



BOOK REVIEW

Title :	Introducing Global Englishes
Authors :	Nicola Galloway and Heath Rose
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English has grown from being spoken by only a few nations to being the global lingua franca. Its spread has resulted in non-native English speakers far outnumbering native speakers of the language. With such radical changes in not only the number of users but also the nature of usage, it is inevitable that norms and standards change as well. How we understand, view, and adapt to this change is covered comprehensively in Galloway and Rose's (2015) *Introducing Global Englishes*. In the book's ten chapters, the authors cover an incredible amount of ground, beginning with the history of the English language and ending with its predicted future in years to come. Both authors have a background in education and, perhaps most importantly, this shows in the presentation of the content and amount of additional resources provided. Dense concepts are explained in accessible language, and the accompanying website is filled with more than enough material for entire courses on this and related subjects. This book is an invaluable resource for those embarking on teaching or studying Global Englishes (GE) in isolation or as part of a larger course on applied linguistics, for example.

Chapter 1 takes readers on an historical tour of the origins of English, working through Old, Middle, and Early Modern English before splintering off into the New Englishes of the recent past and present. The authors introduce a four-part model of this spread (p. 9) different from the traditional two diaspora view that is typically presented, and problematize some of the issues with previous models of English (e.g. Kachru's concentric circle model). The discussion is balanced, critical, and empirically sound. Chapter 2 builds on this discussion and adds to it more detailed coverage of language change and variation. The authors discuss language contact and then levels of variation, drawing attention to grey areas between terms such as variety, dialect, accent, language, and register. The chapter concludes with a look into language ideology and ownership.

Chapter 3 focuses more on the political and economic advantages and disadvantages of English as a global language, while Chapters 4, 5, and 6 discuss variation in native Englishes, New Englishes (English as a second language/outer circle contexts), and English spoken by the rest of the world (English as a foreign language/expanding circle contexts). The authors do an



excellent job of balancing their discussion between purely linguistic aspects and the sociolinguistic realities of these Englishes in use. While Chapters 4-6 are extremely informative, they might appear quite dense to some readers. That being said, they are written clearly, accessibly, and with lots of helpful examples.

Although mentioned in other parts of the book, English as a Lingua Franca (ELF) is the focus of Chapter 7. Galloway and Rose first highlight the growth of ELF as an area of study since the 1990s. They distinguish it from World Englishes (WE) by stating that WE focused more on delineating Englishes from one another rather than describing how speakers of English(es) use the language amongst one another, a focus of ELF. What I found most interesting was the coverage of common misconceptions/criticisms of ELF near the end of the chapter. Issues such as the misconception of ELF being a single variety of English, a simplified variety of English, or that it is always linked with pedagogy, among others, are elucidated upon, clearing up some of my own misconceptions.

Chapter 8 homes in on attitudes towards different varieties of English and ELF. With many learners and teachers still aiming to ‘sound like a native speaker’ and pushing for unrealistic goals in doing so, attitudes towards non-standard varieties is a tremendously relevant discussion today. This chapter covers ways of researching attitudes and reports on research that has done so quite well. The authors call for more studies that raise students’ awareness of GE and cause them to reflect on their own stereotypes. This is an area the authors have been quite active in themselves (see Galloway & Rose, 2018, 2014; Rose & Galloway, 2017; Rose & Montakantiwong, 2018).

The question of why GE education is important is answered in Chapter 8, and the question of how is tackled, albeit briefly, in Chapter 9. Galloway and Rose discuss the importance of raising awareness of different varieties of English, strategies in ELF communication, emphasizing respect among speakers, and, addressing the elephant in the room, changing hiring practices. With so much discussion about the importance of recognizing diversity, it is inevitable that hiring practices must change. The “summary of proposals” (p. 208) does well to present past strives that were made, while the authors put forth a strong argument of their own.

Finally, Chapter 10 discusses the future of English as a global language. What I realized in reading this section is how well the authors are able to present conflicting arguments on the same topic in an objective manner. It is clear that Galloway and Rose believe that their view of GE/English will continue to thrive though leaving room for other lingua francas to emerge. The authors’ view of GE potentially being viewed through the lens of complexity theory is particularly innovative and thought-provoking.

All in all, *Introducing Global Englishes* is an excellent resource for those interested in the history, spread, variation, and future of English around the world. As a practitioner-turned-researcher, I found myself most intrigued by the ideas in Chapter 9 relating to GE Language Teaching (GELT), yet, felt like just as I was getting warmed up, the authors change topics and move back to non-pedagogical issues. However, during the time I was reading for and then writing this review, Galloway and Rose have announced that they will be releasing a book in

2019 devoted entirely to GELT, in which case the ideas in Chapter 9 of this volume will be expanded upon greatly. That being said, this book can definitely stand on its own. As an introductory yet thorough resource, I feel this is an extremely underrated volume, exhaustively covering a topic of intense interest and debate today.

THE REVIEWER

Nathan Thomas is a postgraduate researcher in the Department of Education at the University of Oxford. He has researched ELT in the contexts of China and Thailand, where he has taught for many years. His research interests are wide-ranging, but current projects pertain to language learning strategies, self-/other-regulation, and Global Englishes.

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