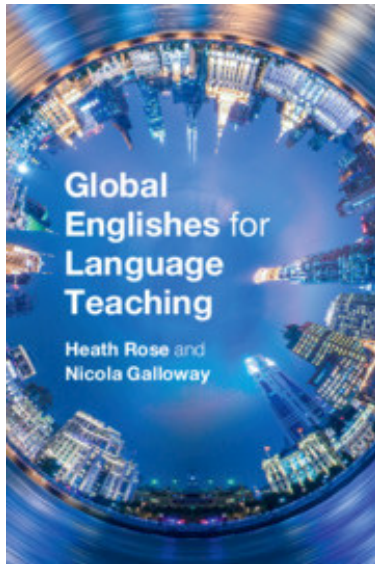


BOOK REVIEW



Title:	Global Englishes for Language Teaching
Authors:	Heath Rose and Nicola Galloway
Publisher:	Cambridge University Press
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ISBN:	9781107162730 (hardback), 9781316614952 (paperback)
Reviewers:	JESSICA GARSKA, <i>Trinity College Dublin, UK</i> & NATHAN THOMAS, <i>University of Oxford, UK</i>

With the rise of English as a global language, English language teaching (ELT) has become an increasingly important industry. Like the language itself, how we understand and use English has also changed. This change has led to the development of research movements challenging a “standard” English, which has historically been the focus of ELT. Having developed an umbrella concept—Global Englishes—to encompass English as an international language, English as a lingua franca, and World Englishes, Galloway and Rose’s (2015) first monograph, *Introducing Global Englishes*, was the first to describe the concept in depth. Thomas (2019) positively reviewed the book in a previous issue of *rEFLections* but commented that it would be nice to see more of a focus on how practitioners can bridge the gap between research and pedagogy. The authors recognized this as well, and thus, *Global Englishes for Language Teaching* (Rose & Galloway, 2019), the focus of this review, was conceived.

Eight chapters are divided into two parts. Part 1 explains the general tenets of Global Englishes Language Teaching (GELT), how it compares to/fits within existing TESOL curricula (including curriculum innovation), as well as its place among second language learning theories. Part 2 delves into the research on GELT, particularly, materials innovation/evaluation, teacher education, and English medium instruction (EMI).

Chapter 1 takes readers through the history of the spread of English, the theoretical underpinnings of Global Englishes, and the rationale for Global Englishes as an umbrella concept. Furthermore, Global Englishes is situated within the history of ELT pedagogy. This leads to the presentation of the GELT framework (p.19). The authors also illustrate adjustments made to the concept since their first book-length foray into the topic (Galloway and Rose, 2015).

Chapter 2 relates GELT to the TESOL curriculum, citing a need for a conceptual transition within the field of TESOL. This chapter details fundamental concepts and theories in TESOL through a GELT lens. Challenging native-speakerism and “traditional” TESOL curricula, the authors

identify how GELT affords necessary innovation. Beyond theory, this chapter presents an accessible discussion of a GELT curriculum from needs analysis to evaluation. However, more in-depth discussion of assessment from a GELT perspective (along with an example) would further enhance this chapter.

Chapter 3 situates GELT within the field of second language acquisition. It provides a clear justification for GELT while thoughtfully mapping GELT onto a number of concepts such as World Englishes, critical applied linguistics, translanguaging, and the multilingual turn. This chapter sets the tone for what follows.

Chapter 4 turns to a more practice-based focus. The authors explore the process of GELT innovation and barriers to innovation. This is especially useful for practitioners and management as this chapter makes explicit what hurdles these stakeholders may have to overcome when applying GELT. At the end of the chapter, the authors highlight the need for more practitioner-based research to enhance the knowledge surrounding GELT and its use. This transitions nicely to the second part of the book which focuses on roadmaps for GELT research and examples of such research.

Chapter 5 focuses on linking the theory explored in Part 1 to research. The authors call for research on implementation, materials evaluation, learner and teacher attitudes, student needs, and teacher education. These areas are then expanded in later chapters to show empirical examples of each. This chapter suggests methodologies for addressing gaps and a framework for GELT research. There is a nice review of various methodologies that highlights the pros and cons of each (see also McKinley & Rose, 2020; Rose, McKinley, & Briggs Baffoe-Djan, 2020). This chapter is a great linker between the theoretical aspects of the book and the upcoming examples of research.

Chapter 6 looks at classroom materials while noting the current lack of suitable materials available for GELT. This chapter has an interesting analysis of previous materials research and offers a user-friendly framework for analysis—a concrete starting point for teachers to analyse their classroom materials. Additionally, the book nicely highlights challenges that may be faced when developing and using GELT materials while providing suggestions for supplemental materials to use in the classroom. However, this chapter mainly focused on textbooks. It would have been great to see more of a variety of materials and practical resources for teachers to access.

Chapter 7 focuses on teacher education programs. We found this chapter particularly interesting as practitioners, since ELT teacher education research is not as visible as it should be. Many books about ELT innovation fail to address pre-service training, so it was refreshing to see a whole chapter dedicated to this topic. However, this discussion mainly pertains to pre- and in-service teachers' attitudes towards GELT. As the authors state in the conclusion, more practical artefacts and research on how innovation is implemented would add value. We would love to see more of this in the future, making the available literature more practical by focusing on concrete suggestions for GELT teacher training.



Chapter 8 looks to EMI and begins by problematizing what English the “E” in EMI refers to. The authors provide an intriguing, critical discussion about internationalization and EMI. They advocate for the use of the students’ L1 as a resource and GELT in multiple types and levels of EMI—from preparatory to support programs. This chapter rounds off what is a comprehensive discussion about GELT from multiple angles.

Overall, this book provides an overview of TESOL, applied linguistics, and SLA while exploring how a Global Englishes approach has evolved from past work. The authors present a strong theoretical justification for the emergence and use of GELT along with practical examples of what GELT research and practice look like. The book flows well with each section logically building on the previous ones, explicitly linking content throughout. While we acknowledge that language teachers may be expecting more tangible, practice-based resources to use directly in the classroom, we particularly enjoyed the original case studies to help bridge the gap between research and practice. I (Jessica) have already incorporated GELT concepts in my PhD, which focuses on informing and designing English for Academic Purposes programs in Ireland. I found that GELT nicely frames my work both theoretically and practically.

THE REVIEWERS

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