

Ali Fuad Selvi and Bedrettin Yazan. 2021. *Language Teacher Education for Global Englishes: A Practical Resource Book*. London: Routledge. 316 pages. ISBN 9781003082712 (eBook). £28.79 (eBook), £104.00 (Hardback).

This book showcases theory and practical applications for teacher educators in diverse contexts by bringing a Global Englishes (GE) perspective to their pre- and in-service education courses. The Global Englishes paradigm has recently served as a favorable response to the complexities of identity, interaction, use, and instruction surrounding English. It is important to improve the knowledge base of teachers—their specific knowledge, skills, competencies, and commitment—to deal with the changing needs of English Language Teaching. The chapters in this book provide an accessible theoretical orientation to various aspects of the Global Englishes paradigm, from teaching materials to language assessment. Also, these chapters are complemented by a range of practical applications that foster teacher development. This book is recommended as a viable professional development resource for teacher educators looking for activities and resources to prepare teachers for various teaching contexts, realities, abilities, and constraints. Since “reflection” is a key concept throughout this book, we briefly explain each crucial section.

Part 1 (: 9-72) is entitled “The Global Spread of English and Global Englishes, Language Teaching Pedagogy”. This section consists of 10 chapters containing discussions of current issues: the increasing calls for pedagogical change and the discussion around the idealized domination of native speakers in ELT. Research in chapters 1.1-1.6 (: 11-49) in Global Englishes highlights the changing needs of English language learners and the irrelevance of “traditional” curricula for many students, including measures of proficiency and competence regarding outdated, fixed, monolithic, idealized norms of native speakers. At the heart of this discussion is the need for curricula to reflect the current usage of language and to promote a more flexible view of language that repositions the target audience, fosters language creativity, and learning institutions, recognizes that multilingualism is the norm, and ultimately liberates “native speakers” from the ideal “native speaker” norm. This can be realized among Language teachers through audio and video media to listen and speak together, both inside and outside the classroom, with an effort to cultivate students' awareness of the Global Englishes (GE) paradigm and enable them to reflect on their belief, and current normative practices in ELT pedagogy and their own beliefs and practices as users and potential teachers of English (Dellar and Walkley 2012).

Chapter 1.7-1.9 (: 55-66) discusses the formative assessment activities in a teacher education course called “English in the Pacific.” By using the Moodle-based discussion forums, forums are

designed to promote reflection on five main themes: first, English is not linguistically superior to any other language; second, it is neither pure nor unchanging; third, it acquired power and prestige through phenomena such as colonialism and globalization; fourth, “Standard English” is an important (albeit disputed) notion and learners do need access to whichever variety brings prestige; and fifth, while there is no single “Standard English,” this does not mean that anything should be. Reflection from the field suggests that the activity allows teachers to reflect on their prior beliefs and insecurities about the nature of English while reviewing their classmates’ reflections. This activity is perfect for the Outer Circle context and easily adapted to the Expanding Circle context.

Furthermore, chapter 1.10 (: 67-72) explains the concerns of implementing innovative Global English-oriented pedagogical actions in teacher education programs, the authors introduce an activity that involves discussion with teacher educators about evaluating teacher attitudes. This activity uses the Global Englishes Orientation Questionnaire (GEO-Q), recently developed by the author, concerning the Global Englishes Language Teaching (GELT) model, as an example of an evaluation tool. This activity helps teacher educators to feel more confident and better prepared to complete Global English-conscious teacher education, providing opportunities to become teacher-researchers. Thus, this activity can be carried out in conjunction with several other Global English awareness-raising activities. This activity can be utilized not only with teacher educators but also with teacher candidates and practicing teachers.

Part 2 (: 73-132) is entitled “Language Teaching Methods and Instructional Materials in Global Englishes”. This part has 9 chapters focusing on speakers of English as a Second and Foreign Language (ESL/EFL). Chapter 2.1-2.4 (: 75-99) shows heterogeneity in educational background and purpose of using English. As part of a teacher’s formal education, they also receive English teaching materials that exhibit diversity. Textbooks published by global and/or local publishers can show variation in many aspects. Afterward, they share a practical assignment integrating Global Englishes into a pre-service EFL teacher education course to acquaint senior teachers with published materials used worldwide to teach any English in the teacher’s local context. In this assignment, a group of prospective teachers was given the task to analyze the language, topics, cultural aspects, and methodologies in English textbooks for teaching English in various parts of the world. This task aims to increase teacher-student awareness of material from different countries and cultures, develop their understanding of the differences between Anglo-American and local textbooks, and encourage reflection on these experiences.

Meanwhile, chapters 2.5-2.9 (: 100-132) offer educators several teaching activities on the theme “World English in the Oxford English Dictionary (OED)”. These activities show teachers how to

effectively engage with OED World English content in their teaching practice. The proposed teaching activity aims to increase awareness and understanding of the plurality of the English language. This activity includes some overviews of the function of the OED, such as exploring the etymology of English words derived from other languages and new and old entries from Asian and European languages, along with the pronunciation of these words. Through this activity, English educators will gain awareness of how English words of Asian origin were borrowed or created, how they developed, their usage, and their significance in the particular historical and cultural experiences of the people who use them. The authors hope to provide meaningful opportunities for English language teaching (ELT) educators to recognize the plurality of the English language and to accept emerging global diversity as valid as traditionally recognized diversity.

Part 3 (: 133-196) consists of 8 chapters (chapters 3.1-3.8: 135-196), the problem described is about “Transculturality and Identity in Global Englishes.” The concepts of culture and cultural differences have been discussed in the field of language education. They echo scientific work on intercultural communication, which has laid the conceptual foundation of culture in general. Topics and approaches related to culture in language teaching include

1. teaching culture as content,
2. cultural awareness in teaching,
3. cultural representation in teaching materials,
4. critical approaches to teaching culture, and
5. issues of cultural identity.

Consistent with the recent shift from fixed and normative conceptualizations of English to an emphasis on linguistic fluidity, plurality, and hybridity, as seen in Global Englishes, understanding of culture has shifted away from an essentialist view focusing on national culture and White Anglo images to a more pluralistic conceptualization embracing multiplicity and fluidity.

Therefore, language, as a reflection of cultural norms, can sometimes cause communication problems when people speak in L2 but think in their L1. This can be illustrated by the word guru ‘teacher,’ which holds a respectful form of address in a vertical society, but it may sound impersonal in more horizontal cultures. Thus, the focus here is on the intersection of the native language and culture of EFL students, as expressed in their English. Students describe the implications in their society where students and teachers are “placed” on a social scale. The teacher then raises the students’ cultural knowledge about how teachers are addressed in their home country. Students can then explain the reasons behind these greeting terms, and the teacher can present the same explanation from their own

country. After conducting cultural and linguistic discussions together, students and teachers can understand the implications of common words regarding how they are used in outside cultures. This exercise thus clearly illustrates the importance of pragmatic competence, and not just syntax, as a means of expressing language use that may require students to think in a foreign culture when they speak a foreign language.

Part 4 (: 197-236) consists of 6 chapters (chapters 4.1-4.6: 199-236), this part explains issues regarding “Language Assessment in Global Englishes.” Globalization which has intensified in the last few decades, has given rise to new communities of English learners/users, various contexts for learning English, and various functions of using English. This fundamental change poses a challenge for language assessment at Global Englishes. The fundamental problem with this approach, namely the adoption of varieties/norms of native speakers (primarily American and British English) as standards and benchmarks in their definitions of constructs of English proficiency (Hu 2018). The first approach, known as the “weak” approach (Hu 2012), is accommodative and focuses on modifying the delivery and scoring of native speakers’ English proficiency normed tests to make them fairer and more accessible to different English speakers. These modifications include:

1. checking the text in the English proficiency test for potential bias against speakers of other varieties of English;
2. avoiding or obscuring lexical or grammatical features that may be unfamiliar to non-native English users;
3. using expert foreign English speakers as interlocutors in speaking tests to improve their ability to adapt their speech in a way that is familiar to Global English speakers;
4. involving foreign speakers as evaluators and training them only to punish mistakes that interfere with communication; and
5. engaging non-native English speakers in a standard setting exercise to set boundaries that will allow competent non-native English users to pass exams (Elder and Davies 2006). The other alternative, referred to as the “strong” approach, is more radical and “revolves” around the notion that the Outer- and Expanding Circle varieties of English are independent of the Inner Circle varieties but are linguistically valid.

Part 5 (: 237-264) consists of 3 chapters (5.1-5.3: 239-264), this part describes “Curriculum Development in Global Englishes.” One of the main influential factors driving new curricular possibilities is the nature of the language (Richards 2013). The dynamic and extraordinarily complex nature of English, observed from the current “messy” sociolinguistic reality of English, has prompted applied linguists to

challenge the assumptions that support ELT and urged language educators to orient their curricula towards the Global Englishes (GE) paradigm. Because such a curriculum remains abstract, it aims to critically review some key fundamental questions guiding curriculum development—purpose, content, and assessment practices—with the GE paradigm in mind. The following elaborations are two aspects of curriculum content that teachers/teacher educators might want to consider: First, nowhere in the GE-related literature do scholars of the pluralist paradigm ever claim that American/British English and its cultural values should be excluded from curriculum content. If summarized by an ecological lens, students' surroundings require them to learn the English language and culture mentioned above, then this diversity and values must be incorporated into the curriculum content. It does not matter which learning model is dominant—be it the local variety or established—and whose cultural values are included as long as

1. The decision to include them is wise and made after thorough consideration and exploration of what is relevant in the sociocultural context direct students.
2. When delivering curriculum content, the teacher shows awareness of the protean nature of language; and the dangers of approaching language and culture from an essentialist point of view. Teachers should be encouraged not to “ignore students’ need to be prepared for encounters of other varieties” (Matsuda and Friedrich 2011: 337).

Second, the volume edited by Fang and Widodo (2019) has suggested the need to go beyond a prescribed curriculum to raise learners’ awareness of GE. While this suggestion is valid, teachers who know GE must also be aware of the “top-down” nature of language curriculum design in some teaching contexts where teachers do not have much control over curriculum content. It is not surprising that teachers from such contexts are skeptical of the idea of going beyond a prescribed curriculum.

Part 6 “Conclusions” (: 265-273) reiterates that in this book scholars discuss the GE and GELT framework, which includes scientific trends such as multilingualism, and multicompetence. Most of the chapters in this book follow the three-phase pedagogical model developed by Bayyurt and Sifakis: Exposure, Critical Awareness, and Action Planning. This structure unifies the chapters and helps teacher trainers decide whether they want to use it in their courses.

This book could significantly contribute to rethinking English teacher education in the years to come. The volume thus provides a long overdue “tipping point” to influence ELT practitioners around the world to understand and incorporate theoretical contributions from the last 35 years in the pluralistic fields of World English, English as an International Language, and English as a Lingua Franca—all united in under the umbrella term “Global Englishes.”

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