

WORLD ENGLISHES AND CULTURE
IN ENGLISH AS A FOREIGN LANGUAGE (EFL) EDUCATION

Edited By

Servet ÇELİK - Ekrem SOLAK

...Geleceğin Fikirleri...



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INTRODUCTION

The manifestation of English as a global and international language in the last decades has resulted in the emergence of numerous indigenous or local varieties of English. Speakers of these varieties have not only increased in number and influence over the years, but also brought to the table in the process, along with their linguistic differences in the way they use English, their unique backgrounds, cultural identities, attitudes and lifestyles. Correspondingly, Kachru's (1992) predictions of the time about native-speakers of English gradually losing control and ownership of the English Language and English disengaging itself from cultures of its first language users have now turned out to be the reality of today.

Recognizing the pluralistic nature and current view of the English language in the world—namely, that English is no longer regarded as the language of a definite nation, group or culture—requires the adoption of a new perspective of multiple Englishes (i.e., World Englishes). This is particularly relevant and desired for language professionals in different contexts across the world, who are encountering increasingly more of the difficult questions and decisions as to which English and whose culture to teach. As such, as a component of their teacher training programs, most Turkish pre-service teachers of English as a Foreign Language (EFL) are currently required to complete a new course in World Englishes and Culture.

World Englishes and Culture in English as a Foreign Language (EFL) Education is an attempt to offer a comprehensive review and discussion of the conceptual, practical, pedagogical and ideological issues related to English as it is used by millions around the world in different forms, variations and varieties. While there are noteworthy books on the topic in the international arena (e.g., Kachru's "World Englishes and Culture Wars" in 2017), there is no comprehensive teaching text on the national market that fully encompasses the content of this new course in the EFL context in Turkey. This book aims to address this gap and contribute to the knowledge in the field, in an attempt to serve EFL-teacher candidates and practicing teachers in their professional training and development.

The material covered in the book includes, but is not limited to, the following topics: Use of English as an international language, English as a common language and different uses of English in the world; Reflections of the use of English as an international language on the teaching of English and teacher education; Developing students' awareness of the relationship between language and culture; Exploring the role of culture in language

education and teaching; Examination of cultural elements in materials such as textbooks, literary works, movies, TV programs and advertisements.

While the primary audience for this book are undergraduate students enrolled in English Language Teaching (ELT) programs in Turkey, graduate students in ELT, in-service EFL teachers, teacher trainers and other language teaching professionals are expected to benefit from the book as a comprehensive reference work.

As a final note, we would like to thank all of the authors for their contributions to this book. Without their commitment and hard work, this book would have never come together.

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