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REVIEWS**THE SINGLISH CONTROVERSY: LANGUAGE, CULTURE AND IDENTITY IN A GLOBALIZING WORLD****Lionel Wee**

2018. Cambridge: Cambridge University Press, xii + 210 pp.

Of all the varieties of English in Asia, Singapore English (SE) has arguably drawn more attention from the international and local research communities than any other Asian English. Much of this research has focused on the linguistic forms associated with this variety, and especially those forms associated with Colloquial Singapore English (CSE), otherwise often referred to as 'Singlish'. A study by Low (2014) surveyed research on English in Singapore from the 1960s until 2013, and noted that most research in the field had been focused on such issues as (and in this general rank order of frequency) language education, linguistic features, sociolinguistics, language policy, and language acquisition. Similarly, it is noticeable that many of the studies of Singapore English published in this very journal have concerned themselves with 'features' of Singapore English (including, although not restricted to, 'Singlish'), particularly at the level of grammatical and phonological analysis.

Nevertheless, as many linguists working in this field would acknowledge, the study of Singlish remains a somewhat slippery business. First and foremost, there are problems of definition and delimitation. What exactly constitutes Singlish as a linguistic system, whether this is a whole system, or partial system? Is it that variety of speech used in informal and colloquial expression, often by educated speakers of English, who are also able to switch into more formal varieties of the language? Or is it the vernacular of the less well-educated, who are unable to master a more formal variety of speech? In addition, one might also ask about the ethnic boundaries of Singlish. Is it primarily spoken in the majority Chinese Singaporean community, in the Malay community, or in the Indian community? Do the three major ethnic groups in Singapore have their own ethnically distinct varieties, or is Singlish best identified and analysed as an inter-ethnic link language? Despite some forty years of research on these issues, linguists still seem to have only partial answers to these questions.

Coming to grips with Singlish not only involves linguistic description, however, but, as Lionel Wee so clearly explains, also dissembling a dense mosaic of language ideologies, which have accompanied and, to varying degrees, have helped create various aspects of Singlish as a sociolinguistic phenomenon. More specifically, Wee's achievement in his study of the 'Singlish controversy' is to unpack multiple layers of ideology that contribute to, influence, and are enmeshed with government policies, as well as the attitudes and commentaries of local educators, linguists, literati, and the general public. The volume is divided into seven chapters, a number of which draw on Wee's earlier research on Singapore English, from both an ideological and sociolinguistic perspective.

Chapter 1 deals with 'Language policy in Singapore: English, Singlish and the Mother Tongues', and provides a synoptic description of the history of language policies in Singapore, including the official policy of bilingualism, the instrumentalist motivation for English, and the beginnings of the Speak Good English Movement, with the attendant ideology of linguistic conservatism. Chapter 2 on 'Ideology pooling and meta-discursive convergence in the Singlish debate', explores the extent to which both sides in debates on Singlish (the government and others taking up positions for and against) actually share common assumptions and ideologies concerning the ontological status of Singlish as a non-standard language in opposition to 'Standard English', which has a high measure of importance in relation to the society as a whole.

Chapter 3 on 'Language experts, linguistic chutzpah and the Speak Good Singlish Movement', discusses various responses to the language policies of the government, including the resistance to the Speak Good English Movement,

represented by a subversive 'Speak Good Singlish Movement' which, for a while at least, provided an anonymous forum for rebuttals of government arguments concerning linguistic purism and the deleterious effects of Singlish on various groups in the local community. Chapter 4 on 'Voice: Who speaks about Singlish?' identifies a range of commentators on Singlish, including academics, government officials, and media and creative personalities. Tellingly, Wee points out, one stakeholder that has been left without a voice in this context is the monolingual Singlish speaker, whose limited repertoire denies him a place in such language debates (and simultaneously marks them out as the 'Singapore subaltern' in this arena).

Chapter 5 discusses 'The commodification of Singlish', with particular reference to the use of Singlish in the culture industries, such as cinema, publishing and theatre, with reference to both Marxist and neoliberal definitions of such processes. Chapter 6 on 'Singlish migration and mobility' looks at the linguistic effects of both immigration and emigration. Here, Wee notes that, in popular discussions on the Internet, versions of Singlish are valorized as markers of a local identity, partly threatened by the sizeable influx of foreign workers in recent years. He also reports on the use of Singlish by members of the Singaporean diaspora, working in a wide range of occupations overseas, simultaneously exploring notions of ethnic and racial hybridity in the domestic community, and linking this in turn to current discussions of 'superdiversity'.

In the final chapter, Chapter 7, dealing with Singlish and 'Language, culture and identity in a globalizing world', Wee discusses various definitions of Singlish including those of Platt, Alsagoff, and Leimgruber, who have been among those who have studied varieties of Singapore English from an essentially sociolinguistic perspective, largely reliant on the empirical research method and data collection and analysis. In this context, however, Wee's analytical preference is for a view of Singlish as an 'assemblage', following the conceptualizations of such cultural theorists as Deleuze and Parnet (2002) and DeLanda (2006). From this perspective, an assemblage is 'an entity whose boundaries are semiotically constructed and demarcated by making use of various resources' (182). Ultimately, Wee suggests, the investigation of Singlish is likely to remain mobile and slippery, as the linguistic object of study defies separation from the ideological mosaic in which it is embedded. Thus, in his view, an assemblage is (following Deleuze and Parnet) 'a multiplicity made up of many heterogeneous terms and which establishes liaisons, relations between them, across ages, sexes, and reigns [...] a symbiosis, a "sympathy"' (182). Wee also refers to the work of integrational linguists such as Roy Harris, whose work has recently been valorized by various scholars in applied linguistics and sociolinguistics, noting that in the Harrisian view, it is erroneous and misleading to segregate the linguistic system as an object of study from the cultural, historical, political and other contexts of use. Wee thus concludes that:

Even though there is no doubt that the label 'Singlish' is commonly used by the various participants in the Singlish controversy, and therefore refers to a robust cultural category, there is no reason to assume that this category actually describes a well-defined linguistic variety, much less a unified category. The label has been used by the various parties to refer to different things at different times: a colloquial variety, ungrammatical English, a shibboleth, a solidarity marker. And rather than insist that there must be an underlying Singlish essence that courses through these multiplicities [...] Singlish then needs to be understood as a 'multiple object enacted at different moments and sites' (Farias, 2010, p. 13).

At the heart of Wee's argument, which is well rehearsed and eloquently expressed, is that an appreciation of the complexity of language ideologies is absolutely necessary in order to fully understand language debates (and by extension, one assumes, linguistic research) in the Singapore context. In making this argument, Wee appears to commit himself almost entirely to a deconstructionist perspective, with scant recognition of the virtues of traditional sociolinguistic research and the classical empirical approach to Singapore English in its various forms.

Nevertheless, from a WE perspective, there is also a need to recognize alternative and complementary approaches to SE and Singlish, and not least the need for relevant and rigorous empirical sociolinguistic research, which will doubtless continue for many years to come. The point here surely is that empirical sociolinguistic work on its own may often benefit from the intelligent exposition of language ideologies (as in the present volume), at the same time, ideological studies ideally need triangulation against empirical studies based on data collection and analysis, thus creating mutual complementarity, as well as an enlarged arena of understanding. Despite this, in this volume, Wee succeeds in

presenting an insightful exploration of the ideologies of Singlish that has direct relevance to academic research, language debates, and language policies in the Singapore community. This study will undoubtedly become a landmark reference for studies of Singapore English and Singlish for many years to come.

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ENGLISH FOR DIPLOMATIC PURPOSES

Edited by Patricia Friedrich

2016. Bristol: Multilingual Matters, v + 204

The English language is now widely recognised as the predominant international language, particularly in domains such as business, communications, and education. Perhaps a lesser-known area where English also plays a key role as a global language is that of international diplomacy, a topic that Patricia Friedrich explores in her edited volume *English for diplomatic purposes*. In this volume, Friedrich sets out to illustrate how productive linguistic practices and interactions can be deployed in order to resolve differences, disputes and conflicts.

The volume comprises nine chapters that are intended to be used in a practical manner, by linking theory with practical activities that are based on dynamic research (p. xvii). Firmly grounded in the world Englishes paradigm, while also drawing on peace linguistics (that is, the peace-making potential of languages), English as a Lingua Franca and sociolinguistics, the volume recognises that diplomatic encounters are often set in contexts where few, if any, are native speakers of English. Overall, *English for diplomatic purposes* presents innovative insights into the domain of English for diplomacy in a volume that will appeal to all relevant stakeholders studying and working in the field of diplomacy.

In ch. 1 (pp. 1–19), Patricia Friedrich and Francisco Gomes de Matos offer a humanitarian approach to understanding diplomacy and English. This is done through the exploration and linking of key themes in what is known as peace linguistics and nonkilling linguistics, which, as the authors state, is an expression of our ‘desire for languages to be employed in all of their peace-making potential [and that it] is easy enough to observe that languages can sadly be employed as instruments of harm; a person can, for example, hurt with the words they choose or yet segregate and exclude those who share a different linguistic background’ (p. 1).

In ch. 2 (pp. 20–41), Noriko Ishihara discusses softening and intensifying language in oppositional talk. She explores language in oppositional talk in English in relation to the notions of *face* and (*im*)*politeness*. The chapter also considers the critical relationship between language and context, and provides strategies for analysing diplomats’ use of English for diplomatic purposes.

In ch. 3 (pp. 42–74), Josette LeBlanc discusses a communicative approach which she terms compassionate English communication (or CEC). CEC essentially refers to the ability of those involved in interpersonal communication to take a compassionate and empathetic viewpoint whereby conclusions are arrived at that respond to every one of the interlocutors' needs. The chapter provides activities that help readers understand how CEC can be analysed and used in communicative practices, with each activity focusing on a specific aspect of CEC, such as analysing emphatic language, and conducting role plays for making compassionate requests, among others.

Ch. 4 (pp. 75–93), by Andy Kirkpatrick, Sophiaan Subhan and Ian Walkinshaw, shows how diplomatic English is used in the member countries of the Association of Southeast Asian Nations (or ASEAN). By drawing on a million-word corpus of naturalistic spoken data of English as a lingua franca between Asian multilinguals, the chapter explores how English is used in conversations between these multilinguals. Drawing on their analysis, the chapter concludes with recommendations for diplomats and other professionals who wish to successfully communicate with Asian multilinguals, especially in the ASEAN context. The most important recommendation the authors make is for training in understanding cultural values and pragmatic norms of English as a lingua franca speakers, specifically with regards to how these values and norms are reflected in their language use.

In ch. 5 (pp. 94–108), Friedrich highlights the connections between world Englishes, peace linguistics and English for diplomatic purposes, areas which she argues are well suited under the world Englishes umbrella. Her main reason, she argues, is that world Englishes has an 'orientation and a way of seeing linguistic relationships that acknowledges the existence of great variation across linguistic expressions in the English language' (p. 94). The discussion of the utility of world Englishes for English for diplomatic purposes is followed by a range of activities that are useful for teachers of diplomatic English.

Ch. 6 (pp. 109–148), by Danton Ford and Paul Kim Luksetich, explores the links between English for specific purposes (ESP) and English for diplomatic purposes, specifically the principles related to negotiating in English. In this chapter, different stages of the negotiation process are unpacked, and the roles of cross-cultural communication and translation are highlighted. As with the previous chapters, practical examples and activities are provided throughout the chapter.

Ch. 7 (pp. 149–172) provides a discussion of the interplay between the notions of 'grace' and 'force' in diplomacy. Biljana Scott analyses and explains how force and grace are used in actual diplomatic discourse, with a discussion of these notions in terms of how arguments may be used and categorised in international political discourse. A case study and exercises are provided to illustrate how force and grace are combined in a British diplomat's language use.

Ch. 8 (pp. 173–190) is particularly relevant for younger learners, and here Francisco Gomes de Matos, considered the first peace linguist, provides an expanded version of his 'pedagogy of positiveness' for engaging in peaceful interaction, using diplomatic English. This chapter is of a very practical nature and provides a wide range of activities for learners of diplomatic English (such as using positive words and phrases like -isms, or identifying positivisers).

Finally, in ch. 9 (pp. 191–195), Friedrich provides concluding remarks to the volume, calling on instructors, students and diplomatic education centres to join discussions on English for diplomatic purposes in order to further develop this area of study. A range of ideas for teachers and students are provided in the chapter, focusing on providing sociolinguistic awareness of diplomatic discourse practices.

The chapters in the volume may have just scratched the surface of the field of English for diplomatic purposes, but this landmark book will inspire scholarly interest in further research and studies in this new field. *English for diplomatic purposes* is an important contribution, because, as Francisco Gomes de Matos notes, 'communicating well in a variety of World Englishes for Diplomatic Purposes means communicating for the well-being of diplomatic interlocutors as well as for the good of humankind' (p. 186). Personally, I would have welcomed more chapters that use naturalistic language data from diplomats' exchanges, especially in those contexts that require English as a lingua franca. Such research data would provide further evidence of the types of strategies that work well, or which types of specific communicative difficulties arise in using English for diplomacy, although I realise that such data may be notoriously difficult to come by, given the sensitive nature of diplomatic communications in general.

This volume is set firmly in the world Englishes paradigm, and studies on English for diplomatic purposes provide a welcome addition to research in the field of world Englishes. Studies on language and diplomacy are valuable and

important, as Friedrich points out in the Introduction to the volume, 'Our ultimate goal is that we can dream up a world where differences, disputes and conflicts are resolved through productive linguistic interactions and where we have realised the power and wisdom of the right words in the way texts since ancient times have been hinting at' (p. xix). Although some may argue that using language as a means for peace and successful diplomacy is a utopian ideal, this volume provides a sober and grounded discussion of the possible effects one's language use has on the world. *English for diplomatic purposes* is a valuable and inspiring volume that breaks new ground in research on English as an international language.

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PREPARING TEACHERS TO TEACH ENGLISH AS AN INTERNATIONAL LANGUAGE

Edited by Aya Matsuda

2017. Bristol: Multilingual Matters, xxi + 254

Several years ago, while teaching my graduate seminar on identity and ideology in multilingual settings for the first time, two MATESOL students confided that, while they found the readings interesting and stimulating, they did not quite know how the research findings were applicable to the classroom. That disclosure, needless to say, baffled me. As a newly minted assistant professor, I invited my two students to develop a course paper on how to bridge the theory/practice, the final product being a publication that was subsequently published in *TESOL Journal* (Waller, Wethers, & De Costa, 2017) with a focus on critical praxis. Written in collaboration with these students, I concede that this was probably one of the hardest papers I have had to write, especially since, more often than not, as sociolinguists, many of us are drawn to theoretical concerns, leaving pedagogical concerns to fall by the wayside. To this end, Matsuda's edited volume *Preparing teachers to teach English as an international language* serves as a timely corrective because it brings together a set of contributors who not only place pedagogy front and center of their work but also attempt to make connections with theoretical developments in English as an international language (EIL). Such a strategic move is vitally important for the field of English language teaching (ELT) in general as teachers need to be able to understand and manage how English is used in a contemporary and globalized world. To prepare teachers for an evolving educational landscape, Matsuda emphasizes the need for ELT education to expose different forms and functions of English to teachers, underscore communication strategies to negotiate linguistic differences, use cultural materials from diverse sources, and cultivate an understanding of and sensitivity toward the politics of EIL. Facilitating such a pedagogical possibility is Matsuda's six-part volume that comprises of 16 chapters.

Advocating Kumaravadivelu's (2012) postmethod pedagogy, which calls for teachers to develop their pedagogy in a locally sensitive way, Bayyurt and Sifakis introduce the foundations of an EIL-aware teacher education and highlight the significance of developing intercultural competence in Chapter One. An alternative meta-praxis model of EIL teacher education is advanced by Dogançay-Aktuna and Hardman in Chapter Two, which situates praxis at its center, and mediates the relationships between the other three elements of the model: place, proficiency, and a set of understandings about language, culture, identity and teaching.

Following the introduction of two theoretical frameworks in Part One, the second part of the volume explores teacher preparation programs. Chapter Three (Mora & Golóvátina-Mora) outlines a model for reflexivity and advocacy

for master's-level EIL in-service programs in Colombia. Kang (in Chapter Four) describes a US-based teacher education immersion program that provides task-based 'Lost-in-New York' intercultural activities to enhance intercultural competence for Chinese and Korean English teachers in New Jersey. Transitioning from a focus on programs to a focus on courses, Part Three features courses that address EIL. One example is Galloway's MSc TESOL *Global Englishes for language teaching* course for in-service and preservice teachers at the University of Edinburgh (in Chapter Five). Another example is Hino's MA course, *Education and language and culture: Principles and practices of EIL education*, at Osaka University attended by international students that generates opportunities for authentic EIL interaction in class (in Chapter Six). While Hino describes a Japan-based program, Marlina adds to the discussion of pedagogical practices by mapping out a 12-week course at Monash University, Australia, whose assessments include a classroom observation report, a teaching practicum portfolio and report, and a mini EIL lesson (in Chapter Seven). In contrast to the preceding aforementioned graduate courses, Selvi provides insights into his undergraduate *Global English* course at Northern Cyprus University (in Chapter Eight).

While Part Three focuses on courses dedicated to EIL, Part Four examines EIL-informed courses on other ELT topics. Dinh (Chapter Nine) describes an EIL/WE-oriented materials development course that involves the selection and evaluation, revision, design and use of teaching materials. Promoting a pluralistic understanding of culture in a teacher education course in Brazil, Diniz de Figueiredo and Sanfelici (Chapter 10) illustrate how culture is addressed from an EIL perspective in their undergraduate *Culturas Anglófonas* (Anglophone Cultures) course. In Chapter 11, Zacharias explicates how EIL pedagogy is enacted in a microteaching class, characterized by collaborative lesson planning at an Indonesian university.

Moving from a program to a unit level, the chapters in Part Five cover independent units of teaching EIL. Rose (Chapter 12) outlines how he integrated a unit, entitled *A global approach to English language teaching*, into his master's level course on second language teaching at Trinity College, Dublin. Working within an online teacher education program context at a state university in Brazil, El Kadri, Calvo and Gimnez (Chapter 13) explain how their teaching unit, *English in the contemporary world*, enabled preservice teachers to engage in problem-solving. In line with Bayyurt and Sifakis (Chapter One), Vettorel and Lopriore (Chapter 14) review the impact of WE-, EIL-, and ELF-awareness in two teacher education programs in Italy. The final chapter includes 15 one-page examples of lessons, activities and tasks for EIL teacher preparation from various contributors around the world.

As noted, this volume builds on the momentum to rethink ELT in order to keep abreast with the fact that English is an international language. It is heartening to learn about how English language teacher educators are starting to think of ways to connect second language acquisition and sociolinguistic theory with classroom practice as they deal with teachers whose own English proficiency levels differ. Encouragingly, the volume contributors have elected to inspire their teacher-students to embrace linguistic and cultural diversity to the point of making readings available in their first language (for example, Diniz de Figueiredo & Sanfelici, Chapter 10, who allowed more complex readings to be in Portuguese, but then had their Brazilian students create a local cultural encyclopedia about their home state in English). Such pedagogical flexibility is crucial when dealing with students of different proficiency levels, a point that is demonstrated by Vettorel and Lopriore's practice (Chapter 14) of having their participants plan teaching-learning paths at different levels (A2, B1 and B2 of the CEFR) and devising ways that different instantiations of English could become part of the English syllabus.

Equally informative is how the contributors modeled sound pedagogy themselves by having their students reflect on their own teaching. Dinh (Chapter Nine), for example, conducted a sample lesson and had the students critique the choice of materials and the 'EIL/WE-ization' of these materials before having them revise and implement their lesson plans. Such hands-on efforts are much needed if teachers are to become fully EIL-aware. Also noteworthy is how the contributors provided honest evaluations of their endeavors, as each chapter has a section that addresses the challenges they encountered and the limitations of their practices. Such a reality check is helpful because, as several contributors also point out, they often have to negotiate curricular demands that make it difficult to introduce new courses, or modify pre-approved programs (Rose, Chapter 12). In that respect, the fact that this volume provides a menu of possibilities at the program, course, unit, lesson and task level is immensely helpful because readers are given the flexibility to pick and choose from a slew of implementation possibilities.

As Selvi (Chapter Eight) rightly reminds us, 'the infusion of EIL principles into teacher education practices needs to be informed by broader sociocultural, political and economic contexts' (p. 122). In light of this, I would like to have seen a stronger attempt to link the ELT proposals in this volume with language education policy realities (Crandall & Bailey, 2018). Because teachers are very much language policy makers in their own right, teacher-educators who are sympathetic to EIL need to explore the intersection between pedagogy and policy in order to foster an ecological understanding of the impact of policy measures on pedagogy, and vice versa.

On a broader note, and given the enduring commitment of the world Englishes paradigm to promote linguistic equality and inclusion, the chapters in this volume might also have benefitted from (1) attempts to connect with and build on contemporary calls within education (Paris & Alim, 2017) to design culturally sustaining pedagogy, and (2) recent exhortations within sociolinguistics (Piller, 2016) to carve out a robust social and educational justice agenda. Such a connection to developments in adjacent fields of research is important if we are to advance an EIL-oriented ELT agenda.

A third area that was somewhat overlooked in the volume are the voices of the student-teachers who will be the recipients of the teacher preparation efforts discussed in the chapters. While several chapters do report briefly about how well received the pedagogical practices of the contributors were, there was a conspicuous absence of student perspectives (that is, student data) and samples of student work (for example, lesson plans produced by them). These shortcomings, however, do not detract from the strengths of this volume, which, I anticipate, will become a standard reference for undergraduate and graduate ELT courses as it crucially demonstrates the importance of pedagogy from a world Englishes perspective.

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AN INTRODUCTION TO MULTILINGUALISM: LANGUAGE IN A CHANGING WORLD

Florian Coulmas

2018. Oxford: Oxford University Press, xx + 320

This is an important book. Timely and engagingly written, with just enough documentation and the right sprinkle of enlightening anecdotes, Coulmas' *An introduction to multilingualism: Language in a changing world* convinces with case

studies, statistics and qualitative interpretations. Geared primarily towards a student population, this 12-chapter book is of relevance to many, including those in the postgraduate stream. On fewer than 270 pages of main text, Coulmas skilfully tackles all major aspects of multilingualism, from global, national, societal, individual, urban, economic, political to biological perspectives, in a book that is poised to serve well both budding and established scholar. Scholars of world Englishes should find themselves inspired by this most readable, comprehensive account of multilingualism.

The opening chapter introduces facts on the 7100+ languages spoken globally, their speakers and, new to this reviewer, economic correlations. The figures are bound to raise eyebrows, since 'the world economic system [...] works against linguistic diversity' (p. 15). Linguistic Diversity Indices, quotients of the number of languages divided by the population, appear to support this reasoning. Papua New Guinea (index of 107) is in a league of its own (Guinea: 26; Central African Republic: 17; Luxembourg: 10; Norway: 3; Austria: 2.5; India: just 0.36). This must be shocking news and deserves closer scrutiny.

The 'bad rep' of multilingualism is historically rooted in the rabid nationalism of c. 1900. Chapter Two dates the earliest use of the term to the Canadian province of Manitoba in 1916, which experienced an influx of (poor) Eastern Europeans at the time. In that age of deadly World War I nationalism, every heterogeneous thread was seen as something undesirable in the national fabric. Today, another world war, two economic crises, and a few refugee crises later, we need to remind ourselves that multilingualism is something desirable, a skill, a capacity, a ... gift. Twenty, one-sentence definitions of 'multilingualism' by twenty practitioners from different backgrounds (from Côte d'Ivoire to Oslo to Ottawa to New Delhi to Bolzano/Bozen and Hong Kong), aim to tackle the illusive phenomenon. Rounding off with discursive definitions of key terms – what is *language*, what is *diglossia*, what or who is a *native speaker* – Coulmas tackles concepts that are often used but hardly fully understood (heteroglossia's definition is somewhat unclear, *diaglossia* might be added in revisions).

The book gets additional mileage with elegant and well-explained metaphors and figurative language. *Languages are like clouds* is one simile that illustrates the qualitative angle of the book: 'No two languages are exactly alike, and all languages are always changing; not quite as fast as clouds [...]. They evolve, dissolve, split up, form anew, and merge to form bigger languages' (p. 207). It is a perspective that is urgently needed in the field today, and world Englishes – sitting at the interface between (often) monolingual English linguistics and multilingual settings in which the New/new Englishes have emerged – would benefit, if only by way of review and reassessment.

The presentation *mélange* – combining quantitative data and statistics with qualitative and anecdotal summaries and examples – produces a 'soft' and eclectic approach in the best sense of the word. While no one disputes that the data-based, theory-driven testing of hypotheses is one of the key elements of linguistics, there are facets to language that the more science-based approaches usually ignore, such as multifarious social, political, economic and individual effects, benefits, inter-relationships, repercussions and, indeed, the aesthetic and performative beauty of multilingualism. Student-friendly explanations and illustrations – for example, the multilingual developments in Singapore or Switzerland – are usually driven home in concise messages that stand out due to their clarity and force, making this book a great pen-in-hand workbook, as in 'What counts as a language is historically contingent and discipline-dependent' (p. 47).

Coulmas' book casts a most refreshing look beyond Eurocentric and colonial perspectives that so often cloud the view. Plenty of examples from Chinese, Hindi, Japanese, Arabic, Russian and so forth, speckle the text. A multilingual approach is bound to have repercussions in every nook and cranny, including the study of world Englishes. Concerning, for instance, borrowing classifications, Coulmas uses the common writing system in Chinese, Japanese and Korean, to illustrate the point that it is often impossible to establish in which language a particular word has been 'coined' (p. 213): they belong in equal parts to all three languages, emphasizing the joint, perhaps unifying nature of language.

Moving from the polyglot individual (Chapter Five) to multilingual institutions (Chapter Six), the author tackles the 'hot' topics of urban super-diversity (Chapter Seven), multilingual countries (Chapter Eight) and language in cyberspace (Chapter Nine). The chapter on the polyglot individual addresses a number of the most basic questions in language learning: how many languages can one learn? Are there any hard constraints, such as the *critical age hypothesis* or the *language activation threshold*? Coulmas does not emphasize categorical limitations. On the contrary, he offers very wise words in the light of often split evidence, such as 'exposure to L2 is more important than order of

acquisition, or that 'the search for clear-cut distinctions and categories is destined to be frustrated, and that its pursuit is a distraction' (p. 92). In other words, after the field's prolonged chase for the 'language gene', it would be time to start listening to the (multilingual) speakers. The concept of the *language control system*, which helps multilinguals keep their languages apart, is emphasized.

Indeed, linguists generally still seem to prefer positivist, biological explanations over the more complicated, multi-causal and probably more adequate social-psychological approaches. Four case studies of exceptional L2 multilinguals – Vladimir Nabokov, Joseph Conrad, Elias Canetti and Arthur Koestler – appear in this context as more insightful than other approaches. All of them used four languages, all of them learned various L2s, and all of them used their L2s to literary acclaim. Does this rule out oral competence as something beyond the reach of the adult L2 learner? Hardly, though it is rarer to come by. Nabokov, who spoke English with a non-native accent, is supposed to have had 'better things to do than fine-tune his accent, while children are more affected by peer pressure, and sounding like "the others" is for them a high priority' (p. 87). With plausible, hypothetical reasoning such as this, Coulmas offers appealing explanations that do not rely on age factors. It might be time to argue against naïve-positivist standpoints. Coulmas appears to hit this very vein, yet avoids such extreme language.

There is only one claim to contest: children are said to 'learn both first and second languages faster than adults' (p. 88). This may appear to be a truism, but on a contact-time and exposure basis, adults are faster. Much faster: how much can a motivated adult learn in two weekly 90-minute Spanish classes with three hours of homework, compared to toddlers in their 24/7 immersion settings? Adults are incredibly fast learners, though some of them get hung up by some 'strangeness' factor of a target language. All this seems to have less to do with the degree of plasticity of adult brains, but more with individual social, psychological and attitudinal characteristics. Like Coulmas says: questions of biological limitations are often a distraction from the relevant issues that may paradoxically be harder to fund and study than yet another functional magnetic resonance imaging (fMRI) study. As even (hard) scientists have begun to realize the importance of 'soft' factors, such as epigenetics, that is, environmental factors co-shaping particular genes, it is odd to see deterministic attempts in the language sciences (outside of pathology, such as forkhead box protein P2, FoxP2).

Towards the end, in Chapter Nine, space is given to cyber linguistics, in which the ubiquitous nature of new media is addressed. To my surprise, Coulmas is utterly open as to whether new media and IT are good or bad for lesser-used languages. After 20+ years of widespread new media use, there is room for bolder analyses, even when considering quantification problems. Chapter Nine is very much on the abstract side, lacking the linguistic examples that drive some of the other chapters. The weakest part of the book, however, would be Chapter 12 on research methods, which is overly general and may have been added at a third party's behest.

Another theme that is present throughout the book, is the issue of power in language choice and language restrictions. The situation that many African intellectuals find themselves in, for instance 'hav[ing] difficulties convincing their compatriots of the merits of vernacular education' (p. 77), is not unlike those in highly industrialized areas relating to English. Austrian upper-middle class toddlers, for instance, tend to study in English-speaking daycares to be raised 'accent free' by native-speaker teachers. Such focus on 'purity', which is also prominent in the book, is bound to further reduce the local value of immigrant (Turkish, Serbian) or regional languages (Czech in Upper Austria, Hungarian, Slovak and Slovene in Eastern Austria). Educated parents do a lot in their power to avoid the Lingua Franca or Expanding Circle Englishes that Austrian children would normally acquire. It seems that Western society may not have progressed much in its linguistic policies since the much darker nationalist days.

Accordingly, language conflict is discussed in various places. Coulmas is not remiss to introduce more inspiring approaches, such as the successful linguistic balancing act in early Singapore, in what would otherwise have been a linguistic and ethnic powder-keg. In the city-state, state founder Lee Kuan Yew used his first-hand experience as a minority speaker to bring about an unusual policy that avoided side-lining the quarter of the population that was of non-Chinese descent (p. 156). Singapore's language policy has since ensured peace and prosperity, being tweaked every decade or so. The Singaporean way of encouraging the expression of linguistic identities is a success story that many EU countries would do good to study carefully, especially in this day and age of national cocooning.

An introduction to multilingualism: Language in a changing world comes with my highest recommendations. The book is poised to offer students a vantage point and backdrop to world Englishes that is otherwise only implied. All questions of multilingual use and capabilities 'are empirical questions concerning languages and their speakers'. Anything else, for homogeneous speech communities and the like, 'is like trying to pack clouds into cartons' (p. 216). Coulmas offers essential information that will allow linguist models to be fitted more closely to speaker realities.

It is becoming increasingly clear that every linguistic subfield today must ensure that the basic tenets of language are observed: all of them, not just the ones that fit a particular approach. Whether one works on the deep structure similarities of Upper Austrian German and Coastal Salishan Lekwungen, or on the codification of national standards of German, or resistance to it, in Austria, Germany and Switzerland, the multilingual realities of what is likely the majority of the world's population ought to be incorporated. The 'notion of the fully competent native speaker of only one and only one language' (p. 210), which is, unexpressed or not, at the base of so many theories in linguistics, should be discarded. Coulmas' excellent book goes a good way towards that goal.

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LANGUAGE CONTACT AND THE FUTURE OF ENGLISH

Ian MacKenzie

2018. Abingdon: Routledge, vii + 188

Language contact and the future of English by Ian MacKenzie gives a detailed picture of the spread and development of English in the contemporary era, the differences between varieties of English from the paradigm of world Englishes (WE), and the use of English from the perspective of ELF (English as a lingua franca). MacKenzie also raises issues related to the ideologies of the English language and the future development of this international language in relation to language contact. In general, this book is a key contribution to the field of world Englishes.

Chapter One, as an introductory chapter, presents the synopsis of this book. MacKenzie introduces the issue of native, nativized, and non-native Englishes, explains how ELF researchers once tried to codify ELF features, and describes in detail the traditional lexicogrammatical features of ELF. The key issue of the debate over native and non-native speakers is also briefly discussed. Chapter Two deals with the issue of language acquisition and the understanding of learner competence. MacKenzie challenges the ill-defined concept of native-like competence in the traditional model of second language acquisition (SLA) and makes a claim that 'where English functions as a nativized postcolonial L2 or as an international lingua franca, it makes little sense to describe its users as deficient inner circle native speakers' (p. 20). According to the ELF paradigm, L2 users should not be regarded as deficient native speakers. In particular, he emphasizes the importance of the linguistic repertoire of multilingual speakers, and discusses how people should be perceived as language users instead of eternal language learners.

As its title indicates, the main focus of this book is on language contact and language change. In Chapter Three, MacKenzie discusses how language change may occur in modern English. He argues that ELF users are one of the main groups who may 'make conscious and deliberate changes' (p. 44) with various reasons and purposes. Language change, as discussed, is a complicated process, but ELF speakers, who have their own linguistic resources can deliberately alter

how they express and use English. Several reasons for language change are discussed in this chapter, including 'enhancing expressivity', 'obeying prescriptivists', 'avoiding misunderstandings', and 'optimizing grammar'. One key argument here is that language change may be essentially unmotivated because ELF speakers are aware of ELF innovations and the functional advantages of such changes. MacKenzie implies that the question lies in whether such changes in an ELF paradigm have an impact on the English language, and in particular, on native English usage. Therefore, it is appropriate that the next chapter addresses this very issue. In Chapter Four, considering the psycholinguistic and sociolinguistic mechanisms which impact ELF usages among native English speakers, MacKenzie argues that language change always exists from Old English in the past to modern English today. He states that adult language learners tend to simplify their approach to learning languages, so with sufficient numbers, their simplified language construction can influence native speakers and varieties of languages through language contact. When discussing the propagation of innovations, MacKenzie brings up his doubt toward the impact of ELF-ENL communication on the diffusion of ELF innovations. After discussing the innovations, MacKenzie demonstrates that ELF usages have not spread into 'native' English by summarizing some previous literature and listing examples of specific grammatical usages. He predicts that younger immigrant ELF speakers will continue to follow the trend of including simplification, innovations, and changes in their ways of speaking to follow native-like usage or 'to imitate the speech of culturally dominant or socially attractive groups' (p. 84).

Chapter Five investigates several issues related to ELF. These include the dominance of the English language, how people deal with the need for translation, how people adjust their linguistic resources (such as accents, use of lexis, grammar) to communicate with each other, and how manipulation of ELF speakers' linguistic repertoires (including codeswitching and language mixing) has become necessary. Furthermore, Mandarin Chinese is presented as a contrasting example of language contact. For example, MacKenzie puts forward the argument that, unlike how people perceive English, few see Mandarin Chinese as a threat based on cultural imperialism and neoliberal market economics; however, people do find Mandarin Chinese typologically distant. The current situation is that China is the country with the largest number of English learners and many Chinese academics are keen on publishing in English for an international audience. As argued, 'English as an international lingua franca probably has a long future ahead of it as a major component of multilingual communicators' repertoires' (p. 100), and therein lies the question of language choice and use in international academia, including scientific research and publication.

Chapter Six moves the focus to ELF in academic writing and publication for an international audience. In this chapter, MacKenzie addresses the obligation of not only using English for publication, but also for 'English Academic Discourse' (EAD), which is not reader-responsible and may further act as a form of epistemicide that 'effectively kills other forms of knowledge' (p. 103). Echoing some arguments of previous publications, MacKenzie proposes some measures to empower non-Anglophone researchers and prevent the possible danger of domain loss. He also raises several epistemological questions regarding the dominance of English in academic writing. The hegemony of EAD is a lasting issue; although being challenged by ELF researchers, it is recognized that 'the non-native English-speaking authors are still expected to conform to the epistemological bases and presuppositions of EAD, a style of academic discourse largely developed by native English speakers' (p. 110). MacKenzie argues, however, that it is not always necessary to impose native English discourse styles, but non-native English-speaking writers should learn how to make their voice heard and bring 'their own linguaculture into their written English' (p. 113).

Chapter Seven presents the influence of English as a dominant language on bilingualism and literary translation. MacKenzie introduces the increasing tendency toward bilingualism within English and the influence that English has on other languages in terms of translation and structures, such as borrowing words. Under the Anglo-American economic impacts, many English works have been translated into other languages, which appears to be a widespread trend reflecting the culture of a dominant language rather than an equal flow. To follow, many writers of other languages tend to write with simplified expressions, as to be easier translated into English, in order to enter the international market and make their livings. According to MacKenzie, the effects related to the translation of other languages are still limited, since globalization has not existed for a very long time, but the influence of minor calques, or replication from English, is evident in many other languages. This chapter concludes by saying that translations into English can cause loss of meaning in other languages, and that English has more influences on other languages than others have on it.

In the final chapter, MacKenzie summarizes his main argument, that even though features of English used by non-native or L2 speakers are less likely to influence native English varieties, the use of ELF will still prosper with 'translanguaging' used against the backdrop of multilingualism. The use of English will differ among L1 and L2 speakers and 'the native version of the language [will] continue to dominate in print and education' (p. 152). The chapter concludes that the current spread, use, and contact of English, and the resulting impacts of those, will continue indefinitely.

This book represents a timely update concerning the field of WE and ELF. It summarizes well the development of the field with a detailed literature review and update on current issues related to, for example, the construct of native and non-native speakers of English and the native English discourse style for international publication. In particular, it attempts to raise the awareness of readers to challenge the anachronistic concept of EAD, in particular that non-native speakers can have more leeway to voice their identities in their academic writing for international publication to prevent epistemicide of knowledge boundedness in the field (Canagarajah, 2013). Although it is clear that English will still function as the dominant language in various domains, this book critically evaluates some key concepts from both the WE and ELF paradigms to challenge some deep-rooted notions in SLA and EAD (see, e.g., Fang, 2017; Mauranen, 2012 and the special issue of *World Englishes*, 2018, 37, issue 1). However, this book is not without some limitations. First, MacKenzie understands ELF as it developed at an early stage. ELF is no longer regarded as a fixed or simplified variety of English as was once believed (see Jenkins, 2015). Second, while MacKenzie argues that language contact may have little impact on the nativized versions of English, we have witnessed various examples of linguistic creativity and neologism in the English language arising from language contact used by both native and non-native speakers of English. To some extent, his argument ignores the various purposes and agency that ELF users have when they participate in various communities, including Inner Circle contexts, not 'as a result of transfer and imperfect learning' (p. 65). In addition, the issue of the future of English, to which the title refers, is not addressed in any detail in the book. Despite these limitations, this volume will serve as a key reference and alternative voice for those who are interested in language contact and the use of English for international publication.

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KOREAN ENGLISHES IN TRANSNATIONAL CONTEXTS

Edited by Christopher J. Jenks | Jerry Won Lee

2017. Basingstoke: Palgrave Macmillan, xv + 242

Korean Englishes in transnational contexts is a welcome addition to the study of language and globalization and the scholarship of world Englishes. Utilizing Korean Englishes as a case study and analytical nexus, this volume demonstrates the complex relationships and intersections between globalization, transnationalism, language ideologies, linguistic practices, and identities.

The book is co-edited by Christopher J. Jenks and Jerry Won Lee, emerging scholars in the areas of language and globalization and world Englishes. The volume consists of 11 chapters, with an introductory chapter by the editors and 10 subsequent chapters in the following four sections: Ideologies of Korean Englishes, Forms of Korean Englishes, Korean Englishes in Transnational Social Practice, and Korean Englishes in Transnational Academic Spaces. The introductory chapter conceptualizes the study of Korean Englishes not only as a part of world Englishes, but also as research about the relationships between transmigration, language, and people. The editors' suggestion that readers consider "Korean" as a label not to refer to a particular nation but rather as a metonym for nationness writ large' (p. 16) is sound, since the findings and implications by the studies presented in the volume resonate in other transnational contexts where language, ideology, and identity intersect.

Section I comprises two chapters. The first chapter, by Jamie Shinhee Lee, reveals how linguistic challenges and language ideology interact with gender hierarchies and generational dynamics in transnational Korean immigrant families in Australia. Lee shows that the different English language proficiency among family members perpetuates gender hierarchies: i. e. the mothers in the study express English language anxiety, insecurity, and maternal guilt, while the fathers serve as the family's sole English speaker. It also highlights how the hierarchy in the family based on English proficiency shifts the power dynamics between parents and children, as children's English proficiency surpasses that of their parents and they perform language brokerage. In short, Lee's research provides readers with an opportunity to listen to the vivid voices of transnational families. In the second chapter, Joseph Sung-Yul Park eloquently demonstrates how ideologies of language competence – self-deprecation and stratified competence – rationalize the neoliberal promotion of English and class inequalities in South Korea. The chapter is an extension of Park's work on language ideology, linguistic construction of identity, and English under neoliberalism.

Section II contains three chapters that focus on the forms of Korean Englishes. Sofia Rüdiger's study of a morpho-syntactic pattern in the spoken English of educated young Koreans reveals that the rates of plural marking omission on nouns are between 20% and 30%. This study of linguistic features, as the author argues, is complementary to the literature on Korean Englishes focusing on language ideologies, politics, and language use practice in media. Rüdiger calls for the need to examine emerging linguistics patterns in different world Englishes. This chapter leads one to question whether a similar pattern of plural marking omission has been observed in any other communities. Ch. 5, written by about Korean ethnic orientation and regional linguistic variability in Houston, challenges scholarship that treats English speakers of Asian heritage in the US as a monolithic racial group. Drawing from an acoustic analysis of patterns of phonetic variability in the speech of Korean Americans, Jeon demonstrates the differences in Korean American speakers' pronunciation by generation and speakers' involvement with and orientation toward the Korean ethnic group. The last chapter in the section, by Eun Joo Kim, considers translingual reading of Ishle Yi Park's poems, written primarily in English alongside other languages, including Korean. Kim shows how Park's poems complicate the notion of the speaker's fixed role as producer and that of the audience as recipient. They also challenge the binary of center and margin, in which fluent speakers of English occupy the center with more creative agency and power, while speakers of world Englishes are relegated to the margins, assuming the role of recipients and listening audience.

Section III consists of two chapters, the first of which examines language ideologies and translingual language practice among Korean young adults and foreigners by analyzing language exchange sessions held in Seoul. Drawing on the Bakhtinian concept of centripetal and centrifugal forces, Miso Kim demonstrates that Korean young adults appropriate various ideologies of English in their interactions with speakers of other languages, exploiting both the centripetal and centrifugal forces of Englishes. Kim's analyses of authentic conversations provide readers with a chance to learn about what happens in real-life translingual interactions. The next chapter, by Hyejeong Ahn, explores English language use in two Korean dramas, demonstrating that English plays important communicative roles as part of the linguistic repertoire of South Koreans: English is used to express casualness, amplification, and professionalism, to protect authority, and to illustrate luxurious events and fashion. Further studies on the communicative functions of Korean Englishes in real-life conversations and interactions among Koreans would be beneficial.

The first chapter of Section IV, by Eunjeong Lee (Ch. 9), draws on an ethnographic study of the translingual practices of an international student from Korea learning English in an intensive language program in the US. Lee's research clearly illustrates how ideologies of monolingualism hinder transnational students' development of multilingual repertoires and translingual identities. In the next chapter, on Korean English teachers' attitudes toward early study-abroad returnees' English proficiency, Juyoung Song reveals teachers' preference for English varieties from Inner Circle countries over Outer Circle countries. What is profound in her research findings is that teachers assert themselves as authoritative professionals by rendering returnees' language skills as 'undesirable' in the Korean education system, which does not recognize returnees' fluency. At the same time, these teachers want to improve their proficiency of Inner Circle varieties of English and value the proficiency of returnees from Inner Circle locations as classroom resources. Song argues that teachers' contradictory attitudes stem from their anxiety and insecurity about their own English proficiency. Song's research leads to questioning the validity of the commonly-held belief that the practice of early study abroad contributes to class inequality by allowing only children from privileged social classes to gain the linguistic capital of Inner Circle variety English proficiency with native-like pronunciation – if the English proficiency acquired by early study abroad is unmeasurable and discarded as undesirable in the Korean education system, how could study abroad contribute to class inequality? The last chapter by Joshua Adams provides a rare chance to learn about English education in North Korea, drawing on the narratives of two former English teachers who defected from North Korea in the mid-2000s. Adams' study reveals that while there are similarities in the ways in which it is taught, English in North Korea is not associated with socioeconomic advancement and does not make a person more global.

The collections in this volume are truly interdisciplinary, encompassing sociolinguistics, linguistic anthropology, applied linguistics, literature, cultural studies, and adopting various research methods such as ethnography, interview, discourse analysis, corpus analysis, acoustic analysis, and literary analysis. This volume shows the various ways that English is used in transnational contexts, highlighting how language use interrelates with speakers' identities and ideologies. Researchers and students in diverse disciplines focusing on the study of language and globalization, language ideology, language and identity, transnationalism and language, and world Englishes will find this volume informative as well as instrumental to pursuing research in these interrelated fields.

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A DICTIONARY OF INDIAN ENGLISH: WITH A SUPPLEMENT ON WORD-FORMATION PATTERNS

Uwe Carls | Peter Lucko | Lothar Peter | Frank Polzsenhagen

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Uwe Carls' *A dictionary of Indian English* (hereafter *DoIE*) is a most welcome addition to the lexicography of Indian English, representing a solid step forwards, albeit with a long path ahead. The dictionary was originally a one-man enterprise, but on the passing away of Carls in 2012 the task of completing the work was commendably taken on by three of his colleagues. Not-quite-finished dictionaries have a tendency to languish and eventually disappear without ever seeing the light of day, so I am more than heartened to be able to report that, in this case, the project has been brought to publication. This in itself is a remarkable achievement in the annals of lexicography and the editors are deserving of all praise. *DoIE* is also more than welcome as it has been almost a decade since any dictionary, or anything even approaching a dictionary, of Indian English has been published. I am pleased to see that Indian English lexicography is being kept alive.

DoIE is a solidly hefty volume (172 × 242 × 30 mm), weighing just under one kilogram. The cover design is free of images but has a pleasant mix of orange, white, and green, subtly recalling the Indian flag. Unfortunately, the binding is not very sturdy, and I imagine that with heavy use this will result in an inevitable loosening of pages in time. The upside, however, is that such a binding keeps costs down, such that *DoIE* is about a third of the price one would expect for an academic book of a similar nature. The book has 26 pages of front matter, followed by 404 pages of dictionary proper, and a 28-page supplement on word-formation patterns. The front matter details the dictionary's history, has a very thorough and clear user's guide, and ends with a five-page list of literary and other sources upon which the dictionary's entries are based, including many online Indian newspapers and both the Kolhapur and ICE-India corpuses. Of the 112 sources in the list, only a handful date from before 1970, and thus *DoIE* is very much a dictionary of contemporary Indian English.

Dictionary entries have the following structure: headword (including variant spellings), pronunciation, part-of-speech label, definition, citations (including source references), etymologies, word-formation details, and examples of compound words. This number of different information types gives *DoIE* a lexicographical density far greater than any other modern dictionary of Indian English. The text is also replete with cross-references, making connections between the various items of lexis and enhancing usability and browsability.

According to the front matter, *DoIE* consists of approximately 3,900 entries covering some 10,000 lexical items, the latter figure being largely comprised of the compounded words systematically dealt with both in terms of their semantics and their word-formation patterns. The original compiler Uwe Carls was deeply interested in word-formation patterns, and since Indian English has a much higher frequency of compounding than general English (p. xiv), Carls introduced, as a special feature to *DoIE*, the illustration and presentation of word-formation patterns. This represents an entirely novel step forwards in the lexicography of Indian English, and, as far as I am aware, English-language lexicography as a whole, demonstrating the viability of the lexicography genre as a forum for presenting a wide variety of lexicological and linguistic information types. In the following discussion, *DoIE* headwords are in bold font.

The entry for the word **bazaar** gives an idea of a typical entry. First, its primary signification, 'a market', is given, backed up by three textual citations. In addition to this, there are 12 compound nouns of the form *bazaar* + noun (for example, *bazaar area*, *bazaar day*, *bazaar gossip*), and four compounds of the noun + *bazaar* form (*evening bazaar*, *village bazaar*), each of which is illustrated by one citation. For the most part, such compounds are generally self-explanatory (that is, *bazaar gossip* is gossip that typically occurs at the bazaar), or the sense is able to be derived from the context of

the citation. When the sense is less clear, an explanatory note is provided in brackets; for example, we are told *bazaar day* equates to 'GenE market day', where 'GenE' refers to non-variety-specific English. However, on some occasions such explanations are omitted; for example, it is not so clear what is meant by *bazaar society* in the citation 'She was all alone in this attempt to maintain her position in bazaar society' (p. 35).

To assess the coverage provided by *DoIE*, a sample of 100 words from different parts of the alphabet was compared against the lexis covered in Hawkins (1984) and Muthiah (1991). The sample consisted of all words in *DoIE* beginning with *ga-*, *kh-*, and *ro-*. This found that while 34 terms overlap with either or both of Hawkins and Muthiah, there are 64 headwords in *DoIE* that are not covered in either of the other dictionaries. In addition, *DoIE* covers another 77 compound nouns amongst the entries sampled. These coverage figures indicate the value of *DoIE* as a useful dictionary of modern Indian English. At the same time, it is clear that *DoIE* was created independently from its predecessors, for over the same sample there are 44 terms in Hawkins and Muthiah not covered in *DoIE*. A number of these are highly salient items of Indian English, such as *gully* ('a laneway'), *khedda* ('an enclosure for elephants'), *rolling trophy* ('a trophy that is passed on each year to the next competition winner'), and their omission from *DoIE* indicates that possessing *DoIE* alone will not satisfy the entire lexicographical needs of someone dealing with Indian English. Going beyond the dictionaries, I also noted that while *DoIE* covered **Bollywood**, it did not treat *Kollywood*, *Mollywood*, or *Tollywood* (respectively, the Tamil, Malayalam, and Telugu film industries). Similarly, while *DoIE* covers some names for blends of Indian languages with English (such as **Benglish**, **Hinglish**, **Singlish**, **Tamlish**), it omits others (*Bonglish*, *Kanglish*, *Manglish*, *Punglish*) (Lambert, 2018). Again, this indicates the need for more comprehensive lexicographical coverage in the future.

With regard to spelling variation, *DoIE* offers greater coverage than its predecessors. This is achieved through a space-conserving use of parentheses in headword forms. Thus, the headword **Kayasth(a)** indicates that the term is spelled either *Kayasth* or *Kayastha*. For variants where *u* alternates with *oo*, separate entries are given (**laddoo** and **laddu**), and for variation between terminal *i* and *y*, a slash is used (**filmi/y**). Only very occasionally does this system make for ungainly headwords (**Gan(a)pat(h)i/y**).

The Foreword by the editors highlights a number of the limitations of the dictionary, especially with regard to etymologies and pronunciation, and the editors are to be commended for their forthrightness here. The pronunciations, when given, are based on Received Pronunciation rather than Indian English. The editors point out that even though Indian English shows 'distinct features at the level of accent [...] the existence of characteristic features cannot be equated with the presence of a widely-shared explicit norm' (p. viii), which argues to a certain extent against taking an endonormative approach. They also note an endonormative approach to pronunciations would be more appropriate to an inclusive dictionary (that is, covering the whole lexis of Indian English, not just Indianisms).

The etymologies in *DoIE* are not its strength, and the editors cite as the reason for this their reliance on earlier dictionaries (p. xiii) and their own lack of expertise in Indian languages (p. viii). Etymologies for borrowed words only provide the name of the source language(s). This is rather parsimonious, but, to be fair, is on par with the paucity of etymological detail in most other dictionaries of Indian English. Additionally, etymologies are often missing. For example, on pages 134–135, etymologies are given for **goon**, **goonda**, **goondaism**, **goonda raj**, **Gopal**, **Gopi**, **gopuram**, **gora log**, **goral**, **Gorkha**, **Gorkhaland**, **goshala**, and **gotra**, but not for **goondagardi**, **goonda-giri**, **gopal-bhog**, **Gorkhali**, and **gosht gulfam**. There does not appear to be any system behind which words get etymologies and which do not. Where etymologies exist, they are mostly reliable, but not always. For example, while *DoIE* derives countless words from Hindi, the word **chit**, also from Hindi, is said to derive from Anglo-Indian. Another example is the derivation of **halva** and **halwai** from Yiddish while at the same time deriving **halwa** and **halwai** from Urdu. I looked in vain for evidence of the Yiddish influence on Indian English. Rather, this is merely a case of phonetic alternation between *v/w* phonemes, a common feature in Indian English (such as *avatar/awatar*, *bhavan/bhawan*, and so on).

Other occasional glitches in *DoIE* appear, such as the entry **Delhity**, which is supported by two citations demonstrating the plural form *Delhities*. On investigation, I believe these are merely typos for the plural form of *Delhiite*. Certainly I could find no corroborating evidence of the existence of the word *Delhity*. Nevertheless, on the whole, *DoIE* is far more reliable than either Lewis (1991) or Hankin (2003). Moreover, *DoIE* is far more up-to-date than any other dictionary of

Indian English currently available and covers a vast range of lexical items not recorded elsewhere, making it an indispensable possession for anyone studying Indian English.

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EIL EDUCATION FOR THE EXPANDING CIRCLE: A JAPANESE MODEL

Nobuyuki Hino

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EIL Education for the Expanding Circle: A Japanese model challenges a long-standing assumption in the field of ELT that, in the Expanding Circle, there is no choice but to follow Inner Circle norms of the 'target language'. Even though world Englishes (WE) research has 'liberated the users of indigenous Englishes [in the Outer Circle] from the norms of Anglophone native speakers' (p. i), the assumption has been that it is not an option in the Expanding Circle. Hino, however, argues that 'it is no less important for members of the Expanding Circle than it is for those from the Outer Circle to express their original values in English when the language is an indispensable means of global communication today' (p. 4) and proposes a new paradigm that would allow English users in the Expanding Circle to learn English and represent themselves through English without being forced to embrace the Anglophone values. The book also attempts to address the existing gap between theory and practice in the ongoing discussion of EIL (English as an international language) education.

The book comprises of 11 chapters, 10 of which are a revised version of Hino's previously published work on EIL education. Chapter One establishes the need for a new framework for ELT, and explains that it is possible and desirable for English learners in the Expanding Circle to learn and use English that allows them to represent one's own values, be intelligible to both native and nonnative users of English, and be respected by listeners and readers. Hino defines key terminologies and provides a brief discussion of how other relevant paradigms, namely WE and ELF, intersect with the EIL paradigm.

Part I, which includes two chapters, introduces a paradigm of EIL education research, which serves as the theoretical foundation for the book. Chapter Two presents an analytical framework to organize EIL research. It identifies areas addressed by EIL studies (which Hino considers to be pedagogical in nature) and summarizes the current understanding of each of those areas. Hino also clarifies the distinction between WE, ELF, and EIL, and explains why he chose EIL to represent the position proposed in this book. The next chapter (Chapter Three) lays out general principles for EIL education and contrasts them with those for teaching Anglo-American English. The discussion covers teaching materials, methodologies, testing, teachers, learners, and models in TEIL, some of which are further explored in Part II of the book.

Part II explores the pedagogical applications of the EIL education paradigm, presented in Part I. Chapter Four discusses 'the feasibility of endonormative production models for learners of English in the Expanding Circle' (p. 57). More specifically, Hino proposes the idea of the Model of Japanese English (MJE), which is 'a pedagogical alternative to conventional Anglo-American English' (p. 57) capable of expressing Japanese value while being internationally intelligible, comprehensible, and interpretable at the same time. In the next chapter (Chapter Five), Hino analyzes the cultural content of English textbooks used in Japan in the past 150 years. The findings reveal how the cultural content of English textbooks reflects their socio-political and historical circumstances and shed light on the impact of nationalism in TEIL, among other things. In Chapter Six, the focus shifts from *what* to *how* to teach. Hino criticizes the IC bias in ELT pedagogy, and argues that, just like the linguistic model, pedagogy also needs to be localized/locally sensitive in EIL education. He traces the history of *kundoku* ('reading by translating', p. 83) pedagogy, which has been used for more than a millennium in Japan to teach (and read) classical Chinese, and claims that this pedagogical tradition justifies the extensive use of translation and emphasis on written language in ELT in Japan.

Part III translates the principles of EIL education presented in Part II into actual teaching practices. Chapter Seven presents an overall taxonomy of EIL pedagogy. After summarizing how to teach about EIL, Hino suggests four classroom methods for teaching EIL skills and two principles for teaching EIL. Then Chapter Eight through to Chapter 10 introduce Hino's own pedagogy. Chapter Eight describes the radio program from the early 1990s of which Hino was the host, teacher, and text writer, specifically focusing on its two sub-programs. One is the 'talk-show' series, in which Hino interviewed a variety of non-native English speakers, exposing the listeners to world Englishes. The other is the 'Japan Today' series, in which Hino discussed Japanese society and culture with an American journalist, modeling to the listeners how to talk about Japan in English. The second case presented is the Integrated Practice in Teaching English as an International Language (Chapter Nine), which Hino developed and implemented in his undergraduate EFL classes. Students 'participate in the real world of EIL by watching, listening to, and discussing real-time news available on the internet' (p. 113). This pedagogy uses TV news and electronic newspapers from around the world, which expose students to different varieties of English and diverse cultural values, and incorporates the EIL education with critical thinking and media literacy. Chapter 10 explores the university EMI (English-medium instruction) courses as the potential site for EIL education. Content and English as a Lingua Franca Integrated Learning (CELFIL), a pedagogy Hino implemented in his graduate-level EMI class, combines content and EIL learning while providing exposure to the diversity of EIL and opportunities to participate in the community of EIL users.

The volume concludes with Chapter 11, which explores the notion of the ownership of English for the Expanding Circle by revisiting the possibility of developing original Englishes. After demonstrating the inapplicability of conventional WE theories, Hino proposes a seven-phase roadmap for 'the creation and diffusion of endonormative Englishes in the Expanding Circle' (p. 141), which he considers as 'an ultimate measure to the ownership of English' (p. 145).

While there are other books that have also explored the theory and practices of teaching EIL (Alsagoff et al., 2012; Marlina & Giri, 2014; Matsuda, 2012), this book is unique in that it is single-authored. This increased the coherence of discussion as the use of terminology and the vision of how the concepts are realized in practices remain consistent throughout the book, streamlining the argument and clarifying the relationship among the theory, principles, and practices of EIL education.

One limitation of the volume is that Part II, the application of EIL education, is somewhat limited in scope. Some key issues in ELT, such as assessment, do not have a dedicated chapter, although they are sometimes addressed within a chapter. Readers who are interested in aspects of teaching EIL that are not addressed in this section may need to consult other materials to get the breadth and depth of discussion they may have expected. Another possible criticism the book may receive is that all teaching examples come from the author's own experiences in Japan. This is a legitimate concern, but I believe this is also a strength. Because these examples are his own, Hino is able to provide intimate details about the curriculum, including the process of decision making. My recommendation for readers outside of Japan or similar contexts is to read Part III as an illustration of how principles may be realized in actual practice and not necessarily a description of a curriculum that can be directly transplanted into another context (although it could work that way for some readers).

Overall, the benefits of the volume clearly outweigh these limitations. World Englishes scholars, and those interested in EIL education in general, will find Part I particularly useful, as it provides a comprehensive overview of the framework, including its relationship to WE and ELF. The concrete examples provided in later chapters can be used to clarify the new framework. For English language teachers and teacher educators, the discussion of the pedagogical principles in Part II would be relevant, with Part I providing the background and Part III offering examples of what they may look like in actual teaching. And for practicing teachers, Part III will be especially beneficial. It offers innovative teaching ideas with enough contextual and curricular information to help readers decide which part of the curriculum can be adopted to their own contexts, while using information from the earlier chapter to guide the decision making process. In short, this book is a valuable addition to the ongoing discussion on teaching EIL and is a must read for all scholars and practitioners of EIL education.

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NIGERIAN ENGLISH

David Jowitt

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This monograph can rightly be described as the 'go-to' reference book on Nigerian English (hereafter, NE). It is the first comprehensive book-length study of NE to be published outside Africa. Werner and Fuchs (2017) observe that NE has remained largely under-researched, and this is surprising in view of the fact that it is the variety of English in Africa with the highest number of speakers. And what is more, Nigeria has the second highest number of non-native speakers of English (nearly 80 million) in the world (Pinon & Hayden, 2010). NE has, in fact, been described as the fastest-growing non-native variety of English (Kperogi, 2015). Tellingly, this fact underscores the enormity of the gap the present volume fills in the broad area of world Englishes (WE) studies and NE research more specifically. What makes this volume unique is not just that it is the first publication of such a volume. Instead, its strength lies in its comprehensive range of topics, the innovative use of corpus data and the overall presentation of the topics.

Nigerian English is a seven-chapter volume, which covers 'the length and breadth' of English usage in Nigeria, ranging from phonetics and phonology (ch. 2), morphosyntax (ch. 3), lexis and discourse (ch. 4), a historical linguistics overview of NE (ch. 5), a survey of previous works (ch. 6), and a mini-corpus of NE usage (ch. 7). Not unexpectedly, the first chapter of the volume—Introduction—gives an overview of NE and sets the agenda for the rest of the book.

Chapter 1 opens with a description of the (language) geography and the history of Nigeria (also of English in Nigeria). Any reader wishing to understand Nigeria and its intriguing diversity will find this part helpful. The chapter further discusses the extent of the use of English in different domains. With a detailed account of how 'the English language has permeated the psyche of Nigerians' (p. 20), Jowitt concludes that 'English is no longer a foreign language in Nigeria, but has become a Nigerian language' (p. 26) since it is spoken by more than half of its population (Pinon & Hayden, 2010). After undertaking an extensive and critical evaluation of the long-running debates about the scope, perceptions and varieties of NE in the last part of this chapter, the author proposes a 'lects-based' categorisation of the varieties of NE: acrolectal and non-acrolectal. This schema, the author himself acknowledges, is not flawless, but it is less complicated than others. I agree with Jowitt that '[T]o compose a sociolinguistic profile of Nigeria is clearly a complex matter' (p. 14), but he brilliantly overcomes that complexity in this first chapter.

Chapter 2 discusses the sounds of NE. It opens with a comparison of the phonologies of Nigerian languages and English. Readers unfamiliar with indigenous Nigerian languages will find the first part of this chapter useful. After a rigorous discussion of the strengths and the drawbacks of the existing models of NE accent(s), Jowitt argues that two standardising forces are in contention, one pulling in the direction of RP and the other towards what he calls 'Basic' level of NE. But since he identifies with the current thought in WE research that 'RP should cease to be taken as a benchmark for specifying the sounds found in other English accents' (p. 43; Tupas & Rubdy, 2015), he focuses on 'the NE Accent', discussing it against the 'lects-based' schema he advanced in the previous chapter. For instance, he proposes that in a 'Nigerian Received Pronunciation', /o/ and /e/ should be 'officially' recognized in place of RP /əʊ/ and /eɪ/ respectively' (p. 42). The chapter concludes with a descriptive review of the full range of NE phonemes alongside a thorough description of the suprasegmentals (stress, rhythm and intonation), which have hitherto not received sufficient attention in NE research.

In ch. 3, the author's attention turns to morphosyntax. As most readers of *World Englishes* are probably aware, morphosyntax constitutes one of the greatest sources of contention regarding intelligibility of non-native varieties. The author cites established WE researchers (p. 75) who think that variation in the morphosyntactic features of non-native English varieties would cause unintelligibility among speakers of English. However, Jowitt uses this chapter to demonstrate the implausibility of such a position. As in previous chapters, the author draws evidence from a range of data sources to illustrate the morphosyntactic norms of NE. This chapter closes with an interesting discussion of the influence of American English on NE and some notes on Nigerian Pidgin, an English-based pidgin variety widely spoken in Nigeria.

Chapter 4 considers the lexis and discourse of NE. The author coalesces the lexical categories espoused in previous works into two—'major' and 'minor' categories. The 'major' categories (coinage, extension and transfer) are so called because, according to the author, 'a very large percentage of the total number of expressions [lexical items] identified by the compilers of the dictionaries [of NE] and other works ... can be assigned to one of these three' (p. 107). In other words, they are the most productive. On the other hand, the 'minor' categories include those items formed by the morphological operations of ellipsis, reduplication, conversion, acronymisation, clipping, back-formation, and blending—which are not as productive as the 'major' category. The final part of the chapter examines aspects of discourse such as interjections, discourse particles, kinship terms, modes of address/greetings, and politeness/style in NE.

Chapter 5 is fascinating in many respects. This is the part of the book I enjoyed most, perhaps partly because of my fascination with history. But beyond this, the author engagingly chronicles the historical events relevant to the arrival, spread and development of English in Nigeria. He traces the evolution of NE back to the period of the slave trade of the 16th century through the coming of Christian missionaries (designated the pre-colonial era). The second era—the colonial era—details the events of this period that influenced the development of NE. Lastly, in the third era (post-independence), he discusses the state of NE from the country's independence in 1960 to date, examining the sociopolitical educational and policy developments that have impacted on it.

The last two chapters—6 and 7—are unique. Chapter 6 is a wide-ranging review of the major works on NE from Walsh (1967), which is often cited as the first work to mention the term 'Nigerian English', to the present. This chapter will be beneficial to any researcher reviewing studies on NE. The last part of this chapter (a list of doctoral theses investigating different aspects of NE), though inexhaustive, is particularly recommended to doctoral students. Chapter 7 is a

mini-corpus collected by the author from a wide range of sources and domains of NE usage including memoirs, letters, journalism, academic writing, public addresses, religious writing, formal resolutions and creative works of literature. This mini-corpus provides the entire book with the data to validate the norms of NE analysed in previous chapters, which I consider a unique feature of this volume.

As hinted above, one attribute of this well-written book which makes it intellectually rich is how the author, throughout the book, draws evidence from a wide range of corpora and data-based studies on NE to support his arguments. More interestingly, the author develops his own mini-corpus of NE usage assembled from a wide array of domains. However, I had expected the author to clearly introduce the reader to how the mini-corpus was used in the book early enough. Information such as this would have been provided in a preface if the book had one. Readers should, however, bear in mind that the book's structure follows DeGruyter's *Dialects of English* series in general.

Although no book can make claims of being absolutely exhaustive especially in the fast-changing field of world Englishes, this book is rich and comprehensive in its network of so many issues characterising the discussion of NE. One interesting current that runs throughout the book is the author's demonstration of awareness of the prevailing debates, concepts and models in WE research by situating his discussions of NE in the wider context WE studies. For instance, after a thorough discussion of the operation of Schneider's (2007) Dynamic Model, he questions its applicability in countries such as Nigeria and India, where he argues that there are no Settlers (STL) in the sense proposed by the model. Hence the volume is a timely welcome contribution to the growing body of research on the development of English around the world as it deepens and extends our understanding of debates in world Englishes studies. One other critical contribution of this volume is that, in every chapter, readers are pointed to areas of future research directions (pp. 73, 75, 143, 148, 168). It is therefore not difficult to see that the book makes fresh scholarly contributions to the applications of the theories and methods of WE research, and brings new insights to the operations of Englishes around the world and to the discipline of linguistics more broadly.

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