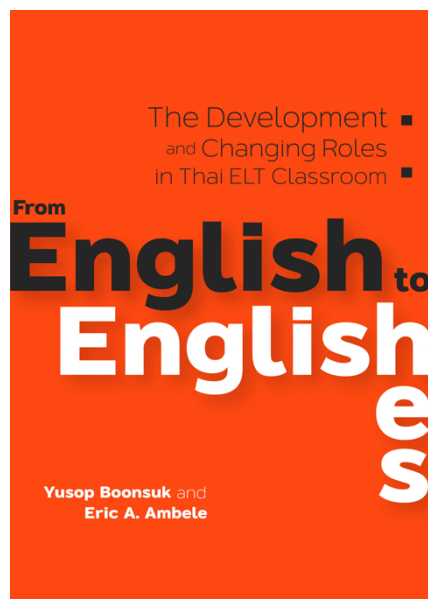


Book Review



Title: The Development and Changing Roles in Thai ELT Classroom: From English to Englishes

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Today, English plays a shifting role as a primary communicative tool of interconnectivity to serve supranational functions in global environments. The spread of English in the age of globalization has given rise to a growing interest in pluralism in English, and also pedagogical implications of English Language Teaching (ELT) to meet the goals of learning. Colleagues in English language education are expected to update their knowledge, accept new theories and methods, and challenge themselves to apply the applicable pedagogy.

The Development and Changing Roles in Thai ELT classroom: From English to Englishes provides a valuable insight into the concepts of Global Englishes (GE) for Language Teaching which are applied in the teaching of English in Thailand. The book consists of five chapters that address the notions and issues related to the perspectives of Global Englishes, heavily relying on empirical research and relevant literature in Global Englishes and ELT, particularly in Thailand. The reconceptualization of English language learning and teaching techniques and the pedagogical implications are covered throughout the book to promote GE perspectives in ELT and reconsider Thai ELT classroom practises.

Chapter 1 introduces the controversial issue of nativeness in Thai ELT context. The authors begin by adding on to the literature of native and non-native English speakers and then raising the issue of teaching effectiveness in ELT. Several previous studies are reviewed to define and give a clearer picture of native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs). This chapter has projected an image of the superior as being native English teachers and the

discrimination between NESTs and NNESTs. In addition, personal background, personality, professional abilities, teaching experience, pedagogical capabilities, and linguistic and cultural competence are discussed as the English language teacher's characteristics. The discussion is informative and is based on previous empirical research.

Chapter 2 mainly focuses on the paradigm shift from Standard English Ideology to Global Englishes. Before examining English language ideology in Thai ELT based on previous ELT research in Thailand, the authors first draw attention to the standard English as a yardstick to evaluate the language competencies. Furthermore, the authors introduce and define the perspectives of Global Englishes (GE): World Englishes (WE), English as a Lingua Franca (ELF), English as an International Language (EIL), Translanguaging, and the Multilingual Turn. The authors review the definitions of these five concepts from a wide range of key literature and describe each term in-depth. Unlike other books published in the domain of GE, the descriptions of these five concepts in the book are well simplified. Chapter 2 whets readers' interest in the new English paradigms whether with or without foreknowledge and enhances their fundamental comprehension by clarifying the perspectives of GE. In addition to the field of ELF, the authors review previous empirical research to provide examples of linguistic features of ELF in ASEAN, and the historical movements of English in Asian countries, including Thailand. As this chapter addresses the issue of pluricentric English under the paradigm of Global Englishes, the authors call for challenges and changes of ELT in Thailand and raise awareness of English teaching effectiveness which is further discussed in Chapter 3.

Chapter 3 focuses on the reconceptualization of ELT in Thailand. This chapter discusses the movement in ELT from standard English and monolingual pedagogies to the pluralistic approach to English learning and teaching. The authors address pedagogical concepts in ELT, beginning with an overview of English language classrooms in Thailand regarding educational policies and English language curriculums, following traditional EFL pedagogies, and recognition of Thai-English characteristics. The authors then raise the issue of reconsidering the learning goals of English since the language becomes an international lingua franca used as a tool for intercultural communication. Some pedagogical implications from previous studies are discussed to develop learners' intercultural competencies. In this chapter, ELF-oriented pedagogical approaches and the pedagogical practices of EIL are reviewed from previous empirical studies and proposed to be applied in teaching English in Thai classrooms.

Chapter 4 highlights the pedagogical implications of ELT under the framework of Global Englishes. The overview of Global Englishes for Language Teaching (GELT) is discussed, followed by the Lingua Franca Approach. The perspectives of Global Englishes and GE pedagogies are compared to EFL-oriented pedagogical approaches. In addition, the Lingua Franca Approach and the ELF-oriented teaching practices are addressed in this chapter. The authors provide core contents and examples of teaching practices, including classroom activities employed in a "World Englishes" course. According to the authors' suggestions, teaching materials or textbooks should be re-designed and

different varieties of English, the reality of English use in lingua franca communication, local and global cultures, and interculturality should be integrated into ELT lessons. Finally, the authors discuss the challenges of measuring English competency through ELF-based approaches. The authors' perspectives on GELT assessment are thoroughly opposed to English language assessments based on native English-speaking competency. According to the authors, non-native English speakers' poor performance is not their fault. On the other hand, the authors suggest that current assessments of English proficiency should be centred on communicative practices, meaning negotiation abilities, and the context of English usage.

The final chapter provides an overview of hiring ideologies and attitudes of hiring NESTs and NNESTs. Discussions in this chapter are gathered from previous studies to present the phenomenon of hiring English teachers in Asian countries, such as Thailand. The authors provide evidence-based studies showing that in Thailand, hiring requirements for native speakers of English are specified in job applications in the ELT business. Misconceptions regarding NESTs and NNESTs and a false ideology of recruitment practices are raised to call for reconsideration of teacher's qualifications without discrimination in terms of ethnicities, first language, educational background, qualifications, and or physical characteristics. The authors further address discrimination and hiring practices in TESOL in many parts of the world. Finally, the authors offer a challenge not to discriminate against non-native speakers of English in ELT business.

Overall, this book undoubtedly fits into the emerging paradigm of Global Englishes, providing readers with descriptions and discussions of the development of Englishes, the recognition of pluralism of English and the sociolinguistic reality of today's English use, and the pedagogical issues of GELT. Each section in the book draws logically on the previous chapters. After reading the book, a wide range of readers will have a comprehensive look into the perspectives of Global Englishes, and the implementation of teaching and learning practises of GELT.

This book, in addition to the book *Global Englishes for Language Teaching* by (Rose & Galloway, 2019), reviewed in a previous edition of *rEFLECTIONS* by Garska and Thomas (2021), may be used as a guideline to introduce the perspectives of GE into English classrooms, particularly in Thailand. The authors provide readers with a critical perspective through which to reconsider integrating GELT into Thai ELT classrooms by providing empirical research evidence of ELF and GE in Thai ELT contexts, exemplifying ELT teaching practise and promoting the need for GELT practises in Thailand. To this aim, this book will assist pre-service and in-service teachers and educational stakeholders in Thai ELT in implementing GE-oriented and ELF-based pedagogical approaches in their classrooms.

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About the Reviewer

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