

Teaching English as an International Language

Selvi, A. F., Galloway, N., & Rose, H.

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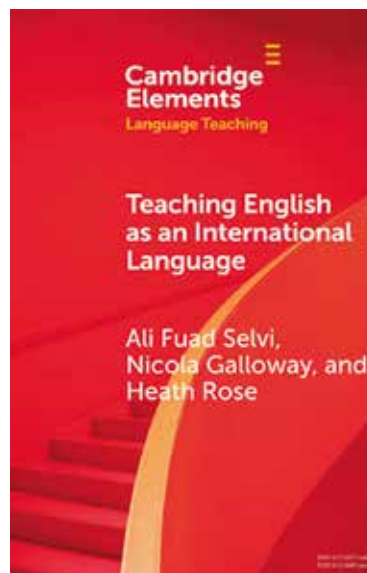
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As a utilitarian global lingua franca, English has evolved into one language which abounds with diverse forms, functions, roles, domains, and users to date. Nevertheless, English language teaching (ELT) is still dominated by static native English speaker episteme, eventuating in a failure to suit current sociolinguistic realities and learners' dynamic needs. By scrutinising exhaustively the spread of English as an international language (EIL) from historical, sociolinguistic, and pedagogical perspectives, Selvi, Galloway, and Rose's monograph entitled *Teaching English as an International Language* (TEIL) represents a timely and significant contribution to catalysing change and innovation in traditional ELT beliefs, principles, and practices that prioritise native speakerism. For ELT stakeholders who endeavour to adopt a critical stance in revamping their theoretical underpinnings and pedagogical practices, this volume consisting of seven chapters along with four appendices serves as a worthy and valuable reference book.

The introductory chapter opens with the background information on the developmental trajectory of English as a first, second, foreign, or global language, and calls for ELT curriculum innovation with a paradigm shift away from deeply entrenched native speaker norms and practices to embrace the plurality of Englishes.

In order to help readers gain a sociohistorical understanding of the diverse landscape of English as the dominant global lingua franca, Chapter 2 undertakes a diachronic analysis of its evolution from Old English, Middle English to Early Modern English, and then depicts the processes of English spread. By adopting a synchronic approach, Chapter 3 discusses the unique global status of English, which is attributed to "a complex mixture of push and pull factors associated with colonialism and spurred on by globalisation" (p. 12). Grounded upon the aforementioned diachronic-synchronic illustrations of English history and status, Chapter 4 delves into several prevailing research paradigms including World Englishes, EIL, English as a Lingua Franca in tandem with the key trends of multilingualism and translanguaging to systematically explore the complexities and multifacetedness of Englishes.

Chapter 5 lucubrates the pedagogical implications of English globalisation for language educators and ELT professionals in particular. Informed by Rose and Galloway's (2019)



framework of Global Englishes Language Teaching (GELT), this chapter elaborates upon thirteen dimensions to aid English teachers in implementing curriculum design, evaluation, and research. Based upon the thirteen dimensions, Chapter 6 presents fine-grained instructional activities, recommendations, and lesson plans so as to spur successful and sustainable ELT curricula innovation by incorporating Global Englishes (GE) into classroom practices.

The concluding chapter acknowledges that ELT curriculum reform in the face of globalised linguascapes is an onerous and daunting task as a result of such barriers as teacher education programmes void of TEIL awareness and the lack of classroom-level materials. To ensure success in innovation, this chapter encourages innovators and early adopters of TEIL to conduct more action research or quasi-experimental designs concerning the long-term effects of curriculum interventions on learning outcomes and teaching effectiveness.

Taken together, Selvi, Galloway, and Rose harbour an ambition to promote TEIL to be the mainstream of ELT practices. This book is informative and inspiring inasmuch as it expounds why it is urgently necessary to innovate ELT curriculum from historical and sociolinguistic perspectives and discusses in detail what kinds of dimensions can be leveraged to instigate change to ELT curriculum from a pedagogical perspective. More crucially, while some quantity of previous literature (e.g., Fang & Widodo, 2019; Holliday, 2005) simply points out that teachers are confronted with considerable challenges and difficulties in implementing TEIL but offers insufficient practical solutions, this book takes one step further by exemplifying how to innovate ELT curriculum with a plethora of pedagogical strategies based upon the thirteen GELT dimensions in Chapter 6, aiming to narrow the gap between theory and practice in TEIL. One distinct advantage of these strategies lies in the applications of state-of-the-art artificial intelligence-based technologies to deal with ELT curricula innovation. For example, teachers are prompted to develop contextually relevant instructional materials for English diversification using ChatGPT.

Nonetheless, this volume is not without limitations. First, it is still unknown how ELT stakeholders react to this change in curricula innovation, although a wide spectrum of practice-oriented suggestions is made to promote TEIL in the context of English globalisation. For this reason, it is advised that the book should make their voices heard in terms of their attitudes and beliefs regarding the effectiveness of such curriculum interventions. Second, with respect to the structure, the reader-friendliness of the book could be maximised by adding a succinct summary at the end of each chapter in a later edition.

Notwithstanding these shortcomings, what I benefit most from reading this book is that it succeeds in enabling me to reflect on my professional identity as a non-native English-speaking teacher within the expanding circle contexts, developing my critical pedagogical stance on native speakerism informed-ELT, and enhancing my awareness of TEIL in future classroom practices. As the authors stress that TEIL is “a grassroots movement that is intended to empower teachers” (p. 67), their monograph is also strongly recommended to ELT administrators, policymakers, curriculum designers, material developers, and test writers in the realms of applied linguistics, sociolinguistics, and second language acquisition. For those postgraduate students and pre-service teachers interested in TEIL, this book proves to be a thought-provoking must-read for their research and teaching work.

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