

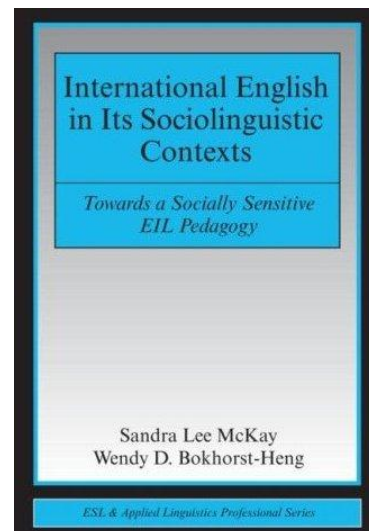
McKay, Sandra Lee & Bokhorst-Heng, Wendy D. (2008). *International English in its Sociolinguistic Contexts: Towards a Socially Sensitive EIL Pedagogy*. NY: Routledge.

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International English in its Sociolinguistics Contexts is a highly readable work account of the sociolinguistic, language learning and teaching pedagogy. McKay and Bokhorst-Heng have provided an illustrative examination of concepts regarding to the macro socio-historical factors and micro aspects of language use and learning in different contexts. Authors have closer analysis of different studies of how English is used internationally, particularly, they incorporate examples across countries. The book aims to provide an insightful examination of explanation of how social context affect English learning and teaching. The book also discusses issues why using English and how English spread. In addition, the book concerns English varieties and motivation of learning English. These issues and concerns have been covered and presented systematically for readers. The book pays attention on sensitive EIL pedagogy, about factors of multilingualism, language policies, practices, linguistic varieties and language ideology in different local contexts. The uniqueness of this book is that



authors adopted more updated research to support their arguments. For example, McKay and Bokhorst-Heng emphasized English use in the electronic communication. This is a new research attention that many previous works which do not discuss extensively; however, English is the dominate language used in many websites. Authors indicated that computer-mediated communication (CMC) context is a rich context that people engages in complex language use, identity, and literacy practice. It is important to remind readers to use a broad and critical perspective to access language change and literacy practice on the Internet. Next, they raise concerns, such as, language shift, monolingualism, and economic divide in English learning. These concerns reflect that there are many issues related to access, power, and belief of monolingualism and bilingualism.

Next, authors discussed Kachru's (1985) three concentric circles, the inner circle, where English is the primary language, the outer circle, where English is a second language, and the expanding circle, where English is viewed as a foreign language. Kachru writes about the ownership of language and tries to establish a relationship between a language and its functions. In fact, he tends to qualify the countries in the outer and expanding circles of his concentric circle by defining the range in the culture English is used and the depth or how far the English has penetrated into society. Kachru also states that it affects of the choice of the use of English and the implications it may have in a multilingual society. Traditional inner circle countries often view English as their own language and often feel hesitant to relinquish ownership to the outer and expanding circle countries. These issues in this book generate many issues, such as language policy, identity in language learning, bilingual education, learner's motivation, language attitude, and teaching's competency to teach English, to guide discussion.

McKay and Bokhorst-Heng adopted examples of English in India and South Africa. These two counties reflect some concepts such as diglossia, mother tongue maintenance, power and prestige. Diglossia refers the coexistence of two varieties of the same language throughout a speech community. Usually, one of language is the literary or prestige dialect, and the other is common dialect spoken by most of population. Power also has an impact on a language that is a high or low variety. The

decision of high or low variety generates another discussion on the status of mother tongue. Although India and South Africa promotes multilingualism, schools still adopt English-only instruction. These incentives are in order to have citizenship, social integration, and economic power. On the other hand, authors draw Fishman's notion of domain, which stresses its influence on language use and each language has its function and value; therefore, the work also discusses the importance of supporting mother tongue maintenance. Particularly, they also exemplified that "children in bilingual programs outperform their counterparts in all English program on tests of academic achievement in English" (McKay & Bokhorst-Heng, p. 86). The next issue is about the argument on linguistic variation and standard norms. When language contact with each other, language users will coin and blend languages in order to produce new varieties. Changes of varieties include range from phonology, syntax, morphology, to lexis. However, there is a debate on intelligibility. People who support monolithic model of English claim that standard English form should be promote.

There are twofold definitions of intelligibility. First, intelligibility is recognizing words and other sentence-level components of utterances; it is to understand meaning and to understand the intent, purpose, or "meaning" behind an utterance" (p. 142). On the other hand, the book tends to argues that the "intelligibility is on the interaction between speaker and listener, rather than on a particular speaker or listener" (p. 142). So, intelligibility should include "the comprehension of recognition of words and sentence-level component, meaning and intent, purpose or meaning behind an utterance" (Smith, 1992, p. 76).

Another issue raised in the discussion of linguistic variation is the comparison between new variety and norm of English. English varieties cannot be recognized as a legitimate variety is people judge it from exonormative view, which refers to the native English. People will have standard English Ideology and they usually apply the model as a standard form to examine other verities. However, authors stressed that knowing the varieties of English is significant in teaching pedagogy. They suggested that people should understand actual language use and language norms, formation of language formation, and accept and respect pluralistic model of English. Through the discussion of these issues and concerns, authors adopt discourse analysis tool- interactional sociolinguistics to analyze naturally occurring

data. Analysis of data in this book facilitates the understanding of the role of English as lingua franca and strategies of clarify misunderstandings.

This book meticulously tackles many complex issues in the influence of social context on English learning and use. Particularly, the work provides a rich portrait of English language teaching and use in different contexts. Moreover, the book expands its implication to pedagogical language education. In the end of this book, authors provide socially sensitive English language pedagogy. The aims of this pedagogy is to minimize the between global and local tension. Some major principles include the incorporation of examples of the diversity of English varieties used today, promotion of L2-L2 interaction, or learning embedded in local culture. In fact, there is ambivalence between these principles and realistic learning environment and teacher's competence. For example, teachers might lack L2 proficiency, so that he/she is not able to provide a target language environment. Many English teachers in the non-English speaking countries do not have opportunities to learn target language culture. Teachers would have gap between what language will be taught and how language is used in real life. For students, they cannot perceive the connection between school curriculum and authentic interaction when English is needed. Although the book emphasizes that the integration of culture in language learning is significant, it is not sufficient to tell teachers who do not have chance to study aboard of dealing with some conflicts between learners' home country and target language countries.

The work is highly recommended for language policy makers, language researchers and language educators because it facilitates how we consider a better policy, research design, and teaching methodology. Overall, the book provides an illustrative discussion on complex issues on language, language use, language teaching, language policy and implications for pedagogy. Although the pedagogy might vary across contexts in reality, it definitely challenges traditional ways on teaching and learning.

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About the Reviewer

Hsiao-ping Wu is a doctoral student in Culture, Literacy and Language at Bicultural and Bilingual Studies at the University of Texas, San Antonio. Her research concerns about English as foreign language learners' language use and identity through computer-mediated communication based on *New Literacy Studies (NLS)* framework.

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