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Book Review

English as a Global Language in China: Deconstructing the Ideological Discourses of English in Language Education, by Pan Lin, Cham, Springer,, 2015,189 pp., \$129 (US), ISBN: 978-3319103914

This book explores English language ideology in China in the context of English as a global language in a globalized world by using both the diachronic and synchronic approaches. The book is original and exemplary for its study in this area, in particular in the Chinese context where research on English language ideology has become significant in the field of education. The objectives of the research are clearly presented and the research gap which this study attempts to fill is well established. Overall, the book is a coherent piece of work with professional language and a systematic structure which makes an original contribution to research in this area.

Included in this book is a deep comprehension of the existing literature. It clearly defines some major terminology such as language ideology, globalization, and synchronic and diachronic perspectives. Setting these concepts within the context of this research further strengthens the literature review. Moreover, the book introduces the study's research methods comprehensively and clearly explains the procedures for data collection. The results are discussed in accordance with the research objectives, and diagrams help to present the results systematically and meaningfully. The book is reviewed in more detail on a chapter-by-chapter basis below.

Chapter One discusses the context, purposes, questions, importance, and scope of the study. There is an increasing interest in English at various levels of schooling in China in the context of globalization. Thus, it is both important and necessary to investigate the ideologies of China's English language education because Chinese and English are two important global languages.

Chapter Two first reviews the theories of globalization from different dimensions. Then a theoretical framework for the investigation into language spread and linguistic ideology is created by employing a combination of economic and cultural approaches from both macro and micro perspectives.

Chapter Three reviews and defines the technical term 'language ideology' with regard to English language teaching and learning in the context of globalization. A theoretical framework is later constructed for the investigation into the educational language ideology with a critical discussion on "colonial celebration, instrumentalism, laissez-faire liberalism, linguicide and linguicism as proposed by Pennycook and other scholars" (Pan, 2015: 33).

Chapter Four historically reviews and critically discusses English language education in China from a diachronic perspective in China's social, economic, and political contexts with an explanation of the production and reproduction of educational ideologies. The status and objectives of English language education and English language ideologies from the widely diverse past of the Chinese education system are

examined in this chapter. How social politics have influenced language education in China and how Chinese national political ideologies have affected language planning and learning are also explained in this chapter.

Chapter Five discusses English language ideologies evidenced by the Chinese official English language education policies and the social implications of those ideologies. Four dimensions of the Chinese Foreign Language Education Policies are mined for information relevant to the arguments in the next chapter.

Chapter Six investigates whether China's official national English language policies have been implemented well. This project researched teachers' and students' discourse, such as the status of English language in China, the objectives of English language teaching and learning, and the standards for English language teaching and learning.

Chapter Seven discusses how the English language is perceived by learners in Olympic community English classes and corners. This study used interviews and group discussions to explore the reasons for these learners' voluntary learning of English, their views on the status of English in China's globalization, the possible threat the English language brings to Chinese language and culture, and the importance of the English language and its culture for Chinese society. Lastly in this chapter, the social, cultural, and political factors which possibly caused the ideologies of the English language and their implications under China's globalization are discussed.

Chapter Eight mainly addresses the social-cultural and educational implications of the English language ideologies reflected by the different levels of Chinese education within the temporal-spatial theoretical framework. It concludes with a discussion of the significance and limits of the research. Suggestions are given for language policy-makers, educators, in-service teachers, learners, and the state.

Lastly, this research project was conducted in the context of China with the main research carried out in Beijing and further research in Beijing, Shanghai, and Guangzhou. All of these are first-tier cities in China and relatively developed regions in which English language culture and learning English have already become popular. Therefore, future research is highly encouraged to draw attention to other areas of China as research fields, such as the west and amongst minority ethnic groups. An additional consideration is that the current research's methodology employed interviews, group discussions, and survey questionnaires as tools for data collection and analysis. It can be limiting to study language ideology based on participants' oral reports and written answers about their language beliefs. Research should also examine how language ideology is embodied in people's daily practices, and more specifically in language teachers' classroom teaching.

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