

THE ROUTLEDGE COMPANION TO ENGLISH STUDIES, SECOND EDITION

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Edited by Constant Leung and Jo Lewkowicz

A review of available literature regarding the English language as a global phenomenon indicates English is no longer defined by functions seen as territorial, cultural and social. Research shows that the study of English is dynamic focusing on applied language perspectives, while considering interdisciplinary and decolonizing viewpoints. Scholars argue for the need to transform knowledge production in applied linguistics (Ali Fuad Selvi, 2024) while suggesting that English Programs can promote the decolonization of applied linguistics by reconsidering their role in English language teaching and the industry (Litzenberg, 2021). The field's historical development is characterized by the technologization of linguistics, the multinationalization of English and potential shifts in the economic and cultural control of English from Anglo-American centres to Asia (Iyer, Kettle, Luke, & Mills, 2014).

A decade has passed since the first edition of *The Routledge Companion to English Studies* (Leung & Street, 2014) and it is undeniable that the study of English has been implicated in emergent, urgent and progressive trajectories. Multilingual communication practices, transnational approaches, technology-mediated communication, advanced historical perspectives, transcultural language environments and the more than protruding adoption of Artificial Intelligence have created an entirely new universe for the study of English.

The second edition presented in this review, i.e. *The Routledge Companion to English Studies*, was edited by Leung and Lewkowicz (2024) and presents contemporary viewpoints contributed by established scholars from around the world who consider English through language-centred disciplines, communication practices and the use of technology. The chapters also provide a new take on the

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role of English in education and society from social and global perspectives and highlight the importance of the link between English and other languages in the context of multilingualism and translanguaging. The collection features thirty-one commissioned chapters providing a new and original portrayal of the diverse field of English studies. Advanced students and established researchers alike will benefit from this highly informative volume.

Given the broad range of topics included in this volume, the thirty-one contributions are organized into four thematic sections: English in disciplinary studies, English in language education, English in the world and Commentaries. With the sincere intention to avoid prioritizing either topics or authors, the individual contributions in the sections are presented in alphabetical order of the key terms in the chapter titles. As the editors point out, the “assigning of chapters to these sections does not mean that there are watertight boundaries between them” (Leung & Lewkowicz, 2024: xviii). The individual discussions often tackle issues thematically belonging to more than one section because English as the main topic of the explorations refers to more than one domain of life. Therefore, the thematic divisions should be seen as signposts helping readers follow the thematic contents.

The first section in the companion, English in disciplinary studies, includes thirteen chapters which explore particular perspectives in the study of English. The topics in the chapters range from language structure to meaning-making and communication. In the first chapter, Rymes and Lee explore the nuances of communication repertoire as a new orientation to English as a global language that “recognizes the many localized incarnations of English as an area in need of further research” (Leung & Lewkowicz, 2024: 3). They are inviting a new approach to global English which would depart from traditional linguistic research. O’Halloran then presents critical issues and topics in corpus linguistics as well as key techniques of analysis and concepts that can enrich the study of language in general. In the next chapter, Wodak focuses on the notions of power, ideology and critique as constitutive elements of critical discourse analysis, but she also discusses various theoretical and methodological approaches that have developed during the last four decades. The fourth chapter is a contribution by Rowe who examines the connection between digital communication and the language and literacy practices that people engage in when using English and other languages in schools. The chapter focuses on digital communicative practices. Flowerdew reminds us of the necessary belief in the fundamentally contextual nature of meaning and the fact that individual utterances are not inherently meaningful. This means that the context of an utterance is essential for its interpretation. Chapter six by Dewey focuses on the study of English as a global lingua franca by considering the history of EFL as a paradigm for English language studies. Edwardes discusses the interaction of language and cognition, reminding us of the fact that language is a subjective tool for sharing meaning and a multifunctional system composed of both processes and structures. In the eighth chapter, Lalić-Krstin and Silaški discuss the concept of lexical creativity, i.e. linguistic creativity. They point out that this type of creativity is “manifested in the act of creation of novel lexical items and/or meanings of existing lexical items”

whereby the longevity of the creations is not an issue (2024: 95). Deterding focuses on phonetics and phonology in the ninth chapter offering an overview of the key points, but also of some crucial historical and sociological perspectives. Prior shows that semiotics illustrates that “life always involves historically unfolding blends of multiple, situated, embodied, semiotic resources, media, and channels” (2024: 119). As pointed out in the chapter, semiotic perspectives not only enable the analysis of artefacts but also point to the semiotic worlds in which people live and communicate. The eleventh chapter, contributed by Carnie, focuses on the formal syntactic approach to the study of English by highlighting the fact that syntactic and semantic patterns of grammar depend on a particular geometric structure which is “built in stages from the most embedded structure to the least” (2024: 131). Rajendram and Garcia focus on how the translanguaging of pedagogical practices promotes the use of a learner’s entire linguistic repertoire to facilitate learning and communication in English, challenging the dominance of English-only teaching and the idea of separate language learning. In the final chapter of the first section, Kirkpatrick and Deterding first review the development of World Englishes, then analyze the debates concerning the motivations for changes in the field and finally consider some recent developments regarding English as a *lingua franca*.

The theme of the second section is English in language education. It comprises seven chapters and presents a scholarly effort showing how language research meets real-world pedagogic practices and curriculum development. Gao’s chapter focuses on English as an additional language and its importance in contexts where English is the most commonly used language. Significant attention in the chapter is put on the fact that though English is the medium of instruction, it may have limited use beyond the classroom, which causes significant pedagogical issues. Cushing examines the construction of English as a subject in schools. Emphasis is put on policy reforms in England after 2010, as they brought about significant changes to the shaping of English as a school subject. Bloome explores the evolution and importance of ethnography in the field of English studies pointing out that ethnographic research has become mainstream in the study of English education. In chapter seventeen, Hyon focuses on the importance of genre in English for Specific Purposes (ESP) by showing that this concept is by far the most important one in ESP. McKinney and Norton trace the genesis of research on identity and language learning by following research from the 1970s to the present day. They address prominent methods of identity research and their implications for classroom practice. Foley explores the concept of literacies by highlighting key issues that have influenced existing research in this field by referring mainly to Western/European perspectives on literacy education, but also including scholarship from the Global South thereby challenging hegemonic thought and practice. Chapter twenty by Cummins reviews “empirical and ideological foundations of the multilingual turn” (Leung & Lewkowicz, 2024: 254), as the potential scope of such analysis is crucial in the light of various academic disciplines that have explored this issue.

The third section of the volume, English in the world, illustrates “how English is used and how it is positioned in relation to other languages in different parts of

the world where, as an additional or second language, it is part of the linguistic landscape at community and national levels” (Leung & Lewkowicz, 2024: 254). This section comprises seven chapters starting with Guerrero-Nieto’s presentation of how Columbian language policies regarding the English language have influenced the discourses about those language policies and how they have brought about different practices of teaching and learning English in Columbia. Similarly, in the next chapter, Mattos and Jucá discuss the contextual differences in teaching English in Brazil. Given that English in this South American country is attributed a significant position, the differences are of crucial importance. Slawek’s chapter focuses on English studies in Eastern and Central Europe with emphasis on the understanding and perception of the Anglo-Saxon culture that the learning of English undoubtedly implemented in the minds of English language learners in those regions. Sailaja focuses on English as a lingua franca in post-colonial India. Being a conglomeration of languages and cultures, India has lived through an exponential growth of English due to its economic liberalization, the computer boom, the rise of social media and the service sector. Hiramoto and Furukawa discuss language ideologies regarding the issue of gender, as related to English in Japan. English has no notion of grammatical gender which is why the Japanese face significant challenges when learning English, given their native language is marked by gender essentialism. Wee focuses on the characteristics of contemporary settings of English language learning showing that interdependence, automation and diversity are three crucial characteristics to account for when planning language policies. In the last chapter of this section, Runcieman discusses contemporary notions of English and multilingualism and their impact on the work of interpreters and translators by focusing on those features that are relevant to language mediation based on the transfer of meaning from one language to another.

The fourth section in this volume presents four chapters under the title Commentaries. The first is a contribution by Rymes and Lee, who discuss the role of English in building a speaker’s communicative repertoire, thereby focusing on the role of English in the context of the internet, global capitalism and race. In the next chapter, Cordova, López and Valtierra-Zamudio present colonial-oriented consequences that impact ELT in Mexico. They stress linguistic imperialism, native speakerism and racism as the most crucial issues. In the next chapter, Isbell focuses on aspects of open science that affect the role of English and its position in the humanities. The focus is on increasing transparency, methodological rigour and the accessibility of published research. The author also suggests the term open scholarship instead of open science. In the final chapter of both this section and the entire volume, Ivanenko discusses changes in language pointing out that these are not related only to English, but have to be regarded in the context of English and its impact on other languages. What is also highlighted is that English takes up additional meanings in different parts of the world, which is why the author illustrates this point using examples from the Ukrainian language.

The second edition of *The Routledge Companion to English Studies* provides interdependent, yet convergent approaches to the broad field of the study of English.

Each chapter focuses on an individual concept, yet, together, the chapters provide a synergy of viewpoints and approaches to topics that are now, more than ever, crucial. More explorations can be expected not only from the authors who contributed to this volume, but also from scholars who will take the research further, thereby disseminating the study of English in an international context.

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