



Book Review

Language Teacher Education for Global Englishes: A Practical Resource Book

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The globalization of English has sparked disputes about how to teach English and whether language teacher education should equip pre- and in-service teachers to teach English from a global Englishes (GE) viewpoint. When English is used as a global language, it is critical to recognize the importance of teacher education in ensuring that a global Englishes (GE)-informed curriculum and pedagogy is employed. Emerged from post-colonial perspectives, and the privileging of essentialized and idealized ways of knowing, doing and being (while marginalizing local forms of knowing, doing and being), the term, GE, is regarded as a paradigm that revisits the relationship between three earlier terms, World Englishes (WE), English as an international language (EIL), and English as a lingua franca (ELF) (Widodo et al., 2020). However, this term “GE” is not universally accepted. Key WE scholars have contended that GE scholarship misinterprets the nature and scope of Kachru’s work. They argue that Kachru (1985)’s Three Circles Model of World Englishes was intended to highlight the dynamic nature of emergent variation, and the legitimacy of pluricentricity. Without surprise, Sadeghpour & D’Angelo (2022) questions GE, whether it is a complementary or a competing paradigm.

Despite the controversy, as promoted by its supporters, GE, like WE, EIL, and ELF, is based on Kachru’s (1985) “three circles” model that classifies Englishes into three categories, namely the inner, outer, and expanding circles. The countries in the inner circle are those where English is traditionally the first language spoken by most of the population, such as the UK and the US. The outer circle countries are those where English is positioned as an official or institutional language and were, typically, postcolonial nations, such as Singapore and the Philippines. The expanding circle countries are those where English is generally used only as a foreign language, not as an official or an institutional language, such as China, Turkey, and Indonesia. In the last few years, the notion of GE has been used to criticize the emphasis on native-speakerism in English language education (e.g., Fang & Ren, 2018; Jindapitak et al., 2022; Widodo et al., 2020).

Language teacher education for Global Englishes: A practical resource book is timely to provide a comprehensive guide in showcasing both the theory and practical application for teacher educators in a variety of contexts to incorporate a GE perspective into their pre- and in-service teacher education courses. As a fitting tribute to the life and work of Farzad Sharifian, a prominent scholar and supporter of EIL, from which GE is also based upon,

the book integrates the theoretical foundations of GE with its pedagogical implications for teaching methods and materials, language identity, language assessment, and curriculum development. As stated by the editors, the book contributes to, at least, three aspects: as the continuous efforts to include a global Englishes perspective into teacher education, both theoretically and practically; as a comprehensive resource to support language teacher educators' activities within in- and pre-service teacher education settings; and as a collection of language teacher education activities reflecting a diverse range of viewpoints on various facets of the ELT industry.

The edited collection is composed of 31 practical chapters, an introduction, a foreword, and an in-memoriam chapter. The text is thematically divided into six parts. Excluding the last part containing a concluding remark, each part begins with a brief theoretical background by prominent GE scholars in five areas, namely the global spread of English and Global Englishes Language Teaching (GELT) pedagogy by Nicola Galloway and Heath Rose (Part 1), language teaching methods and instructional materials in Global Englishes by Yasemin Bayyurt and Ali Fuad Selvi (Part 2), Global Englishes and teaching culture by Ryuko Kubota (Part 3), language assessment in Global Englishes by Guangwei Hu (Part 4), and curriculum development in Global Englishes by Roby Marlina (Part 5).

In their theory chapter, Galloway and Rose addresses global trends and current issues in ELT, providing an elaboration on the agenda for action and change using the so-called Global Englishes Language Teaching (GELT). Bayyurt and Selvi's introductory chapter highlights strategies to include GELT viewpoints in teaching practices and materials, emphasizing readers of the fact that GELT "does not prescribe a specific method for ELT" (p. 77). In her chapter, Kubota provides an overview of pertinent approaches while advising practitioners to focus critically on social injustices based on factors such as race, gender, class, sexual orientation, and others rather than romanticizing cultural diversity on the surface. Speaking of the most important, but challenging area in GELT: assessment, in Part 4, Hu suggests redefining English competency by putting less emphasis on traditional linguistic components like grammatical accuracy and oral fluency. In the final part, Marlina revisits and underscores that GELT is not a method but rather a suggestion of macro-level concepts. The main concerns in curriculum design, as she addresses, are discussed in relation to standard ELT practices and GELT approaches.

Following these brief theoretical backgrounds, there are chapters that offer several classroom activities or tasks that teacher educators can employ as part of their work with pre-service and in-service English teachers from diverse contexts. The book also includes a foreword by Aya Matsuda and a conclusion by Jim D'Angelo, who considers the compilation of theoretical

and practical chapters in the field of English language teaching and makes a synthesis that they contribute to the praxization of a language teacher knowledge base for Global Englishes.

The chapters in the book serve as the underpinnings for critical, reflective, and transformative processes that promote growth and development within pre- and in-service education. They present practical and down-to-earth ideas that language teachers and language teacher educators can use in their classrooms, as well as new academic viewpoints on GE scholarship. In the introduction, the editors explain that the chapters in the book are arranged as such, following Sifakis and Bayyurt's (2018) tripartite model, namely exposure, critical awareness, and action plan. Exposure, here, is understood to promote teachers'/teacher learners' understanding in terms of multiplicity, complexity, hybridity, and fluidity of English(es) in a super diverse world. Critical awareness is viewed as creating opportunities for teachers and teacher-learners to use this understanding in assessing their teaching practices. Action plan, as the last element of the model, serves as planning, teaching, and reflecting upon the whole teaching-learning process in a contextually appropriate and sensitive manner. The scholars in the book draw upon "the Freirian notion of praxis (the critical and symbiotic relationship between theory and practice through reflection with an ultimate goal for transformation)" (p. 5, parentheses as in original).

To mention some of the practical suggestions, some chapters recommend GE incorporation in language teacher education through the teaching of listening and speaking (Chapters 1.2 and 1.3) and vocabulary (Chapter 2.7). In Chapter 1.2, Ali Karakaş proposes an activity entailing the use of a variety of audio and video-mediated listening resources, as well as some teacher-selected coursebooks for listening and speaking in and out of the classroom, with the goal of educating students about the Global Englishes (GE) paradigm and allowing them to reflect on current normative convictions and practices in ELT pedagogy, as well as their own convictions and practices as users and soon-to-be teachers of English. Based on his empirical study, it is revealed that the activity can fairly support pre-service language teachers to increase their GE awareness and understanding of linguistic diversity. Chapter 1.3 by Ana Raquel Fialho Ferreira Campos and Marcia Regina Pawlas Carazzai suggests a form of listening task that provides diverse forms of pronunciation, particularly those from the outside of the inner circle countries, and away from the Received Pronunciation of British English and General American of American English. In terms of incorporating GE through the teaching of vocabulary, Michol Miller and Dustin Crowther (Chapter 2.7) offers a trilingual vocabulary activity that allows teacher candidates to overcome the complex and context-dependent challenges in multilingual GE classrooms. Through pedagogical translanguaging

approaches with hands-on activity development, it is believed that it can raise teacher candidates' awareness of the benefits of multilingualism for GE instruction in a variety of educational settings around the globe.

True to its subtitle "a practical resource book," it has all the features of a good textbook aimed at encouraging language educators to implement GE perspectives within their teaching and learning practices. The proposed activities are scientifically and logically designed, and well-integrated with the content of the text (i.e., GE). As reflected by its 52 global contributors, another key strength of the volume lies in its diverse contexts, realities, affordances, and limits. The contributors are fairly distributed in that they constitute the three circle countries: inner, outer, and expanding, with the domination of scholars from the expanding circle. In doing so, the editors have attempted to "operationalize the notion of "inclusivity" within Global Englishes by creating an intellectual space for scholars whose epistemological commitments are rooted in different paradigms constituting the broader Global Englishes framework" (p. 5). However, the editors exclude the contributions of other GE scholars and practitioners, whose works we have been following, such as Fan (Gabriel) Fang of China and Handoyo Puji Widodo of Indonesia, an expanding circle country that is less discussed within GE scholarship (see Chen et al., 2021; Fang & Widodo, 2019; Widodo et al., 2020). We have been expecting them since their last work *Critical perspectives on Global Englishes in Asia: Language policy, curriculum, pedagogy, and assessment* in 2019. Although the recruitment of contributors totally lies upon the editors' rights, their valuable contributions may still be considered for better enrichment.

While the book addresses GE, an ideology that critiques native speakers' hegemony, GE scholarship seems to still be dominated by the target of critiques: the native speakers of English (NSEs). As is reflected in the book's composition of authorship, NSE scholars of inner circle countries seem to lead the discussions by being the ones who provide the theoretical foundations of GE, while non-native speakers of English (NNSEs) scholars are the ones who follow their leads in putting it into praxis. However, it is interesting to notice that some NNSE scholars represented educational institutions in the inner circle countries (i.e., Canada and USA) while they have different origins. These scholars are originally from the expanding and outer circle countries, such as China, Turkey, and the Philippines. As also interesting to note here, three of the contributors with NSE backgrounds represent three institutions from the expanding circle countries, namely Japan and Fiji.

Clearly, this volume makes a significant contribution to the area of GE, particularly to teacher educators with the responsibility to prepare teachers. The volume is novel in terms of providing a practical guide on how

to implement GE in language teacher education classrooms. The text is also a useful resource for teacher learners who are constructing a dynamic and glocal knowledge foundation for their prompt/upcoming teaching contexts in a rapidly changing world. It also serves as a highly-informative reference for experienced academics and future researchers.

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