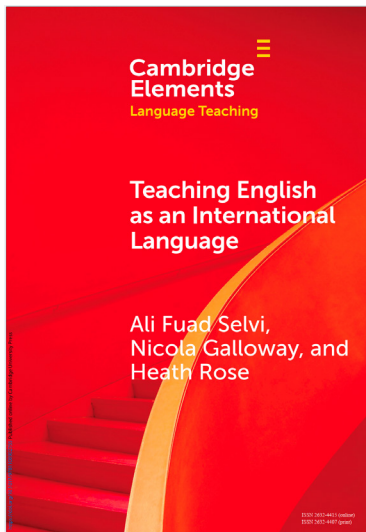


BOOK REVIEW



Title:	Teaching English as an International Language
Editors:	Ali Fuad Selvi, Nicola Galloway, and Heath Rose
Publisher:	Cambridge University Press
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No. of pages:	96
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Reviewers:	Nuengruethai Boonsong, Chulalongkorn University, Thailand

Part of the *Cambridge Elements in Language Teaching* series, the essence of the book titled *Teaching English as an International Language*, is to advocate decentralization from the standard English language, namely received pronunciation (RP) and general American (GA), in response to the real-world dynamics of English, resulting in the emergence of numerous varieties of *Englishes* (Crystal, 2013; Graddol, 2006; Patel, n.d.; Selvi et al., 2023). If you are an educational stakeholder, i.e., an instructor, curriculum developer, policy maker, or researcher in applied linguistics, language teaching, and language assessment and evaluation, then this concise, yet comprehensive book (or *Cambridge Element*) is surely worth a spot in your collection of English teaching repertoires.

I will begin with the book's overview before delving into its three core strengths and my personal recommendation. Edited by Ali Fuad Selvi, Nicola Galloway, and Heath Rose (2023), all prominent names in Global Englishes, this compact 96-page book is organized into seven sections. Section 1 introduces the *rationale*, while Section 2 presents the *historical background* to the English language. Afterwards, four sections (Section 3 to 6) are devoted to delineating key sociolinguistic terms associated with innovative English language teaching (ELT). Specifically, Sections 3 and 4 cover *sociolinguistic* views of the English language, while Sections 5 and 6 provide *pedagogical frameworks and suggested practices*. Finally, Section 7 concludes with the editors' positive stance on teaching English as an international language (TEIL) in long-term ELT practices. Appendices in the final section also provide helpful teaching and research approaches to contemporary English varieties.

One of the book's key strengths is its capacity to raise *consciousness* of the evolution of English, challenging its status as a fundamentally genuine language. This is especially evident in Section 2 where the English language's historical background is unveiled, illustrating its non-original nature and its significant influences via sociocultural, economic, migratory, and technological forces, to name a few. The global expansion of English has produced varied forms, roles, and

users; as such, numerous English words were even borrowed from French and Scandinavian languages. Hence, English, one of the world's most spoken languages, is constantly evolving, and not rigid by any means. On this point, the editors further argue for the urgency of addressing English globalization by shifting from its status as a norm to considering it as a language for *successful communication* between non-native English speakers (NNESs).

This, in turn, leads to another one of the book's key strengths, its *comprehensive compilation*¹ of a variety of concepts from a sociolinguistic perspective that emphasize real-world communication and the phenomenon of *Englishes* (Sections 3 and 4). The concepts covered include Global Englishes (GE), World Englishes (WE), English as an International Language (EIL), English as a lingua franca (ELF), the multilingual turn, and translanguaging. These notions, related to English varieties, are crucial for the reader, as they are all interconnected. Regarding key differences and similarities in the sociolinguistic context, GE is considered an umbrella term that embraces inclusiveness of the other concepts. While GE is the core theoretical framework in this book, EIL is a specific term catered to ELT researchers, practitioners, and pedagogical implications. The book is, after all, titled and aimed at readership in TEIL accordingly. The next notable point is that despite differences, one of the crucial shared features between EIL and ELF is promoting mutual intelligibility among NNESs for purposeful communication. Finally, the editors underscore that despite different usage domains, GE and its connected notions also share a similar aim suitable for target English language users in NNES varieties, rather than in English as a foreign language (EFL), English as a second language (ESL), or native English speaker (NES) settings.

Finally, the book's third key strength is its provision of *pedagogical frameworks* (Section 5) and *associated practices* (Section 6), adoptable by the reader and adaptable to their purpose. Specifically, a total of 13 approaches (Section 5.3) were introduced that underpin the theoretical framework of GE language teaching (GELT); these approaches also promote the aforementioned 6 concepts. These two sections are particularly relevant for teachers, educators, curriculum developers, and policy makers. The editors stress that with the 13 options, the related stakeholders would be able to carefully select one that would reflect their *learners' needs* and yield positive consequences, both at micro and macro levels. As a novice language assessment researcher myself, I find "Dimension 11: Assessment Criterion" especially beneficial. The approach illustrates how it encourages decentralization from the English native norm to the NNES context in the TEIL domain. Interestingly, an innovative change can be seen in *glocalizing* proficiency tests (e.g., IELTS and TOEFL), which measure general English abilities worldwide, but can be adapted to a context-dependent classroom test. Another notable example suggests that performance-based tasks should simulate real-life situations in learners' potential target language use (TLU) domain, encompassing interactional strategies and nativized varieties of NNESs. The learners then would be better prepared for the real-world context of ELF.

For my own recommendation, the book could benefit from including a Glossary section, accompanied by parts of speech and brief definitions of the key terms that were introduced (e.g., intelligible, diverse, globalize, and glocalize). The additional section would be a valuable

¹ To my knowledge, it is a comprehensive compilation as of the end of 2023.

tool for instructors to assist learners in understanding words related to English varieties in other contexts. To exemplify, the learners should be encouraged to study key terms in the glossary through authentic texts, such as online news or journal articles, depending on their levels. Utilizing the glossary in classroom-based activities can also lead to positive washback, as it can potentially enhance the learners' reading skills, expand their vocabulary pool through exposure to real-world contexts, and elicit communicative competence during group activities.

In conclusion, this *Cambridge Element* successfully achieves its goal of fostering a paradigm shift, moving away from standard English to English varieties within the TEIL domain. Firstly, it raises the reader's awareness of the English language's decentralization by tracing its history and emphasizing that it is a product of many other languages and should not be regarded as a norm. Secondly, it highlights and substantiates many of the essential concepts of English varieties by offering a comprehensive compilation. Lastly, it provides various pedagogical frameworks and innovative practices that teachers can apply to help their students embrace inclusive English varieties in their classrooms. Therefore, this informative book is a solid and valuable resource for any instructor, curriculum developer, policy maker, or researcher looking to gain insights into GELT and how they might carefully prepare for TEIL orientation toward real-life NNES varieties.

THE REVIEWER

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