



***Global Englishes***

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Jennifer Jenkins

Routledge

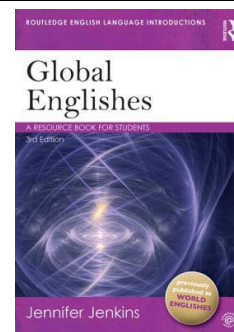
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*Global Englishes*, written by Jennifer Jenkins, is an innovative text that intends to trace the historical, linguistic, and sociopolitical developments of global (or world) Englishes, all the while exploring current debates, recent texts, data, examples, and work from key scholars in the field. Jenkins, a Professor of Global Englishes and founding director of the Centre for Global Englishes at the University of Southampton, has a background in applied linguistics, qualitative social research, international education and educational policy.

Jenkins divides her book into four sections. Section A provides an introduction to key topics in global Englishes through discussing historical, social, and political contexts in which English has persisted, who speaks English today, variation across postcolonial Englishes, pidgin and creole languages, English as an international lingual franca, English in Asia and Europe, and the future of global Englishes. Section B analyses the development of implications and issues that have arisen through the history of world Englishes, such as the legacy or colonialism and 'legitimate' and 'illegitimate' offspring of English. Section C explores current debates in global Englishes across a wide variety of geographical locations, such as postcolonial Africa and North America, Singlish, Asian Englishes, and creole developments in the UK and the US. The final section, D, is an extension of readings in global Englishes and includes articles by individuals such as Pennycook, Widdowson, and Milroy. Each section is divided into 8 different specific units.

Jenkins integrates a plethora of sources and graphics into each section that help guide the reader and continue to form the foundational underpinnings of the importance of global Englishes in the second language acquisition field for both students and teachers. Jenkins concludes each section with a statement that seems to summarize and forecast her perspective of the major trend of the section and how it might be addressed in the future. This type of closure pattern helps the reader connect each section to the overall goal of the book, promoting a greater awareness of the importance and complexity of global Englishes and advocating for greater research efforts in this area. Each section also has exercises for the reader that actively engage them to reflect on their own experiences to consider their positioning with the task at hand. These activities help the reader better digest the subject material and also think critically about future applications.

The organization of the book into four different sections with eight different units provides instructors with a unique opportunity to center a class period or discussion pulling from different units across different sections. This unique setup allows for students to think more critically about how different units might be juxtaposed and/or interrelated across the broader sections.

Overall, *Global Englishes* is an exceptionally written book that uses a critical eye to comb through the very complex and intricate historical background and present situation of world Englishes across the globe today. It is a great complementary book to use in a classroom at the graduate level focusing on global/world Englishes. For example, section C, exploration and current debates in global Englishes provides an excellent overview of current world English situations across the globe. Physical areas are discussed, like English in Africa or Singapore and different properties of these varieties are also explored. Moreover, discourse and utterance examples are given from different varieties for the reader to try to decipher the meaning. The inclusion of these types of exercises engage the reader to actually participate in negotiating meaning of a different variety of world Englishes and provides them an opportunity to not solely read about a specific context but also participate in negotiation.

Although the organization of the book into different sections and units within each section provides a unique option to mix different sections for discussion, this type of organization may not be very user friendly and may cause confusion as to how each section is organized and which sections mesh well together. For example, if this book is used in a graduate level class and the instructor assigns readings from sections A3, B5, C7, and D4, students may get lost flipping from section to section and might have a hard time drawing connections while jumping back and forth various times in the text. However, this organization does give the instructor more liberty to organize their course following the sections they view as most valuable and obliging students to mix sections of the book might make them think more critically about the intricate relationship between different aspects.

To conclude, I would strongly recommend this book as a graduate level world/global English course text. The encompassing content which includes a critical historical overview and also relevant current situations and examples, alongside current research, make this book a perfect fit for a course text. Indeed, the exercises in each section require readers to make use of their own personal experiences and backgrounds to engage with each prompt, which in turn allows for more creativity and critical future applications of the content.

Global Englishes is a great resource for professors of graduate level courses to guide relevant and current discussions of world Englishes, as well as familiarize themselves in a short amount of time with an overview of recent research in this field. Consequently, it is a great tool for students to get an overview of how world Englishes have evolved over the last few decades and current trends across the globe. Students can make use of this text not only in course discussions and discourse but also as a foundation to their own research and future studies.

Kylie Ross is a PHD student in the Technology in Education and Second Language Acquisition (TESLA) program at the University of South Florida in Tampa, FL. She has a MA in Teaching English as a Second Language from the University of Texas Pan-American and a BA in Spanish Studies from the University of Minnesota. Her research interests include: second/foreign language acquisition; bilingualism/multilingualism; second/foreign language learner identity construction and negotiation; critical literacy in second/foreign language education; applications of instructional technology in second/foreign language acquisition.

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