

## Faria Tofail

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**Values:** Ensuring equity of ELT (English Language Teaching) practitioners from postcolonial contexts by developing alternative knowledge-bases from the bottom-up, to inform policy and practice.

**Context:** I have 26 years' experience of working as an educator and researcher in diverse contexts career with different institutions, learner cohorts and educational cultures. I have taught young adults at university settings in Bangladesh. In the UK, as a PhD tutor, I have taught English courses to children across Key stages 2-5 from under-represented backgrounds in non-selective state schools to ensure access to highly selective UK universities as part of university widening participation programmes.



**Passions:** Recognizing 'Non-Native English Speakers (NNESTs)' as the 'local exports' and devising ways to preserve the invaluable repository of local knowledge they hold through self-inquiry and participatory, collaborative teacher research.

**Interests:** Providing insights into the central role that teacher cognition (what teachers know, think and believe) plays in shaping their practices and their attitude towards new knowledge and policy changes.

**Research:** My doctoral thesis on technology transfer from the West and top-down policy changes on ELT practitioners from a postcolonial perspective, demonstrates how little say local practitioners as frontline implementers have in practice and policy. I conducted my research from King's College London, UK.

My research interests include, Second language teacher education, teacher cognition, collaborative and participatory teacher/action research and postcolonial research in ELT.

My research has made me aware of the implicit and unconscious biases that underpin the psychology of inequality and recognize the importance of research and grassroots movements in contributing to a better society. I am particularly keen on engaging local teachers in classroom-based research, which will legitimize the wealth of knowledge they have of their own contexts and practices. Chronicling and disseminating such research could empower local practitioners and help create alternative, location-specific knowledge bases. This would counter the hegemony English language teaching methods and materials from the 'West' in developing contexts and provide non-native English-speaking teachers (NNESTs) a voice and more equal platform for disseminating their expertise compared to their Western counterparts.

**Living values:** My living value is – 'Know thyself'. I believe that critically reflecting on one's implicit beliefs and practices are not only key to making informed choices as practitioners, but provides a platform for life-long professional development

**Living-educational-theory:** Creating an account of my own living-educational-theory has enabled me to recognize how the beliefs and values that essentially shape our identity and practice as practitioners mostly remain subconscious and inarticulate, unless we give conscious effort to reflect on and understand them. An account of my journey as an educator and researcher from a developing, postcolonial context and creating my emerging living-educational-theory could be found in <https://ejolts.net/node/368>

**Current Project:** I am currently working on a longitudinal project with a colleague to encourage collaborative teacher research across a number of universities to enhance my educational influence in Bangladesh.