In a world of transnational migration, hybrid national identities, and shifting geopolitical boundaries, the merge between the local and global discourses of language policy becomes of paramount importance for educators, language planners and policy makers. In this edited volume, *Reclaiming the local in language policy and practice*, Suresh Canagarajah makes an attempt to direct our undivided attention to the ‘greater negotiation between global processes and local conditions, leading to the construction of a diversified knowledge tradition that benefits from the richness of practices and values in human community’ (p. xiv). With this goal in mind, the volume provides a critical overview of the approaches to policy and practice in the field of applied linguistics to the researchers and educators in the field, and takes into account the importance of globalization, migration and language use in the process of language planning and instruction. *Reclaiming the local in language policy and practice* consists of four thematically organized sections.

**Affiliation**

University of Toronto, Canada
Correspondence: Modern Language Centre, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education (OISE), University of Toronto, 252 Bloor Street West, Toronto, Ontario, M5S 1V6 Canada
email: ssadeghi@oise.utoronto.ca
Part I: *Redefining Disciplinary Constructs* incorporates articles written by Suresh Canagarajah, Rakesh Bhatt, Dominique Ryon, Lynn Mario and Mendez de Souza, and addresses the effects of local practices and policies on the global context of applied linguistics and language instruction. In the first chapter, Canagarajah emphasizes the importance of a critical dissection of the notion of local knowledge, and stresses that, ‘local knowledge can motivate conversations between different localities, answering questions that transcend one’s own borders (…) It is possible to develop a pluralistic mode of thinking where we celebrate different cultures and identities’ (p. 20). Rakesh Bhatt’s post-colonial analysis of ‘new Englishes’ and linguistic ‘hybridity’ in the context of postcolonial India calls for a reevaluation of what constitutes standard English and stresses the need for acknowledging and valuing different varieties of English spoken in the local and global contexts. In the third chapter, Dominique Ryon uses the example of Cajun French commonly used in Louisiana in the Southern Unites States of America. Situated within Foucault’s theorizations of knowledge and power, Ryon exposes the myth of objectivity in studies in sociolinguistics, and endorses a critical review of linguistic assimilation taking into consideration issue of power, local resistance, and cultural struggles. The fourth and last chapter in this section, co-authored by Lynn Mario and Mendez de Souza, challenges the grapho-centric (word-focused) definitions of writing commonly accepted in the local, global and academic contexts. Using examples from the literacy practices (oral literacy) of indigenous peoples in Brazil, Mario and de Souza argue that, ‘[t]he view of cultures without histories are thus a product of cultural contact in asymmetrical power relations’ (p. 80). Furthermore, the authors emphasize the importance of acknowledging multimodal literacies as crucial to understanding sociocultural approaches to appropriation of writing and negotiation of literacy beliefs and practices within different cultures.

Part II: *Interrogating Language Policies* is dedicated to an in-depth discussion of language policies across the globe. In Chapter 5, Kanavillil Rajagopalan criticizes Brazilian linguists for not considering the political disputes between local and expert knowledge, and highlights the need for continuing dialogue between the two as central to the issue of national identity. He brings to the fore the need to merge the needs of local people with language policy. Chapter 6 presents an account of Maya Khemlani David’s and Subra Govindasamy’s analysis of globalization, economic and social reforms, and language policy in postcolonial Malaysia. The authors criticize the nationalistic language policies that discouraged English instruction in postcolonial Malaysia, since the 1970s, in order to offset the local impact of English as the language of the British colonial power. Khemlani and Govindasamy point out the detrimental effects of nationalistic language policies in an era of globalization and transnational
migration, and call for a critical re-evaluation of the extreme forms of ‘affirmative action’ that are currently practiced in Malaysia. The authors conclude that full recognition of the advantages of bilingualism will greatly promote economic growth in the modern competitive global markets, as members of the Indian and Chinese communities in Malaysia have been fully aware of. In Chapter 7, Sharon Utakis and Marianne D. Pita investigate the educational practices of Dominican immigrants in New York City, and the negotiation of educational policy in the context of transnational migration and global economy. Drawing from the experiences of these Dominican immigrants, the authors criticize the ‘assimilation policies’ of the American educational system, and stress the necessity of inclusion of minority languages and cultures in the school curricula.

Part III: Reframing Professional Lives provides an account of the experiences of educators and practitioners in applied linguistics. This section attempts to address the question of individual and professional identity of language educators who are facing diverse, and sometimes contradictory, pedagogical beliefs and practices in their cultural communities and their professional training. Chapter 8 is David Block’s report of the narratives of four French language teachers in England. Block aims to investigate the cultural problems faced by these language teachers who experience being ‘foreign’ and different in the British school system. The participants’ narratives reveal that these teachers were involved in a continuous process of negotiating cultural differences and strived to reach a ‘third place pedagogical identity’ that aimed to reconcile the school culture and the culture of their cultural community. The author concludes that the lived experiences and narratives of foreign language teachers ‘become catalysts for change in the extremely local contexts of particular schools’ (p. 193). Chapter 9, the last chapter in this section represents the personal narratives of four English language teachers from different parts of Asia: Nobuhiko Akamatsu from Japan, Angel Lin from Hong Kong, Wendy Wang from Mainland China, and Mehdi Riazi from Iran. The authors suggest the notion of TEGCOM (Teaching English for Glocalized Communication) to move beyond the concept of TESOL (Teaching English to Speakers of Other Languages). The authors’ narratives reveal how local contexts of Teaching English in parts of the world where English is not commonly used, can contribute and add to the ‘disciplinary knowledge and discourse of TESOL and applied linguistics, by illustrating both how English is perceived, learned, appropriated, and used in different sociocultural contexts, and how this local, socioculturally situated knowledge can contribute to the knowledge of the discipline’ (p. 199). The authors propose that sociocultural situatedness, postcolonial performitivity and glocalization are new grounds upon which novel approaches to TEGCO,
Part IV: Imagining Classroom Possibilities is dedicated to a discussion of how local knowledge can contribute to learning unfamiliar forms and symbols within the context of particular classrooms. Peter Martin, in Chapter 10, gives an example of using multilingual literacy pedagogical practices in a rural classroom in Brunei. Marked by the struggles for sovereignty, and affected with efforts for internationalization and globalization, the classroom teacher tries to bring together local knowledge and tries to ‘relate the information in the textbook to the situation in the village where the school was located’ (p. 241). Using discourse analysis, Martin demonstrates how interactional pedagogical practices of the teacher in this small community engages the pupils in the classroom and links their lives experiences to the knowledge presented in the textbook. In Chapter 11, Jasmine Luk contends that communicative approaches to language teaching (CLT) are advantageous as long as they allow for a renegotiation of the place of the local within the global discourses. She argues that the failure of CLT approaches in language classrooms is as the result of ‘direct transplanting of CLT methodology to places outside the Anglo-Saxon contexts due to incongruent sociocultural and institutional connotation’ (p. 248). Using examples from particular CLT classrooms in Hong Kong, the author concludes that nativeness of English language teachers does not necessarily contribute to the development of communicative skills in the students. Rather, a critical awareness of the place of the ‘local subjectivities’ and an examination of the ‘dominant global principles’ will help foster learning English as an international language. Chapter 12, the final chapter in the book, Elisabeth Mermann-Jozwiak and Nancy Sullivan assert that ‘[w]e are not systematically providing our students with the multiliteracies required by the rapid globalization process where ‘local’ and ‘global’ have become less distinct. They are not learning the flexibility and adaptability that define global citizenship’ (p. 282). Using the example of Mexican pupils in Corpus Christi, a public school district in south Texas, the authors conclude that cultural and linguistic marginalization of students are detrimental to their academic performance and school success. They point out that linking the local to the global, i.e., through inclusion of diverse linguistic and cultural experiences of Mexican and Chicano students in the school curricula and fostering models of critical pedagogy can encourage and promote of conscientious global citizenship.

Most chapters in this volume represent specific case studies across the globe, discussing issues related to language policy and instruction from post-colonial India, Malaysia and Brunei to the indigenous peoples of Brazil, and Mexican immigrants in the United States of America. While a basic knowledge of applied linguistics and familiarity with field-specific terminology are useful
to the readers, the clear organization of the book and the linguistic and structural flow of the chapters make this book a valuable and practical resource in diverse interdisciplinary fields such as, applied linguistics, sociology of education, critical pedagogy, etc. The implications of this book are both theoretical and practical. It sets new grounds upon which global citizenship can be re-evaluated and re-defined through a critical analysis of the role of the local knowledge in the context of transnationalism and globalization. On the other hand, the book provides a forum through where diverse views on globalization, diversity and cultural and professional identity are shared and exchanged. The strength of the book is in its ability to bring in the notion of local knowledge to the forefront of studies in applied linguistics, and promote and encourage the value of sociocultural perspectives on language policy and instruction in different communities across the globe. The book is mostly dedicated to a discussion of particular language teaching contexts in different communities. While these specific examples demonstrate individual educator’s efforts to promote global connectedness in the local context, the book, however, does not formulate explicit measures in order to encourage and formulate reforms in language policy and instruction. Nonetheless, there is an interesting discussion in Chapter 5, where Kanavillil Rajagopalan talks about an open letter to the president of the Special Commissions on Education. The letter, written by the presidents of several Brazilian linguistics and applied linguistics associations, underscores the necessity of language policy reforms at the federal level and constitution of clearly defined guidelines in language policy. Taken as a whole, the book is an outstanding resource in studies in theoretical orientations to applied linguistics, language policy and research on pedagogical practices.