

BOOK REVIEW

Ee Ling Low and Anne Pakir (Eds.). 2017. *World Englishes: Rethinking paradigms*. London: Routledge. ISBN 13: 9781138673076.

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The phenomenon that is world Englishes (WE) has been embraced (fully or otherwise) by scholars worldwide ever since it was first introduced in the 1970s by Braj Kachru. The field has been steadily growing as more work on the Englishes is being done. That being said, there is a need to rethink, reimagine, and reassess traditional paradigms to make sure that the concept of WE is still viable and sustainable in the present times. *World Englishes: Rethinking Paradigms* is an attempt to do so exactly.

In the introduction in chapter 1 (1-11), Ee Ling Low and Anne Pakir explain how, when, and why Braj Kachru, the founding father of world Englishes to whom the volume is dedicated, started the paradigm. They also discuss his view that people should perceive the Kachruvian conception of world Englishes as multiple constructs instead of an actual paradigm. They argue, and rightfully so, that this perception of WE as a paradigm is quite narrow in that it failed to take into consideration other concepts (i.e., English as a Lingua Franca) which also became relevant after the former's rise to prominence. Hence, a broader view of WE is necessary to explain them, many of which are summarized and expounded on later in the volume.

Chapter 2 (12-28) discusses the issue on whether English as a lingua franca (ELF) and WE are in opposition or in harmony with one another. Jennifer Jenkins, the author of this chapter, asserts that ELF complements or acts as an extension of WE instead of competing with it. She proves her point by giving an in-depth discussion regarding the three phases of development that ELF has had since its emergence in the 1980s and how the WE paradigm has had a major influence on the growth of ELF.

Chapter 3 (29-46) presents Sarah Buschfeld and Edgar Schneider's work regarding the postcolonial Englishes (PCE) and, to an extent, non-postcolonial Englishes (NPCE), of countries and how much their way of expressing their thoughts in English has evolved over time. They claim that in today's globalized society, it is only prudent to call English, a transnational mode of discourse, as 'Englishes'. However, they note that, as a result of this development, these varieties of English have become more complex. Therefore, updating the existing paradigms and, at the same time, formulating new frameworks are imperative to properly explain the language situation now.

Neil's Murray's piece in Chapter 4 (47-63) deliberates on the adoption of a more dynamic ecological approach in the teaching of English. It is an approach which adopts an ideal, but also a realistic, viewpoint that considers cultural and linguistic diversities of different nationalities when teaching English. He justifies his stance by arguing that the current teaching methods being implemented do not necessarily portray the realities of language use today. Thus, adopting the said approach would ensure that these practices are updated to match the present needs of students and society in general.

In chapter 5 (64-77), Aya Matsuda and Paul Kei Matsuda broaches the topic regarding the rise to prominence of teaching English as an international language (TEIL) in schools as a by-product of globalization. They suggest that researchers and curriculum developers alike ought to

accommodate the TEIL paradigm to help students better acclimate themselves to the varieties of English. This would also equip them with the necessary communication strategies to cope with different situations that may occur during actual discourse.

Chapter 6 (78-95) presents Guangwei Hu's discussion about the current challenges that WE, specifically ELF, faces in terms of English proficiency assessment. He expresses that there is a need to modify current test constructs and make them more reliable and valid in the present world as some of the contemporary practices being enforced to assess students' proficiency level are no longer accurate. He proposes that, in making use of English for specific purposes (ESP) and everything it encompasses, teachers and evaluators could accurately assess students' real English proficiency as it involves real life situations.

Chapter 7 (96-113) of the volume presents Yasukata Yano's view on how communication in ELF has changed through the years as more and more varieties of English continue to materialize and develop. Some of these transitions include culture-general expressions to culture-specific expressions, native/non-native to proficient/non-proficient, regularization and generalization, and so on. He indicates that the inevitable rise of multilingualism due to globalization has brought forth these changes. To adequately prepare learners for this, he asserts that it is crucial for scholars to slightly deviate from the norm and conform to a new scheme that could meet the demands of the current society we live in.

In chapter 8 (114-131), Mario Saraceni iterates that language use in society has already developed to a point where translingual practices are fast becoming the norm, most especially online. He provides examples of his claims by illustrating and analyzing messages taken on Facebook, a popular social networking site, which demonstrate these practices. He exclaims after that this trend would only advance further as they adjust their perception to fit in the reality of today's world. He then calls for scholars to produce more extensive WE paradigms which could explain in detail all these occurrences.

In chapter 9 (132-148), Zhiming Bao notes that the development of WE over the years has compelled researchers to investigate the varieties of English. While these were addressed by scholars, he suggests that researchers delve even deeper into the 'Englishes' to better understand their idiosyncrasies and how exactly they differ from others. He specifically recommends studying the grammatical subsystems such as the aspectual categories and the quantifiers of each variety of English, just like what he did when he analyzed Singapore English using the same categories. He asserts that, through research such as this, researchers would be able to comprehend more the grammatical patterns that occur in these 'Englishes'.

Chapter 10 (149-164) renders Gerald Nelson and Gabriel Ozon's work regarding corpus linguistics. They describe how the manifestation of WE has greatly assisted the field as more and more corpora in all circles of English are being made available for researchers to gather and analyze. They provide a list of accessible resources such as the International Corpus of English (ICE) and the Corpus of Global Web-based English (GloWbE). These, coupled with other media sources like the Internet, could further reinforce the importance of studying various corpora to illustrate the dynamics of language use today. However, even with all these positive developments, they propose that researchers in the field should take it a step further by including other areas such as annotations in their studies.

In chapter 11 (165-182) of the volume, Vincent Ooi postulates that research on the lexicography of WE has gained traction in the last few decades. With a plethora of updated dictionaries covering the different 'Englishes' and electronic resources more accessible than ever, it is now a cinch to collect data for analysis. However, he also notes that it is becoming increasingly difficult to analyze lexical items like its varietal label and diglossia because of their restrictive nature. This is due to the existence of common substrates in the varieties of English as well as

global migration. Therefore, he suggests that it is vital to create a reliable model to act as a reference point in the future for researchers to work on to achieve the most optimal results.

In chapter 12 (183-199), Lionel Wee describes current language policies and management (LPM), or the lack thereof, to address the rapidly-growing research in WE and all it encompasses. He bemoans the dearth of research on this subject, most especially regarding the performative use of the language. He maintains that emphasizing on the creation of better LPM ideologies would establish a more desirable outcome in terms of analyzing performative language use. To do this, he advocates designing a theoretically modified LPM that specifically caters to the concept of WE as it could help generate better results.

Kingsley Bolton's survey in chapter 13 (200-221) first recapitulates research done on WE from decades past until now. He then produces a table which aptly summarizes the current research that any scholar in the field would appreciate. He further imparts his knowledge regarding the future directions that WE and both sociolinguistics and applied linguistics could possibly take based on his analysis of the trends in the present world. By providing all this information, he aims to usher prospective studies on this topic to the most feasible way possible to further improve contemporary research.

In the conclusion in chapter 14 (222-230), Ee Ling Low and Anne Pakir restate the importance of reconceptualizing the WE paradigm to better fit the present society. They believe that this volume is a step forward in that direction as this could act as a guide to subsequent studies in WE and all its facets. They moreover denote the challenges that researchers will have to face to clearly portray these to the audience as well as provide solutions to contemporary issues and explanations for them.

Finally, chapter 15 (231-256) is where the bibliography for world Englishes can be located. The list contains a vast amount of research which serves as a point of reference for seasoned and up-and-coming researchers alike who are interested in this topic. One could clearly see how much extensive research has already been done in this field over the years and, at the same time, will only continue to grow as these 'Englishes' become more mature over time.

Overall, the volume in its entirety captures just how far the concept of world Englishes has evolved through the years while still maintaining its core principles. It also does a good job of clearly expounding the existing problems and concerns that many scholars in the field share, one chapter at a time, to further convince its readers that it is the appropriate time to configure WE paradigms to fit its concept to the world we live in now. Moreover, each chapter encourages its readers to be open-minded about the changes regarding the English language that are happening everywhere. Every section further posits that there is a need to rethink and reimagine WE and all its facets to keep up with the times and to make it more valid and sustainable. This then opens various possibilities and pressure for WE scholars to reaffirm these notions and produce better paradigms, if necessary, that would act as a guide for future studies.

The volume also opens various topics of research for Philippine English (PE). It serves as an invitation and a guide to scholars who specialize in this field to take a much closer look and reassess all its facets to ascertain that it is modernized. This includes the reassessment of the country's current language policy and management, especially regarding the performative use of language, assessment tools to determine learners' actual English proficiency, and grammatical subsystems to further understand the uniqueness of PE as compared to other 'Englishes'. Most importantly, it urges linguists in the Philippines to rethink current paradigms such as the Kachruvian Three Circles and Schneider's Dynamic Model and, if necessary, modify existing or even create new ones so that these would better explain today's language realities in the country.

World Englishes: Rethinking Paradigms, by Ee Ling Low and Anne Pakir, is a timely, if not already long overdue, piece that would greatly help reshape the current WE paradigms for the

better. It could also serve as an inspiration for researchers to create new paradigms or even expound on existing ones that would fill in the gap in research to help resolve glaring issues and challenges in the field. This is a treasure trove of vital knowledge that every researcher in the field would surely find informative and insightful.

**LINGUISTIC SOCIETY OF THE PHILIPPINES
Annual Report for 2018**

I. ACADEMIC/SCHOLARLY ACTIVITIES

A. Monthly Board Meetings

January 16, 2018 (10:30 – 12:30 PM)
De La Salle University

February 24, 2018 (1:00 – 3:30 PM)
De La Salle University

March 21, 2018 (10:00-12:00 nn)
De La Salle University

April 14, 2018 (10:00 -12:00 NN)
University of Santo Tomas

June 15, 2018 (11:00 – 2:00 PM), Strategic Planning
The Manila Hotel

August 7, 2018 (10:00 – 12:00 NN)
University of Santo Tomas

September 4, 2018 (10:00 – 12:00 NN)
Summer Institute of Linguistics

November 6, 2018 (11:00 – 2:00 PM)
University of the Philippines

December 11, 2018 (6:00 – 9:00 PM), Christmas Party
The Manila Hotel

B. Lectures**1. The Br Andrew Gonzalez FSC Distinguished Professorial Chair in Linguistics and Language Education**

Speaker: Aldrin P. Lee
 University of the Philippines – Diliman
 Topic: 'Redressing Linguicism in the Philippines: A Linguistic Human Rights (LHR)-Based Approach'
 Date: Saturday, February 24, 2018 (10:00 12:00 nn)
 Venue: Natividad Fajardo Auditorium, 18/F Andrew Bldg., De La Salle University, Manila

2. The Bonifacio P. Sibayan (BPS) Distinguished Professorial Lecture in Applied Linguistics

Speaker: Melchor A. Tatlonghari
 Philippine Normal University, University of Santo Tomas
 Topic: 'Minimizing "Otherization" Practices in the Language Classroom'
 Date: Saturday, February 10, 2018 (10:00 12:00 nn)
 Venue: PNU Alumni Relations Hall
 Philippine Normal University

3. The Danilo T. Dayag Memorial Lecture

Speaker: Eden R. Flores
 De La Salle University
 Topic: 'A case of the missing full stops in text messages: A Pinoy adaptation'
 Date: Friday, March 17, 2018 (10:00 12:00 nn)
 Venue: Br. Andrew Gonzalez Hall Rm 1703
 De La Salle University, Manila

C. Conference

The 2018 LSP - National Conference & General Meeting

Co-host: Bataan Peninsula State University (BPSU)
Date: March 1-3, 2018
Venue: Crown Royale Hotel, City of Balanga, Bataan
Theme: 'Promoting Linguistic Diversity in Teaching, Learning, and Research'
Conference Director: Dr. Dennis H. Pulido (LSP)
Conference Co-Director: Dr. Lemuel Fontillas (BPSU)

Invited Speakers:

Keynote: Ahmar Mahboob
(University of Sydney)
'Language in Education: More than Just a Medium of Instruction'

Plenary: Aiden Yeh
(Wenzao Ursuline University of Languages, Taiwan)
'Getting Out of Your Pedagogical Rut'

Plenary: Diane Dekker
(SIL International)
'Teaching for Linguistic diversity: The Development of
Inclusive Education in the Philippines'

Plenary: Ramon Bantugan
(Bataan Peninsula State University)
'Film Adaptations of Filipino Novels along Content, Language
Style, and Media Effect'

D. Publications

The *Philippine Journal of Linguistics* Volume 49 (Dec 2018 issue) will be released before January 31, 2019.

The Philippine Journal of Linguistics was named as the BEST-SELLING SOCIAL SCIENCES JOURNAL by the Philippine Social Science Council (PSSC), November 17, 2018, PSSC Auditorium.

A Special Issue of PJJ will be released in 2019 in commemoration of the 50th Founding Anniversary of LSP.

E. Future Activities**1. The Linguistic Society of the Philippines International Conference (LSPIC2019) and the 50th Founding Anniversary of LSP**

Theme: LSP@50: Celebrating the Golden Era of Linguistics in the Philippines

Venue: De La Salle University, Manila, Philippines

Date: March 7-9, 2019

Invited Speakers:

Keynote:	Edgar W. Schneider (University of Regensburg, Germany)
Plenary:	Ee Ling Low (Nanyang Technological University – National Institute of Education, Singapore)
Plenary:	David Gil (Max Planck Institute, Germany)
Plenary:	Marilu R. Madrunio (University of Santo Tomas, Philippines)

Invited Workshops

Stefanie Pillai (University of Malaya, Malaysia)
Language Revitalization: Issues and Challenges

Loy Lising (Macquarie University, Sydney, Australia)
Researching Multilingual Practices

Aiden Yeh (Wenzao Ursuline University of Languages, Taiwan)
Cloudscapes beyond Semantic Significance

Rakesh Bhanot (Editor, Language Issues Journal)
Teaching more than just English

Aurelio Vilbar (University of the Philippines, Cebu)
Using Educational Technology in ELT

Jesus Federico C. Hernandez (University of the Philippines, Diliman)
Community-based Language Documentation

Other Highlights of the Event:

- Panel discussion: ‘Linguistics in Asia: Possibilities and Prospects’
Panelists: Anne Pakir (Singapore)
Azirah Hashim (Malaysia)
Andrew Moody (Macau)
Shirley Dita (Philippines)
Others (TBA)
- Book Launch: A Festschrift in Honor of Maria Lourdes S. Bautista
- Photo Exhibit: LSP@50 (A Retrospection)
- PJJ Anniversary Issue Launch

2. The Br Andrew Gonzalez FSC Distinguished Professorial Chair in Linguistics and Language Education

Speaker: Ariane M. Borlongan
Tokyo University of Foreign Studies
Topic: Rethinking Br. Andrew Gonzalez on Philippine English
Date: Saturday, March 2, 2019 (10:00 12:00 nn)
Venue: De La Salle University, Manila

3. The Danilo T. Dayag Memorial Lecture

Speaker: Teresita D. Tajolosa
Palawan State University
Topic: Asking and Receiving Favors and Apologies in the Batak Context:
A Pragmatics of Resilience and Survival
Date: Saturday, March 16, 2019 (10:00 12:00 nn)
Venue: De La Salle University, Manila

II. Institutional or Organizational Development Initiatives

A. Organizational Structure

The following officers were elected in March 2018:

Alejandro S. Bernardo (*University of Santo Tomas*)
President
(Board of Directors, 2017-2020)

Leah E. Gustilo (*De La Salle University*)
Vice-President
(Board of Directors, 2017-2020)

Priscilla Angela T. Cruz (*Ateneo de Manila University*)
 Secretary
 (Board of Directors, 2018-2021)

Rachelle Ballesteros-Lintao (*University of Santo Tomas*)
 Treasurer
 (Board of Directors, 2018-2021)

Shirley N. Dita (*De La Salle University*)
 Immediate Past President
 (2018-2021)

BOARD OF DIRECTORS

Dennis H. Pulido (*Far Eastern University*)
 Director for Membership
 (Board of Directors, 2017-2020)

Michael C.L. Tanangkingsing (*National Taipei University of Technology*)
 Director for Publications
 (Board of Directors, 2018-2021)

Rochelle Irene G. Lucas (*De La Salle University*)
 Director for Professional Meetings
 (Board of Directors, 2018-2021)

Jesus Federico C. Hernandez (*University of the Philippines*)
 Director for Training
 (Board of Directors, 2018-2021)

Aldrin P. Lee (*University of the Philippines*)
 Director for Conferences
 (Board of Directors, 2018-2021)

Tammy B. Ruch (*SIL International*)
 Director for Research and Special Projects
 (Member of the Board ex-officio, 2018-2021)

**BOARD OF ADVISORS
(2018-2021)**

Emma C. Castillo
Philippine Normal University

Resty M. Cena
University of Alberta

Marilu R. Madrunio
University of Santo Tomas

Isabel P. Martin
Ateneo de Manila University

Anna Maria Gloria S. Ward
University of Santo Tomas

STAFF

Wilkinson Daniel Wong Gonzales
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Secretariat; Webmaster

Philip Adrienne Rentillo
De La Salle University
Webmaster

B. Memberships

As of December 31, 2018, LSP has the following memberships:

Lifetime Members: 159
Honorary Lifetime Members: 25
Institutional Members: 15
Regular Members: 108
Student Members: 50
Total: 357

Prepared by:

SHIRLEY N. DITA
LSP President (Jan-Mar 2018)

ALEJANDRO S. BERNARDO
LSP President (Apr 2018– Mar 2020)

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INFORMATION FOR AUTHORS

Review process: All manuscripts shall undergo a blind and independent review process. As such, authors are requested to submit a separate cover sheet containing the article title, author's name, and institutional affiliation. Every effort should be made to remove any clue as to the author's identity. The Editor will ensure that each cycle of the review process takes no more than six months.

Length: Articles should be from 6,000 to 10,000 words inclusive of tables, figures, references, and supplementary materials. Book reviews should be no more than 2,000 words.

Title: Titles and section headings should be clear and brief.

Abstract: An abstract of up to 150 words is required. A maximum of five key words should be written below the abstract.

Typing: Articles should be word-processed (in Microsoft Word format, Times New Roman font 12 points), and double-spaced throughout. Margins on all sides should be from 1 in to 1.25 in.

Language and spelling: Articles should be in English. Quotations of text extracts in other languages should be translated. UK or US spelling may be used but usage must be consistent throughout.

Documentation: In citing sources in text and on the list of references, the style guidelines of the *Publication Manual of the American Psychological Association* (APA, 6th Edition) should be followed.

Tables and figures: Tables and figures should be numbered and have short descriptive titles. Camera-ready artwork should be supplied for all figures and images. Gray-scale or line art images are acceptable. Color images will not be printed.

Quotations: Short quotations in the text itself should be marked as such with "double quotation marks". Lengthy quotations (over five lines or 50 words) should be indented in the text without quotation marks.

Submission instructions: To be considered for possible publication in an incoming issue of the journal, manuscripts should be submitted before March 30. Those submitted beyond this deadline will be considered for the next issue. All contribution should be in MS Word and PDF formats, and sent as e-mail attachments to the following address: pjsubmission@gmail.com

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