

## Book Review

### **Global Englishes for language teaching**

**Author:** Rose, H. & Galloway, N.

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More than 10 years ago, Graddol (2006) predicted that the English language was secondary to Chinese in terms of its users and usage. Although the Chinese language is continuously gaining popularity, English remains the global tool of communication, and is still a core subject of study in Thai education.

*Global Englishes for Language Teaching* by Heath Rose and Nicola Galloway (2019) comes at a time when scholars, educators, and English language teachers, especially in Thailand, have been debating what the English language is and what it is like. What is good English? What is bad English? How good is good? How bad is bad? (See Peterson (2020) for more details about good versus bad English.) Should we rely on native speakers as the norm and teach it as a subject in class? Or should we promote the use of English in a wider context beyond the classroom and consider it as a tool for communication? Is there any state-of the art teaching framework for English teachers?

This book has two main parts:- Part 1 Introducing Global Englishes for Language Teaching and Part 2 Researching Global Englishes for Language Teaching.

Part 1 comprises four chapters. The first chapter, *Global Englishes Language Teaching*, gives definitions of key terms such as Global Englishes, English as a Lingua Franca, English as an International Language, and Native Speakerism versus Native Speaker. Then, the authors point out how Global Englishes can be applied to practice by presenting the 2018 Global Englishes Language Teaching (GELT) Framework, where traditional ELT and GELT are compared. The authors also include the old version of the GELT framework, which was created in 2011. Such revision reflects the existence and vitality of Global Englishes.

The second chapter, *The TESOL Curriculum and GELT*, stimulates thought about what we have in the TESOL Curriculum and what the reality is. The authors help us to see the connection between curriculum elements and GELT perspectives. Needs analysis is also included in this chapter. Then, a multilayered content-based and skills-based syllabus integrated with GELT is presented. The syllabus gives us a better understanding of how EAP skills (e.g. presentation) can be linked to Global Englishes topics (e.g. varieties of English). The authors also reviewed teaching methods from the early to mid-20<sup>th</sup> century. They wrote this chapter by using an inductive method and at the end it is realized that it is time to change TESOL curricula by taking GELT into consideration.

The third chapter, *Second Language Learning Theory and GELT*, walks us through major events of SLA where previous research seemed to rely on a monolingual native speaker. The chapter argues that multilingual societies and the needs of learners to communicate effectively should also be explored. The authors (p.61) cited Jenkins (2006, p.137) who confirms that

“mainstream SLA research can no longer afford to ignore the massive growth in the use of English as a Lingua Franca (ELF).” The argument is clear, as the authors end the chapter by concluding that the field of SLA has a monolingual bias.

The fourth chapter, *Curriculum Innovation and GELT*, suggests how we can change the curriculum by blending the concepts of GELT in an innovative manner. The three main sections in this chapter are the Innovation Process, Factors Influencing the Innovative Process, and Compatibility. Curriculum innovation in relation to GELT is not easy and it cannot be done with only one or two stakeholders like teachers and students. All stakeholders are actually needed in the innovation process, including administrators (e.g. program managers, school leaders), educators, and researchers. This chapter ends with a call for more research based on GELT issues.

The second part of the book, *Researching Global Englishes for Language Teaching*, is more interesting because the authors recommend research topics for GELT in relation to teaching materials, teacher education, and English Medium Instruction.

The fifth chapter, *Research Implication for GELT*, serves as an overview of the second part of the book. Readers will get essential ideas as to how GELT can be employed as a research framework. The authors successfully detail this by introducing a framework for GELT research together with GELT research methodologies, including action research, quasi-experiments, document research, ethnographic field research, surveys, and alternative methodologies. This chapter also offers research topics like ELT teaching material research, learner and teacher attitudes towards global Englishes, students’ specific needs in a global world, and global Englishes in teacher education.

The sixth chapter, *Global Englishes and Language Teaching Materials*, offers methods of textbook evaluation and analysis by using GELT as a framework. The authors give textbook samples, such as *New Headway* and *English Unlimited*, and did an evaluation and analysis. These textbooks are also used in schools and universities, so readers will not only understand how to evaluate and analyze the textbooks, they will also see whether or not these textbooks are appropriate to use with students as far as global Englishes are concerned.

The seventh chapter, *Global Englishes and Teacher Education*, challenges readers to reconsider the way we design teacher education programs. The highlight is the research study conducted by one of the authors with pre- and in-service TESOL practitioners taking a Global English for Language Teaching course on a one-year Master’s in a TESOL program in a UK university. The research study aimed to explore (1) attitudes towards the GELT course and its connection to their teaching practices, (2) attitudes towards the proposals and barriers for GELT in the literature, and (3) the extent to which the GELT course influenced their attitudes. The authors concluded that although the subjects demonstrated positive attitudes towards GELT, their concerns when incorporating this perspective at the practical level were observed.

The eight chapter, *Global Englishes and English Medium Instruction*, provides clear meanings of the terms and concepts of ‘English’, ‘Global Englishes’, ‘English Medium Instruction’, and ‘English in English Medium Instruction’. Again, the authors successfully assist the readers in better understanding this chapter by reporting evidence-based data collected in China and Japan in a study led by the second author. The authors not only elucidate the concepts of global Englishes and English Medium Instruction, but also demonstrate how research in this area can be done. The authors ended this chapter with future research topics which I consider the most practical and useful points for researchers who are interested in Global Englishes and related issues.

One thing that the authors should have included and discussed substantially is how to assess Global Englishes and what test tasks are like. Jenkins (2017) offered fundamental concepts to the developments in thinking about assessing ELF. Also, in the recent Colloquia headed by Harding and McNamara (2019), assessing lingua franca competence was discussed. Assessing ELF and/or lingua franca competence may be applicable to that of Global Englishes. To sum up, this book is reader-friendly and based on the authors' first-hand experiences in teaching "English" to non-native speakers; that is, Japanese students in rural areas in Japan. It fascinates me that the authors admitted that they came from *non-standard English speaking communities* (emphasis added, p. xvi). They, however, received privilege as *so-called native speakers* (emphasis added, p.xvi). After finishing this book, I realized that the notion of native versus non-native speakers of English is no longer the issue. In other words, it is a waste of time arguing about whether or not we, Thai teachers of English, should rely on a native-based norm or one specific standard. Peterson (2020) writes:

*"There are different standards for academic written texts than there are for written WhatsApp chat on a phone. There are different spoken standards for addressing Parliament or broadcasting television news than there are for chatting with friends over drinks" (p.xx).*

This book widens readers' perspectives of Global Englishes and how these can be applied and linked to practices in lieu of teaching -- teaching it to general students in a real-world situation and teaching it to students in a TESOL program. I recommend this book to teachers of English, graduate students, researchers, and policymakers.

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