The Routledge Handbook of World Englishes: A Book review

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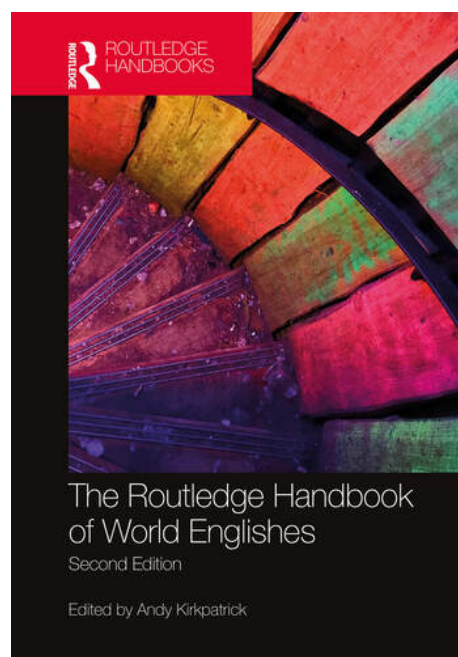[1] STAIN Sultan Abdurrahman Kepulauan Riau, Semarang, Indonesia

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Through the years, English has increasingly been spoken by millions of speakers in the world as a second and foreign language to communicate across countries. As it was natively used by, following categorization conceptualized by Braj Bihari Kachru (1990), inner circle countries (English as L1), the speakers of outer circle (English as L2) and expanding circle (English as a foreign language, EFL) have outnumbered the native speakers (Kirkpatrick & Sussex, 2018). The cultural, geographical, and physical distinctions of speakers worldwide may shape and transform linguistic features (Kirkpatrick & Lixun, 2021). It leads to varieties of English. Bearing this in mind, through the lens of the use of English worldwide shaped by his upbringings, Andy Kirkpatrick, experienced living in the U.K., Malaysia, and Australia edited a sheer handbook of world Englishes by compiling 40 cutting-edge chapters capturing the varieties of English around the world, from its home origins involving U.K., U.S., Canada, Australia, and New Zealand to outer and expanding circles (European, African, and Asian countries) and also comprises varieties across social disciplines (culture, education, and business). As the successor of its preceding edition, the second edition attempted to address extensively the up-to-date issue on the role of English including socio-cultural, language literature, and pedagogical concerns and welcome readers across disciplines.

Over the last decades, the notion of World Englishes (WE) has sparked generative discussions on how to anticipate and compensate for the diversity of linguistic features of speakers. This volume, comprising six sections, once again impressively highlights the role of English in people's life including historical perspectives, regional varieties of English as 'new English' from across the world, recent and emerging trends of English from a linguistics perspective as well as the pedagogical implications for language teaching and the prediction of the future of Englishes. All the chapters provide reflections and call for language practitioners and educators to revisit the standard of English based on the context in which the language is used. This laudable book is good food for thought for those, not limited to, who is in charge of policymakers, students of applied linguistics, and those involved in the education domain (curriculum designers, classroom planners, and teachers).

The eight chapters in the first section are grouped under the heading "Historical perspectives and traditional Englishes". The editor positions the pertinent cave-

at in order, beginning with the opening chapter by Daniel R. Davis, entitled "Standardized English: The history of the earlier circles", which documents the periodization of English transformation from old-time to modern English era. Rooted in Kachru's classification of World Englishes (Kachru, 1990), English in the inner circle countries is the main theme of the following chapters. To begin with, in the scope of British English, the reports on language development are focused on grammatical variation (David Britain, Chapter 2) and phonological innovation (Gerard Docherty, Chapter 3) in contemporary English in England. Elucidating how English is spoken in some cities of England, Britain reveals the profusion of non-standard English in daily interaction while Docherty figures out the current changes of pronunciation in young speakers. Further, Raymond Hickey, the author of chapter 4, stipulates the current trends of English in Ireland. Bill Kretzschmar discusses American English while Stephen Levey focuses on the use of English in Canada. In the next chapter, Kate Burridge discovers "English in Australia" and Margaret Maclagan and Paul Warren report English in New Zealand, looking at how those varieties have their own characteristics each. One point should be noted that the topics covered in this section lead the readers to see the diversity of English in its home or inner circle countries as an accepted standard in communities, and likewise varieties of other countries are agreed as well to commence the World English paradigm.

The growing number of worldwide users have taken part in shaping and forming the expanding varieties of English. Section II bears the tell-tale heading 'Regional Varieties' and stipulates the array of chapters portraying English in India (Joybroto Mukherjee and Tobias Bernaisch), Sri Lanka (Dushyanthi Mendis and Harshana Rambukwella), Bangladesh (Obaidul Hamid and Iffat Jahan), East and West Africa (Hans-George Wolf), Maldives and Uganda (Christiane Meierkord), South Africa (Susan Coetzee-Van Rooy), China (Zhichang Xu), Philippine (Isabel Pefianco Martin), Singapore and Malaysia (Low Ee Ling), Japan (Yuko Takeshita), Slavic countries (Zoya Proshina), Caribbean (Hazel Simmons-McDonald), and Colombia (Adriana González). From the texts, one of the epistemological reasons for the transformation of English in making new varieties could be indicated by the impact of British imperialism and postcolonialism (except for Japan and Slavic countries). English has been institutionalized in the formal sphere, i.e., government, school, and legal documents. Thus, the uniqueness is possibly crafted due to regular usage.

Section III touches upon some of the most discussed themes and trends. The initial and informative chapter by Barbara Seidlhofer entitled "English as a lingua franca in the European context" discovers the uniqueness of English used in European countries which are classified as the expanding circle (Kachru, 1990). Edgar W. Schneider, in the next chapter, challenges the previous framework to categorize World English by promoting a new model of dichot-

omy namely postcolonial and non-postcolonial. As the imminent research trend on World Englishes, we personally believe this potential framework suitably replaces Kachru's seminal framework and accommodates the categorization of countries more clearly as the dynamic status of English in all countries. The following chapter by James McLellan explicates mixed codes of international practices. Farzad Sharifian points out the intertwined between language and culture. She emphasizes that the speakers of English from the outer and expanding circle "express and embody cultural conceptualizations of their speakers" (Kirkpatrick, 2021, p.437). With the domination of personal appraisals, Ha Jin, in chapter 26, reports individuals' perception of being "painful" speakers of English as a foreign language, since "the confinement of the colonial heritage" (Kirkpatrick, 2021, p.458). Ultimately, the section is closed with the chapter authored by Ahmar Mahboob headlined «World Englishes, social disharmonization, and environmental destruction". Grounded in the Sapir-Whorf Hypothesis (SWH) on language and cognition, language may influence its speakers' cognition and the existence of a language is determined by its speakers that the strength of the speaker impacts the strength of the language's status in society. For now, as non-native people massively adopt English, the domination may possibly hijack "the sociosemiotic inheritance of local communities" (Kirkpatrick, 2021, p.474) and it is somewhat a critical awareness of the role of English worldwide for global users.

The editor introduces a fruitful and potential issue for the foreseeable future, "Online English" by Mark Warschauer, Sharin Jacob, and Undraa Maamuujav at the outset of Section 4, «Contemporary contexts, functions and variables». The chapter by Catherine Nickerson examines the expansion of Englishes in the scope of business. In addition, the following chapters look at the use of English as a medium of instruction in higher education (Ernesto Macaro), popular culture (Andrew Moody), and call centers (Kingsley Bolton). The topical issues are also included namely "Translanguaging and multilingual creativity with English in the Sinophone world" by Tong King Lee and Li Wei which reveal that the massive impact of social media advances facilitates translanguaging as a medium of creating a new language. This dovetail with the means of new-standard innovation later in Chapter 37. Finally, in Chapter 34, Mario Saraceni, Britta Schneider, and Christine Bélanger focus on capturing the unchangeable role of English in Europe even after Britain's withdrawal from the European Union, known as "Brexit". They point out that "the roots of the English language reach deeply in the European sociocultural soil and are immune to Britain's status within or outside the European Union" (Kirkpatrick, 2021, p.589).

Section 5, one of the most pertinent parts of the volume, is a collection of five chapters that address "Debates and pedagogical implications". Chapters in this section provide the encyclopaedic coverage of language education starting with a variation of phonology by David Deterding. He emphasiz-

es the salient goal of language teaching for communication is intelligibility. Matin Dewey, the author of "English language teachers in context: Who teaches what, where and why?", brings out the thought-provoking issue of comparison between Non-Native Speaker Teachers (NNST) and Native Speaker Teachers (NST) in second and foreign language education. He calls for re-evaluation in considering the appropriate educators so that the context of targeted learners should be taken into account. David C.S. Li and Deyuan He inform the process of how an unconventional form becomes an innovation as a new variety. Anchored in the Bamgbose (1998) model, the key factors in reconstructing new non-standard English are demographic, geographical, authoritative, codification, and acceptability. One additional factor postulated in this chapter, in line with the growth of internet users globally, is "the popular choice of acrolectal English L2 users in cyberspace" (Kirkpatrick, 2021, p.637). Brian Tomlinson focuses on the English language used for proficiency tests. Despite the varieties of English, Standard English remains to be the norm as it deeply roots in the daily encounters of global speakers. Further goes a chapter written by Anna Mauranen, Carmen Pérez-Llantada, and John M. Swales headlined "Standard English is asserted as academic Englishes". Overall, the very chapter's titles hone in on language pedagogy and call for language researchers and educators to expand and delve into language education practices in every context.

Ultimately, the final section consists of only one single chapter. The volume ends up with controversy over the role of Englishes in the future authored by Alastair Pennycook. He poses the possibilities of English coming decades, "one English, many Englishes or no English» (Kirkpatrick, 2021, p.679). This becomes an intriguing question and puts this issue in a continuum as the result is highly related to global socio-political.

As readers in the field of foreign language education, we aspire to claim this volume to be a timely reference and have already considered it a breakthrough in the paradigm of English language teaching. The "native-speakerism", an old-fashioned ideology that uses inner-circle countries as a norm (Holliday, 2005), has been challenged for its longevity in the English education sphere. This edited volume has apparently set up a comprehensive portrait of WE across fields

and provided special space to point out the pedagogical implication. The editor seems to anticipate the doubt and is against the drawbacks of the WE perspective. However, the book still has ample room for improvement. Albeit the comprehensive discussions, the theoretically informed discussion and adaptable framework of WE are limitedly discussed in the whole volume. The editor also states early on that "it is impossible for a Handbook such as this to encompass all varieties of World Englishes and all the developments and debates that surround the use of English in today's world" (Kirkpatrick, 2021, p.9). The editor along with the authors of each chapter has pursued a preferred line of thinking by taking the "glocal'" (both global and local) perspective into this volume which indicates the expectation of the WE framework applied as the fundamental consideration in English language education. Our final remark is that the importance of a volume such as this is of immense insight and a "must-read" for students as well as scholars in English language teaching and applied linguistics.

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None declared.

AUTHOR CONTRIBUTIONS

Fadhila Yonata: Conceptualization, writing – original draft, writing – review & editing.

Dwi Rukmini: Supervision, validation.

Suwandi: Supervision, writing – original draft.

Sri Wuli Fitriati: Conceptualization, supervision, writing – review & editing.

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