

such as *EL Gazette*, *Modern English Teacher*, *The Teacher Trainer*, *IATEFL Voices*, *The TESOL Quarterly*, to name a few. The final section titled “Global views and reflections” covers the views and reflections of the director and manager.

Succeed in TEFL is a complete package, a thoroughly practical handbook that actually delivers what it promises. The layout of the book is comprehensive and reader-friendly, and it offers authentic examples and practical advice. Each chapter includes a wide range of case studies and interviews collected from teachers who have worked in different countries and diverse contexts. There are tips, tasks and summaries in every unit, which make it even more stimulating for the engrossed reader. The writing style is mostly conversational and engaging, without getting too chatty, or too professional, or jargon-laced. The book also packs information on useful web resources and websites for further information. In the current scenario, when academia is vying to work shoulder-to-shoulder with big corporate houses in terms of greater opportunities for professional development and job satisfaction, Riddell’s attempt is commendable to the highest degree. He puts on the table, a refreshing outlook and valuable insights into many traditionally sore areas. The book is indeed indispensable for teachers, managers as also researchers who wish to delve deeper into the intricacies, the recipes and the time-tested stratagems for success as well as continuous development of those engaged in teaching English.

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Global Englishes and change in English language teaching: Attitudes and impact

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Reviewed by: **Ramanjaney Kumar Upadhyay**

This book is potentially capable of contributing novel arguments to the ongoing discourse on the movement from English to Englishes, and its consequences for English Language Teaching. It consists of four chapters, followed by two appendices—A and B. Appendix A details nine lesson plans and activities, which serve as a very useful tool for ELT practitioners/teachers in a classroom setting. The lesson plans are quite structured. They formally define the rationale and the aim of the lesson, and list the learning outcomes. Appendix B, enumerates the profile of the participants.

Chapters 1 and 2 provide a theoretical backdrop for the study of attitudes towards different varieties of English and ELT. In these, the author has generously used many key terms from the field of ELT. The first chapter covers topics such as World Englishes, English as a Lingua Franca (ELF), English as an International Language (EIL) and translanguaging, etc., and their implications for ELT. The author also addresses the issue of native and non-native speakers of English, which leads to a discussion on standard versus non-standard varieties of English, and another discussion on Global Englishes Language Teaching (GELT). The author points out the need for more research on the attitudes of stakeholders so that some progress can be made in GELT.

The second chapter carries forward the discussion on needs analysis and underlines its

importance in building an informed consensus on GELT. Galloway begins by defining attitudes of learners, particularly with reference to English language learning. He identifies language learners as the key stakeholders of ELT, and emphasizes that understanding the attitude of the learners towards the language is crucial for any kind of curriculum change to be effective. Galloway also reiterates the need for more classroom research and asserts that there is a severe dearth of research on what GELT would be like and how it would influence the students' attitudes.

Chapter 3 details the empirical work carried out by the author. Galloway provides a vivid understanding of students' attitudes towards English and ELT in the context of Global Englishes, and some crucial factors that influence these attitudes. He presents empirical data and findings based on pre- and post-course questionnaires and post-course interviews. He explains that the study was conducted on one control and one experimental group. The students from the control group were offered a content-based EAP course on Tourism and the students from the experimental group were offered GELT courses based pedagogical content. Reporting on the findings, Galloway reveals that English is seen as a language which belongs to the "natives", and the students want to learn that particular English of the natives. However, the author opines that this understanding of English is due to multi-faceted reasons such as dominance of native English world-wide and its prevalence across the globe as standard variety. Galloway also claims that the GELT course altered the students' attitudes towards English(es). According to him, this change in the attitude of the students, is crucial as it will pave the path for ELT to be examined in the light of Global Englishes. The chapter once again calls for further research in the area. In the final chapter, Galloway offers some practical suggestions on designing and

developing content. To this end, he has suggested a variety of activities in this chapter. The author says that because it might be difficult for an ELT practitioner to design a/an G/ELT course complete in all respects, he advocates that a lot of activities be included in the course. In fact, he even suggests many activities in his book. The chapter again talks about the need for more research in the classroom setting, so that the movement from ELT to GELT can be transacted.

Although the book is based on empirical work carried out at a Japanese university by the researcher, it can be useful in Indian context for Indian teachers, researchers and students alike. Taking cue from the exercises and lesson plans suggested in the book, similar activities can be designed by researchers and teachers. This book is centred around the attitudes towards different varieties of Englishes and their implications for language teaching. However, the research presented in the book can also guide researchers to an empirical study of languages in India, particularly with reference to language and dialect dichotomy and attitudes towards them which impact the teaching and learning of these languages.

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