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## Book Review

**Modern English for a Modern World, Introducing Global Englishes**, by Nicola Galloway and Heath Rose, Abingdon, Routledge, 2015, 292 pp., £24.72 (GBP), ISBN 978-0415835329

‘Global Englishes’ (GE) is an umbrella term for several research areas which consider the implications of the use of English as a worldwide language. The primary research paradigms are World Englishes, English as a Lingua Franca, and English as an International Language, but GE also includes the study of globalisation, linguistic imperialism, and all associated pedagogical implications (Galloway & Rose, 2015). While these fields of research are divergent, they share a desire to understand the linguistic realities of English use, and how to better account for these realities in classrooms. It is this “shared endeavour” (Seidlhofer, 2009a, p. 243), which informs *Introducing Global Englishes*.

GE research is particularly pertinent to the Asian context. There are an estimated three hundred million English speakers in China and two hundred million in India alone (Kachru, Kachru, & Nelson, 2009), meaning that Asia is likely home to more English users than any other continent.

*Introducing Global Englishes*’ ten chapters can be grouped into three sections, which explore the themes of: 1) English’s evolution and the corresponding shifts in attitudes (chapters 1-3); the current linguistic realities of English, focusing on its international use and acceptance (chapters 4-8), and; 3) the proposed pedagogical implications of English’s current and future world status (chapters 9-10).

The first two sections build upon the work of leading GE scholars. Through a wide-reaching and critical appraisal of English’s dissemination, *Introducing Global Englishes* clarifies how English language teaching remains informed by historical and political norms, rather than by the actual global usage of the language.

The third section of *Introducing Global Englishes* establishes proposals for changing English education to reflect how the language is predominantly used worldwide (Galloway & Rose, 2015, p. 203). These proposals are ambitious, considering that they challenge attitudes that are entrenched in existing language curriculums. The authors acknowledge these difficulties by presenting a list of five barriers to change. These relate to materials, assessment, teacher hiring and training, but the most significant may be the “attachment to ‘standard’ English” (Galloway & Rose, 2015, p. 215). With numerous stakeholders involved in any educational program – teachers, students, parents, politicians, materials manufacturers – there are multiple parties that must be convinced of the merits of change before any of the other barriers can be fully addressed.

A specific look at Galloway and Rose’s (2015) appraisal of the current state of educational materials demonstrates the overwhelming influence of ‘standard’ English. *Introducing Global Englishes* presents only four examples of classroom resources which are informed by GE. Two (Kirkpatrick, 2007; Melchers & Shaw, 2011), provide materials intended solely for listening activities without addressing reading, writing or speaking. Another (Alsagoff, McKay, Hu, & Renandya, 2012), receives criticism from Galloway and Rose (2015) themselves for offering limited “practical suggestions” for classrooms (p. 216). It is only Jenkins (2009) who is praised for offering something “instrumental in facilitating the

incorporation” of GE into lessons (Galloway & Rose, 2015, p. 216); although the authors provide no corroborating evidence for this statement.

Critiquing Galloway and Rose’s (2015) list of suggested GE teaching materials is not intended to undermine *Introducing Global Englishes*, but to highlight the relative youth of the GE research field. It is also to clarify, at least in part, that despite the compelling argument for change presented by Galloway and Rose (2015), it may be unrealistic to expect an immediate shift in English language education. As the GE research paradigm grows, future works could focus on creating and disseminating a higher calibre and quantity of viable classroom materials.

Galloway and Rose (2015) do not attempt to present a set of comprehensive guidelines for either implementing their proposals or overcoming the perceived barriers. *Introducing Global Englishes* serves instead as a vital springboard for consideration, debate and stimulation for continued research and development in the field of Global Englishes.

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