Turkey (country's name mentioned)			✓	
	Syria (country's name mentioned)			✓	

Projects: Play & Learn Student's Book 6	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified	
Products (cont.)	Myra (later is Turkey)			✓		
	Black Sea				✓	
	Mediterranean Sea				✓	
	England	✓				
	America	✓				
	Holland			✓		
	Germany (country's name mentioned)			✓		
	Thailand (country's name mentioned)			✓		
	Babylon (now is Iraq)			✓		
	Nagara (historic village in India)		✓			
	Egypt (country's name mentioned)			✓		
	African (word related to Africa mentioned)		✓			
	Hua-Hin, Khao Khieo zoo, Ko Samet, Khao Chamao - Khao Wong National Park, Khao Kitchakut, Wat Khao Sukim, Bo Rai, Khao Sabap National Park, Wat Srisawan, Wat Suwan (tourist attractions)				✓	
	Chonburi, Rayong, Trat, Chantaburi, Chachoengsao, Nan, Bangkok, Songkhla, Loei (provinces in Thailand)				✓	
	Phanat Nikhom, Si Racha, Bang Lamung, Pattaya, Sattahip, Ban Phe, Aranyaprathet				✓	
	Thailand's map				✓	
	Chonburi, Rayong, Trat, Chantaburi, Chachoengsao, Nan, Bangkok, Songkhla, Loei (provinces in Thailand)				✓	

Projects: Play & Learn Student's Book 6	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Products (cont.)	Phanat Nikhom, Si Racha, Bang Lamung, Pattaya, Sattahip, Ban Phe, Aranyaprathet (Places in Thailand)			✓	
	Thailand's map			✓	
Practices	'ครับ' (finale particle for males to show respect and politeness)				
	'หนังตะลุง' (Thai puppet show)			✓	
	Matayom 1 (term of Thai educational level)			✓	
Perspec- tives	Jesus Christ birth story				✓
Persons	Petch, Fai, Im-aroy, Montipa, Mook, Tan, Ying, Fah, To (Thai characters)			✓	
	Thai students in school uniforms			✓	
	American children	✓			
	Rebecca, Elaine, Brad Pitt, Chris, Mark, Lauren, Noelle, Billy, Mary Ann, Karen, Terri, Haadon Sunblom (American artist)	✓			
	Illustration of Christian saint	✓			
	Saint Nicholas			✓	
	bishop				✓
	Christians				✓
	Sinterklass			✓	
	Father Christian	✓			
	Prince Albelrt (German)			✓	
	Britain's Queen Victoria	✓			
	Julius Caesar			✓	
Woman wears Hijab				✓	
Mrs Gupta, Mallika (Indian character)			✓		

Projects: Play & Learn Student's Book 6	Details	Inner Circle	Outer Circle	Expanding Circle	Uniden- tified
Persons (cont.)	Illustration of Indian people		✓		
	Sunthorn Phu (a famous Thai poet)			✓	
	Phra Aphaimani			✓	

APPENDIX C
CULTURAL DIVERSITY AMONG INNER, OUTER, AND
EXPANDING CIRCLES OF ENGLISH IN NEW SAY HELLO!
TITLE

New Say Hello 1	Detail	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Practices	‘Simon Says’ (American game)	✓			
Persons	Jip-Jip, Weena (Thai characters)			✓	
New Say Hello 2	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Thai book			✓	
	London Bridge	✓			
Practices	Thai traditional dance			✓	
	‘ก ข ค’ (Thai alphabets)			✓	
	‘ประถมศึกษา 2’ (Term indicating Thai education level)			✓	
Persons	Jip-Jip, Pim(Thai characters)			✓	
New Say Hello 3	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Thai flag			✓	
	Thai alphabets			✓	
	Sushi (Japanese food)			✓	
	Thai fruits and Thai vegetables			✓	
	Mangosteen (queen of Thai fruit)			✓	
	Durian (king of Thai fruit)			✓	
	Giraffe				✓
	Zebra				✓
	‘Thai’ (word related to Thailand mentioned)			✓	
	‘Japanese’ (word related to Japan mentioned)			✓	
	‘Chinese’ (word related to China mentioned)			✓	
	‘American’ (word related to America mentioned)		✓		

New Say Hello 3	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	‘Thailand’ (Country’s name mentioned)			✓	
	Pattaya (word related to Thailand mentioned)			✓	
	Ratchaburi (word related to Thailand mentioned)			✓	
	Bangkok (word related to Thailand mentioned)			✓	
Practices	English Rock (song)	✓			
	Chang (Thai word to call elephant)			✓	
	Chang (Thai children song)			✓	
Persons	Winai, Weena, Miss Urai (Thai character)			✓	
	Yoko (Japanese name)			✓	
	A girl in Thai traditional costume			✓	
	A girl in Japanese traditional costume			✓	
	A boy in Chinese traditional costume			✓	
	A boy in American T-shirt	✓			
New Say Hello 4	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Illustration of Thailand’s map			✓	
	Illustration of Thai national flag			✓	
	London Bridge	✓			
	Songkran Day			✓	
	Illustration of Thai temple			✓	
	Illustration of Statue of Liberty	✓			
	Image of the Marble Temple, The Temple of the Dawn, Hualumpong railway station, Chatuchak market			✓	
	Thai food			✓	
	Wat Prakaew			✓	
	Chinese food			✓	
	Bangkok (word related to Thailand mentioned)			✓	
	Yala (word related to Thailand mentioned)			✓	

New Say Hello 4	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Thailand			✓	
	‘Thai Bank’ (word related to Thailand mentioned)			✓	
	‘Bangkok’(word related to Thailand mentioned)			✓	
	‘Korat’(word related to Thailand mentioned)			✓	
	‘New York’ (word related to America mentioned)	✓			
	Silpakorn University, Thammasat University, Sanam Luang, Chao Phraya River (word related to Thailand mentioned)			✓	
	‘Madee Road’ (word related to Thailand mentioned)			✓	
Practices	Giving a garland to mother in Mother’s Day or giving it to welcome guests			✓	
Perspectives	Country life of Thais			✓	
Persons	Toon, Toop, Weena, Pim, Winai, Mana (Thai characters)			✓	
New Say Hello 5	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Illustration of Thai national flag			✓	
	Loy Kratong Day			✓	
	Illustration of Thailand’s map			✓	
	Songkran Festival Day			✓	
	King Chalulongkorn Memorial Day			✓	
	Royal Ploughing Ceremony			✓	
	Chakri Memorial Day			✓	
	Wisakha Bucha Day				✓
	Asarnha Bucha Day				✓
	Illustration of Cambodia’s map			✓	
	Illustration of Laos’ map			✓	
	Illustration of Myanmar’s map			✓	
	Illustration of Vietnam’s map			✓	

New Say Hello 5	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Illustration of Malaysia's map			✓	
	Illustration of Brunei's map		✓		
	Illustration of Singapore's map		✓		
	Illustration of Indonesia's map			✓	
	Illustration of Philippines's map		✓		
	'Wat Phratad Doi Suthep' (tourist place in Thailand)			✓	
	Som-tam			✓	
	Tom Yam Kung			✓	
	Sticky rice and ripe mangoes			✓	
	Wat Phra Kaew			✓	
	Picture of the King and the Queen of Thailand			✓	
	Picture of Wat Phra Kaew			✓	
	Illustration of British airline	✓			
	Sukhumvit Road, Khet Suan Luang, Bangkok, Prayamai Rd., Klongsan, Huahin ,Thailand, Ayutthaya, Phukradung National Park, Khao Tapu, Dusit zoo, Bang Pa-In, Ratchadamnern Avenue, On-Nut, Koh Chang, Phaholyothin Rd., Soi On-Nut, Suanluang (places in Thailand)			✓	
	Old Vineland Rd., Kissimmee, Florida, USA	✓			
	Chiang Mai, Songkla, Loei, Pang-nga, Surin, Phuket, Trat(provinces of Thailand)			✓	
	Perth, Australia	✓			
	Tokyo ,Japan			✓	
	London	✓			
	Europe				✓
	Africa			✓	
	Asia				✓
	Kenya			✓	
	Cambodia			✓	
	Laos			✓	

New Say Hello 5	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Myanmar			✓	
	Vietnam			✓	
	Malaysia			✓	
	Brunei		✓		
	Singapore		✓		
	Indonesia			✓	
	Philippines		✓		
	England	✓			
	Chao Phraya River (a main river of Thailand)			✓	
	Mo-Chit (Bus terminal in Thailand)			✓	
Practices	‘Karate’, ‘Judo’ (Known as originally Japanese sports)			✓	
	‘...offer food to the monks’ (things for Thais to do in Songkran Festival)			✓	
	‘...make sand pagodas’ (things for Thais to do in Songkran Festival)			✓	
	‘...pour water into the elders’ hands to receive their blessing’ (things for Thais to do in Songkran Festival)			✓	
	‘...throw water at each other for enjoyment’ (things for Thais to do in Songkran Festival)			✓	
	Thai boxing			✓	
	Takro (Sepak Takraw)			✓	
	‘...We put flowers, candles, joss sticks and coins...float the kratongs in the rivers or the canals’			✓	
	Prathom 4,5,6 (Term indicating Thai education level)			✓	
Perspectives	‘...give thanks to the goddess of water’ (Loy Kratong Festival)			✓	
	‘...we believe that kratongs will take our sins away.’			✓	

New Say Hello 5	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Perspectives (cont.)	‘...People feared that evil spirits were attracted on their birthdays’				✓
	‘...In China and Philippines, they have noodles for lunch...’		✓	✓	
	‘...In England, they mix some coins into the birthday cake...’	✓			
	‘...In America, if the candles are blown out with one blow...’	✓			
Persons	Wanna, Pong, Weena, Winai, Nop, Kitti Sridet, Suda Rakdee, Sompon, Anong, Suchart, Orawan, Nichapat, Palawi, Sa-ard, Wina, Prakop, Somsak, King Rama I, Mana, Ariya (Thai characters)			✓	
	Illustration of a girl wearing Thai traditional dress			✓	
	Illustration of a girl wearing Sari				✓
	Illustration of a girl wearing Kimono			✓	
	Illustration of a boy wearing Vietnamese hat			✓	
	Illustration of a boy wearing Chinese traditional costume			✓	
	Illustration of a boy wearing a shirt ‘USA’	✓			
	Illustration of a boy wearing Islamic hat				✓
	Anna Yuki (Japanese character)			✓	
	Kangaroo (Australian character)	✓			
New Say Hello 6	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Thai rice (illustration of Thai product)			✓	
	French bread			✓	
	Illustration of ostrich (native African)				✓

New Say Hello 6	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Illustration of giraffe (native African)				✓
	Illustration of Greyhound (British dog)	✓			
	Illustration of cheetah (African and Middle East)				✓
	Illustration of camel (Middle East)				✓
	Illustration of koala (a symbol of Australia)	✓			
	Illustration of Asian and Australian continents' map				✓
	Illustration of Myanmar's map			✓	
	Illustration of Thailand's map			✓	
	Illustration of Thailand's flag			✓	
	Illustration of Laos' map			✓	
	Illustration of Laos' flag			✓	
	Illustration of Vietnam's map			✓	
	Illustration of Vietnam's flag			✓	
	Illustration of Cambodia's map			✓	
	Illustration of Malaysia's map			✓	
	Illustration of Malaysia's flag			✓	
	Illustration of Indonesia's map			✓	
	Illustration of Brunei's map		✓		
	Illustration of Singapore's map		✓		
	Illustration of Singapore's flag		✓		
	Illustration of The Phillipines' map		✓		
	Illustration of The Phillipines' flag		✓		
	Merlion (Singapore's tourist attraction)		✓		
	Angkor Wat (Cambodia's tourist attraction)			✓	
	Image of Javedakong (Myanmar's tourist attraction)			✓	
	Image of Angkor Wat			✓	

New Say Hello 6	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Image of Merlion		✓		
	Illustration of the North America continent				✓
	Illustration of Europe continent				✓
	Illustration of Asia continent				✓
	Illustration of Middle East continent				✓
	Illustration of Africa continent				✓
	Illustration of South America continent				✓
	Illustration of Australia continent	✓			
	Illustration of Antarctica continent				✓
	Illustration of Atlantic Ocean				✓
	Illustration of Arctic Ocean				✓
	Illustration of Pacific Ocean				✓
	Illustration of Indian Ocean				✓
	Disney World	✓			
	Apollo 11 (the spaceflight that landed the first humans)	✓			
	Illustration of American flag	✓			
	Illustration of Big Ben Tower	✓			
	Illustration of Eiffel Tower			✓	
	English proverbs	✓			
	Thai proverbs			✓	
	Safari World (a zoo in Thailand)			✓	
	Pattaya (famous tourist attraction in Thailand)			✓	
	Chitralada Palace			✓	
	Koh Samed (famous tourist attraction in Thailand)			✓	
	Hua Hin (famous tourist attraction in Thailand)			✓	
	Thai			✓	
Pracharat 1 Rd., Dusit, Bangkok (a place located in Thailand)			✓		

New Say Hello 6	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Soi Onnut, Sukhumwit (a place located in Thailand)			✓	
	Wat Tanaya School (a school in Thailand)			✓	
	Saitip School (a school in Thailand)			✓	
	Nonthaburi, Petchaburi, Bangkok, Rayong (provinces in Thailand)			✓	
	‘baht’ (Thai currency)			✓	
	Chao Phraya River			✓	
	Saengdet House			✓	
	Chinese			✓	
	China			✓	
	Australia	✓			
	India		✓		
	Indonesia			✓	
	Cambodia			✓	
	Russia			✓	
	Myanmar			✓	
	Laos			✓	
	Vietnam			✓	
	Malaysia			✓	
	Singapore			✓	
	Brunei			✓	
	The Philippines			✓	
	Southern hemisphere				✓
	Pygmy marmoset				✓
	Vientiane (capital city of Laos)			✓	
	Naypyidaw (capital city of Myanmar)			✓	
	Rangoon (a city in Myanmar aka Yangon)			✓	
	Hanoi (capital city of Vietnam)			✓	
	Phnom Penh (capital city of Cambodia)			✓	
	Kuala Lumpur (capital city of Malaysia)			✓	
	Singapore (capital city of Singapore)			✓	

New Say Hello 6	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Manila (capital city of the Philippines)		✓		
	Banda Seri Begawan (capital city of Brunei Darussalam)		✓		
	Jakarta (capital city of Indonesia)			✓	
	Melbourne, Australia	✓			
	USA	✓			
	Florida (a state in the southeastern region of the USA)	✓			
	Italy			✓	
	England	✓			
	Cambridge, Massachusetts, USA	✓			
Practices	Prathom 6 (a term to call education level in Thailand)			✓	
Perspectives	Birth month flowers (British and American beliefs about the flowers' meanings)	✓			
Persons	Nong, Watana, Suda, Maree, Wichai, Anan, Somsri, Wanida, Nid, Somchai, Nop, Sawat, Noon, Nampoeng, Winai, In and Chan, Ton, Piya, Maturot Saengdet, Weena, Pichit, Pong (Thai characters)			✓	
	Illustration of Miss Thailand World			✓	
	Yoko (Japanese character)			✓	
	Jeng (Singaporean character)		✓		
	Ali (Malaysian character)			✓	
	Yun (Vietnamese character)			✓	
	Marisa (Filipino character)		✓		
	Kamchan (Laotian character)			✓	
	Predo (Filipino character)		✓		
	Illustration of people in Chinese costume			✓	
	Illustration of people in Japanese costume			✓	
African-American character				✓	

New Say Hello 6	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Persons (cont.)	Illustration of people in American costume	✓			
	Edwin Aldrin (American character)	✓			
	Illustration of people in Burmese costume			✓	
	Illustration of people in Mexican costume			✓	
	Illustration of people in Islamic costume for Middle Eastern				✓
	Peter Green, Jennifer (Australian characters)	✓			
	Picture of the King of Thailand			✓	
	Picture of Abraham Lincoln	✓			
	Picture of Queen Elizabeth II	✓			
	Picture of Elvis Presley	✓			
	Picture of Albert Einstein			✓	
	Picture of Walter Elias Walt Disney	✓			
	Picture of Siamese Twins			✓	
	Picture of Neil Armstrong	✓			
	John Wilkes Booth (a famous American stage actor who assassinated President Abraham Lincoln)	✓			
	Mona Lisa			✓	

APPENDIX D

**CULTURAL DIVERSITY AMONG INNER, OUTER, AND
EXPANDING CIRCLES OF ENGLISH IN NEW AHA! ENGLISH
TITLE**

New Aha! English 1	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Illustration of Thai flag			✓	
	Illustration of Thai map			✓	
Practices	‘สวัสดี’ Thai greetings			✓	
	‘ฉัน ผม เธอ คุณ’ Thai pronouns			✓	
	‘ลาก่อน’ goodbye in Thai			✓	
	‘ขอบคุณ’ Thanking in Thai			✓	
	‘Simon Says’ (American game)	✓			
	‘ขออภัย’ (making an excuse Thai)			✓	
	‘ค่ะครับ’ (final particles to indicate politeness)			✓	
Persons	‘ขอโทษ’ (apologizing)			✓	
	Sombat (Thai character)			✓	
Persons	King Bhumibol			✓	
New Aha! English 2	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Illustration of Thai flag			✓	
	Illustration of Thai temple			✓	
	Illustration of American flag	✓			
	Thai (word related to Thailand)			✓	
	Indian (word related to India)		✓		
	Chinese (word related to China)			✓	
Practices	‘Simon Says’ (American game)	✓			
Persons	Illustration of a boy with Thai traditional hair style			✓	

New Aha! English 2	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Persons (cont.)	Illustration of a girl in Thai traditional costume			✓	
	Illustration of a girl in Indian traditional costume		✓		
	Illustration of a girl in Chinese traditional costume			✓	
	Illustration of American people	✓			
	Illustration of a girl in Japanese traditional costume			✓	
	Americans (word related to the USA)	✓			
New Aha! English 3	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Illustration of Thai flag			✓	
	Illustration of Thai map			✓	
	Illustration of Chinese map			✓	
	Illustration of Indian map			✓	
	Illustration of American map	✓			
	Thailand (country's name)			✓	
	Thai (word related to Thailand)			✓	
	China (country's name)			✓	
	Chinese (word related to China)			✓	
	Indian (word related to India)			✓	
	American (word related to America)	✓			
	Chicago (word related to America)	✓			
	'baht' (Thai currency)			✓	
Persons	Illustration of a child in Thai traditional costume			✓	
	Illustration of a child in Chinese traditional costume			✓	
	Illustration of a child in Indian traditional costume		✓		
	Illustration of a child in American costume	✓			

New Aha! English 4	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Illustration of Thai flag			✓	
	Thai airway			✓	
	Illustration of German flag			✓	
	Illustration of German map			✓	
	Pyramid			✓	
	Taj Mahal (Indian famous architecture)		✓		
	The Great Wall of China			✓	
	The Eiffel Tower			✓	
	The Statue of Liberty	✓			
	Big Ben	✓			
	Songkran Day			✓	
	Image of Thai movie			✓	
	Image of Korean movie			✓	
	Image of Chinese martial arts movie			✓	
	Thai series			✓	
	Fanpantae (Thai variety program)			✓	
	Dragon Ball (Japanese cartoon)			✓	
	Thai King's Birthday			✓	
	'baht' Thai currency			✓	
	Thai (word related to Thailand)			✓	
	Germany			✓	
	Berlin (word related to Germany)			✓	
	England	✓			
	Spain			✓	
	Thailand			✓	
	Bangkok (word related to Thailand)			✓	
	France			✓	
	China			✓	
	India		✓		
	America	✓			
	London (word related to England)	✓			

New Aha! English 4	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	China Town (word related to China)			✓	
	New York(word related to America)	✓			
	Brazil			✓	
Practices	‘..Songkran Day...throw water at people’			✓	
Persons	Image of Asian children				✓
	Image of Latin-American children				✓
	Image of African-American children				✓
	Image of European children				✓
	‘Bae Yong Jun’ (Korean actor)			✓	
	‘Daniel Radcliffe’ (English actor)	✓			
	‘Rafael Nadal’ (Spanish athlete)			✓	
	‘Palmy, Golf&Mike’ (Thai singer)			✓	
	‘Jenie’ (Thai actress)			✓	
	‘Mark, Frank and Marsha Hans’ (German character)			✓	
	‘David, Tina’ (English character)	✓			
	Harry Potter	✓			
	Emma (Famous English actress)	✓			
	‘Jang Lee’ (Chinese character)			✓	
	‘Jane, Luzy, Nick’ (American character)	✓			
	‘Brad Pitt’ (American actor)	✓			
	‘Ronaldo’ (Brazilian character)			✓	
	‘Naree, Chai, Suda’ (Thai character)			✓	
	‘Lara’ (French character)			✓	
	‘Benz and Ken, Ann’ (Thai actress and actor)			✓	
Doraemon (Japanese cartoon)			✓		
Winnie the Pooh, Mickey Mouse	✓				

New Aha! English 5	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Thai book			✓	
	Big Ben Tower	✓			
	The Great Wall of China			✓	
	Eiffel Tower			✓	
	Schwedagon Pagoda			✓	
	Pyramid			✓	
	Illustration of Thai flag			✓	
	BBC (English news channel)	✓			
	Buckingham Palace	✓			
	Tower Bridge	✓			
	Tokyo Disney Land			✓	
	‘Aksornwit School’			✓	
	England (country’s name)	✓			
	China (country’s name)			✓	
	France (country’s name)			✓	
	Myanmar (country’s name)			✓	
	Egypt (country’s name)			✓	
	NJ: New Jersey (a state of USA)	✓			
	Australia (country’s name)	✓			
	London (word related to England)	✓			
Japan (country’s name)			✓		
Switzerland (country’s name)			✓		
Persons	Image of Asian children				✓
	Image of Latin-American children				✓
	Image of African-American children				✓
	Image of Western children				✓
	‘Malee, Nida, Tada, Manop, Pimpaka, Burin, Waree’ (Thai character)			✓	
	Image of U.S. astronaut	✓			
	Image of an American singer	✓			
	‘Father Christmas’	✓			
	‘Harry Potter’ (a famous fictional character)	✓			
	‘Doraemon’ (Japanese cartoon)			✓	

New Aha! English 5	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Persons (cont.)	‘Mickey Mouse, Minnie Mouse’ (famous American characters)	✓			
New Aha! English 6	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Big Ben Tower	✓			
	Eiffel Tower			✓	
	Statue of Liberty	✓			
	Taj Mahal			✓	
	The Great Wall of China			✓	
	English money	✓			
	English food	✓			
	British Airways	✓			
	‘Fish and Chips’ (English food)	✓			
	Tower Bridge	✓			
	Buckingham Palace	✓			
	Tower of London	✓			
	Red buses (doubled-decker)	✓			
	Thai money			✓	
	Thai stamps			✓	
	Movie about Kung Fu (Chinese martial art)			✓	
	Harry Potter (English movie)	✓			
	Titanic (American movie)	✓			
	Wall E (American movie)	✓			
	The Thomas Crown Affairs (American movie)	✓			
	Ghost Ship (Australian and Canadian movie)	✓			
	Treasure Island (Scottish novel)	✓			
	Illustration of Thai flag			✓	
Indiana Jones (American novel)	✓				
Revolt on Alpha C	✓				
Down with Love (American movie)	✓				

New Aha! English 6	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Twilight (American movie)	✓			
	Clone wars (American movie)	✓			
	Ace Ventura (American movie)	✓			
	Star Wars (American film)	✓			
	Ban Ganesh (Indian film)			✓	
	Madagascar (American film)	✓			
	ความสุขของกะทิ (Thai movie)			✓	
	Toy Story (American film)	✓			
	Thames River	✓			
	England (country's name)	✓			
	France (country's name)			✓	
	America (country's name)	✓			
	India (country's name)		✓		
	China (country's name)			✓	
	London (word related to England)	✓			
	Oxford Street (word related to England)	✓			
	Germany (country's name)			✓	
	Manchester (word related to England)	✓			
	Australia (country's name)	✓			
	Cheetah				✓
	Greenland (country's name)			✓	
	The Sahara				✓
	Mount Everest			✓	
	The Nile				✓
	Phuket (word related to Thailand)			✓	
	Thailand (country's name)			✓	
	Thai (word related to Thailand)			✓	
	Paris (word related to France)			✓	
	French (word related to France)			✓	
	Japan (country's name)			✓	
Germany (country's name)			✓		

New Aha! English 6	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Practices	Bird Bird Concert			✓	
	‘Kon-Wang-Fom, Phuen-Sanit-Kit-Mai-Sue, Kon-Jai-Ngai’ Thai songs			✓	
Persons	Image of Asian children				✓
	Image of Latin-American children				✓
	Image of African-American children				✓
	Image of Western children				✓
	English people	✓			
	The Queen of U.K.	✓			
	Diana, Jack, James (English character)	✓			
	Manchester United (football team)	✓			
	Siriporn, Montri, Ladda, Somsri, Pongsak, Narong, Nareerat, Udom, Amorn, Thongchai, Malee (Thai characters)			✓	
	Chang Lee (Chinese character)			✓	
	Illustration of Chinese family			✓	
	Illustration of English family	✓			
	Garfield (famous American cartoon)	✓			
	Doraemon (famous Japanese cartoon)			✓	
	Jackie Chan (Hong Kong’s actor)		✓		
	Robert Louis Stevenson (Scottish author)	✓			
	Jim Hawkins, Long John Silver (Stevenson’s fictional characters)	✓			
	Ultraman (Japanese fictional character)			✓	
Pang-Pond (Thai fictional character)			✓		
Nemo (American fictional character)	✓				
Tigger (American fictional character)	✓				

New Aha! English 6	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Persons (cont.)	Brian Keene (American author)	✓			
	Jim Carrey (Canadian-American actor)	✓			
	Rattapoom Tokongsap (Thai actor)			✓	
	Angelina Jolie (American actress)	✓			
	Sukrit Wisetkaew, R Anattapol, Saranyu Winaipanit (Thai singer)			✓	

APPENDIX E
CULTURAL DIVERSITY AMONG INNER, OUTER, AND
EXPANDING CIRCLES OF ENGLISH IN NEW EXPRESS
ENGLISH TITLE

New Express English 1 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Thai cooking oil			✓	
	Thai map			✓	
	Thailand			✓	
Practices	‘We give food to the monk on New Year’s Day’ (Thai way to celebrate)			✓	
Persons	Malee, Somsak (Thai characters)			✓	
	King Bhumibol			✓	
	Queen Sirikit			✓	
	Thai people			✓	
New Express English 2 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Thai flag			✓	
Persons	King Bhumibol and his family			✓	
New Express English 3 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Illustration of Japanese flag			✓	
	Illustration of Singaporean flag		✓		
	Illustration of Chinese flag			✓	
	Illustration of English flag	✓			
	Illustration of Korean flag			✓	
	Hanbok (traditional costume)			✓	

New Express English 3 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Illustration of Chinese traditional costume			✓	
	Singaporean traditional costume		✓		
	Illustration of American costume	✓			
	Illustration of Thai costume			✓	
	Tomyum (Thai food)			✓	
	Illustration of Thai temple			✓	
	Illustration of Thai flag			✓	
	Japan			✓	
	China			✓	
	USA	✓			
	Thailand			✓	
	England	✓			
	Singapore		✓		
	Australia	✓			
	New York (word related to America)	✓			
	London (word related to England)	✓			
	Bangkok (word related to Thailand)			✓	
	Tokyo (word related to Japan)			✓	
	France			✓	
	Rama Hospital			✓	
Ratchavithi Rd., Rama VI Rd.			✓		
Practices	Japanese table manner of drinking tea			✓	
	‘ในหลวง’ a term to call Thai king with love and respect			✓	
Persons	Illustration of a child in Thai traditional costume			✓	
	Illustration of a child in Chinese traditional costume			✓	
	Illustration of a child in English traditional costume	✓			

New Express English 3 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Persons (cont.)	Illustration of a child in Hanbok (Korean traditional costume)			✓	
	Illustration of a child in cowboy costume	✓			
	Illustration of a child in Kimono (Japanese traditional costume)			✓	
	Miko, Seki (Japanese character)			✓	
	Lee (Chinese character)			✓	
	Peter, Ben (American character)	✓			
	Mali, Suchat, Manee, Boonma, Aree, Danai, Winai, Naree (Thai character)			✓	
	James, Emma (English character)	✓			
	Lin, Linda, Ong (Singaporean character)		✓		
	Kim (Korean character)			✓	
	Susan (Australian character)	✓			
King Bhumibol (the current King of Thailand)			✓		
New Express English 4 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Ghost festival in Thailand (Hae Pee Ta Khon)			✓	
	Thai flag			✓	
	Tom Yum Kung (Thai food)			✓	
	Boat noodles (Thai food)			✓	
	England	✓			
	Thailand			✓	
	Japan			✓	
	United States	✓			
Australia	✓				

New Express English 4 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Loei province (word related to Thailand)			✓	
	Ratchaburi (word related to Thailand)			✓	
	Baht (Thai currency)			✓	
Practices	‘ในหลวง’ (term to call Thai King with love and respect)			✓	
	‘People wear masks and dance in the street’ (the way Thai people celebrate Hae Pee Ta Khon festival)			✓	
Perspectives	Picture of Thai floating market			✓	
Persons	King Bhumibol			✓	
	Thai farmers			✓	
New Express English 5 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Illustration of Thai temple			✓	
	Baht (Thai currency)			✓	
	Illustration of Mount. Fuji			✓	
	Songkran Day			✓	
	Din-sor-pong			✓	
	Illustration of people making sand pagodas on Songkran Day			✓	
	Krathong			✓	
	Statue of Liberty	✓			
	Gondola (Italian boat)			✓	
	Italian stamp			✓	
	Tower of London	✓			
	The Crown Jewels	✓			
	London Eye	✓			
	Euro Star (European train)				✓
	Eiffel Tower			✓	
Merlion (symbol of Singapore)		✓			

New Express English 5 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Subway (English underground)	✓			
	Big Ben	✓			
	Pyramids			✓	
	The Great Wall of China			✓	
	Wat Phra Sri Rattana Satsadaram			✓	
	Wat Arunratchawararam Ratchaworahavihara			✓	
	Wat Chaiwattahanaram			✓	
	Wat Phrathat Doi Suthep			✓	
	Damnoen Saduak Floating Market			✓	
	Koh Phi Phi (Thailand's tourist place)			✓	
	Doi Inthanon (Thailand's tourist place)			✓	
	Hua Hin (Thailand's tourist place)			✓	
	Khao Yai (Thailand's tourist place)			✓	
	Lourve Museum			✓	
	The painting of Mona Lisa			✓	
	Illustration of France's map			✓	
	Jurong Bird Park (Singapore's tourist place)			✓	
	Sentosa (Singapore's tourist place)			✓	
	Night Safari (Singapore's tourist place)			✓	
	Cheetah				✓
	Japan			✓	
	San Antonio, TX	✓			
	Bangkok (word related to Thailand)			✓	
	Khao San Rd., Phaya Thai Rd.			✓	
	Chulalongkorn Memorial Day			✓	
	USA	✓			

New Express English 5 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	New York (word related to America)	✓			
	Thailand			✓	
	Venice (word related to Italy)			✓	
	Italy			✓	
	Pattaya (word related to Thailand)			✓	
	Boston (word related to America)	✓			
	London (word related to England)	✓			
	Paris (word related to France)			✓	
	Rome (word related to Italy)			✓	
	Sydney, Perth (word related to Australia)	✓			
	Athens (word related to Greece)			✓	
	Cairo (word related to Egypt)			✓	
	China			✓	
	Singapore			✓	
	Krabi (word related to Thailand)			✓	
	Koh Phuket (Thailand's tourist place)			✓	
	Phuket (word related to Thailand)			✓	
	Ayutthaya (word related to Thailand)			✓	
	Pae Mueang Phi Forest Park (Thailand's tourist place)			✓	
	Phrae (word related to Thailand)			✓	
	Phu Kradueng National Park (Thailand's tourist place)			✓	
	Loei (word related to Thailand)			✓	
	Chiang Mai (word related to Thailand)			✓	
	Chao Phraya River			✓	
	French (word related to France)			✓	

New Express English 5 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Practices	‘...we gave food to the monks and then we put the scented water on the Buddha image to pa respect to Lord Buddha. We let birds fly away...’			✓	
	‘We carried sand from the river to the temple to make pagodas.’			✓	
	‘...visited older relatives to pay respect to them and ask for their blessing...’			✓	
	‘...put some wet soft powder on each other’				
	‘...celebrate Mother’s Day...In the USA...they give Mother’s Day card, flowers and take their mothers out for a meal’	✓			
	‘...In Thailand Mother’s Day...doing nice deeds...’			✓	
	‘Give jasmine to our mothers’			✓	
	‘Have fun and splash water on each other’			✓	
	‘Float a Krathong in the river’			✓	
	Illustration of American people eating together on Thanksgiving Day	✓			
Persons	Thai people			✓	
	King Bhumibol			✓	
	Suriya (Thai character)			✓	
	Lisa (American character)	✓			
	Queen Sirikit			✓	
	Madame Tussauds	✓			
	Chinese			✓	
	Malaysian		✓		
	Indain		✓		
	Wanna (Thai character)			✓	
	Lucy (French character)			✓	

New Express English 6 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products	Thai Children's Day			✓	
	Wien Tien ceremony (religious ceremony)			✓	
	Visakha Bucha Day			✓	
	Makha Bucha Day			✓	
	Buddhist Lents (Buddhist activity)			✓	
	Asalnha Bucha Day			✓	
	Songkran Day			✓	
	Marble Temple (Thailand's famous temple)			✓	
	Wat Arun (Temple of Dawn)			✓	
	Temple of the Golden Mount			✓	
	Temple of the Emerald Buddha			✓	
	Thai flag			✓	
	Picture of Thai style house			✓	
	Thai dolls				
	Pakklong Talad (Thailand's biggest flower market)			✓	
	Khao-San Road			✓	
	Khoa Yai National Pak			✓	
	Hua Hin			✓	
	Doi Inthanon			✓	
	Kaeng Krachan			✓	
	Tom yum kung			✓	
	Tom yum pla			✓	
	Chinese food			✓	
	Chinese cake			✓	
	Chinese New Year			✓	
	Chinese clothes			✓	
	Chinese porcelain bracelet			✓	
	Chinese lion dance			✓	
	Chinese firecrackers			✓	
	Siem-See (fortune sticks)			✓	
	Chinese noodles			✓	
	Chinese lion doll			✓	
Moon cakes			✓		

New Express English 6 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Products (cont.)	Japanese dolls			✓	
	Indian dolls		✓	✓	
	Dutch dolls			✓	
	Hungarian dolls			✓	
	Vietnamese food			✓	
	USA	✓			
	Mississippi (word related to USA)	✓			
	Thailand			✓	
	Thai (word related to Thailand)			✓	
	Nakornrachasima			✓	
	Nok Tee Thong (coppersmith barbet)			✓	
	Nok Kraten (kingfisher)			✓	
	Nakhonnayok			✓	
	Bangkok			✓	
	Tambol Wakor, Prachuap Khiri Khan			✓	
	Chinese restaurant			✓	
	Japan			✓	
	Japanese restaurant			✓	
	India			✓	
	Sakaya kingdom			✓	
	Lumbini forest			✓	
	Nerunchara River			✓	
	Nepal			✓	
	Paris (word related to France)			✓	
	England	✓			
	Spain			✓	
	Holland			✓	
	Korea			✓	
Italy			✓		
Pisa (word related to Italy)			✓		
Florence (word related to Italy)			✓		
Practices	‘give alms to the monk’ (Visakha Bucha Day)			✓	

New Express English 6 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Practices (cont.)	‘go to the temple to listen to the sermons’ (Makha Bucha Day)			✓	
	‘give big candles to the monks’ (Buddhist Lents)			✓	
	‘go to the Wien Tien ceremony at the temple’			✓	
	‘we splashed water on each other’ (Songkran Day)			✓	
	‘Plai Fon Ton Naow’			✓	
	Ang Pao (red envelop as Chinese New Year gift)			✓	
	‘Before the Chinese New Year, Chinese people usually buy special food for their families.’			✓	
	‘They also buy new clothes to wear on this day’ (Chinese New Year)			✓	
	‘...clean the house, throw out old things and decorate their houses’ (Chinese New Year)			✓	
	‘On the Chinese New year’s Eve, relatives return to their homes and they prepare large meals for them.’			✓	
	‘In the morning people light firecrackers’ (Chinese New Year)			✓	
	‘They have a special breakfast.’ (Chinese New Year)			✓	
	‘They go to the Chinese temples to pray or “Wai Jao”’			✓	
	‘burn incense sticks’ (Chinese New Year)			✓	
	‘shake the Siem-See’ (Chinese New Year)			✓	
‘donate money to the temples’ (Chinese New Year)			✓		

New Express English 6 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Practices (cont.)	‘Chicken...must be served with the head, the tail, and the feet.’			✓	
	‘Chinese noodles...must be served at the dinner table. They must be uncut and each noodle kept as long as possible.’			✓	
	Chinese banquets			✓	
	‘Gifts for Chinese New Year should be anything in red, gold, or bright colors’			✓	
	Chakri Dynasty of Thailand			✓	
Perspectives	‘light firecrackers...to scare away evil spirits.’ (Chinese New Year)			✓	
	‘Chicken...it shows togetherness and keep the family strong’ (Chinese New Year)			✓	
	‘Chinese noodles...shows the long life of the person who eats them.’			✓	
	‘Spring rolls represent money.’			✓	
Persons	Theodore Roosevelt (US president)	✓			
	Morris Michton (American toy maker)	✓			
	Thomas Edison	✓			
	King Rama V (a king of Thailand)			✓	
	King Rama II (a king of Thailand)			✓	
	King Bhumibol			✓	
	King Phra Chom Klao or King Rama V			✓	
	Father of Thai Science			✓	
	Thai people			✓	

New Express English 6 Activity Book	Details	Inner Circle	Outer Circle	Expanding Circle	Unidentified
Persons (cont.)	Pimpa, Mook, Pong, Somsri, Aunt Malee, Pook, Aunt Suda, Tada, Sombat (Thai characters)			✓	
	Chinese people			✓	
	Kim (Chinese character)			✓	
	Lin (Chinese character)			✓	
	Suddthothana (a king of India)		✓		
	Prince Siddhatha		✓		
	Queen Siri Mahamaya		✓		
	Princess Yasodhara		✓		
	Rahul		✓		
	Sareebutra		✓		
	Buddha Gaya		✓		
	Kusinara		✓		
	Prasri Maha Bodhi		✓		
	Harry Potter (famous English fiction)	✓			
	Yuri Gagarin (Russian astronaut)			✓	
	Russian dog, Laika			✓	
Galileo Galilei (famous Italian scientist)			✓		

APPENDIX F

FREQUENCY OF CULTURAL ASPECTS AND REPRESENTATIONS IN PROJECTS: PLAY & LEARN TITLE

Projects: Play&Learn Student's Book 1	Detail	Products	Practices	Perspectives	Persons	Total
	Thailand	-	-	-	98	98
Sum		-	-	-	98	98
Projects: Play&Learn Student's Book 2	Detail	Products	Practices	Perspectives	Persons	Total
	Thailand	4	3	-	42	49
Sum		4	3	-	42	49
Projects: Play&Learn Student's Book 3	Detail	Products	Practices	Perspectives	Persons	Total
	Thailand	7	5	-	53	65
Sum		7	5	-	53	65
Projects: Play&Learn Student's Book 4	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	58	22	-	61	141
	China	14	5	-	12	31
	Vietnam	8	-	1	10	19
	England	11	1	-	9	21
	Japan	5	-	-	-	5
	Korea	3	-	-	1	4
Sum		99	28	1	93	221
Projects: Play&Learn Student's Book 5	Detail	Products	Practices	Perspectives	Persons	Total
	Thailand	60	8	2	111	181
	Japan	21	-	2	1	24
	China	7	-	-	-	7
	USA	8	-	-	-	8
	Singapore	7	-	-	-	7
Malaysia	4	-	-	-	4	

Projects: Play&Learn Student's Book 5 (cont.)	Detail	Products	Practices	Perspectives	Persons	Total
	Myanmar	9	-	-	-	9
	France	2	-	-	-	2
	Hong Kong	1	-	-	-	1
	New Zealand	7	-	-	-	7
	England	1	-	-	-	1
	Italy	1	-	-	-	1
	Other countries	24	9	1	1	35
	Sum	152	17	5	113	287
Projects: Play&Learn Student's Book 6	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	76	1	-	31	108
	USA	2	-	-	14	16
	Turkey	2	-	-	2	4
	England	1	-	-	2	3
	Netherland	1	-	-	2	3
	Germany	1	-	-	2	3
	Iraq	1	-	-	1	2
	Italy	2	-	-	-	2
	India	2	-	-	7	9
	Egypt	1	-	-	-	1
	Other countries	3	-	-	-	3
Sum	92	1	-	61	154	
Total frequency	354	54	6	460	874	

APPENDIX G
FREQUENCY OF CULTURAL ASPECTS AND
REPRESENTATIONS IN NEW SAY HELLO TITLE

New Say Hello 1	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	-	-	-	5	5
	USA	1	-	-	-	1
Sum		1	-	-	5	6
New Say Hello 2	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	6	-	-	19	25
	England	1	-	-	-	1
Sum		7	-	-	19	26
New Say Hello 3	Details	Products	Practices	Perspectives	Persons	Total
	England	-	2	-	-	2
	Thailand	51	1	-	25	77
	Japan	9	-	-	3	12
	China	2	-	-	1	3
	USA	2	-	-	1	3
	Other countries	24	-	-	-	24
Sum		88	3	-	30	121
New Say Hello 4	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	51	2	1	19	73
	England	-	1	-	-	1
	USA	2	-	-	-	2
	China	1	-	-	-	1
Sum		54	3	1	19	77
New Say Hello 5	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	148	43	5	95	291
	Japan	2	-	-	4	6
	Vietnam	4	-	-	1	5
China	1	2	1	-	4	

New Say Hello 5 (cont.)	Details	Products	Practices	Perspectives	Persons	Total
	USA	6	5	1	1	13
	Australia	5	-	-	3	8
	India	1	-	-	1	2
	Kenya	1	-	-	-	1
	Cambodia	4	-	-	-	4
	Laos	4	-	-	1	5
	Myanmar	4	-	-	-	4
	Malaysia	4	-	-	-	4
	Brunei	3	-	-	-	3
	Singapore	4	-	-	-	4
	Indonesia	4	-	-	-	4
	The Philippines	5	2	1	-	8
	England	4	1	1	-	6
	Other countries	19	1	3	3	26
Sum	223	54	12	109	398	
New Say Hello 6	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	89	50	3	112	254
	China	11	-	-	1	12
	Japan	-	-	-	3	3
	France	4	-	-	-	4
	England	10	-	1	15	26
	USA	33	-	1	23	57
	Germany	-	-	-	3	3
	Australia	18	-	-	2	20
	India	4	-	-	-	4
	Indonesia	20	-	-	2	22
	Cambodia	21	-	-	-	21
	Myanmar	22	-	-	2	24
	Laos	22	-	-	6	28
	Vietnam	22	-	-	9	31
	Brunei	17	-	-	-	17
	Malaysia	22	-	-	6	28
	Singapore	34	-	-	7	41
	The Philippines	26	-	-	8	34
	Russia	2	-	-	-	2
Other countries	51	-	2	4	57	
Sum	428	50	7	203	688	
Total frequency	801	110	20	385	1,316	

APPENDIX H
FREQUENCY OF CULTURAL ASPECTS AND
REPRESENTATIONS IN NEW AHA ENGLISH TITLE

New Aha English 1	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	8	14	-	2	24
	USA	-	1	-	-	1
Sum		8	15	-	2	25
New Aha English 2	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	12	2	-	3	17
	India	-	-	-	2	2
	China	-	-	-	2	2
	USA	1	1	-	5	7
	Japan	-	-	-	1	1
Sum		13	3	-	13	29
New Aha English 3	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	28	-	-	27	55
	China	5	-	-	4	9
	India	1	-	-	2	3
	USA	3	-	-	1	4
Sum		37	-	-	34	71
New Aha English 4	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	50	1	-	19	70
	England	6	-	-	13	19
	USA	9	-	-	12	21
	Korea	1	-	-	2	3
	Germany	18	-	-	70	88
	Spain	1	-	-	2	3
	Egypt	2	-	-	-	2
	France	8	-	-	3	11
	China	4	-	-	2	6
	India	3	-	-	-	3
Brazil	2	-	-	3	5	

New Aha English 4 (cont.)	Details	Products	Practices	Perspectives	Persons	Total
	Japan	-	-	-	3	3
Sum	104	1	-	129	234	
New Aha English 5	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	5	-	-	15	20
	USA	3	-	-	5	8
	England	8	-	-	3	11
	China	2	-	-	-	2
	France	3	-	-	-	3
	Myanmar	2	-	-	-	2
	Egypt	2	-	-	-	2
	Australia	2	-	-	-	2
	Japan	3	-	-	4	7
	Switzerland	1	-	-	-	1
Sum	31	-	-	27	58	
New Aha English 6	Details	Products	Practices	Perspectives	Persons	Total
	England	52	-	-	9	61
	France	9	-	-	-	9
	USA	27	-	-	6	33
	India	4	-	-	-	4
	China	4	-	-	3	7
	Thailand	16	4	-	22	42
	Germany	2	-	-	-	2
	Australia	8	-	-	-	8
	Japan	6	-	-	2	8
	Canada	4	-	-	-	4
	Hong Kong	-	-	-	1	1
	Scotland	7	-	-	-	7
Other countries	10	-	-	-	10	
Sum	149	4	-	43	196	
Total frequency	342	23	-	248	613	

APPENDIX I
FREQUENCY OF CULTURAL ASPECTS AND
REPRESENTATIONS IN NEW EXPRESS ENGLISH TITLE

New Express English 1 Activity Book	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	4	-	1	18	23
Sum		4	-	1	18	23
New Express English 2 Activity Book	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	1	-	-	9	10
Sum		1	-	-	9	10
New Express English 3 Activity Book	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	23	1	-	26	50
	China	11	-	-	13	24
	England	9	-	-	8	17
	Korea	11	-	-	9	20
	USA	8	-	-	10	18
	Japan	16	1	-	20	37
	Singapore	12	-	-	7	19
	Australia	5	-	-	6	11
France	1	-	-	-	1	
Sum		96	2	-	99	197
New Express English 4 Activity Book	Details	Products	Practices	Perspectives	Persons	Total
	England	2	-	-	-	2
	Thailand	86	4	2	9	101
	Japan	1	-	-	-	1
	USA	6	-	-	-	6
Australia	4	-	-	-	4	
Sum		99	4	2	9	114

New Express English 5 Activity Book	Details	Products	Practices	Perspectives	Persons	Total
	Thailand	72	18	1	18	109
	USA	15	6	-	1	22
New Express English 5 Activity Book (cont.)	Details	Products	Practices	Perspectives	Persons	Total
	Japan	2	-	-	-	2
	Italy	10	-	-	-	10
	England	27	-	-	1	28
	France	22	-	-	2	24
	Australia	2	-	-	-	2
	Greece	1	-	-	-	1
	Egypt	4	-	-	-	4
	Singapore	22	-	-	-	22
	China	3	-	-	1	4
	Malaysia	-	-	-	1	1
	India	-	-	-	1	1
Germany	1	-	-	-	1	
Sum		181	24	1	25	231
New Express English 6 Activity Book	Details	Products	Practices	Perspectives	Persons	Total
	USA	4	-	-	4	8
	Thailand	55	3	-	46	104
	China	47	37	5	42	131
	Japan	4	-	-	-	4
	India	9	-	-	13	22
	Nepal	1	-	-	-	1
	France	1	-	-	-	1
	England	2	-	-	2	4
	Netherland	3	-	-	-	3
	Hungary	3	-	-	-	3
	Spain	1	-	-	-	1
	Korea	1	-	-	-	1
	Vietnam	1	-	-	-	1
	Russia	-	-	-	4	4
Italy	1	-	-	3	4	
Other countries	17	18	-	-	35	
Sum		150	58	5	114	327
Total frequency		531	88	9	274	902

BIOGRAPHY

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