
Critical Perspectives on Global Englishes in Asia: Language Policy, Curriculum, Pedagogy and Assessment

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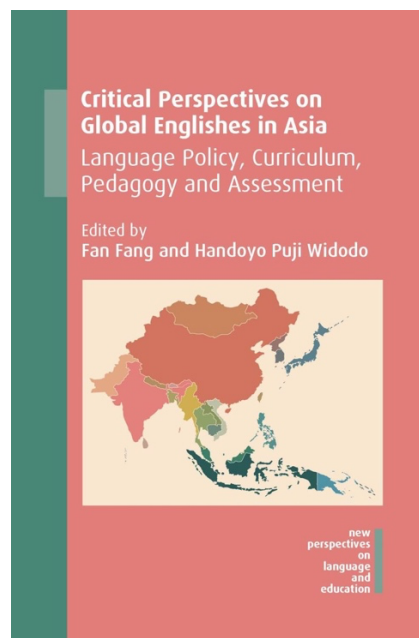
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*Book Review***Critical Perspectives on Global Englishes in Asia: Language Policy, Curriculum, Pedagogy and Assessment**

Global Englishes (GE), a paradigm revisiting the notions of World Englishes (WE), English as an international language (EIL), and English as a lingua franca (ELF), has gained much attention recently, particularly among applied linguistics and English language teaching scholars and practitioners in the outer circle regions. As it is terminologically distinguished from the other terms (i.e. WE, EIL, and ELF), GE has been promoted by its supporters to be incorporated into real English language pedagogical settings --viewed as the major gap in GE studies. *Critical Perspectives on Global Englishes in Asia: Language Policy, Curriculum, Pedagogy and Assessment* is timely and successful to fill the gap. Edited by two prominent GE scholars from a specific outer circle region: Asia, this volume “leads to a question ... what types of English should be taught and how English should be taught to cater for the various needs and goals of language learners in different geographic contexts” (p. 2).

The book comprises 12 chapters, two of which are introductory and concluding chapters from the editors. The chapters in this edited collection covers GE issues in various contexts in Asia, such as China, Hong Kong, Japan, the Phillipines, Brunei Darussalam, Turkey/Northern Cyprus, and Australia. While most chapters provide contextual information, two of them provide conceptual perspectives in relation to common beliefs (Chapter 2) and language assessment (Chapter 5). The book is not thematically divided into parts as it is common for edited volumes. However, readers may find it easy and smooth to read.

The introductory chapter begins with the conceptualization of GE and how it is positioned as the “aftermath” of the other previous well-established notions of WE, EIL, and ELF. In this chapter, the editors also foresee the possibilities of GE to be implemented in language teaching and testing, particularly in the Asian context -a context that has been disregarded within the field. Chapter 2 looks at ten common misconceptions about the teaching of English as a foreign language (TEFL). Particularly, the author criticizes issues related to native-speakerism, Euro/US centism and whiteness on English language teaching (ELT), and monolingualism in English language pedagogy. Chapter 3 addresses the enactment of English medium-instruction (EMI) in a Chinese university. The next chapter highlights the problems in language selection and assessment in Brunei Darussalam. Chapter 5 problematizes international standard English language proficiency tests like TOEFL iBT, TOEIC, IELTS from a GE perspective.

Chapter 6 and 7 provide empirical studies conflicting both GE and standard English (SE). Drawing on a qualitative study in the Philippines, Chapter 6 reveals how teachers in GE contexts must compromise between using SE as expected by the curriculum and letting students use their own varieties in classrooms, as well as endorsing multilingualism. Chapter 7 reports on a mixed-method sociolinguistic study investigating the utilization of spoken English, stakeholders' perceptions of English varieties, and English education practices in Hong Kong. It demonstrates gaps between English language education practice and real-life language needs, particularly because of the stigmatization of the so-called "native speaker" (NS) English shaping Hong Kong English and teaching materials.

The next three chapters present interesting perspectives on how to deliver and design GE-informed and GE-aware curricula in different contexts. Chapter 8 points out the challenges in incorporating GE into the curriculum of a World Englishes department in a Japanese university, where English is the instruction medium for both Japanese and international students. The author provides recommendations for the transition from the traditional approaches of NS English to GE. Chapter 9 elucidates the difficulties to implement GE tenets in second language teacher education (SLTE), particularly in the contexts of two countries in the Eurasia territories, Turkey and Northern Cyprus. The author precisely observes that teacher educators have a moderate yet limited engagement with GE principles, despite the fact that they acknowledge the status of English as a global language. He recommends the transformative way of GE-based SLTE that teacher candidates may not only learn such principles but also have the ability to internalize and incorporate them in an active way into their own language pedagogies. Chapter 10 reports on an empirical study in an applied linguistics graduate program in an Australian university. The findings from a 12-week semester three section course reveal that master's students were able to develop awareness of English and its varieties, particularly for intercultural communication. Chapter 10 recognizes "China English" and endorses it to be instilled in the higher education sector. To help students choose the exact English(es) for use in certain situations, the authors propose effective planning strategies like codification, and a shift in assessment process.

In the last chapter, as a conclusion, the editors brilliantly address the gaps in GE research that "the theory of GE can hardly stand alone without the application of GE-oriented pedagogy" (p. 197). They also underscore the importance of GE in transitioning learners from language learners to language users. The editors point out that "the inclusion of GE in language policy, curriculum, pedagogy can be a point of departure" (p. 196) to re-appropriate English language education.

However, they may need to recognize the challenges and the fact that, as long as the notions of native-speakerism remain attached to curricula, policy, pedagogy and language assessment, it would be difficult to incorporate other concepts like GE. What should be a point of departure may be to dismantle them first, so then GE concepts may be easily instilled

later. The editors also provide thoughtful recommendations for future GE research that GE/EIL/ELF scholars may focus on practical areas, such as critical discourse studies of language studies, design-based studies which materials are GE-based, and classroom-based studies with GE-based language learning activities and tasks. The volume is original and clearly contributes to GE studies, particularly in the area of language education policy implementation, and provides a robust grounding for future studies.