

Rubina Khan · Ahmed Bashir ·  
Bijoy Lal Basu · Md. Elias Uddin *Editors*

# Local Research and Glocal Perspectives in English Language Teaching

Teaching in Changing Times

 Springer

# Local Research and Glocal Perspectives in English Language Teaching


Rubina Khan · Ahmed Bashir · Bijoy Lal Basu ·  
Md. Elias Uddin  
Editors


# Local Research and Glocal Perspectives in English Language Teaching

Teaching in Changing Times


 Springer

*Editors*

Rubina Khan   
Department of English  
University of Dhaka  
Dhaka, Bangladesh

Ahmed Bashir   
Department of English  
University of Dhaka  
Dhaka, Bangladesh

Bijoy Lal Basu   
Department of English  
University of Dhaka  
Dhaka, Bangladesh

Md. Elias Uddin   
Department of English  
University of Dhaka  
Dhaka, Bangladesh

ISBN 978-981-19-6457-2

ISBN 978-981-19-6458-9 (eBook)

<https://doi.org/10.1007/978-981-19-6458-9>

© The Editor(s) (if applicable) and The Author(s), under exclusive license to Springer Nature Singapore Pte Ltd. 2022, corrected publication 2023

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors, and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Springer imprint is published by the registered company Springer Nature Singapore Pte Ltd. The registered company address is: 152 Beach Road, #21-01/04 Gateway East, Singapore 189721, Singapore

*This book is dedicated to all English language teachers who work under difficult circumstances and walk the extra mile to make a difference in the lives of their students.*

# Foreword

*Glocalization* is a term coined originally in the 1980s to describe how global products can be marketed successfully around the world through adaptation to local conditions and cultures. It is thus connected with late capitalism and globalization, which themselves are strongly linked historically with colonialism and bound up, latterly, with various forms of neocolonial relationship. In our field of English language teaching, the days when an unadapted new method, concept, technology, fashion, or fad could be exported from the west unreflectively and as self-evidently ‘best practice’ are long gone—or are they? It was only 30 years ago after all, in the 1990s, that a critical turn occurred in ‘mainstream’ ELT discourse and that the latest Euro- or Anglo-centric dogma—Communicative Language Teaching (CLT)—began to be shown to be in need of critique and/or adaptation when introduced into school systems in Asia and elsewhere. In Bangladesh, which has been both a major recipient of western donor aid and a prime site both for discourses of development and for post-colonial critiques of them, the 2000s and the 2010s saw large-scale UK-funded attempts to expose primary and secondary school teachers to CLT—the English Language Teaching Improvement Project (ELTIP) and the English in Action (EIA) project, respectively. A move towards glocalization has been relatively in evidence in the latter scheme; fundamentally, however, the dynamic has remained the same, with western donors and experts promoting a package—English and a particular way or ways of teaching it—which is viewed as self-evidently good for development, to some extent adapted to local exigencies but without in any significant respect being *based on* local priorities, excepting here the input from elite stakeholders (government officials, industrial leaders, university academics, and so on).

This brings us to a second sense in which the term *glocal* might be used and which is in fact relevant to quite a few chapters in this volume, one more attuned to its use in the social sciences overall. This views *glocal* not as necessarily imbued by neoliberalism and neocolonialism but as an aspect of resistance to the excesses of globalization and/or as a description of cross-fertilization between global and local ideas, with neither being privileged over the other. Reading the chapters in this book, it strikes me that the COVID-19 pandemic, alongside its destructive effects, may be

providing us with a new space in which to take stock and make moves towards this second, more democratic form of ‘glocalism’.

Here, the notions of *agency* and *voice* come to the fore, accompanying the idea of *localism*. The educational challenges of the pandemic have everywhere, it seems, been responded to with great resilience by teachers, not because they have followed orders from on high, as governments and academic leaders were taken by surprise by new needs for distanced teaching and learning, but because their creativity and care for learners have shone through as guiding lights. Teachers have taken the opportunity to develop new ways of reaching students, learning more from trial and error, reflection on experience, and feedback from students than from pre-packaged recipes for response.

Of course, technology and the Internet have enabled many interventions, but not in all cases, and particularly not where connectivity and access to devices have been a problem, as in much of South Asia. In such circumstances, teachers have nevertheless succeeded in reaching students, even when this requires personal visits or deliveries of materials. This is not to underestimate the degree to which the pandemic has exposed and exacerbated inequalities of educational provision nor to suggest that the picture has been a rosy one, merely to point out that opportunities have arisen for engagement of teacher agency which perhaps did not previously exist to the same degree in severely constrained school systems, and that technology is being viewed as a *tool* by teachers, not just an imposed requirement.

In the absence of central direction or relevant academic guidance, teachers have been learning, too, from other teachers, perhaps to a greater extent than may have been the case in the past. English teachers, in particular, may have benefitted from the internationalism of our profession—certainly, the number of webinars and online discussions featuring teachers talking to other teachers across contexts and even continents seemed to dramatically increase in 2020–21, with developing local expertise being shared internationally and teachers’ voices being heard as much as the views of outside experts unfamiliar with the new teaching and learning conditions.

In the changed time of the pandemic, then, local explorations and solutions led and developed by teaching professionals themselves have had resonance for other teachers, in other contexts, globally or, rather, glocally in the second, relatively bottom-up sense of this term mentioned above. Looking forward, a general lesson from this for academic researchers and development project managers is that there is value in investigating and documenting teachers’ and learners’ experience thoroughly, involving them in research in participatory ways, and building interventions from there to enhance existing practice, rather than attempting to impose solutions or even ‘adapt’ solutions developed originally elsewhere. This will involve *local research*, of immediate value to the participants involved but potentially with wider resonance when shared. In other words, 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.

For we do live in changing times. The COVID-19 pandemic—despite the specific needs for change it has brought to teachers and learners—may in some ways seem a respite from change, from some of the affordances or effects of globalization in fact, as mobility has decreased and as we have come to appreciate or at least have learned to live within a more restricted physical, local environment. However, we know, too, that there is a whole world turning out there: even as nation states have erected physical and, to different degrees, attitudinal barriers, the pandemic has alerted us to worldwide interdependence and to the needs for interconnected thought and action in response to globalized problems, with pandemics and climate change chief among these. ‘Think globally, act locally’, as the slogan goes, or should that be ‘Think locally, act globally’? We sense both that change has been speeding up around us and that we will need to *make* changes in an uncertain, post-pandemic future.

As English teachers, whether local or expatriate, we may be particularly aware of global interconnectivity. Among the many virtues of this book is the way the editors have brought together writers from different backgrounds, eschewing essentialization or stereotyping of different types of teacher but instead emphasizing commonalities in experience, a sense that we are all ‘in this together’. Together weaving a rich tapestry of researched experience, the chapter authors also deserve praise for the manner in which they have individually overcome the problems of the pandemic, in order to—as the editors put it—‘engage with global theories, methods and concepts while not losing sight of local contingencies’. Researching, writing, and thinking locally, glocally, and globally, the editors and authors have succeeded in providing a wide range of insights into important ELT topics ranging from curriculum and materials to assessment and teacher education—and all of this at a particularly challenging yet interesting point in our changing times.

October 2021

Prof. Richard Smith  
University of Warwick  
Coventry, UK



# Acknowledgements

This volume is the outcome of a long period of collaboration, commitment, and hard work. At the outset, we would like to thank all the authors who have contributed chapters to this volume. We thank them for their patience and the long wait to see their chapters published.

We would also like to thank Springer for believing in our vision to put together this edited volume. Special thanks go to Grace Liyan Ma, Senior Editor, Education Books, Springer Nature, Sanjeevkumar Mathiyazhagan, and the production team for their support. We would like to convey our gratitude to the Springer reviewers for their guidance and insightful comments on the manuscript. We are indebted to Prof. Richard Smith for his foreword. We also express our gratitude to Prof. Fakrul Alam and other reviewers for providing feedback and constructive criticism on several chapters.

Finally, we owe special thanks to our family members who showed extreme patience and provided support by allowing us to work for this volume beyond working hours and often late into the night.

# Contents

<b>1</b>	<b>Introduction</b> .....	<b>1</b>
	Rubina Khan, Ahmed Bashir, Bijoy Lal Basu, and Md. Elias Uddin	
<b>Part I Socio-cultural Perspectives in ELT</b>		
<b>2</b>	<b>ELT and Development in Bangladesh: A Critical Overview</b> .....	<b>17</b>
	Qumrul Hasan Chowdhury	
<b>3</b>	<b>Students' Uptake of Translanguaging Pedagogies and Translanguaging-Oriented Assessment in an ELT Classroom at a Bangladeshi University</b> .....	<b>31</b>
	Abu Saleh Mohammad Rafi	
<b>4</b>	<b>Culture in Language Teacher Education: A South Asian Perspective</b> .....	<b>47</b>
	Laxman Gnawali	
<b>5</b>	<b>Snowflakes Versus Ice Cubes in Creative Language Use</b> .....	<b>65</b>
	Shree Deepa and Geetha Durairajan	
<b>Part II Curriculum and Materials</b>		
<b>6</b>	<b>Economisation of the Secondary English Curriculum in Bangladesh</b> .....	<b>81</b>
	Md. Maksud Ali and M. Obaidul Hamid	
<b>7</b>	<b>Outcome-Based Living ELT Curriculum in Higher Education in Bangladesh</b> .....	<b>95</b>
	Muhammed Shahriar Haque and Md. Masudul Hasan	
<b>8</b>	<b>Enacted Curriculum of Private English Kindergartens in Korea: Cases of Three Play-Based English Kindergartens in Seoul</b> .....	<b>111</b>
	Jeehee Kim and Tae-Hee Choi	

<b>9</b>	<b>“Stories About Ourselves”: Collaboration, Teacher Development, and Creating Culturally Relevant Graded EFL Reading Materials for Bangladeshi Learners</b> .....	127
	Cherie Brown	
<b>10</b>	<b>The Challenges of Developing ELT Materials for Higher Secondary Schools in Bangladesh: The Case of the English Textbook</b> .....	143
	Arifa Rahman	
<b>11</b>	<b>Rhizomatic Literacy Through Graphic Novels</b> .....	163
	Sonia Sharmin	
<b>Part III Educational Technology</b>		
<b>12</b>	<b>Students’ Evolved Beliefs of TELL Constraints and Benefits: Learner Voices from an EAP Programme</b> .....	179
	Farhana Ahmed	
<b>13</b>	<b>Teacher Initiatives for Technology Integration in Higher Education in Bangladesh</b> .....	195
	Rubina Khan, Ahmed Bashir, Bijoy Lal Basu, and Md. Elias Uddin	
<b>14</b>	<b>Wiki-Based Collaborative Writing: Undergraduate Learners’ Perspectives</b> .....	213
	Anjuman Ara	
<b>15</b>	<b>Using Digital Tools to Enhance Student Engagement in Online Learning: An Action Research Study</b> .....	229
	Rumana Rafique	
<b>Part IV ELT Practices</b>		
<b>16</b>	<b>Re-envisioning English Language Teaching in a Post-COVID World: Using Language Education for Sustainable Development</b> .....	251
	Joshua John Jodoin	
<b>17</b>	<b>Exploring Language Learning Attitudes Through Diaries</b> .....	267
	Anne McLellan Howard	
<b>18</b>	<b>Second Language Writing Instruction in Iran: The Status Quo and Future Research Agenda</b> .....	279
	Akram Nayernia and Hassan Mohebbi	
<b>19</b>	<b>Impact of Textual Enhancement on EFL Learners’ Noticing and Acquisition of Noun and Verb Phrases</b> .....	293
	Akhter Jahan and Subramaniam Govindasamy	

<b>20</b>	<b>Disruptive Perspectives and Re-invention: Why and How for the English Learners</b> .....	<b>311</b>
	Kalyani Samantray	
 <b>Part V Assessment</b>		
<b>21</b>	<b>Practical Applications of Learning-Oriented Assessment (LOA)</b> .....	<b>329</b>
	Peter Davidson and Christine Coombe	
<b>22</b>	<b>Exploring Assessment Literacy of Tertiary-Level Teachers in Bangladesh</b> .....	<b>345</b>
	Rubina Khan	
<b>23</b>	<b>Impact of a National English as a Foreign Language Test on Parents in Nepal</b> .....	<b>363</b>
	Saraswati Dawadi	
<b>24</b>	<b>Common Item Violations in Multiple Choice Questions in Bangladeshi Recruitment Tests</b> .....	<b>377</b>
	Md. Elias Uddin	
 <b>Part VI Teacher Education</b>		
<b>25</b>	<b>Researching and Developing Teacher Expertise in the Global South: Local and Transferable Solutions</b> .....	<b>399</b>
	Jason Anderson	
<b>26</b>	<b>The Professional, Pedagogical, and Personal Impacts of Being a Volunteer Teacher Trainer: Case Studies from Teachers Helping Teachers</b> .....	<b>419</b>
	Patrick Dougherty and Aya Shinozaki Dougherty	
<b>27</b>	<b>English Language Teacher Education Amid Policy Changes in Multilingual Indonesia</b> .....	<b>433</b>
	Fuad Abdul Hamied	
<b>28</b>	<b>“Not Proper Teaching”: The Beliefs and Experiences of Novice Native Speaker English Language Teachers in the UK</b> ...	<b>447</b>
	Jane Jenvey	
<b>29</b>	<b>(Re)thinking Initial Teacher Education Curriculum: Toward Equitable, Crisis-Ready TESOL</b> .....	<b>461</b>
	Tae-Hee Choi and Prem Prasad Poudel	
<b>30</b>	<b>Closing Thoughts</b> .....	<b>481</b>
	Rubina Khan, Ahmed Bashir, Bijoy Lal Basu, and Md. Elias Uddin	

**Correction to: Economisation of the Secondary English Curriculum in Bangladesh** ..... C1  
Md. Maksud Ali and M. Obaidul Hamid

# Editors and Contributors

## About the Editors

**Rubina Khan** is Professor at the Department of English, University of Dhaka, Bangladesh. She has a PhD in ELT from the University of Warwick and an MA in TESOL from the University of Northern Iowa. She is a Fulbright scholar and has extensive experience in teaching, research, assessment, and educational leadership and has worked as a consultant on many national and international projects. She has published over forty articles and chapters, co-edited books including *Tertiary Level Writing in English in Bangladesh* (2018), *Writing Essays with Ease* (2017), *Best Practice in ELT: Voices from the Classroom* (2014), and *Making Connections: Responding to Literature* (2014), and presented at national and international forums. Her current areas of interest include English language assessment, teacher education, teacher professional development, and leadership skills. She is the president of the Bangladesh English Language Teachers Association (BELTA).

**Ahmed Bashir** is Professor at the Department of English, University of Dhaka, Bangladesh. He has an MA in Applied Linguistics and ELT from the University of Dhaka and a second MA in TESOL from the University of Nottingham. He has co-authored two books: *Writing Essays with Ease* (2017) and *Endeavour: An Introductory Language Coursebook* (2014) and published research articles in local and international journals. His areas of interest include teaching/learning language skills, learner autonomy, educational technology, and language testing and assessment. He is the general secretary of the Bangladesh English Language Teachers Association (BELTA).

**Bijoy Lal Basu** is Associate Professor at the Department of English, University of Dhaka, Bangladesh. He has a PhD in Curriculum and Pedagogy from King's College London and an MA in TESOL from the UCL Institute of Education. He has co-authored *Endeavour: An Introductory Language Coursebook* (2014) and published

articles in journals including *TESL EJ* and *Asia TEFL*. His research interests include ELT curriculum and pedagogy, teacher education, pragmatics, and discourse studies.

**Md. Elias Uddin** is Assistant Professor at the Department of English, University of Dhaka, Bangladesh. He holds an MA in Applied Linguistics and English Language Teaching from the University of Dhaka. His research interests include language testing and assessment, learning strategies, learner motivation, materials design and development, and teacher education. He has presented research findings at various international conferences.

## Contributors

**Ahmed Farhana** University of Toronto, Toronto, Canada

**Ali Md. Maksud** University of Queensland, Brisbane, QLD, Australia

**Anderson Jason** University of Warwick, Coventry, England

**Ara Anjuman** University of Dhaka, Dhaka, Bangladesh

**Bashir Ahmed** University of Dhaka, Dhaka, Bangladesh

**Basu Bijoy Lal** University of Dhaka, Dhaka, Bangladesh

**Brown Cherie** Akita International University, Akita, Japan

**Choi Tae-Hee** University of Southampton, Southampton, UK

**Chowdhury Qumrul Hasan** University of Dhaka, Dhaka, Bangladesh

**Coombe Christine** Dubai Men's College, Higher Colleges of Technology, Dubai, United Arab Emirates

**Davidson Peter** Zayed University, Dubai, United Arab Emirates

**Dawadi Saraswati** The Open University, Milton Keynes, UK

**Deepa Shree** University of Hyderabad, Hyderabad, India

**Dougherty Aya Shinozaki** Akita International University, Akita, Japan

**Dougherty Patrick** Akita International University, Akita, Japan

**Durairajan Geetha** English and Foreign Languages University, Hyderabad, India

**Gnawali Laxman** Kathmandu University, Dhulikhel, Nepal

**Govindasamy Subramaniam** International Islamic University Malaysia, Kuala Lumpur, Malaysia

**Hamid M. Obaidul** University of Queensland, Brisbane, QLD, Australia

**Hamied Fuad Abdul** Universitas Pendidikan Indonesia, Bandung, Indonesia

**Haque Muhammed Shahriar** East West University, Dhaka, Bangladesh

**Hasan Md. Masudul** Uttara University, Dhaka, Bangladesh

**Howard Anne McLellan** Miyazaki International College, Miyazaki, Japan

**Jahan Akhter** East West University, Dhaka, Bangladesh

**Jenvey Jane** King's College London, London, UK

**Jodoin Joshua John** Konan University, Nishinomiya, Japan

**Khan Rubina** University of Dhaka, Dhaka, Bangladesh

**Kim Jeehee** The Education University of Hong Kong, Hong Kong, China

**Mohebbi Hassan** European Knowledge Development Institute, Ankara, Turkey

**Nayernia Akram** Iran University of Science and Technology (IUST), Tehran, Iran

**Poudel Prem Prasad** Tribhuvan University, Kathmandu, Nepal

**Rafi Abu Saleh Mohammad** James Cook University, Townsville, Australia

**Rafique Rumana** University of Dhaka, Dhaka, Bangladesh

**Rahman Arifa** Institute of Modern Languages, University of Dhaka, Dhaka, Bangladesh

**Samantray Kalyani** Sri Sri University, Govindpur, Odisha, India

**Sharmin Sonia** Athens Technical College, Athens, GA, USA

**Uddin Md. Elias** University of Dhaka, Dhaka, Bangladesh



# Chapter 1

## Introduction



Rubina Khan, Ahmed Bashir, Bijoy Lal Basu, and Md. Elias Uddin

**Abstract** This introductory chapter provides an overview of the edited volume by describing the aims, themes, and organization of the book. The chapter sets the scene by providing an outline of recent trends and developments in the field of English language education in Bangladesh as well as in other contexts around the world. It provides the twofold objective of the volume and explains the rationale for bringing together a varied group of scholars from home and abroad, both young and experienced, in producing this book. The chapter also explicates our broad aim of providing a glocal perspective on socio-cultural issues in ELT, curriculum and materials, ELT practices, assessment, educational technology, and teacher education. It then presents a brief synopsis of each chapter and points out the potential beneficiaries of the book.

**Keywords** English language education · Curriculum change · Assessment · Technology · Globalization · Glocal perspectives

Globalization has led to increasing characterization of English as a language of migration, higher education, international trade, and employment in policy documents and national curricula in many contexts (Block, Gray & Holborow, 2013; Chowdhury & Erling, 2021; Coleman, 2011; Erling & Seargeant, 2013; Flubacher & Del Percio, 2017). At the same time, rapid developments in science and technology facilitated the global flow of theories, ideas, and concepts about best practices in English language education which forced English language educators in ‘periphery’ contexts

---

R. Khan (✉) · A. Bashir · B. L. Basu · Md. E. Uddin  
University of Dhaka, Dhaka, Bangladesh  
e-mail: [dr.khanrubina@gmail.com](mailto:dr.khanrubina@gmail.com)

A. Bashir  
e-mail: [abashir@du.ac.bd](mailto:abashir@du.ac.bd)

B. L. Basu  
e-mail: [bijoybasu@du.ac.bd](mailto:bijoybasu@du.ac.bd)

Md. E. Uddin  
e-mail: [eliasuddin@du.ac.bd](mailto:eliasuddin@du.ac.bd)

to question age-old approaches to teaching, learning, assessment, and teacher education (Block & Cameron, 2002; Hyland & Wong, 2013). Many developing countries responded by borrowing, often uncritically, policies, methods, and materials from what Holliday (1994) calls the BANA (Britain, Australasia and North America) contexts for use in state sector education (Holliday, 2016; Wedell & Grassick, 2017). This reflected what Rubdy (2009) calls “top-down processes of globalization” (p. 156) which resulted in the “suppression and devaluation of local forms of knowledge and practice” (p. 156). Canagarajah (2005) called this “a one-sided imposition of homogenous discourses and intellectual traditions by a few dominant communities” (p. xiii) which seemed to produce less than satisfactory results in English language education in Global South as indicated by numerous studies in the field (e.g. Hamid & Rahman, 2019; Hamid & Erling, 2016; Hamid & Baldauf, 2008; Hu & McKay, 2012) and often had adverse effects on the learners and the communities involved (Canagarajah, 2005; Pennycook, 1994; Phillipson, 2013). Therefore, English language teaching professionals in many non-BANA contexts were forced to re-examine existing policies and practices of teaching, learning, assessment, and teacher education. One major reason for the discrepancy between ELT change initiatives and successful implementation was a lack of due consideration of local contextual and cultural factors (Chowdhury & Le Ha, 2008; Kramsch, 1993; Nguyen, Terlouw & Pilot, 2006). It is therefore not surprising that the following decades have seen, in both policy and practice, attempts at reconciliation of the global with the local as evident in revised policies, pedagogies, materials, assessment, and teacher education (Canagarajah, 2005; Hall, 2017; Hamid & Erling, 2016; Hyland & Wong, 2013).

We have also witnessed technologies making inroads not only into offices, businesses, and households but also into the language classroom. The development of mobile apps and online platforms has made language learning and teaching easier and faster (Sauro & Chapelle, 2017). The COVID-19 crisis has provided further impetus for incorporating educational technologies rapidly into teaching and learning with many classrooms shifting online. Teachers are now faced with the challenges of taking advantage of the affordances of online technologies to facilitate student learning as well as to further their professional growth as teachers, researchers, and academics. Recent studies have highlighted the benefits and possibilities that online apps and platforms offer for teaching (Rosell-Aguilar, 2018), providing feedback (Xu & Peng, 2017) and professional collaboration among teachers (Nguyen & Ng, 2020). Nevertheless, issues of access, affordability, and equity still remain unaddressed or partially addressed in different contexts. Research initiatives aiming at finding context-specific solutions are paramount.

This book is designed to bring global and local scholars together to further our understanding of the issues, whether unique or shared across contexts, that we face in English language education today and the multiple responses that we may adopt to deal with these issues. The chapters in this volume are intended to offer global perspectives as the authors engage with global theories, methods, and concepts while not losing sight of local contingencies. Many of the chapters are written by scholars who have lived and worked in several countries and diverse contexts. Some of the

chapters are produced through collaboration between scholars. Thus, the goal of providing global perspectives underpins the *modus operandi* in producing the book as reflected in the collaborative nature of writing and editing the chapters.

## **Aims of the Book**

The book aims to provide an overview of recent trends and developments in the field of English language education. It intends to do this by showcasing research endeavours from a heterogeneous group of scholars from different parts of the world. The book includes chapters by some well-known Western scholars with the experience of working in Asia. It also features contributions by Bangladeshi academics stationed in Bangladesh and abroad. Another aim is to bring together perspectives from experienced and emerging researchers. This book provides a platform for established as well as emerging practitioners and scholars in the field of English language teaching to share their research.

This volume has been conceived with dual objectives. The first one is to bring theory and practice together into one volume. While global developments in theories, policies, and practices influence local policies and practices in myriad ways, it has been observed that there is often a gap between theoretical developments in our field and classroom practices. We begin with the premise that theory and practice feed into each other. Theories can inform and enrich practice, while practice can also lead to revision and refinement of theories. In this volume, we intend to capture the interplay of the two for the best possible outcome. The second objective is to present, in one volume, local and global perspectives on current theories and practices in the field of English language education.

## **Organization of the Book**

This volume is divided into six parts and captures a broad spectrum of topics encompassing core components of English language education. The chapters in each part of the volume, with diverse but interconnected themes, cover the sub-areas of English language teaching and hence the organization of the chapters into the six parts: ‘Socio-cultural Perspectives in English Language Teaching’, ‘Curriculum and Materials’, ‘Educational Technology’, ‘ELT Practices’, ‘Assessment’, and ‘Teacher Education’. The six parts are, however, interrelated, and they are not to be seen in isolation or viewed as watertight compartments as their boundaries are fluid and tend to overlap. In addition to the introductory and the concluding chapters, the volume contains 28 chapters that present both empirical and conceptual research in the field of English language education.

## Part I: Socio-cultural Perspectives in ELT

The four chapters in the first part of the book focus on socio-cultural perspectives in English language teaching by linking teaching and learning to local contextual exigencies.

Global flows at a macro-level increasingly shape the distant local phenomena, making the global–local interface porous and super-diverse (Arnaut, Blommaert, Rampton & Spotti, 2015; Blommaert, 2010). The discourse of development, for example, which has had a robust influence over Southern ELT ideologies and practices, needs to be understood more holistically and critically to align local multilingualism to local needs and aspirations to further sustainable development. The goals of language teaching also need to be re-examined in the intersection of this changed global scenario and the fluidity of lived sociolinguistic experiences in the South. A shift in attitudes to English vis-a-vis the local languages leading to the inseparability of the languages in the workings of the multilingual mind has brought translanguaging practices and plurilinguality to the fore (Canagarajah, 2011; García & Wei, 2014; Wei, 2011, 2018). Whether or not such practices should be encouraged in the classroom has become a matter of debate revealing divergent perspectives on appropriacy, ‘linguistic purity’, and normative behaviour. Local educational traditions, scholarship, expertise, and cultural norms deserve consideration in the development of teacher education programmes in the Global South. Despite progress made in this direction, there is still a long way to go as the BANA-centric norms are deeply entrenched in English language teaching practices in many contexts including South Asia. This warrants a renewed call to incorporate culturally sensitive and context-appropriate methodologies in teacher preparation programmes for local contexts.

Chapter 2 by Qumrul Hasan Chowdhury presents a critical review of ELT and development discourses in Bangladesh. It provides a historical overview of development, from economic growth to human development, and to more recent ‘Development Goals’, and critically gauges the nexus of development to language educational practices including English. Arguing that neither the discourse of ‘development’ is settled nor its relationship with English, it urges that the local ELT should exercise its multilingual agency to contest hegemony and inequality.

Abu Saleh Mohammad Rafi, in Chap. 3, shares findings from a focus group discussion of English-major students who participated in a translanguaging pedagogical intervention in their ELT classroom of a Bangladeshi private university. The study found that the English-medium instruction policy posed problems for Bangla-medium students which included difficulties in understanding lectures and demotivation. The author argues that translanguaging pedagogies, in contrast, aid students’ understanding of ELT materials and discuss the reasons why such pedagogies might face opposition from the policymakers.

In Chap. 4, Laxman Gnawali presents a South Asian perspective by emphasizing the role of local cultures in teacher education programmes. The author questions the relevance of estern models of teacher education for local contexts in Nepal and other

South Asian nations. Drawing on data collected through teacher educator interviews and teacher education curricula, the chapter emphasizes the importance of adapting teacher education programmes in the light of local teaching and learning cultures.

In the final chapter of this part, Shree Deepa and Geetha Durairajan provide a critical perspective on creative language use by multilingual learners of English in India. The authors argue that a monolingual paradigm of language use modelled on the native speakers of English living in the USA or the UK may not suit the multilingual Indian context. The authors provide examples of language use collected from young English users in the multilingual Indian context to show how the utterances reflect linguistic creativity and why the creative expressions should be accepted for what they are. They finally argue that parents and teachers should not be guided by the supposed ‘purity’ attached to monolingual norms to evaluate creative language use as deviations. Adults supervising learners should celebrate learners’ emerging expressions and allow them to grow and develop into legitimate English speakers.

## **Part II: Curriculum and Materials**

The second part of the book consists of six chapters that explore the products as well as processes and influences shaping the development of English language curricula and materials in English language education in public and private sectors. Some of the chapters reveal how English language curricula and materials have undergone changes over the years reflecting the dominant ideas, values and trends in the field of ELT as well as in the broader field of education. The principles of outcome-based education and communicative language teaching have been steadily incorporated in curriculum policies as well as materials. Global political and economic policy models such as neoliberalism have led to the economization of language curricula across the world. A few of the chapters highlight the role of the curriculum framework in centralized educational cultures as in Bangladesh serving as the blueprint for materials and tests. Nevertheless, micro-political and socio-cultural practices interact in complex ways with the manner materials are developed and may be used in the classroom. There will necessarily be limitations in the textbooks and teachers need to find ways of supplementing them to promote the development of multi-literacies and students’ identities and emotional development. Developing context-appropriate materials can be a meaningful way of teachers’ professional development.

Chapter 6, by Md. Maksud Ali and M. Obaidul Hamid, critically explores the increasing alignment of the English language curriculum and pedagogy in Bangladesh with the employment market. It provides an analysis of public policies and secondary English curricula and textbooks using critical discourse analysis. The chapter contributes to our understanding of the changing nature of English curricula in developing societies in a globalized world.

Muhammed Shahriar Haque and Md. Masudul Hasan, in Chap. 7, discuss the emergence of a dynamic curriculum in the context of the COVID-19 pandemic and rapid developments of information and communication technologies. The chapter

discusses the significance of an outcome-based living curriculum for the MA in ELT programme of private universities of Bangladesh. It also examines the changes in the curriculum due to the effects of COVID-19 and technology-based online education during the closure of educational institutions at two private universities in Bangladesh.

The findings of a multiple-case study on three play-based English kindergartens in Seoul are reported in Chap. 8 by Jeehee Kim and Tae-Hee Choi. They contend that in Korea, English kindergartens have become more popular than Korean-medium kindergartens as the former enjoy more autonomy compared to the latter regarding their curriculum. The study documents the curriculum practised in the three English kindergartens and shows how the curriculum and instruction are shaped by the tension between various policies for English kindergartens in Korea.

Cherie Brown, in Chap. 9, outlines the emergence and development of an ongoing international collaborative materials writing project called ‘Stories About Ourselves’ between the writer and a dedicated group of English language teachers from universities in Bangladesh. The chapter highlights the benefits of the initiative in terms of building teachers’ skill sets in developing culturally appropriate materials, enhancing their English skills, and contributing to their professional development.

Chapter 10, by Arifa Rahman, explores the complexity of developing state-mandated English textbooks in the foreign/second language setting in Bangladesh. She examines the principles and objectives that regulated the English textbook writing for the higher secondary level in 2015. The author applies a wide critical lens to the language education system, revealing an entangled network of micro-political and socio-cultural practices that create serious challenges to both the materials development exercise and its implementation among users.

To make a case for incorporating graphic novels for developing multi-literacy in adolescent learners in the context of increasing multilingualism in language classrooms, Sonia Sharmin, in Chap. 11, discusses the potential benefits of graphic novels over traditional monolithic texts and shares practical ideas and classroom activities for developing multi-literacies, students’ self-esteem as well as language skills. The author also suggests ways of incorporating graphic novels in different classroom contexts.

### **Part III: Educational Technology**

The chapters in this part of the book deal with the ways in which educational technologies can be harnessed to propel language teaching and learning. The last couple of decades have seen the advent of language learning apps, advanced recording devices, web tools, and platforms for video conferencing. While technologies have certain downsides, there is no denying the fact that they can also accelerate learning, facilitate teaching, and promote independent learning. Self-assessment tools and auto-correction application software have allowed learners to learn on their own. Nevertheless, the beliefs that teachers and students hold can greatly influence their

adoption and use of technologies. There are individuals who experience anxiety about new technologies and may be reluctant to use them. Discussion with teachers and students, training, and continuous support for them are essential for the successful integration of new technologies and for the best possible outcome. Unequal access and affordability issues pose challenges in making the most of technology in developing world contexts. Nevertheless, the COVID-19 pandemic has made it clear that technology is indispensable, and technology integration is a necessity rather than an option in the ‘new normal’ situation. This section consists of four chapters that throw light on the potential benefits of technology resources, students’ and teachers’ beliefs, and actual challenges involved in their integration in English language teaching and learning.

Farhana Ahmed, in Chap. 12, examines changes in learners’ beliefs towards technology-enhanced language learning (TELL) in a Canadian EAP university programme. Data from embedded case studies revealed contextual and pedagogical factors that influenced students’ attitudes towards and subsequent use of technology in EAP. There are implications for leveraging students’ digital resources and ongoing critical and reflective teaching practices.

Chapter 13, by Rubina Khan, Ahmed Bashir, Bijoy Lal Basu, and Md. Elias Uddin, reports on a study that examined university-level English teachers’ experiences of technology integration and their initiatives for learning to integrate technology into their classrooms during the COVID-19 pandemic. The study found that despite lack of adequate institutional training, teachers learned through self-initiatives and in collaboration with colleagues as well as from professional learning networks. This study provides evidence of teachers’ resilience and their active role in dealing with unforeseen challenges.

In Chap. 14, Anjuman Ara sheds light on the affordances and challenges of online collaborative writing activities on Pbwikis, an asynchronous web tool, from Bangladeshi EFL learner perspectives. The chapter reveals how effectively Pbwikis can be used to engage tertiary-level students in online collaborative tasks and to provide scaffolding during the writing process.

Through a small-scale investigation on the nature of students’ interaction and collaboration during online learning in a premier public university in Bangladesh, Rumana Rafique, in Chap. 15, explores the benefits of various online tools and platforms such as Zoom and Google Classroom to promote collaboration and interaction. The chapter also suggests possible strategies to promote synchronous and asynchronous interaction and collaboration among adult students.

## **Part IV: ELT Practices**

The fourth part of the book contains five chapters that present conceptual and practical challenges as well as possibilities facing English language teachers today. Teaching grammar and language skills using up-to-date pedagogies remains a major goal for English teachers around the world. We have come to know that while activities

supporting learners' writing skills can be enhanced through technological tools and software, issues of access, resource constraints, and plagiarism pose serious challenges. In the context of the pandemic and the threat of extreme weather induced by climate change looming, English language teaching can no longer remain limited to teaching the four skills but needs to engage with broader social issues to develop students as future leaders and enable them to solve problems in their communities. Understanding the students and identifying their attitudes is an important step in engaging them in the educational enterprise. Educational disruption during the COVID-19 pandemic resulted in concerns for access to education. A radical shift characterized by a learning-to-learn approach with the potential of developing learner independence and problem-solving skills is suggested as the way forward.

Joshua John Jodoin, in Chap. 16, makes the point that we need to equip our students with knowledge and understanding of the complexity of the climate crisis so that they can contribute to future solutions. He argues that the English language teaching (ELT) profession can play an instrumental role in shaping our future citizenry through Language Education for Sustainable Development (LESD). He points out that this can be done by incorporating Sustainable Development (SD) as essential content. He contends that LESD will not only improve reading skills but will also promote students' critical thinking skills by focusing on the major challenges that face us today.

Chapter 17 presents the findings of a language learning diary project which was undertaken by the author to enhance Japanese trainee teachers' autonomy and awareness as English language learners. Anne McLellan Howard reports that the participants wrote a diary during a fifteen-week semester following the author's personal diary as a model and analysed their diaries in terms of the concepts taught to them such as motivation, anxiety, and willingness to communicate. The findings of this analysis show that the participants have developed an awareness of their language learning both inside and outside the classroom which may indicate an increase in their autonomy as language learners.

Chapter 18, by Akram Nayernia and Hassan Mohebbi, offers a review of the major studies conducted from 2000 onward on EFL writing instruction and testing in the context of Iran. It also sheds light on the issues of teacher's cognition, practice, pedagogical knowledge, assessment literacy, and learners' needs and preferences in relation to writing instruction in the Iranian context. The chapter concludes by highlighting the areas that deserve the attention of researchers, educational policymakers, and materials developers.

In Chap. 19, Akhter Jahan and Subramaniam Govindasamy share the findings of a fourteen-week quasi-experimental study with one hundred Bangladeshi tertiary learners. It investigated the use of multiple exposures to enhanced texts and its impact on the participants' noticing and grammatical improvement of three pairs of forms in relation to some specific uses of articles, modal auxiliaries, and voice in the noun and the verb phrases. The findings show an increase in noticing and acquisition of the targeted forms by the participants. The authors highlight the need for introducing



textual enhancement features and ‘form-meaning-function mappings’ of grammatical forms in the language classroom to enhance the grammatical development of English language learners.

Kalyani Samantray, in Chap. 20, discusses the theory of disruptive innovations as used in business sectors. The author shows how this model can be employed in the English education curriculum to prepare learners to adapt to a post-pandemic changed world. The chapter presents some disruptive techniques to meet the challenges posed by the COVID-19 pandemic in the teaching and learning of English at all levels. The chapter highlights the need for providing quality education through a learning-to-learn approach and providing equitable access to education.

## Part V: Assessment

Part V of the book addresses topics related to assessment and includes chapters that focus on learning-oriented assessment, formative assessment, assessment literacy, test construction, and test impact. Language assessment is nowadays viewed as “a socio-culturally embedded process” (Bachman & Damböck, 2018, p. 3), and there is a growing awareness of the importance of classroom-based assessment which aims to improve learning and teaching. Recent studies have focused on assessment for learning (Baird, Andrich, Hopfenbeck, & Stobart, 2017; Wiliam, 2017a, 2017b) and alternative assessment procedures to accommodate learning needs. Teachers can design tests in ways that promote learning before, during, and after the assessment. Learning-oriented assessment has been advanced on the premise that it enables a more holistic and learner-centred assessment and assists in achieving learning goals. The traditional practice of providing feedback on the finished product is now being replaced by teachers’ involvement from the start. Another shift in focus has been prompted by the COVID-19 situation as we moved from traditional to technology-based assessment. In the ‘new normal’, face-to-face assessment has been replaced by online assessment. This trend is further demonstrated in the increasing levels of automation and a shift towards project-based learning assessment. Nevertheless, writing accurate test items in the light of test design, course goals, and contextual realities continue to be of central importance in ensuring the validity and reliability of language tests. The impact of high-stakes tests on various stakeholders is another area that merits critical consideration. Finally, ensuring the involvement of assessment-literate teachers with sound theoretical knowledge and practical know-how about assessment is imperative for creating effective assessment tasks.

In Chap. 21, Peter Davidson and Christine Coombe focus on learning-oriented assessment (LOA) and discuss how to implement it in the classroom. They outline what teachers can do within an LOA framework before, during, and after an assessment, in order to facilitate learning. They also address some of the criticisms that have been made against LOA and outline the implications of taking an LOA approach.

In her exploratory study, presented in Chap. 22, on the assessment literacy of tertiary-level teachers of English departments in Bangladesh, Rubina Khan found

that teachers perceived assessment mainly as a measurement of learning, and they lacked adequate training in assessment and hence confidence about their assessment practices. The author recommends the incorporation of compulsory assessment training focusing on a combination of theoretical and practical assessment elements for the pre-service and in-service teacher professional development programmes in Bangladesh and other similar contexts. The chapter concludes by highlighting the need for ongoing action research as well as extensive research on the needs and assessment practices of teachers.

In Chap. 23, Saraswati Dawadi presents the findings of a study that investigated the impact of a high-stakes secondary school national English as a foreign language (EFL) test on parents in the Nepalese context. The study found that parents were affected, though to varying degrees based on their educational background and their own past experiences, by some social, economic, and psychological factors linked to the test. The chapter concludes with the implication that schools and education policymakers should provide support to the parents helping their children prepare for the EFL test.

In Chap. 24, Md. Elias Uddin discusses common Multiple Choice Question (MCQ) item violations with illustrative samples from the English language ability sections of high-stakes Bangladeshi recruitment tests and explains how the item violations affect the validity and reliability of the tests. The item writers and item moderators in Bangladesh may use the checklist of common MCQ item violations provided in this chapter to avoid flaws while designing MCQ items. It is argued that the implications highlighted in this chapter can be applied to MCQ use in universal contexts, beyond Bangladesh.

## **Part VI: Teacher Education**

The final part of the book brings together contributions related to teacher education which is of central importance in our profession. Recent scholarship in the field has argued that teacher education programmes need to adopt a more dialogic and participatory approach to teacher professional development to enable teachers and teacher educators to arrive at an understanding of best practices in their contexts and to find solutions to specific problems (Johnson, 2015). There have been suggestions for alternative approaches to teacher education which include collaboration between teachers and researchers, and partnerships between local and global scholars where the focus is on continuing professional development through improved teaching and learning. Scholars have put forward suggestions for adopting local perspectives in teacher education programmes (Darling-Hammond & Lieberman, 2013; Johnson & Golombek, 2020). The contents of teacher education programmes have also come under scrutiny for their lack of relevance to local needs. Under the current circumstances of the pandemic which necessitated the emergence of online education around the world, the possibility of blended pedagogies as a preferred mode of instruction in the post-pandemic world calls for an overhaul of the content and delivery of

teacher education programmes. The chapters in this part cover a range of topics such as the role of teachers' beliefs in their professional development, teachers' experiences in changing policy contexts, impacts of volunteer teacher training on teachers and teacher educators, the relevance of teacher education curricula to current and future needs of teachers, and the importance of teacher research for finding local and transferable solutions.

Chapter 25, by Jason Anderson, explores the theoretical and practical challenges and affordances involved in researching, developing, and disseminating teacher expertise on a local scale in the Global South. In addition to discussing a number of possible solutions to strengthening local expertise, the chapter provides a detailed description of one of these solutions through a participatory case study of teacher expertise in Indian secondary education, involving eight expert teachers of English. The chapter concludes by proposing a model for strengthening classroom practices and teacher education within national and regional contexts that draws upon both indigenous teacher expertise and teacher classroom research.

Chapter 26, by Patrick Dougherty and Aya Shinozaki Dougherty, sheds light on the personal, professional, and pedagogical growth of volunteer teacher educators. It focuses on the impact of an innovative teacher education programme called 'Teachers Helping Teachers' (THT) operating in Bangladesh, Vietnam, Laos, the Philippines, and Kyrgyzstan. The results of their study could be useful for those aiming for innovating and reforming current teacher training programmes.

In Chap. 27, Fuad Abdul Hamied provides a critical analysis of current language policies in Indonesia with a specific focus on the ways the policymakers responded to such challenges as global competitiveness, teacher professionalism, and quality teacher education. The author also offers a critical analysis of issues of teacher competencies, use of the Indonesian language, curriculum changes, and assessment washback and discusses their implications for teacher education programmes.

Chapter 28, by Jane Jenvey, reports on a longitudinal study of English language teachers training in London who subsequently work in various global contexts. It critically examines beliefs about the nature and status of the profession in centre contexts from a socio-cultural perspective. It also discusses the implications of novice teachers' unrealistic and flawed expectations for their professional development as well as for the English language teaching profession in general.

In Chap. 29, Tae-Hee Choi and Prem Prasad Poudel argue that teachers require more resources, access, and skills to deal with the current changes in teaching and learning conditions. The authors present an analysis of TESOL teacher education materials and curricula from the two contexts of South Korea and Nepal previous to the COVID-19-induced lockdown to identify the common core of these programmes in both contexts and gaps that need to be filled for the programmes to be useful during the pandemic as well as in post-pandemic times.

In the concluding chapter, we have summarized the insights from the chapters and discussed future directions for English language education in the twenty-first century.

## Conclusion

In producing this volume, we aimed to showcase current thinking and practice on a range of topics in Applied Linguistics and ELT from diverse contexts particularly in the Global South. The findings of the studies presented in the volume have implications for ELT curriculum and materials, teaching practices, assessment, and teacher education. Despite the best efforts of the editors and the authors, however, gaps remain in our coverage and presentation of topics. The inherent challenges of publishing a volume of such magnitude were further compounded by the timing of the project during the pandemic. We believe that the book will be useful for a range of stakeholders including teachers, graduate students, teacher educators, institutions, programme leaders, teacher associations, researchers, language education policy-makers, development partners, and national and international bodies responsible for English language education in changing times.

## References

- Arnaut, K., Blommaert, J., Rampton, B., & Spotti, M. (Eds.). (2015). *Language and superdiversity*. New York: Routledge.
- Bachman, L., & Damböck, B. (2018). *Language assessment for classroom teachers*. Oxford: Oxford University Press.
- Baird, J. A., Andrich, D., Hopfenbeck, T. N., & Stobart, G. (2017). Assessment and learning: Fields apart? *Assessment in Education: Principles, Policy & Practice*, 24(3), 317–350. <https://doi.org/10.1080/0969594X.2017.1319337>
- Block, D., Gray, J., & Holborow, M. (2013). *Neoliberalism and applied linguistics*. London: Routledge.
- Block, D., & Cameron, D. (Eds.). (2002). *Globalization and language teaching*. London & New York: Routledge.
- Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge: Cambridge University Press.
- Canagarajah, S. (Ed.). (2005). Introduction. In *Reclaiming the local in language policy and practice* (pp. xiii–xxx). London: Routledge.
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2, 1–27.
- Chowdhury, Q. H., & Erling, E. J. (2021). The value of grassroots English for Bangladeshi migrants to the Middle East. In C. Meierkord & E. W. Schneider (Eds.), *World Englishes at the grassroots* (pp. 165–185). Edinburgh: Edinburgh University Press.
- Chowdhury, R., & Le Ha, P. (2008). Reflecting on Western TESOL training and communicative language teaching: Bangladeshi teachers' voices. *Asia Pacific Journal of Education*, 28(3), 305–316.
- Coleman, H. (Ed.). (2011). *Dreams and realities: Developing countries and the English language*. London: British Council.
- Darling-Hammond, L., & Lieberman, A. (2013). *Teacher education around the world*. London: Routledge.
- Erling, E. J., & Seargeant, P. (Eds.). (2013). *English and development: Policy, pedagogy and globalization (Vol. 17)*. UK: Multilingual Matters.

- Flubacher, M. C., & Del Percio, A. (Eds.). (2017). *Language, education and neoliberalism: Critical studies in sociolinguistics*. Bristol: Multilingual Matters.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Basingstoke, UK: Palgrave Macmillan.
- Hall, G. (2017). *Exploring English language teaching: Language in action*. London: Routledge.
- Hamid, M. O., & Baldauf, R. B. (2008). Will CLT bail out the bogged down ELT in Bangladesh?. *English Today*, 24(3), 16–24.
- Hamid, M. O., & Rahman, A. (2019). Language in education policy in Bangladesh: A neoliberal turn? In A. Kirkpatrick & A. J. Liddicoat (Eds.), *The Routledge international handbook of language education policy in Asia* (pp. 382–395). London: Routledge.
- Hamid, M. O., & Erling, E. J. (2016). English-in-education policy and planning in Bangladesh: A critical examination. In R. Kirkpatrick (Ed.), *English language education policy in Asia* (pp. 25–48). Cham: Springer.
- Holliday, A. (2016). Appropriate methodology: Towards a cosmopolitan approach. In G. Hall (Ed.), *Routledge handbook of English language teaching* (pp. 265–277). London: Routledge.
- Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge University Press.
- Hu, G., & McKay, S. L. (2012). English language education in East Asia: Some recent developments. *Journal of Multilingual and Multicultural Development*, 33(4), 345–362.
- Hyland, K., & Wong, L. L. (Eds.). (2013). *Innovation and change in English language education*. London: Routledge.
- Johnson, K. E. (2015). Reclaiming the relevance of L2 teacher education. *The Modern Language Journal*, 99(3), 515–528.
- Johnson, K. E., & Golombek, P. R. (2020). Informing and transforming language teacher education pedagogy. *Language Teaching Research*, 24(1), 116–127.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford : Oxford University Press.
- Nguyen, D., & Ng, D. (2020). Teacher collaboration for change: Sharing, improving, and spreading. *Professional Development in Education*, 46(4), 638–651. <https://doi.org/10.1080/19415257.2020.1787206>
- Nguyen, P. M., Terlouw, C., & Pilot, A. (2006). Culturally appropriate pedagogy: The case of group learning in a Confucian heritage culture context. *Intercultural Education*, 17(1), 1–19.
- Pennycook, A. (1994). *The cultural politics of English as an international language*. London: Longman.
- Phillipson, R. (2013). *Linguistic imperialism continued*. London: Routledge.
- Rosell-Aguilar, F. (2018). Autonomous language learning through a mobile application: A user evaluation of the busuu app. *Computer Assisted Language Learning*, 31(8), 854–881. <https://doi.org/10.1080/09588221.2018.1456465>
- Rubdy, R. (2009). Reclaiming the local language in teaching EIL. *Language and Intercultural Communication*, 9(3), 156–174.
- Sauro, S., & Chapelle, C. A. (2017). Toward language-techno cultural competence. In C. A. Chapelle & S. Sauro (Eds.), *The handbook of technology and second language teaching and learning* (pp. 459–472). London: Wiley Blackwell.
- Wedell, M., & Grassick, L. (Eds.). (2017). *International perspectives on teachers living with curriculum change*. London: Palgrave MacMillan.
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222–1235. <https://doi.org/10.1016/j.pragma.2010.07.035>
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30.
- Wiliam, D. (2017a). Learning and assessment: A long and winding road?. *Assessment in Education: Principles, Policy & Practice*, 24(3), 309–316. <https://doi.org/10.1080/0969594X.2017.1338520>
- Wiliam, D. (2017b). Assessment for learning: Meeting the challenge of implementation. *Assessment in Education: Principles, Policy & Practice*, 25(6), 682–685. <https://doi.org/10.1080/0969594X.2017.1401526>

Xu, Q., & Peng, H. (2017). Investigating mobile-assisted oral feedback in teaching Chinese as a second language. *Computer Assisted Language Learning*, 30(3–4), 173–182. <https://doi.org/10.1080/09588221.2017.1297836>

**Rubina Khan** is Professor at the Department of English, University of Dhaka, Bangladesh. She has a PhD in ELT from the University of Warwick and an MA in TESOL from the University of Northern Iowa. She is a Fulbright scholar and has extensive experience in teaching, research, assessment, and educational leadership and has worked as a consultant on many national and international projects. She has published over forty articles and book chapters, co-edited books including *Tertiary Level Writing in English in Bangladesh* (2018), *Writing Essays with Ease* (2017), *Best Practice in ELT: Voices from the Classroom* (2014), and *Making Connections: Responding to Literature* (2014), and presented at national and international forums. Her current areas of interest include English language assessment, teacher education, teacher professional development, and leadership skills. She is the President of the Bangladesh English Language Teachers Association (BELTA).

**Ahmed Bashir** is Professor at the Department of English, University of Dhaka, Bangladesh. He has an MA in Applied Linguistics and ELT from the University of Dhaka and a second MA in TESOL from the University of Nottingham. He has co-authored two books: *Writing Essays with Ease* (2017) and *Endeavour: An Introductory Language Coursebook* (2014) and published research articles in local and international journals. His areas of interest include teaching/learning language skills, learner autonomy, educational technology, and language testing and assessment. He is the General Secretary of the Bangladesh English Language Teachers Association (BELTA).

**Bijoy Lal Basu** is Associate Professor at the Department of English, University of Dhaka, Bangladesh. He has a PhD in Curriculum and Pedagogy from King's College London and an MA in TESOL from the UCL Institute of Education. He has co-authored *Endeavour: An Introductory Language Coursebook* (2014) and published articles in journals including *TESL EJ* and *Asia TEFL*. His research interests include ELT curriculum and pedagogy, teacher education, pragmatics and discourse studies.

**Md. Elias Uddin** is Assistant Professor at the Department of English, University of Dhaka, Bangladesh. He holds an MA in Applied Linguistics and English Language Teaching from the University of Dhaka. His research interests include language testing and assessment, learning strategies, learner motivation, materials design and development, and teacher education. He has presented research findings at various international conferences.