Book review: *Local Research and Glocal Perspectives in English Language Teaching: Teaching in Changing Times*
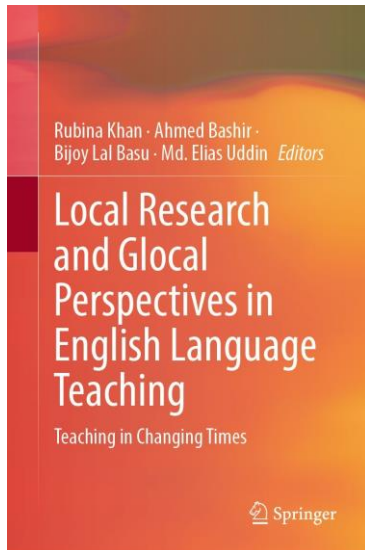
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The field of language education has been shaped by rapid developments in educational theories, approaches and methods of teaching, innovations in assessment, technological developments and demands of particular contexts around the world. *Local Research and Glocal Perspectives in English Language Teaching: Teaching in Changing Times* (2023), an edited volume published by Springer, incorporates chapters that cover a range of topics of interests in the field of ELT and Applied Linguistics. This book makes a significant contribution to our understanding of English language teaching in Bangladesh and beyond in that the chapters exhibit a synthetic approach to educational innovations combining local and global perspectives. This well-planned book is edited by Rubina Khan, Ahmed Bashir, Bijoy Lal Basu and Md. Elias Uddin, who are academics and researchers based in the University of Dhaka, Bangladesh.

In the introductory chapter of this book, the readers are acquainted with the "twofold objective" of the volume and the purpose for assembling a group of scholars from Bangladesh and other corners of the world, both young and experienced. In today's globalized world, international languages such as English has assumed a leading role in sectors of education, policy making and international business. However, the growth of English language teaching has also resulted in the borrowing of ideas and concepts regarding English language teaching and assessment from Britain, Australasia and North America (BANA) without proper scrutiny regarding their adaptability in local contexts. Consequently, educational reforms such as Communicative Language Teaching have met a brick wall in the Global South as the teachers

and students have largely failed to accommodate to these alien methodologies as their demands such as prolonged teacher and student interaction and a restructuring of the roles of teachers and students proved to be quite unrealistic in many local contexts. Furthermore, due to the outbreak of COVID- 19, technology has become a major part of the teaching and learning system. As a result, teachers and students had to assimilate into this new technology- driven learning system very quickly. I believe many tertiary students have often questioned whether scholars from our part of the world are working with the scholars from the BANA context or just by themselves to generate ideas and insights for curriculum development in our contexts. In my opinion, one of the biggest strengths of this book lies in its attempt to bring global and local scholars together in addressing a range of questions in our field.

Covering a wide variety of topics, this book is divided into six parts, consisting of 28 chapters. Part 1 of this volume deals with the numerous socio-cultural perspectives inherent in ELT. I think Chowdhury's (2023) article in Chapter-2 could be really beneficial to the aspiring youth of Bangladesh as it portrays the relationship between English Language Teaching and English for development discourses in Bangladesh. Due to the dominance of English in every sphere of our nation, it is almost a uniform belief that knowing English will guarantee economic development in life. However, Chowdhury debunks some of these misconceptions by reviewing findings and insights from multiple research studies. In chapter 3, Rafi (2023) tries to promote the significance of translanguaging activities in ELT classrooms. I found this article particularly useful as it attempts to eradicate the long-held assumption that English should be the predominant medium of instruction at tertiary levels, totally ignoring the role of the learners' native tongue in the successful acquisition of a second or a foreign language. By conducting a focus group discussion between students from Bangla and English medium backgrounds, Rafi exhibits how complete reliance on English medium instruction can pose an obstacle to understanding lectures and motivation, especially for Bangla medium students. In Chapter 3 Gnawali, in line with the arguments made by many ELT scholars such as Brown (2000), Altun (2019) and others, states that we must emphasize the local culture while attempting to teach the target language. Gnawali argues that in South Asian countries such as Nepal, local books on teaching have often been trumped over by books produced in the BANA contexts by the native speakers of English, who were oblivious of the local culture and traditions. After accumulating data through many teacher educator interviews and teacher education curricula, the author prioritizes the significance of local context and culture in the establishment of teacher education programmes.

The second part of this book demonstrates the different products and processes responsible for the development of English language curricula and materials in ELT across the public and private sectors of Bangladesh and other global contexts. In chapter 6, Ali and Hamid (2023) strive to answer how the economization of the English language curriculum in Bangladesh has led to a gradual alignment between education policy and the job market based on the country's education policy, public policy and the secondary curriculum. Owing to globalization and the resulting neoliberal economy, policymakers are striving to produce competent citizens who can access the job markets at home and abroad (Ali & Hamid, 2021). In chapter 7, Haque and Hasan (2023) take this discussion one step further by highlighting the birth of a "dynamic curriculum" on account of the impact of the pandemic and growth of information and communication technologies. Here readers will get to know about the effectiveness of the outcome based living curriculum for the MA in ELT across two distinct private universities of Bangladesh. Similarly, in chapter 8, Kim and Choi (2023) provide an insight into how in Seoul, Korean-medium

kindergartens are losing their importance due to the rising popularity of English kindergartens on account of the latter's priority to autonomy. However, through an inspection of the curriculum practiced in three English kindergartens, this research demonstrates how the curriculum poses adverse effects on the students. Brown's (2023) article in chapter 9 could prove to be immensely beneficial to teachers and students all over the globe with regards to the concepts of "authenticity" and "ownership of English". To resolve the issues students face with foreign ELT materials, Brown discusses the emergence of an ongoing international project titled "Stories About Ourselves" in Bangladeshi EFL context. Both teachers and students will be greatly enlightened by Rahman's (2023) article on chapter 10, where she investigates the complexities of developing an ELT material in a South-Asian ESL/EFL context like Bangladesh. Taking a microscopic look into the English textbook currently being used in the higher secondary levels, she unravels a network of micro-political and socio-cultural challenges posing challenges to material development.

Due to the widespread use of technology in the educational sector these days, I believe part 3 of this book might be helpful for teachers and students as this part explores the pros and cons of the utilization of educational apps. In Chapter 12, Ahmed (2023) prompts to investigate the learners' beliefs and attitudes towards Technology-Enhanced Language Learning (TELL) in an EAP programme. The findings revealed that with more practice students grew more comfortable with technology use and became more aware of the benefits of TELL, eventually leading themselves to be more autonomous learners. Chapter 13 of this book authored by Khan, Bashir, Basu and Uddin (2023), attempts to examine the experiences of tertiary level teachers in the integration of technology in their classroom and the various strategies they implemented to cope with this new development during the pandemic. This research is a testament to the willpower of our teachers who instead of any prior experience in technology integration, have succeeded to successfully utilize it in their classrooms with self-initiatives and collaboration with their colleagues. In Chapter 14, Ara (2023) focuses on a frequently used asynchronous web-tool called Pbwikis and details the challenges of online collaborative writing activities from Bangladeshi EFL learner perspectives. Students could really benefit from reading this article as it illustrates various ways of using web-tools such as Google Doc, Wikis, Blogs and others to learn in a social manner through scaffolding. Likewise, in Chapter 15, Rafique (2023) conducts a small-scale investigation at a reputed public university in Bangladesh to discover how online tools such as Google Classroom, Padlet, Zoom and others promote interaction among students.

Part-4 takes ELT to a whole new level, as it addresses not only the latest challenges and diverse pedagogies available in this field to make learning more up to date and interactive but also tries to equip students with leadership and problem solving skills to transform them into future leaders. Jodoin's (2023) article in chapter 16 envisages the harmful impact of the climate crisis and stresses his belief that armed with adequate knowledge, ELT students can act as leaders dealing with this global phenomenon through Language Education for Sustainable Development (LESD). In chapter 17, Howard (2023) explicates the potential of a language learning diary project in enhancing autonomy and language awareness in the case of Japanese trainee teachers. Following a 15-week diary writing drill, the participants developed heightened awareness of language both inside and outside the classroom. In Chapter 18, Nayernia and Mohebbi (2023) express their concern for the lack of attention writing receives in the Iranian context, which can be attributed to writing being perceived as very intricate and challenging. Chapter 19, by Jahan and Govindasamy (2023) presents a fresh idea in ELT practice as it prompts to reveal how multiple exposure to textual enhancement (TE) could improve learners'

capacity to notice and acquire target forms such as articles, modals and use of voice in noun and verb phrases.

Part-5 of this volume centers around probably the most important aspect of education, which is "Assessment". Here the readers will be able to get insight on the most prevalent and innovative forms of assessment, including learning-oriented assessment, formative assessment, assessment literacy, test construction and test impact. In Chapter 21, Davidson and Coombe (2023) try to discover ways in which exams can facilitate learning, deviating from the most traditional aim of assessment, which is measuring students' performance regarding placement, achievement and so on. The researchers focus on the potential of learning-oriented assessment (LOA) in maximizing opportunities for enhanced and meaningful student learning in the classroom. In chapter 22, Khan (2023) conducts a thorough investigation into the assessment literacy of tertiary level teachers in the English departments across Bangladesh. Her study, in my opinion, was commendable as this field has always been a victim of negligence. Her study found that primarily the teachers only perceive assessment as a measurement of learning. They also lacked sufficient training in assessment, hence, leading to their diminishing confidence about their assessment practices. Dawadi's (2023) research in Chapter 23, explores another neglected area, namely, the impact of tests on parents. Her study on the impact of high-stakes secondary school national EFL test on parents, sheds light on the need to provide adequate support to the parents as they are the most important agents to helping the candidates prepare for the exams. In chapter 24, Uddin (2023) examines probably the most recurrent form of assessment in Bangladesh, which is MCQs. I believe this chapter could be very beneficial to teachers at all levels across Bangladesh as the author discusses recurrent MCQ item violations with elaborate examples and highlights how these violations affect the reliability and validity of tests.

Teachers could really profit a lot from reading part 6 of this book as it contributes heavily to teacher education. A wide spectrum of topics has been covered in this part including role of teachers' beliefs about professional development, teachers' experiences in changing policy contexts, the significance of teacher research for finding local and transferable solutions and others. In chapter 25, Anderson (2023) explores the obstacles and challenges apparent in researching, developing and disseminating teacher expertise on a local scale in the Global South. His study reinforces the belief that without proper attention to the development of local expertise, it is quite impossible to enhance the quality of classroom practice through a case study conducted in Indian secondary education. Moreover, in Chapter 26, Dougherty and Dougherty (2023) give the floor to volunteer teacher educators who have participated in one or more Teachers Helping Teachers (THT) programs conducted across Bangladesh, Vietnam, Laos, the Philippines and Kyrgyzstan. Their study could be immensely conducive for those aiming to reform teacher training programmes.

Even though this edition leaves very little space for any criticism, I would like to highlight a few points. Firstly, I believe as this book primarily encapsulates the research work surrounding the comprehensive field of ELT, the content is understandably quite complex. Therefore, many students who are in the secondary, higher secondary or undergraduate levels might find this volume to be a little above their current cognitive ability. Secondly, as this book is published by a prestigious publishing house, the price of the book might just be above the affordability of a large number of people across developing countries such as Bangladesh. Despite these small concerns, I would highly recommend this book as it successfully sheds light on contemporary topics and issues in ELT in terms of combining local and global perspectives on materials,

assessment, teacher education, educational technology and so on and provides future directions for researchers and scholars in our field.

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