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Review of Local Research and Glocal Perspectives in English Language Teaching: Teaching in Changing Times



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Review of Local Research and Glocal Perspectives in English Language Teaching: Teaching in Changing Times, edited by Rubina Khan, Ahmed Bashir, Bijoy Lal Basu, & Md. Elias Uddin, Springer, 2022. 487pp., \$218.45 (Hardcover) \$162.11 (eBook). ISBN 9789811964572.

At a time of crisis such as the COVID-19 pandemic, like many other fields and disciplines, the English Language Teaching (ELT) theories and practices have been revisited by ELT practitioners and researchers, particularly, in regards to the use of technology in English language education. With the institutional closures imposed by governments in many countries to contain the spread of the deadly virus, synchronous and asynchronous pedagogical methods emerged besides technology-based emergency response teaching (ERT) (Hodges et al., 2020) and remote/distance teaching and learning, which dominated the educational theories and practices worldwide (Crawford et al., 2020). Overwhelmed by the intensity of the global crisis, many local emergency responses to the crisis in English language education involved self, peer, and collaborative teaching and learning practices making the world come into one to ensure quality teaching and learning of English like many other fields. Such diversified pedagogical practices called for revisiting many existing theories and practices globally. In Giannikas (2022) “Transferring Language Learning and Teaching From Face-to-Face to Online Settings,” for example, language teachers and researchers around the globe share their lived experiences of the transfer from face-to-face to online teaching and learning as emergency responses to the pandemic crisis in education which specifically shed light on digital pedagogy and teacher education. There is, however, the need for locating and situating such works in more geographically concentrated contexts and investigating the interconnection of theory and practice based on the lived experiences of all stakeholders – students, teachers, researchers, administrators, guardians, and alumni in such contexts, in English language teaching/learning and research. This title *Local Research and Glocal Perspectives in English Language Teaching: Teaching in Changing Times* by Rubina Khan, Ahmed Bashir, Bijoy Lal Basu, and Md. Elias Uddin, aims to address such needs by focusing on the Bangladeshi local context of fighting the battle against the challenges in English language teaching and learning posed by the COVID-19 pandemic. Besides the local Bangladeshi experiences, the volume also includes chapters that demonstrate similar battles fought by English language teachers and researchers in some other Asian and non-Asian contexts. In doing so, the volume relates such locally

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situated experiences with the global trends of ELT theorizing to contribute to the area of glocalized emergency response teaching in ELT.

Based on the motto “Think globally, act locally,” the volume aims at relating lessons learnt from local ELT contexts to contribute to global ELT perspectives. In his Foreword to the volume, Prof. Richard Smith points out the relevance of the notions of “agency” and “voice” which are very pertinent to address the idea of “localism” in the volume. Situated against global trends such as globalization or internationalization, development, and the need for English to be on par with such trends, there is a vast range of discussion on whether such alignment is necessary or not in local contexts. As he poignantly states,

tapping into and building on teachers’ and learners’ experience, in post-pandemic as in pandemic times, could provide a new opportunity to combine critiques of globalization and development—and of the role of English and English teaching within these—with work which builds constructively on the local concerns and actions of teachers and learners at the forefront of change (Khan, Bashir, Basu, & Uddin, 2022, Foreword, p. viii).

The book is organized around 28 chapters in six overlapping parts covering a broad range of topics on the core components of ELT. The first part of the book focuses on socio-cultural perspectives in English language teaching touching upon issues such as the evolving nature of the discourses on development and the role of English as a developmental tool in Bangladesh (Chapter 2), the prospects and challenges of implementing translanguaging pedagogies in English language classrooms (Chapter 3), rationalizing the adaptation of teacher education programs in Nepal and other South Asian local contexts (Chapter 4), and finally, a critical view on the existing “BANA-centric” attitudes and norms of maintaining “linguistic purity” (p. 4) in English language teaching and learning and the need for the celebration of the linguistic capacities of multilingual learners in learning English in an Indian local context (Chapter 5). Part two covers six chapters that discuss topics around the “products as well as processes and influences” (p. 5) responsible for the development of English language teaching materials and curricula in local public and private sectors. This part includes chapters that explore the complex interplay between the influence of global political and economic models such as neoliberal policies and the local political and socio-cultural practices that lead to the commercialization of English language curricula and materials development in Bangladesh. In this part, Ali and Hamid explore issues ranging from the evolution and “increasing alignment” of curricula to the job market-centric public policies influenced by neoliberal global trends in Chapter 6, and Rahman, in Chapter 10, discusses the local socio-political practices challenging the development of textbooks at the secondary school level.

Chapter 7 shows post-graduate level curricular changes by incorporating the global trend of technology-based online education due to the COVID-19 pandemic. Chapter 8 focuses on local pedagogical innovations showing practitioner autonomy against conflicting curricular and instructional policies implemented in Korean kindergartens. Brown reports in Chapter 9 an international collaborative initiative such as “Stories about Ourselves” to help develop Bangladeshi university teachers’ professional skills in writing culturally appropriate materials. Chapter 11 focuses on a local individual practice of using graphic novels to help adolescent multilingual students develop multiliteracies as well as their self-esteem in classrooms at the university level. Part three focuses on various issues related to the challenges and benefits of the use of educational technology during the pandemic such as learner beliefs on technology-enhanced language learning (TELL) in an EAP program at a Canadian university in Chapter 12, Bangladeshi student collaboration using online tools such as Pbwikis in Chapter 14 and Zoom and Google Classroom in Chapter 15. Khan et al. discuss Bangladeshi university teachers’ resilience in learning to use technologies with the help of self-learning, peer collaboration and professional networks despite lacking institutional training in Chapter 13. Part four concentrates on various global concepts in ELT practices such as the need for developing sustainably aware students with the help of Language Education for Sustainable Development (LESD) in Chapter 16, language learning diary project for Japanese trainee teachers to learn English in Chapter 17, “multiple exposures to enhanced texts” to help university-level students notice and improve grammatical issues in Chapter 19 and the use of disruptive innovations theory to develop English education curriculum in

the business sector to prepare students to face the challenges of the post-pandemic world in Chapter 20. Nayernia and Mohebbi review over two-decade-long research to suggest how various areas in EFL writing instruction and testing could be addressed and improved in Iran in Chapter 18. Part five deals with issues related to assessment such as learning-oriented assessment by Davidson and Coombe in Chapter 21, the need for compulsory assessment training for Bangladeshi teachers by Khan in Chapter 22, the impact of high stakes English as a Foreign Language (EFL) test on Nepalese parents in Chapter 23 and common MCQ item violations in Bangladeshi recruitment tests in Chapter 24.

The final part covers areas related to teacher education such as the need for incorporating classroom research to enhance local teacher expertise in English language education in Indian secondary schools in Chapter 25, the personal, professional, and pedagogical growth of volunteer teacher educators through an innovative teacher education program “Teachers Helping Teachers” (THT) in Bangladesh and some other Asian countries by Dougherty and Dougherty in Chapter 26, Indonesian policymakers’ responses to challenges such as global competitiveness, teacher professionalism, and quality teacher education in Chapter 27, novice teachers’ expectations for their professional development as well as for the English language teaching profession in general in London in Chapter 28 and the need for more resources, access, and skills to equip Nepalese and Korean teachers to face language teaching challenges during the pandemic and post-pandemic times in Chapter 29.

Some readers may find this volume as another book on education during the pandemic crisis, which reports initiatives to fight the battle against the pandemic. El-Henawy and Suárez (2022), for example, focus specifically on digital technologies in English language teaching and assessment designs, strategies and tools used for digital teaching and assessment of English language in pandemic and post-pandemic times around the globe. In Fayed and Cummings (2022), the authors share insights and guidelines to continue education during and beyond the COVID-19 era from a global perspective. Even so, this volume situates similar issues and beyond, covering a wide range of topics related to ELT in a particular geographical context. Besides specific emergency language teaching issues such as the transfer of face-to-face teaching strategies, materials, and tools to online platforms or global perspectives on such issues, this book is a conglomeration of global, local, and glocal perspectives on English language teaching during challenging times such as the pandemic which provides a comprehensive understanding of emergency language education, i.e., English language education during the challenging times of a crisis. Even so, the volume contributes in the area of emergency remote teaching by including the discussions of the struggles and resilience of local Bangladeshi teachers and learners of English by adapting to the changed pedagogical scenarios through self and peer training of the technological innovations in Chapters 13 to 15 in Part three of the book. For a potential future edition, I would recommend the inclusion of more empirical works on the feasibility and future of a hybrid pedagogical environment for English language teachers, learners and institutions in Bangladesh.

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