

Book Review

Introducing Global Englishes

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The authors in the Preface (xi) state the key themes that underpin their position on what constitutes Global Englishes:

1. Language change is natural and normal
2. Languages are in contact with one another, especially English which is used in more language –contact situations than any other.
3. Ownership of English should be viewed as a global concept.
4. English is adaptable, fluid, and ever changing: its code gets appropriated and adapted in varied contexts of use.
5. Many English users have a multilingual repertoire that they utilize to successfully communicate in English.
6. Meaning is achieved through communication and negotiation, not through adherence to native English-speaking norms.

They then address the issue of Terminology and the different views associated with WE (World Englishes), Global Englishes, EIL (English as an International Language), GELT (Global English Language Teaching) , EFL, ESL and ELF (English as a Lingua Franca).

Such paradigms entailed in World Englishes and ELF although presented somewhat differently in this book are based on an underlying ideology:

- English is viewed as a pluricentric notion;
- the focus is on the use of English by non-native English speakers;
- the global ownership of English is independent of native norms;
- this will have implications for the teaching of English.

The book has 10 chapters with a similar format in all the chapters. Apart from making the organization of the text reader friendly, readers are encouraged to think for themselves and reflect on what sort of English is used in their own geographical, political and cultural situation.

Each chapter has:

Introductory activities such as *discussion questions* (e.g. on the spread of English), then a *case study*, (on using Kachru's (1985) division into three circles), *closing activities* followed by *further discussion*.

The end of each chapter has a *summary* with '*Further readings*'. The *Closing activities* are divided into *debate topics* and *assignment topics* which are further divided into 'personal account', 'research task', 'basic academic assignments' and more 'advanced academic assignments' based on the main topic of the chapter. This book is very pedagogically oriented and can be highly recommended as an essential text for a course on 'Global Englishes'. Since the title is about *Introducing Global Englishes* one can only expect an 'introduction' so there are areas which may not be fully covered in the text. However, the reader can go to a companion web-site once in place, for further exercise, debates, discussions related to the chapters www.routledge.com/cw/galloway

Chapter 1 introduces *The history of English* from its origins to the emergence of a 'standard' language and its spread around the world. The authors look at the spread of English through four channels:

1. settler colonization
2. slavery
3. trade and exploitation colonies
4. globalization.

Globalization and the rise of English as a world's lingua franca through inherent linguistic qualities, external factors and the various models used to represent English speakers in the world (Stevens' World Map of English; McArthur's Circle of World English and Kachru's Three Circle Model). Each of these models is critiqued and other models are offered as possible alternatives.

Chapter 2 concerns *Language change and variation*. Such change and variation as illustrated in areas as dialect, accent come from language contact affecting differences related to phonemic and prosodic variation, vocabulary, spelling, grammatical variation and pragmatics. There are also sections on 'New' Englishes, World Englishes, pidgins and creoles, standard language ideology, ownership and identity.

Chapter 3 looks at *English as a global language* in terms of issues and attitudes.

After the introductory activities the chapter is divided up into sections on the advantages of the global spread of English and the disadvantages, posing questions on English as a killer language, linguistic imperialism and the influence of English on language policy and planning. Finally the chapter looks at English-only policy in the Inner Circle and in particular 'The English-Only' movement in the United States and other Language policies in the Outer Circle and Expanding Circle.

Chapter 4 discusses *Variation in 'Native' Englishes*, an area that well underlines the linguistic diversity that arises even within the 'Inner Circle'. Firstly the authors discuss English language variation in the British Isles and its features (sounds, vocabulary, grammatical variations and attitudes towards variation such as RP). The same procedure is used to discuss English variation in Canada, the USA, Australia and New Zealand. Finally, there is a section on English language variation in the Caribbean where for example in Jamaica 'standard' English as the exclusive language of public- formal domains has shifted towards a local variety as the new standard.

Chapter 5 looks at the topic of *The 'New'Englishes* as an official or recognized second language in Kachru's Outer Circle. This chapter covers English in South Asia, South-East Asia, specifically Singapore, Malaysia, The Philippines and Brunei. The features of English (phonemic variation, vocabulary, grammatical variation, pragmatics and attitudes towards such variations) are described in some detail, as is Singapore's 'Speak Good English Movement'. There have been a number of major studies concerning English in South-East Asia although the addition of Brunei seems to be more of a geographical addition rather than a linguistic one.

The chapter then turns to English in Africa. There is a short historical background together with the role of English today in Africa. The various features of English in Africa are outlined as well as attitudes towards English. On the whole this is a relatively short discussion considering the fact that English was very much part of British colonial regime but the spread was often determined by the local multilingual situations as well as historical political divisions.

Finally, this chapter looks at the status of the 'New'Englishes starting with the case of Hong Kong and whether there is a 'variety' of Hong Kong English. This leads into the now famous debate between Quirk/Kachru from the 1984 conference in London and the 'inferiority' of non-native forms of English.

Chapter 6 concerns *English in global contexts*. Where chapters 4 and 5 discussed 'native', 'nativized' forms this chapter focuses on areas of the world where English is seen as a 'foreign language' in the Expanding Circle. First, the chapter looks at English as a lingua franca in Europe, then English in East Asia: in terms of the features of variation of English in China, Japan, Taiwan and South Korea. There is also some discussion on English in ASEAN and the consequences of the ASEAN Economic Community (AEC). The remainder of the chapter looks at ELF in global contexts and suggests what differences there are between ELF and EIL.

Chapter 7 discusses *English as a Lingua Franca* as a pluricentric concept, that is to say having numerous accepted norms and forms. The chapter begins with a theoretical and descriptive overview of ELF then examines the pragmatics of ELF communication. It highlights the shift in research focus away from the common features of ELF as a center of interest in the earlier days of research. The chapter then looks at research being conducted in a number of domains such as business English as a lingua franca (BELF). The next section revisits many of the concepts already discussed: language change, variation, language contact, standardization, ownership and pedagogical implications. Finally there is an overview of the criticisms and counterarguments of English as a lingua franca.

Chapter 8 looks at *Attitudes to English varieties and English as a lingua franca*. The chapter starts out by defining the concept of 'attitudes' and the factors influencing attitudes in relation to the 'New' Englishes. The authors then examine the methods and studies investigating attitudes towards native and non-native English. More specifically the chapter looks at teachers' and students' attitude towards ELF and Global Englishes. The general attitude of teachers and students seems to be at least cautious with regard to the whole concept of ELF. The authors quote Jenkins (2006) when she writes that learners need more choice and 'the needs to be made in full knowledge of the sociolinguistic facts without pressure from the dominant NS community' (p.155). However, they also admit that the main conclusions to be drawn from many of these studies are that, while students continue to favor native English, more research is required to support the proposal for Global Englishes.

Chapter 9 *English language teaching* as seen by the authors is in need of a critical evaluation of ELT practice worldwide even if it is simply in terms of the globalization of English. The issue of learners striving to become 'native' English speakers is discussed together with the fundamental question of the terminology of 'native' and 'non-native'. Teacher competence is also addressed and the notion that the 'ideal' teacher is often considered as being the 'native' English-speaking teacher.

Global English language teaching is discussed with an emphasis on multi-competent language users in ELT. The issue of ELF strategies in language curriculums is addressed stressing the aspect of diverse cultures and identities. All this has consequences for English teacher hiring practices in the ELT industry and attitudes towards teachers of English. A final section addresses the barriers to innovation in English language teaching as in teaching materials, teacher education, recruitment and the attachment to 'standard' English. For most teachers and indeed institutions the reliance on Tests of English for International Communication such as TOIEC, TOEFL and IELTS use native-like proficiency as the yard-stick. This can often produce a 'tail-wagging the dog' syndrome as an exonymic forms of English are imposed on both teachers and students.

Chapter 10 looks at *The future of English as a global language*. Technology has increased the use of English in social networking: *Facebook*, *You Tube* or in internet protocols such as *Skype* which means that there has not only been a spread in terms of globalization but also localization. International education especially at tertiary level has greatly impacted the use of English worldwide. However, as the authors point out English as a global language and ELF in particular is seen as essentially a fluid entity, that is to say it offers alternatives to strict native-speaker norms with recognition of local variations. Some researches see a convergence of Global English (Crystal 1997, 2006) as the world becomes more interconnected. However, there are also divergences where the forces of diversity will always pull at the seams of convergence. This is because language is a complex adaptive system and like any living organism is capable of changing and adapting to its surroundings.

At the end of this book there is a subset of the phonetic symbols used as well as a very useful glossary of terms used. Finally, there are extensive references and an index for quick reference.

In the process of reviewing recommendations of one form or another are expected to be given to potential readers of a book. As I teacher courses on

English as a Lingua Franca at MA and PhD level I would judge this book to be an ideal introduction for anyone teaching or studying Global Englishes. The general organization and pedagogical approach assumes an interested and thinking readership by the way each chapter is organized. The addition of a companion website to further explore the topics will help to expand areas that might warrant greater elaboration (such as Africa and indeed South America, not touched upon at all).

Inevitably an 'introduction' means selectivity and that will depend partly, at least, on the interests of the authors. Clearly the work of certain scholars has had considerable influence on the writing of this book, having said that, there is very little that I would disagree with.

As I have stressed in this review, this book is about 'Introducing Global Englishes'. However, I would like to have seen some discussion on 'Translanguaging'. This is a concept described by Canagarajah (2011: 401) as a term first used by Cen Williams (1994): 'the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrate system'. Such a definition seems to be equally valid for Global Englishes. The present topicality of 'Translanguaging' may have been given some prominence because of political issues, in particular, the *English-Only Movement* in the USA (see Ofelia Garcia, 2009). However, it is also relevant to many education systems where English is used as a Global Language. I would suggest that translanguaging as well as transculturization are good examples of where languages in terms of historical, social, and economic forces converge to make language such a complex issue. I think the authors do well to quote Mauranen (p149) as it seems so apt, that when languages get enormous and the lion's share of the use is as a lingua franca—'this is uncharted territory'.

References

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