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The term globalization of the English language can be interpreted in at least three ways. This may refer to the increasingly belligerent intrusion of the English language into the lives of urban and urban dwellers around the world. This is a worrying phenomenon. It not only threatens to pollute or destroy local languages and cultures, but also distorts the socio-economic order in favour of those who speak English. How should the non-English speaking world react? The globalization of English can also refer to the rapid spread of English as a second and foreign language. The ratio between native English speakers (NSS) and non-native English speakers (NS) is estimated to be between 2 and 1 and 4 to 1 (Crystal 1997; Graddol 1997). At the same time, the preponderance of NSS native English speakers seems obvious that NSN-NA communication is much more common than NS-NS or NSN-NA communications; in other words, English, used as a lingua franca (ELF), is by far the most common form of English in the modern world. But can ELF be considered a variety of English in its own right? Descriptions of the world's Englishmen (e.g. Melchers and Shaw 2003) usually follow the geographical classification of Kachru (1985) in the countries of the inner circle (where English is usually L1), the external circle of countries (where English plays an institutional role as L2), and the expanding circle of countries (where English is considered as a foreign language). The inner circle of the Englishmen has been described and codified, and the outer varieties of the circle are also in the process of standardization (Crystal 1997). Should students in countries with an expanding range continue to view the Na English as their model? Or should they follow the example of the countries of the outside circle and confidently develop their own standards of English on the basis of effective communication of the NNS-NNS? How much should English teachers around the world know and even participate in this development? Finally, the globalization of the English language can relate to changes taking place in all varieties of English due to contact with other varieties. Does this mean that English will become more homogeneous, uniting around one world standard? Or is it likely to lead to the fact that the National Security Service is depriving the role of custodians of the language? The globalization of the English and English language class is trying to answer almost all the questions posed above. This is a collection of 17 works presented at a conference held in Braunschweig, Germany in 2003. Many authors are well known in this area and are therefore in a good position to contribute to the discussion. The book is divided into five sections, each of which is devoted to a specific dimension of the global English language or its implications for ELT. Section 1 and socio-cultural aspects. considers some of the implications of the globalization of the English language in two rapidly developing countries, South Africa and India. South Africa as a country of the inner circle, but most of its citizens are not native English speakers; moreover, it would be more accurate to locate southern Africa in the outer circle. In her article, Janina Brutt-Griffler uses case studies to illustrate the point that poverty can condemn native English speakers as second languages with low English proficiency, which in turn blocks access to more high-wage jobs. Those who speak the language are naturally more able to improve their socio-economic situation than to retain their native language. Brutt-Griffler argues that this extension of English to other social classes has nothing to do with linguistic imperialism, which is based on ethnicity but is part of class struggle. People need the opportunity to become highly qualified bilingual before they can become concerned about keeping their L1. In the second article in this section, Mahendra Verma portrays a similar situation in India: global English and IT ensure that economic (and political?) power belongs to the children of whistling of the new elite, whose parents can afford to send them to English secondary schools. Section 2 of linguistic and sociolinguistic example is devoted to the example of the impact of English on other languages. Ulrich Busse sums up the research of English words assimilated in German, a phenomenon that has been going on for some time but which has recently intensified. The German language is not threatened by borrowed English words, but Busse calls for a more critical attitude to the use of Anglicanism in the media. Frauke Intemann follows on with the analysis of English aviation, officially prescribed and artificially limited lingua francs used by pilots and air traffic controllers. Using reliable cockpit data, Intemann shows that NNS pilots and dispatchers should also be able to understand NS spoken English, and that their NS colleagues should be aware of the communication difficulties caused by deviation from the phraseology of aviation English. Finally, in the last article in this section, Christian Meyercord explores the nature of the global English lexicon, which can be imagined as a product of verbal interaction in English speaking from internal, external and expanding circles. She then analyzes examples from her own (still fairly small) English Interaction enclosure to describe the properties of this new hybrid lexicon. Section 3, Learning and learning English in a global context, actually contains little about and learning, but much about the issue of standard forms and models for global English. Since the newly developed lingua varieties of the Franca of English have not yet been codified, Klaus Gnutzman argues that standard English (i.e. NS English) should continue to be used ELT's linguistic model in Europe, although learning models should become as error-tolerant as possible (p.117). Barbara Seidlhofer replies by pointing out that, instead of being monolithic, standard English is actually something that linguists find quite difficult to define. It then proceeds to critical consideration and debunk the arguments in favor of the language norms of the NA in ELT. Jennifer Jenkins backs up the argument for the ELF model, summing up her now well-known work on a new basic pronunciation model for international English (Jenkins 2000), which legitimizes the accents of the NNS. In the second half of his article, Jenkins examines the implications of this model for teaching and outlines the pedagogical steps teachers will have to take in teaching pronunciation to ELF. In his contribution, Snhowever stresses that NS English does not always provide a model for NNSs, reporting on how international students are frustrated in their desire to emulate NSs when they encounter local dialects while studying in the UK. As a result, many students change their goals from sounding like NS to understanding NSs and being understood in their own diversity of NNS. Finally, Allan James examines the evidence of the existence of identifiable VARIETIES of ELF. After first defining several common language traits, he argues that because of the specific situations in which ELF occurs, descriptions should also be related to sociocultural aspects of use. The last two sections of the book deal with the teaching of English, as promised by the title of the book. Five articles in section 4, Pupils in Primary, Secondary and Higher Education: Focus on Europe, provide the reader with located glimpses of how global English affects different kinds of European students and, to some extent, public education policy. Janet Enever describes the nascent bourgeois parenthood in Hungary, which successfully required an early ELT start for her children, while Angelica Kuanek-German looks at ELT materials used in German schools and questions their realistic reflection of English in the (European) student world. Two more articles are devoted to what can be called the success of learning English in Europe. Margie Burns and Keys de Bot report on an impressive comparative study (soon to be published as a book) of English language skills among secondary school students in Belgium, the Netherlands, France and Germany. According to the study, the wide and easily accessible presence of English in many European countries, both in and outside schools, leads to the creation of different groups of students using their personal language environments according to their individual language environments (p.210). This situation, as well as the different attitudes towards learning English, helps explain the differences in the English language of adolescents. Teens. Jessner's article notes that for many Europeans, English is often taught as a third language, aided by previous language learning and promoting general awareness of the language. But with what model of English do experienced European students feel most comfortable? Elizabeth Erling presents a study of university English specialties in Berlin, which she classifies in (1) a U.S.-friendly cluster, (2) a pro-British cluster and (3) a cluster of lingua franca, demonstrating that, although highly qualified, European students are far from aligning the European English model. Some effects of global English language for teachers are discussed in Section 5, English as a global language-that future teachers speak? Unfortunately, there are only two articles in this section. Mike Grau reports on a survey conducted among future English teachers studying at a German university. Its findings show that students are fairly open to educational materials that include different NA and NSS accents, and are generally receptive to the notion that the primary purpose of pronunciation should be international legibility, as opposed to almost native. However, when polling questions become specific (e.g. whether to correct 's' for 'th' or 'if you were' for 'if you were'), most vote for a correction to the NS model. In Grau's view, this only reflects the fact that future teachers have not been properly exposed to the concepts and related decisions implied by the adoption of NNS English as a suitable model for German students. In another vein, George Braine's article examines research on NNS English teachers, covering teacher self-harm studies as well as student evaluations. Braine summarizes the results for NNS teachers in this way: NNS teachers recognize that they rely on textbooks, apply their knowledge of the differences between L1 and L2, use L1 as a learning tool,... sensitive to the needs of students, know the experience of students and have preparation for exams as a learning goal. (p. 282) In the end, he calls for more attention to ELF and global English in the education of NNS teachers. What makes this book attractive in the first place is its list of participants, of which about half are known internationally for their research and writing in this area. However, even high-ranking experts can only shoot down so many new findings a year: about half of the contributions are indeed re-presenting previously published studies and arguments. The new study (especially the Burns and de Bot paper), however, is interesting and worthwhile. The fact that the book actually practises what it preaches and is written in English by contributors -NS or NSS, has also produced I was impressed. Books based on conference documents can probably be expected to discuss issues rather than not them, and it certainly discusses all the issues that I raised at the beginning of this review, which is no mean feat. However, and perhaps inevitably, the documents tend to discuss issues in terms of very local situations, making it difficult to draw conclusions from the broader conclusions. Thus, since the majority of authors are European applied linguists and language teachers, the book focuses on Europe, although, as mentioned, the situation in southern Africa and India is also being analysed. Finally, for whom is the globalization of English and English? The title makes it sound as if it might be for teachers who want tips on how to take into account NNS Englishmen in their teaching, but that's not the case. Nothing is offered that is directly applicable in the ELT class. I see this more as a set of evidence and arguments that can be used with students as a basis for discussion in (applied) linguistics and pedagogical education courses. Some global Fans of English may be disappointed that so few documents discuss anything new, but for future applied linguists, teachers and teachers new in this field, especially those based in Europe, it is as good as any other to enter the discourse. 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