

○ **R. RUBDY AND M. SARACENI (EDS.),
**ENGLISH IN THE WORLD: GLOBAL RULES,
 GLOBAL ROLES****

(LONDON: CONTINUUM. 2006. PP. V, 218.)

Compared with conceptualisations of World Englishes (WE) from the 1970s and early 1980s, a current analysis of the debate taking place within the field highlights a move from a merely descriptive linguistic analysis to one that more clearly situates WE in a social context (Bolton, 2005). As Kachru (1997) urges, WE must be conceptualised in relation to pluralism, and approaches to the subject must reflect this:

It is indeed vital to recognize that world Englishes represents certain linguistic, cultural and pragmatic realities and pluralism, and that pluralism is now an integral part of world Englishes and literatures written in Englishes. The pluralism of English must be reflected in the approaches, both theoretical and applied, we adopt for understanding this unprecedented linguistic phenomenon (p. 237).

Increasing internationalisation in recent decades has meant that English has taken a prominent global role in terms of language use, and thus the once commonly accepted idea of one 'standard' English has given way to discussion of multiple varieties of English. Indeed, while English was formerly perceived in terms of hierarchy, with British or American English in a dominant position and all other varieties relegated to inferior positions, more recently these other varieties have taken their own place, each promoting its distinctive traits and regions of use as but one of a multitude of possibilities when talking of English. *English in the World: Global Rules, Global Roles* highlights the emerging phenomenon of World Englishes (variously named throughout the text), through a collection of essays that discuss not only the theoretical concept of English as an International language (EIL), but also its pedagogical implications for those teaching English as a Second or Foreign Language.

At first glance, this collection of essays seems to provide a wide assortment of differing approaches to the question of English as an International language, but this simply illustrates the complexity of the topic seen from different perspectives. Authors from Europe, Africa, Australasia, Asia and North America come together to highlight just how diverse the question of World Englishes is, and confirm that it can be conceptualised in a multi-

tude of ways. As one contributor (Seidlhofer) points out, her contribution allowed her to “address some of the most pervasive misconceptions [regarding the concept of English as Lingua Franca] in the spirit of a constructive debate” (p. 41). Including so many differing approaches from so many perspectives could result in a less than cohesive collection, yet the editors have organised the papers to present a unified whole. The editors should also be congratulated on refusing to avoid the controversy that surrounds the concept of EIL. The presentation of differing approaches to the question of how to address and even how to refer to World Englishes serves to highlight Kachru’s focus on the concept of pluralism.

The book consists of two complementary sections: conceptualising EIL and pedagogical implications of EIL. If the first section argues for a wider conceptualisation of International English, the second section looks principally at the question of restricting it for the sake of pedagogy, again highlighting not only the debate but also the multiplicity of the questions that need to be considered from a theoretical and an applied perspective. Continuing on with the concept of debate that is prevalent in this collection, the editors have chosen to not only include traditional papers, but also interviews with major contributors to the EIL field, Tom McArthur and Suresh Canagarajah. Their words provide a fitting introduction and conclusion to the volume as the interviewees react candidly to the many issues current within this discipline, as well as addressing frequent misconceptions concerning the role of EIL.

The first section covers discussions concerning phonological intelligibility in ELF (English as Lingua Franca) communication as increasing variations in accent emerge (Jenkins), an expanded definition of what ELF is and is not (Seidlhofer), and potential difficulties in accepting a common core of features of English (Prodromou). In addition, dialogues concerning which model of English should be proposed for the classroom (Kirkpatrick and Gupta) as well as a view of non-Anglo Englishes (Tan, Ooi and Chiang) are offered. Each of these papers puts forward arguments that illustrate the diverse tensions that are current in the research.

The second section presents a number of pedagogical implications that rest on the conceptualisation of EIL. Aspects such as curriculum development (McKay), a multi-dimensional approach to teaching and learning English (Tomlinson), the question as to *international or intercultural* (Sifakis) or standard (Tupas) English and the case for multilingualism in the ELT/ESL field (Joseph and Ramani), solidly place the EIL pedagogy debate in the realm of pluralism, highlighting how far-ranging such issues of conceptualisation can be in the teaching arena.

The book manages to work with the concept of tension, and does not resist its role in presenting questions more often than providing answers. Providing a current and comprehensive state of affairs in the EIL research, this book will be useful to those who wish to gain an idea of the issues that are currently relevant to the discipline, as well as to those who wish to explore areas of conflict in more depth. As an introduction to the issues that surround EIL, this collection provides a broad introduction to the varied approaches to the question of what is EIL and how it can be incorporated into pedagogy.

Review by Rachel Varshney, Department of Linguistics, Macquarie University

REFERENCES

- Bolton, K. 2005. 'Symposium on World Englishes Today (Part II) Where WE stands: Approaches, issues, and debate in world Englishes.' *World Englishes* 24 (1): 69–83.
- Kachru, B. B. 1997. 'World Englishes 2000: Resources for research and teaching'. In *World Englishes 2000*, edited by Smith, L.; Forman, M. Honolulu: University of Hawaii Press.
- Seidlhofer, B. 2003. *A concept of International English and related issues: From 'real English' to 'realistic English'*. Strasbourg: Council of Europe.