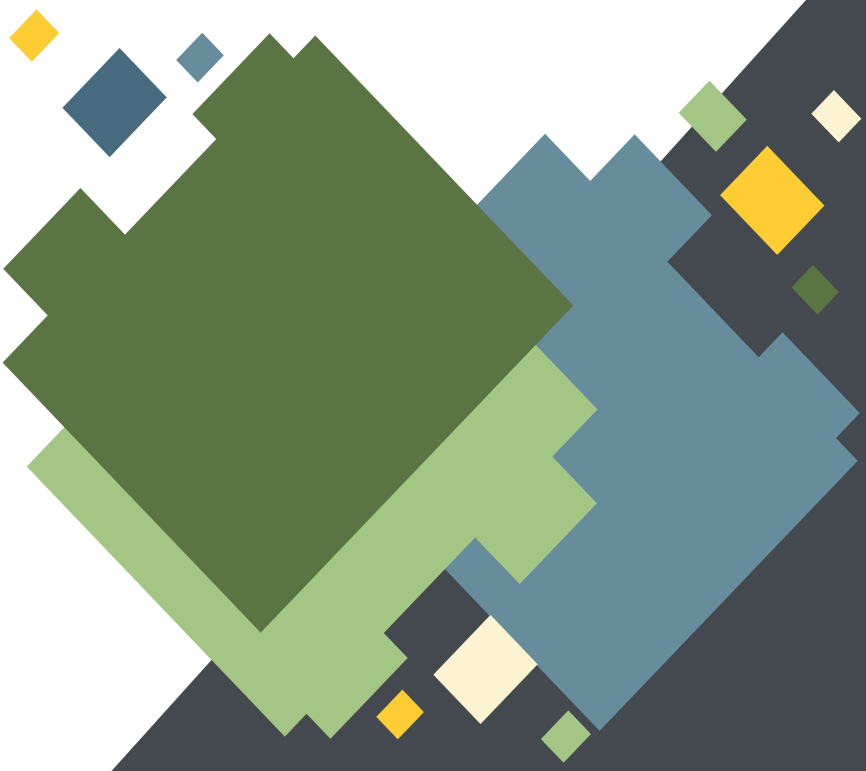
CHAPTER 10

AN EXAMINATION OF CULTURAL ELEMENTS IN LITERARY WORKS, MOVIES, TV PROGRAMS AND ADVERTISEMENTS



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Pre-reading Questions

- What are the contemporary contexts to convey cultural elements in an EFL setting?
- What is the relationship between language and culture presented in the advertisements, literary works, internet and media, and films?
- To what extent does the language and culture education presented in the advertisements, internet and media, literary works, and films reflect World Englishes perspectives? Whose culture is passed on?
- Can the following contexts be used to teach culture authentically? If so, how?

i. Advertisements
ii. Internet and media
iii. Literary works
iv. Films

Aim and Scope

This chapter aims at informing pre-service and in-service English as a foreign language (EFL) teachers to become aware of the impact of culture in language education and specifically shed light on the role of advertising, internet and media, literature, and films to teach culture in EFL classrooms. The readers of this chapter will be able to:

- evaluate the importance of knowing about culture in foreign language education,
- gain insight and awareness in connecting advertisement, media and internet, literature, and films to foreign language and culture education,
- discuss the role of authentic contexts to present, practice, and further internalize culture in language education

Introduction

The growth of English language use as the language of the world has been continuing for several decades. In this age, there are about 1.5 billion speakers of English language worldwide and majority of them are regarded as EFL speakers who are located in expanding circle as the British Council reports.

The spread of English through globalization can be explained based on different perspectives: at one end the spread of the language homogenizes the world culture and on the other hand the globalization causes pluricentricism which results in world Englishes and varieties of English. As Brown and Lee (2015) point out, in the light of global population of English speakers and the proposed models for the global impact of English, one can understand English is popularly used by non-native speakers and more crucially, English is not for understanding or teaching American or British cultural values. "Instead, English has become a tool for international communication in transportation, commerce, banking, tourism, entertainment, technology, diplomacy, research, publishing, and information sharing on the Internet" (p. 163). All in all, English is a language that belongs to all of its speakers regardless their origin. English is the common language of choice among speakers of diverse linguistic and cultural backgrounds (Jenkins, 2009). This diversity calls for the integration of authentic, culturally-enriching, and engaging contexts.

Culture and Language Education

Before we start analyzing the advertisements, literary pieces, films as transmitters of culture, we need to understand the term *culture* first. The definition of culture varies across researchers as Byram and Morgan (1994) define it as 'the knowledge and practices of people belonging to particular social groups, for example national groups' (p. vii) whereas Kramsch (1995) defines it as 'linguistically mediated membership into a discourse community' (p.85). Japanese tea-making ceremony, Chinese symbol dragon, the royalties are all cultural associations. Culture is an integral component of our everyday life. In its commonly accepted definition, it is a set of ideas, traditions and customary practices that distinguish a group of people from others. Culture, identity, and language are so intertwined that they are almost impossible to entangle (Brown & Lee, 2015). It is a person's culture that lies under her cognition and perception of who she might be and it is a person's culture that will enable her to understand the peoples and practices belonging to another culture.

Language is a means of communication and culture. Language carries culture and culture via literature, broadcasting, and advertisement carries the norms and values defining who the speakers of the language in target are. According to Byram (1989), "all language teaching includes some explicit reference to the cultural whole from which the particular language is taken." (p. 42). He continues "language embodies the values and artefacts of a

culture through referential meaning and to teach these linguistic meanings, the language teacher needs to analyze these values" (p.41). Based on these points, a model of culture teaching embodying practical exercises rather than theoretical explanations is the need of EFL learners of this age. Advertisements, films, literary pieces, and print media are invaluable resources that are practical, culturally-rich, and facilitative of intercultural development.

The so-called 'big C' culture suggests literature, arts, history, geography associated with the target language; while the 'small c' suggests gestures, food, clothing, and customary behaviors. The culture compartmentalization is directly related to the topic of discussion of this unit: the big C is about the literature, film, arts, and advertisements, anything that could be fit to the syllabus. The small c is what is in practice for meaning-making and is accessible via authentic material. Byram and Kramsch (2008) suggest shifting the focal point from linguistic and communicative abilities to intercultural competence which denotes meaning-making processes. Çelik et al. (2020) also highlight the importance of intercultural development via culturally-enhancing tasks and language curricula.

Theoretical Background

World Englishes

Kachru's (1985) proposition of concentric circles of English has been one of the most leading theoretical explanations that acknowledge the existence of local varieties where English is used as a non-native language. The varieties of World Englishes spoken in the outer circle have been accepted as "legitimate varieties that deserve to be recognized alongside the native varieties of English" (Celce-Murcia, 2014, p. 65). Based on Kachru's three-circle model of World Englishes, the non-native to non-native interaction is more likely compared to the one between a native and a non-native speaker (Çelik et al., 2020). This calls for an issue of mutual intelligibility across varieties of English which is defined by Kirkpatrick (2007) that on one side of the coin is the wish to keep the national identity intact and on the other side is to be readily intelligible to other users of English. A solution to this dilemma proposed by Kirkpatrick is to keep a fine balance between identity and intelligibility.

As a response to 'whose English to teach in English language classrooms?, Çelik et al.'s (2020) following words shed light on the dilemma:

Especially with the growing recognition of English as a lingua franca, the English language and culture are more than a monolithic entity, and the learners

of English find themselves navigating through a variety of cultures, including big C and small c cultures, and, speaking by Kachruian circles, cultures of countries positioned in the inner, outer, and expanding circles. (p. 171)

A mismatch between what is in practice in the inner and outer circles with a deviation in terms of the motivation and quantity of English use exists. The fact that it is likely for a Turkish or Korean native speaker to communicate with professional circles in English as a lingua franca (ELF) may have an impact on the English they practice. Numerous researchers examined different aspects of ELF based on corpus linguistics examining the grammatical choices (Seidlhofer, 2004), meaning negotiation in communication (McKay, 2002), accent, pronunciation, word stress and intonation (Jenkins, 2000). In ELF –with an additional layer of consideration that sounds of English vary across inner circle varieties- the wish to be 'native-like' has been replaced by the goal of mutual intelligibility. Native and non-native English speakers of varieties of English are part of the World Englishes and the users of English could be exposed to varieties for the sake of gaining familiarity in order to improve comprehension. The functions of English could vary across three circles as displayed in Table I and linguistic diversity is the norm in the outer and expanding circles compared to inner circles where the English language is pervasively used in advertisements, literature, broadcasting and media, and movies.

Table 1

A list of the functions of English across Concentric Circles

Functions of English in the Three Circles

Function	*Inner Circle*	*Outer Circle*	*Expanding Circle*
Access code	+	+	+
Advertising	+	+/–	+/–
Corporate trade	+	+	+
Development	+	+/–	+/–
Government	+	+/–	–
Linguistic impact	+	+	+
Literary creativity	+	+	+/–
Literary renaissance	+	+	+
News broadcasting	+	+	+/–
Newspapers	+	+	+/–
Scientific higher education	+	+	+/–
Scientific research	+	+	+/–
Social interaction	+	+/–	+/–

+ signals use in the domain; – indicates no use in the domain; +/– points to the use of English along with other languages in the domain.

(Kachru & Smith, 2008, p. 7)

The past few decades have demonstrated the quickest developments in human communication at a global scale. A significant amount of this global communication is via English as exemplified in forum discussions across the world or business email exchanges from one end of the globe to the other (Crystal, 2001). Other authentic and rich contexts that convey original language and the culture would be advertisements, literary works, and films and media. In the rest of this chapter, we will touch upon each of these contexts and their contribution to English as a foreign language education.

Niche Domains for Culture Teaching in Language Classrooms

Advertisements

"Indeed, advertising in just about every city and the town can be considered one of the most noticeable global manifestations of English language use" (Graddol, 1997, p. 86).

Advertising in English started with an advertisement in London Gazette in 1666 and thanks to industrialization, advertising grew more and more popular. Since then slogans became famous and more pages of a newspaper or magazine have been allocated for advertising (Graddol, 1997). Crystal (1997) lists the categories of advertising as "posters, billboards, electric displays, shop signs, and other techniques became part of the everyday scene" (p. 94). He continues with an argument that in countries where English has no special status, the advertisements in English are not too many but they are the easiest to notice. In this age, emerging nations where English is a foreign language exemplify advertisement signs that include local and English varieties and the more languages emerging on those signs the more distracting they can be (See Images I and II). The transmission of culture across nations is quite common via advertisement as in the 1950s advertising American brands across the globe had impacts on other cultures where criticisms such as *MacDonaldization* or *Cocacolonizarre* (Coca Cola + colonize) emerged as a reaction to pervasiveness of American culture. Language with words, phrases, sentences and visuals to support linguistic input are the two main components of advertisements. To catch the attention of potential audiences, different linguistic tools such as lexis, phonology, and grammar are utilized. Because advertising provides insightful details on the cultures of a country or a region, the study of the kinds of languages used in advertising would be useful. Considering the existing variation in Englishes, researchers seek ways to find a common ground for English via World Englishes, the lingua franca, and the habitat approaches which suggest English has varieties, it is spoken

by native and non-native speakers with no ownership claims, and English is tied to complex language habitats which impact linguistic choices made consecutively. These advertisements- with the hopes of being globally and locally attractive- integrate variety of languages. These varieties may suggest sophistication, modernity, or a cosmopolitan identity. The role of English language in advertising is very common, especially in the outer-circle countries where a mixture of standard and localized varieties of English are presented. Numerous research studies analyzing the use of languages in advertising revealed the use of French in Japanese advertisements for 'elegance' and 'refined taste' and the use of English for 'international appreciation' (Bishop et al., 2005, 347). In another study where a mix of local variety- Spanish- and the language of the world-English is used in advertising and the preference of Hispanics for a purely Spanish versus Spanglish advertising (Callow & McDonald, 2005). Hispanics' preferences differed according to their acculturation level. Studies across languages revealed English language use is often associated with positive and robustness such as Western, modern, scientific. Bhaita (1992) finds that language mixing is almost universal and that English is often used as the 'blend' language. Ünal-Gezer (2019) points out the use of English across linguistic landscapes for motivational, safety, commercial, and educational reasons.



Image I

A shop sign representing local and global varieties in central Ankara (Photo Melike Ünal Gezer)

Local varieties and the Englishes have a crucial role in advertisements across the world. The choice of language in advertisements functions a major role in the advertisement of the product by determining the status and the functions. Code-switching, language choice may serve as an indication of language use. While it

is a commonly used strategy to have two languages in advertisements to reach out to both global and local consumers, the study of English in advertisements suggests a complex portrayal of linguistic habitats which determine the form, function and status of languages in use (Hashim, 2010).

Advertising can be seen as an intrinsically mixed medium including written forms with images and/or music. Commonly observed fusions are a mixture of world Englishes, world English accents, a mix of English with other languages, and non-Roman scripts. Bhatia (2006) highlights "… super-branding and hyper-globalization going hand in hand with diversity marketing, the cross-fertilization of world Englishes and other languages in advertising is also becoming more prominent than ever before (p. 601).



Image II- A shop sign representing local and global varieties in central Ankara (Photo credit Melike Ünal Gezer)

Advertisements or shop signs can be the representation of multilingualism. Starbuck's products such as *chai* or *taazo* with an origin of Gujarati and Hindi-, the sizes *grande* or *venti* originating from Latin languages are good examples of multilingual contexts. Bhatia (2006) emphasizes the fact that the present age with advertising and media provides a fertile ground for the mixing of world Englishes and the mix of English with other languages. International advertising as a result of hyper globalization does not exclusively favor inner-circle English and its accents. Instead, language mixing, mixing world Englishes is the inevitable components of international advertising.

Advertisements have been analyzed from different angles such as scope, context, topics, and others. Linguistic choice considering globalization and customization can yield different results. English is the choice of global advertisers and marketers. Bhatia (2006) highlights that designers and marketers of advertisements make conscious or unconscious decisions to promote bilingualism at a global scale. As a result, advertising worldwide is unified by vocabulary drawn from the inner circle of English.

Internet and Media

English has been the dominating language on the Internet. The existing literature differentiates between the local language use for informal and casual communication (e.g. chatting) and the use of English language for more formal and commercial purposes (e.g. corporate e-mails). International news -via providers such as Reuters, BBC, CNN- has a significant role in shaping the future of English language and enabling the new patterns of communication under the hegemony of English. Although other languages of the world emerge in the mass media, English is widely used to express the diversity of viewpoints.

An increasing number of films and television programs are produced according to international standards of English as a lingua franca. Analyses of TV shows from different angles including power and ideology show that minority groups representation, the portrayal of varieties of English are examined with the analysis of media language. Misrepresentations of non-native varieties, cultural and linguistic identities, and lack of tolerance for Englishes are some negative observations that are currently pervasive in media and broadcasting. Bhatia (2000) observes that media and television are loaded with Western images and values that do not necessarily match with local perceptions, traditions. Through American movies, TV programs and music, American English has gained popularity. A survey distributed among Swedish teenagers revealed that young audiences prefer American varieties over British English. The spread of English through pop music enabled English as the language of international pop music and mass entertainment. A survey distributed to high school students in regards to their MTV viewing habits revealed almost half of the respondents watched MTV regularly and another participating group mentioned they were exposed to commercials. Altogether a majority of teenagers were exposed to English and about a quarter mentioned negatively about the high exposure to English on MTV (Martin, 2006).

Literary Works

Conventionally, the history of English is divided into three periods: Old, Middle, and Modern English. The fourth period -the period of Global English- (Graddol, 2006) presents the new status of English in the postmodern world as a lingua franca mediating the linguistic, political, economic, and cultural trends. In highlighting the role of English in literary work, Graddol (2006) indicates: "The language [English] re-emerges as a national language, with literature provided by the likes of Dryden and Shakespeare; scientific writing by Isaac Newton and his contemporaries in the Royal Society (17th century); regulatory apparatus provided by the kind of dictionary first compiled by Samuel Johnson (18th century) and, most monumentally, by the Oxford English Dictionary in the late 19th century" (p.59).

Another source for familiarizing ourselves with the world Englishes is the literature produced by outer and expanding circle authors. This has been defined as *contact literatures* by Kachru (2006). English has been adopted and adapted in numerous ways and it is no longer regarded as a monolithic and unified medium of communication that is merely owned by its native speakers. Instead, it is based on a pluralistic view embracing the diversity of English usage (Widdowson, 1994). Çelik et al. (2020) suggest the function of literary texts in foreign language education as 'candid cultural and intercultural content' (p. 164) providing a platform for the learners to compare and reflect on the native culture. Teaching culture includes multi-level engagement including knowledge, values, skills, and behaviors about the language and the culture in target (Çelik et al., 2020). Rich input and real cultural experience with the use of creativity across literary genres are the biggest advantages of the use of literature in English language classrooms.

The use of literary works presents advantages in English language education as they are valuable source of sociocultural knowledge which textbooks, dictionaries or grammar books cannot provide (Kachru, 2006). Through literary pieces, for instance, the dynamics of the family institution such as blood or law-based relations, gender associations and roles in the family or society, tribal or societal rituals, everyday routines, cultural taboos and many other sociocultural representations could be picked up on by the language learner. Not only cultural elements but also culturally-rooted terms, expressions, non-verbal communication signals such as eye contact, gestures and physical distance, turn-taking patterns could be presented and

further practiced through literary pieces, advertisements and movies. Speech acts embracing how to be apologetic or requestive, idiomatic expressions and context-embedded word choices could be presented via literary works, films, movies and ads. Linguistic and cultural elements presented in such contexts with competent users of English provide authenticity. A detailed reading of the literary pieces helps the reader gain insight into the cultural themes. First, what is unfamiliar formerly could be introduced through literary works. The speech acts, writing styles of users of English differ from one circle to the other. Non-verbal behavior patterns including gestures and body postures, gaze patterns are part of communication and they reveal information to the readers of different cultures. Secondly, the literary texts are written by highly competent English users from different circles. As a representation of the original culture, literary pieces present authentic cultural themes such as interactional patterns and lifestyles. English language and European culture and traditions become part of the world culture and different languages left their impact on the English language. Thirdly, conventions governing writing as well as rhetorical strategies in any domain or genre are culture-specific and literary pieces could serve useful tools for writing conventions and rhetoric. Literary genres across cultures cross-fertilize one another and hybrid forms of world works of literature can emerge from this cross-fertilization process.

Shortly to say, selection of Englishes in literary texts are used to raise awareness and consciousness of linguistic and cultural elements. This way, exposure to new contexts can open horizons and sensitize participants to other traditions and authentic literary texts. In the cultural model of teaching literature, the learners could be equipped with historical, social and political information; however, in a teacher-centered classroom, this may not be the most feasible method. When literature is utilized to introduce linguistic bits and pieces such as a grammar point, the scope of literature is too narrowed down. Various literary genres including novels, short-stories, poems and plays could be used to direct learners' attention to language and culture connection in language classrooms.

Films

Films are useful resources to present target language and culture authentically and they can enable learners to further practice the language and the associated culture in language classrooms. Dialogues, daily expressions, non-verbal cues, rhetoric, dynamics of communicative styles and accents are a few crucial elements of becoming savvy in the target

language via films. English is an international medium for the dispersion of global cultural discourse manifesting itself mainly in American movies, TV shows, music, and print media. Crystal (1997) claims it would be unusual to find a movie produced in a language other than English and film festivals and events such as the Oscar have been broadcasted in English. One movie director's following observations "people use, drive, wear, eat, and buy what they see in the movies" (p. 100) were predicted by Crystal (1997) to have significant long term effects on the cultures of the world.

When language change is observed through the interaction of outer and expanding circles, syntactic, morphological, phonological choices in a mix of local and global varieties is common observation. These are linguistic accommodation strategies. Further linguistic analyses revealed adaptation such as *meri bunasu* "*the merry bonus*" or duplication of certain structures, *My My workman*, acronyms, or adoption such as *discman* instead of *Walkman* which are rich examples of impact of English language in the outer and expanding circles. The analysis of such examples could help the learners of English understand how the impact of the lingua franca shapes the varieties spoken in different circles.

Films are rich in culture as they narrate stories of people and socially appropriate behavior and along these lines, Mallinger and Rossy (2003) came up with an integrated cultural framework to analyze movies from different angles. Some aspects to be considered in this analysis framework would be decision-making processes, assertiveness, individualism or collectivism, stereotypes, cultural differences, similarities, interactions, communication tools aiding mutual intelligibility and these aspects are further examined. Films could improve linguistic and cultural competence, present linguistic and cultural samples and help learners gain effective learning strategies and films could tap into English language and culture perceptions and attitudes of EFL learners. In learning environments, with pre-, during and post-viewing stages, learners could tackle different discussions and film-based activities for socio-cultural, and socio-linguistic purposes.

While any movie could be a part of language classrooms, certain selections could be culturally enriching and representative of English language cultures, peoples. Documentaries are also helpful in order to understand regional and class variation, stereotypes, idiolects, phonological and lexical preferences. PBS productions such as *Do You Speak American*? or *American Tongues* are a few to mention to understand regional variation, dialectal differences, different cultures and varieties of English in the

United States. For British orientation, *Mr. Bean* series is an exemplar one despite its non-verbal, mostly gesture-based nature. Films can furnish language learners with rich linguistic and cultural input. While discussion and reflection-based activities can be linguistically and cognitively more demanding tasks, asking/checking the characters, plot, and sequence of events can be more comprehension-oriented engagement which is cognitively and linguistically less demanding. Writing or reading-based literacy oriented practices, question and answer, discussion, debate which are more communicatively-engaging ones are some other instructional techniques to be considered for language classrooms. Depending on who the learners might be in consideration of their language proficiency, learner interests, styles, the overarching goal of the lesson (literacy oriented or oral/communicative), the learning outcomes, the focal point of the classroom (analysis of the culture, class, society or lexical, grammatical, colloquial choices), films could be used as a communicative, authentic, versatile, and engaging resource in language and culture classrooms.

Tognozzi (2010) experiments the use of short films to teach language and to evaluate culture through films at higher education. The films to be watched aimed at a multi-disciplinary endeavor including gaining fluency in the target language and increasing sensitivity and awareness of L2 culture. In this study, the language learners of intermediate and advanced levels viewed the parts of film dialogues, read the transcript of the dialogue, and then imitated this part of the film by paying close attention to stress, intonation, and pronunciation. In another activity, in which they mainly focused on the culture and post-viewing, students were asked to write a composition and do an oral presentation of their observations of the cultural elements in the film. Viewing the film without the audio or the subtitles and having students interpret the sequence of events and discuss the scene instead of role-playing, or writing text for the actors are some other culturally as well as linguistically enriching tasks that can be carried into language classrooms. K-W-L could serve as a useful tool to check on learners prior knowledge on the film and the culture associated (K:Knew) as a pre-survey, understand what learners might be interested in knowing even further (W: Want to know), and eventually learned after viewing the film and completing the follow-up tasks (L:Learned) which is similar to a post-survey.

Films can simulate real-life by integrating language and action mimicking daily communication (Tognozzi, 2010). In films, the text is scripted yet the language as natural as can be. All four skills can be integrated to this film-based classroom and vocabulary could be highlighted as well.

From cultural perspective, body movement, facial expression, discourse may provide culturally-specific information for language learners.

With sufficient adaptation and scaffolding, films can be a powerful tool to help learners gain insight into a culture. In a comparative cultures study, French students learning English compared some representations such as suburb and individualism. The French term *banlieu* translated as *suburbs* has negative connotations such as being economically disadvantaged; however, *suburb* in American culture means leading a more comfortable life compared to urban contexts. Suburbs are where the yards of the houses have green grass and white fence. It is where life -in general- is peaceful. Such comparative mode could culturally engage the learners and help them understand how a concept across cultures can be loaded with additional layers of cultural norms, values.

Practice-Based Information on Culture Instruction and Language Teacher Education

"There are varieties of English, both native and non-native. Awareness of this reality needs to become a part of teacher training and of English language instruction generally." (Celce-Murcia, 2014, p.69)

In world Englishes era, any non-native user of English is familiar with a nativized and an international variety; therefore, a lingua franca core should represent both spoken and written variation. A practice-oriented curricular decision would be the inclusion of non-native to non-native communicative exchange and introduction of it to native interlocutors. Explicit as well as implicit training across users of various circles is highly recommended so ELF users have fine- tuned ears and eyes for the varieties of English. Byram (1991) suggests an integrated model of language and culture teaching. Moving culturally-based language education to a step further, this section will be emphasizing the audio, audio-visual and print materials as a medium of language and culture education.

A study with English language teachers reveals participating teachers' incapability of going beyond awareness of World Englishes (WE) in ELT due to time limitations, teachers' limited competency in English varieties, and unavailability of materials addressing WE (Sadeghpour & Sharifian, 2019). In conclusion, the development of skills and strategies to negotiate and navigate the intended meaning with speakers of English is what should be achieved in language classrooms. Culture in a language classroom can be handled in different ways such as contrastive approach which contrasting

and comparing the two cultures, the ethnographic approach which aims to provide the learners the tools necessary for analyzing cultural components, the culture and language approach which blends culture and language. Some language and culture blending activities can be based on the following domains: name-giving, meal times, addressing relatives, power in social groups, employment, contexts of education. The target skills and knowledge could be practiced to develop conversational skills, politeness rules, and to gain pragmatic awareness. The learner's native language and culture are used as a tool to analyze, synthesize, and apply the target culture. This necessitates the comparison of native language and target language and cultures. Additionally, language and culture integration enables continuity of socialization which gradually feeds into intercultural competence.

About eighty percent of English language teachers are not inner-circle natives (Canagarajah, 1999). Thus the local variety should be considered as the norm so long as mutual intelligibility across varieties of English is ensured. According to Kachru (2006) language teachers ought to be conscious of and trained in a rich variation of English at a global scale. This is crucial for them to pass on this knowledge to future generations. A language educator who understands the native culture is the one who can dedicate herself to teaching target language culture (Tognozzi, 2010). Due to the international role of English, ELT instructors are advised to embrace culture-oriented pedagogies in their classrooms; however, culture does not receive the attention it should in language classrooms (Çelik et al., 2020).

Conclusion

From the spectacular growth of the use of English in global demand, one should not conclude that English is the language that has conquered all the discourse and structural domains of advertising, film industry, literary work and other domains. By this time, it is widely acknowledged that bilingualism is the favorable mode over monolingualism. Through localization of English with a hybrid form of local languages with English, the lingua franca language becomes localized and sets an example for an adaptation of English. The localized adaptation of English with the mixing of languages enables the language in target to perform both at global and local levels which is called *glocalization*. Multiple language use is the unquestionable part of global advertising, films and other domains in discussion. The glocalization of English leads to an ever-growing appetite for English in advertising, films, literary work worldwide which has resulted in demands of creativity through language mixing and global

bilingualism. With an integration of these selected literary texts, movies, advertisements could be utilized as a tool to introduce, practice and reinforce language and culture integration that is engaging, authentic and socio-culturally enriching. Learner attention can be directed to the practice of repair strategies such as asking for clarification, repetition, and wait time. Ways to agree, disagree, reject, offer, take turns, do farewell will be further practiced with the facilitation of such practices in a culturally-enriched learning environment. These practices will be helpful for learners to come to a conclusion that such pragmatic patterns differ across languages and cultures as well as the varieties of Englishes.

Questions for Study and Reflection

- How could films be used for teaching socio-cultural and socio-linguistic aspects in a World Englishes class?
- What are the linguistic choices on shop signs that you come across on a regular basis like? What implications could be drawn from those observations?
- Considering different literary genres, which one(s) should be integrated to a World Englishes class? Why?

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