

T.C.

Mersin Üniversitesi

Sosyal Bilimler Enstitüsü

İngiliz Dili ve Eğitimi Anabilim Dalı

BRITISH IMPERIALISM

AND

ENGLISH LANGUAGE TEACHING IN TURKEY

EMSAL ATEŞ ÖZDEMİR

YÜKSEK LİSANS TEZİ

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## İNGİLİZ EMPERYALİZMİ VE TÜRKİYE'DE İNGİLİZ DİLİ EĞİTİMİ

### ÖZET

İngilizce geliştirmekte olan çoğu ülkede olduğu gibi Türkiye'de de pek çok kapıyı açan bir anahtardır. İngilizce, ticaret, medya, eğitim, bilim, ekonomi, iletişim ve askeri alanlarda hayati önem taşır. Bu çalışmada, İngilizce'nin yaygınlaşmasının altında yatan nedenler araştırılmış ve bunun bir tesadüf değil, ekonomi ve askeri alanlarında güçlü iki ülkenin, Amerika ve İngiltere'nin, planladığı bir eylemin sonucu olduğu ortaya konmuştur. Bu çalışmanın amacı, bu ülkelerin, özellikle Britanya'nın, Türkiye'deki İngilizce eğitimine müdahale ettiğini ve önemli konularda kendilerinin karar mekanizması haline gelmek istediklerini göstermektir.

İngilizce'nin Britanya için önemli bir ihraç malzemesi olması ekonomik anlamda çıkarlar sağlamak adına Türkiye'de uygun zemini hazırlamalarına neden olmuştur. Bu çalışmada İngiltere'nin bu amaçla özellikle yabancı dil eğitimi alanında gerçekleştirdiği eylemler tartışılacaktır.

Birinci bölüm, Türkiye'de yabancı dilin önemini, ne amaçla kullanıldığını açıklamaktadır. İngilizce öğretiminde bir takım yanlış eğitim politikaları izlendiğini belirterek bu çalışmanın yapılmasının altında yatan nedenleri kısaca açıklamaktadır.

Bu bölüm ayrıca dil emperyalizmiyle bağlantılı olarak dilin tanımını yapmaktadır. İkinci dil ve yabancı dil arasındaki farkı, İngilizce'nin Türkiye'de yabancı dil olduğunu vurgulayarak açıklamaktadır.

İkinci bölüm, Türkiye'nin yabancı dil tarihini kısaca özetleyip, 1960'tan itibaren İngilizce'nin baskınlığını ve bugünkü Türk eğitim sistemindeki yerini göstermektedir. Bu bölümün önde gelen amacı, Atatürk'ün yabancı dile ilişkin görüşlerini anlatarak Türkiye Cumhuriyeti vatandaşlarını yabancı dil egemenliği tehlikesine karşı uyarmaktır.

Üçüncü bölüm, İngilizce'nin evrensel bir dil olarak yayılmasını ve ana dili İngilizce olmayan ülkelerde kullanımını incelemektedir.

Dördüncü bölüm, İngiliz Kültür Derneği'nin ve yabancı dil öğretiminin katkısıyla dil emperyalizminin nasıl başarılı olduğunu ortaya koymaktadır. Bazı ülkelerin İngilizce'nin egemenliğine karşı olduğunu açıklamakta ve İngilizce öğretiminde ana dilin kullanımının önemini vurgulamaktadır.

Beşinci bölüm, İngilizce öğretiminin sömürgeleştirmeye katkılarını açıklamaktadır. Yöntemler ve malzemeler aracılığıyla İngilizce öğretiminin bunu nasıl yaptığını açıklık getirmektedir.

Altıncı bölüm, Türkiye'de İngiliz dil emperyalizmine karşı tartışmaları sunmaktadır ve İngilizce'nin akademik atama ölçütlerinde gittikçe artan önemini tartışmaktadır.

Yedinci bölüm, yabancı dil eğitiminde kullanılan ders kitaplarından örnekler vererek, Türkiye'de İngiliz dil emperyalizmi olduğunu kanıtlamaktadır. Bu bölümde ayrıca son zamanlarda Türkiye'de durumun ne kadar kötü hale geldiği gazete ilanlarından ve günlük konuşmalarda kullanılan İngilizce kelimelerden örnekler vererek açıklamakta ve dil emperyalizmiyle nasıl kuşatıldığımızı göstererek insanları İngilizce öğrenirken daha bilinçli olmaları için uyarmaktadır.

**Anahtar Kelimeler:** Dil emperyalizmi, İngiliz dil emperyalizmi, İngilizce öğretimi, sömürgeleştirme, Türkiye'de İngilizce ders kitapları, Türkiye'de İngilizce öğretimi.

## SUMMARY

English is a key opening many doors in Turkey as it is in many developing countries in the world. It has a vital role in commerce, media, education, science, economy and military. The reasons underlying the boom in English are searched. It is thought that this is not a coincidence, but rather a result of a planned activity by two powerful countries in terms of economy and military. Britain and the USA play an important role in English's becoming such a powerful language. The aim of this study is to show the detailed plans of these countries', especially Britain's, efforts to interfere and manipulate the English Language Education (ELT) in Turkey. As English is an important good for them to import, they prepare the grounds in Turkey to earn more money. These activities will be discussed throughout the study.

Chapter I explains the importance of foreign language and the aim in using the foreign language. Emphasizing that wrong policies are followed in English teaching, it gives the reasons of carrying out this study.

This chapter also comments on language in relation to linguistic imperialism. The difference between foreign and second language is explained emphasizing that English is a foreign language in Turkey.

Chapter II presents a short history of foreign language teaching in Turkey. The place of English in Turkish education system is shown. Atatürk's views on foreign language are also depicted to make people aware of the dangers of becoming dominated by a foreign language.

Chapter III deals with the spread of English as a universal language and its use in non-English speaking countries.

Chapter IV depicts how linguistic imperialism is achieved with the help of the British Council and ELT in the world. The opposition to the dominance of English in the world is shown. The importance of the use of L1 in teaching English is emphasized.

Chapter V presents the contributions of ELT to colonization.

Chapter VI deals with the arguments against English linguistic imperialism in Turkey. The growing importance of English in academic promotion at universities is discussed.

Chapter VII sets out to prove the existence of English linguistic imperialism in Turkey by giving examples from the course books used in foreign language education in Turkey. This chapter also tries to illustrate the extent that English linguistic imperialism reached in Turkey recently by giving examples of the English advertisements in Turkish newspapers and the English words used by people in daily speech. This chapter tries to prove that we are surrounded by linguistic imperialism and it warns people to be more conscious about the dangers that linguistic imperialism imposes on our country.

**Key words:** linguistic imperialism, English linguistic imperialism, English language teaching, colonization, coursebooks in Turkey, teaching English in Turkey.



**CONTENTS**

ÖZET .....	v
SUMMARY .....	vii
CONTENTS .....	ix
LIST OF TABLES .....	xi
INTRODUCTION .....	1
CHAPTER I.....	5
I. LANGUAGE AND LINGUISTIC IMPERIALISM.....	5
I.1. The Relationship between Language and Thought .....	7
I.2. Foreign Language and Second Language.....	8
CHAPTER II .....	11
II. FOREIGN LANGUAGES IN TURKEY .....	11
II.1. English in Turkish Education System .....	17
II.2. Atatürk and His Attitude towards Foreign Languages .....	21
CHAPTER III.....	23
III. ENGLISH AS A UNIVERSAL LANGUAGE .....	23
III.1. History of English .....	23
III.2. Why is English a universal language?.....	25
III.3. Why does English spread so fast? .....	27
III.4. The Boom in English Language Teaching .....	30
III.5. The use of English in non-English speaking countries.....	30
IV. RESISTANCE TO ENGLISH .....	35
IV.1. Linguistic Imperialism.....	37
IV.2. How linguistic imperialism is achieved .....	38

IV.2.1. Contribution of British Council to Linguistic Imperialism .....	40
IV.2.2. Contribution of ELT to Linguistic Imperialism .....	43
CHAPTER V .....	54
V. ENGLISH LANGUAGE TEACHING AND COLONIALISM .....	54
CHAPTER VI .....	57
VI. LINGUISTIC IMPERIALISM IN TURKEY .....	57
VI.1. Arguments against ELT .....	57
VI.2. The importance of English in Academic Promotion .....	58
CHAPTER VII .....	61
VII. COURSEBOOKS IN LINGUISTIC IMPERIALISM .....	61
VII.1. Some Examples for the Coursebooks Used in Turkey .....	62
VII.1.1. <i>New Headway</i> .....	63
VII.1.2. <i>Opportunities</i> .....	66
VII.1.3. Other Examples from Various Sources .....	71
CONCLUSION .....	76
APPENDICES	

## LIST OF TABLES

<b>Table 1.</b> Relative popularity of foreign languages between 1945-1988 .....	13
<b>Table 2.</b> Language and Literature Departments in Turkey .....	15
<b>Table 3.</b> Language Education Departments in Turkey .....	15
<b>Table 4.</b> Intelligence Types and Appropriate Educational Activities .....	48

## INTRODUCTION

The necessity to learn a foreign language, especially English, has become a must for developing countries like Turkey. It is widely accepted that a foreign language is required in many fields such as technology, science, politics, and international relationships. The purpose of this study is to express that a foreign language is needed to reach information, but it brings some problems with itself in Turkey through the methods and materials used while teaching. Some of these problems stem from the foreign policies of the countries in which the foreign languages are spoken and some of them stem from the insufficient teaching methods in foreign language teaching in our country.

English has turned out to be the foreign language for which the most time, effort, and money have been spent. The best proof is the use of English as the medium of instruction in some universities in Turkey and the increasing spread of English around the world. The language that was supposed to have been learnt for the aim of reaching information has become an element to find a better job and a quality to be respected in society. English has become the aim instead of a means. Apart from teaching English, another duty that teachers should carry out is thought to be their query of asking learners their aims for learning English and enlightening them about the aims of the countries that regard English as a means of trade.

### **Research Problems**

1. What are the imperialistic features in English language teaching in Turkey?
  - a) What are the imperialistic features observed in the ELT?
  - b) What are the imperialistic features in the coursebooks used in English language teaching?

### **Purpose of the study**

This study aims at showing the historical process of teaching English in the world. The introduction of English to Turkey and its becoming a popular language will be discussed.

This study also aims at showing the scope of English language teaching in Turkey. The abundance of the cultural elements belonging to Britain and the USA in English coursebooks will be illustrated. English, which has an important place in our country, is thought to be used for imperialistic aims by Britain and the USA. The existence of the cultural elements belonging to these countries in course materials aims at imposing the culture of the mentioned countries indirectly to the developing countries.

In this study the imperialistic features in English teaching will be investigated and the results of the use of these elements will be discussed.

English, which is given great importance in our country, is thought to be used for imperialist aims. The existence of the cultural elements belonging to Britain and the USA and the ban of the use of L1 in some methods and approaches aim at imposing the culture of these countries to the developing countries indirectly.

### **Limitations of the study**

This study is limited with the examination of the methods and course materials used between the years 1980-2003. The course materials to be investigated are limited with the ones published by Oxford, Pearson Education, Heinle & Heinle, Cambridge and Longman publishing companies.

### **Assumptions**

1. English is the most popular language that is taught in the world and in Turkey.
2. The most widespread course materials used in Turkey and the world for English teaching are produced by Oxford, Longman, Pearson Education, Heinle & Heinle, Cambridge publishing companies, which belong to British or Americans. The publishing companies mentioned also prepare books for English language teaching.
3. Coursebooks serve imperialism consciously. Especially Britain considers English language teaching as an industry.

### **Definition of some terms**

**Lingua franca:** A language that is used for communication between different groups of people, each speaking a different language.

**Vernacular language:** A language which is the mother tongue of a group which is socially or politically dominated by another group speaking a different language.

**Indigenous language:** The language of the people considered to be the original inhabitants of the area.

**Centre:** The powerful western countries.

**Periphery:** Underdeveloped countries.

**Linguistic imperialism:** The act of imposing the culture, language of the powerful country to the weak country directly or indirectly.

## CHAPTER I

### I. LANGUAGE AND LINGUISTIC IMPERIALISM

**“The language of the human being does not mean only his ability to speak and convey his ideas to others. The system that we call language is the eye, brain, idea and soul of the human being.”**

**Aksan (1987)**

Communication is the primary need for human beings. People need to communicate with each other to survive. Aşık Veysel emphasizes the importance of communication with these lines: ‘Güzelliğin on par’etmez / Bu bendeki aşk olmasa’. The important thing to be considered is to be understood by the person with whom we communicate. If he can understand what one means, that means he is successful in conveying his ideas. However successfully a message is conveyed, it is meaningless if the person addressed cannot understand it. Communication mostly depends on the addressed people. Hence, if a language is well mastered, message in that language can be understood. Aksan (1998:11) states that in the communication process there is a speaker and a receiver. For a successful communication a common code is needed. Two people speaking the same language can understand each other.

Language is a great force of socialization, probably the greatest that exists. By this is meant not only the obvious fact that significant social communication is hardly possible without language but that the mere fact of a common speech serves as a peculiarly potent symbol of the social harmony of those who speak the language. It is best to admit that language is primarily the verbal actualization of the tendency to see realities symbolically (Blount, 1974:53). According to Aksan (1998:13), language is the strongest element that makes a society a nation. It makes the individuals connect to their nation, country and their past firmly. The language that exists by being transferred from one



generation to other makes the individual a ring of the chain between the past and the future.

According to Tarhan (1998:1), language is the basic tool of human interaction, is unique to human beings, and is intricately associated with communication. A desire to expand that communication and develop relationships among societies leads people to learn languages other than their mother tongues.

For Canajarah (1999:29), it is also through language that we make sense of the world and conduct thought. As such, language serves to represent, interpret, and constitute the reality available to subjects. If ideologically loaded, language serves to define our sense of reality and subjectivity; we can understand how hegemonical language can be. It internalizes the dominant values and ideologies in a pervasive and deep-rooted manner. He also asserts that language is also the most subtle and effective vehicle of ideologies and cultures.

For Phillipson (1992: 53), language is the primary means for communicating ideas. Communication presupposes mutual understanding on the basis of a shared code. It is hardly surprising, therefore, that it is the centre's language that is used. This is an example of linguistic imperialism by which one country tries to dominate the other in terms of economy, military, and culture. Thomas and Waering (1999:12) give an example:

The oppression of those with less power, and less access to the media and the production of written records, can seem 'natural', 'normal' or even invisible. Consider the expression 'Christopher Columbus discovered America', which has been a common way to describe the voyage of 1492. This represents the event from the perspective of the colonial powers of Europe. To the indigenous people of America, the arrival of Christopher Columbus was not the 'discovery' of their country but the beginning of a long-lasting, far-reaching process of loss of independence.

Thus language reflected the ‘truth’ of the more dominant group, and largely hid the ‘truth’ of the less dominant group. The use of the word ‘discovered’ in this context might seem ‘natural’, until one considers its implications and the power dynamics at work.

### **I.1. The Relationship between Language and Thought**

Linguists have long discovered that language and thought are closely related. Humans construct reality-using thoughts and express these thoughts through the use of language. The Sapir-Whorf hypothesis claims that language and thought are inseparable. We see the world through the glasses of our language. The Hypothesis consists of two parts, linguistic relativity and linguistic determinism. Supporters of linguistic relativity assume that language mirrors culture. Linguistic determinism can be said to imply that language determines thought.

We cut nature up, organize it into concepts, and ascribe significance as we do, largely because we are parties to an agreement to organize it in this way—an agreement that holds throughout our speech community and is codified in the patterns of our language. The agreement is, of course, an implicit and unstated one, but its terms are absolutely obligatory; we cannot talk at all except by subscribing to the organization and classification of data which the agreement decrees (1956:212-213).

The claim is that not only speech reflects our thoughts, but also that our thoughts themselves are not possible without natural language. For Whorf, our experience of the world is the one that has been organized into the concepts and ideas that are widespread throughout the linguistic community to which we belong. Our thinking consists largely in sentences of natural language. Whether we are thinking loud or internally, the process almost always seems to involve a voice, and this voice always talks in a natural language (cited in Silby, 2000).

In George Orwell’s novel, *1984*, we see the reinforcement of a new language in order to limit the thoughts of people. A new language that is called ‘Newspeak’ is created

in which the uses of certain words are removed. The aim in doing this is preventing people from thinking about these words (Thomas&Wareing, 1999:37).

Orwell explains that “The purpose of Newspeak was not only to provide a medium of expression for the world-view and mental habits proper to the devotees of Ingsoc, but to make all other modes of thought impossible”. As Orwell states; “a thought diverging from the principles of Ingsoc should be literally unthinkable, at least so far as thought is dependent on words.” The word *free* still existed in Newspeak, but it could only be used in such statements, as ‘This dog is free from lice’. It could not be used in its old sense of ‘politically free’ or ‘intellectually free’, since political and intellectual freedom no longer existed even as concepts.

In conclusion, the language we use somewhat determines the way in which we view and think about the world around us. The thoughts that we construct are based upon the language we speak and the words we use. It is very important to use the mother tongue and put it in the first place when a foreign language is not needed. If this is not done so, the effect of this can be seen among the young people who are educated in English-medium schools and universities. Students adapt to the norms and culture of the foreign language. Because of their using the foreign language extensively, their way of thinking is affected. They tend to despise their culture and try to behave and live in the way that they read from the books and watch from TV. It is essential that the teachers and parents be aware of the fact that the language spoken affects the thought.

## **I.2. Foreign Language and Second Language**

A foreign language is a non-native language taught in school that has no status as a routine medium of communication in that country. A second language is a non-native

language that is widely used for purposes of communication, usually as a medium of education, governmental and business transactions.

Since the second language is frequently the official language or one of two or more recognized languages, it is needed 'for full participation in the political and economic life of the nation', or it may be the language needed for education. Foreign language learning is often undertaken with a variety of different purposes in mind, for example, travelling abroad, communicating with native speakers, reading of a foreign literature, or reading of foreign scientific and technical works. A second language, because it is used within the country, is usually learnt with much more environmental support than a foreign language whose speech community may be thousands of miles away. A foreign language usually requires more formal instruction and other measures compensating for the lack of environmental support. By contrast, a second language is often learnt informally because of its common use within the environment.

English is a foreign language in Turkey, and it is learnt to discover about the new culture and to reach information. It is also used to communicate with the other countries. The conflict is that some of our universities -both private and government- use English as the medium of instruction. In fact, the use of English as a medium of instruction is seen in countries where English is the second language, that is, it is also used officially in that country. Countries that use English as a second language are usually the colonies of England. India, Malaysia, Indonesia are some of the examples.

However, language learning is very important. It broadens the mind like travelling. When a foreign language is mastered one can have an access to a different world that has different cultures, habits and life-styles. It is enjoyable and informative to have a chance to investigate new things. When this information is reached through the

foreign language, one can have the chance to compare it with his language and culture. One can understand the value and identity of his mother tongue when it is compared with others. The important thing to bear in mind is to use the foreign language only for the aims of learning new cultures and communication.

## CHAPTER II

### II. FOREIGN LANGUAGES IN TURKEY

Although it is impossible to assert how many spoken languages exist in the world, it is estimated that there are approximately three thousand and five hundred languages (Dilaçar, 1968; Demirel, 2003:3). The existence of too many languages makes it impossible for these countries to communicate via their own language and there emerges the need to learn the languages of the other countries.

Because of its critical geographic location, Turkey has been an important country between Asia and Europe, even Africa in the south. Turkey has many political relationships with various countries, signed contracts and gives importance to economic and cultural relations, too (Demirel, 2003:3). These relations finally required the knowledge of some foreign languages that were accepted as official by international organizations. As a result, foreign language education started to take place in the school programs.

Any discussion of the history of foreign language teaching should begin with the Ottoman period. In the Ottoman period religious education was more important than teaching the mother tongue. Arabic was the most important element in the education as it was the language of the Quran. According to Özdemir (2003:19), the emergence of foreign languages in the Ottoman Empire, especially Western languages, came to the scene in the beginning of 19th century. During the period Ottoman intellectuals felt the dominance of the West more and thought it would be beneficial to teach Western languages. Arabic was not strong enough to keep its high status in the intellectual area.

After the declaration of Tanzimat (1839), modernization and westernization activities started in the country. Mühendishane-i Humayün (1773) and Mühendishane-i Berri Hümayun (1796) were the military schools which started foreign language education with French. The first foreign language taught in Turkey was French as a consequence of our close relationship with France. The establishment of Galatasaray Sultanisi (High School) in 1868 had been a turning point for foreign language education as it was the first government school of secondary education to give instruction in a foreign language (Demirel, 2003:6). During the Meşrutiyet period German was the foreign language which was widely taught and after the 2<sup>nd</sup> World War English replaced German.

English was first started to be taught with the opening of the Robert College. It was the first private school owned by the foreigners. At Robert College, which was established for the aim of spreading the American culture, English was used as the medium of instruction and took the modern colleges in Britain as a model. After the declaration of Administrative Reforms, French, British, American, German and Italian citizens started to open schools which used their language as the medium of instruction. These schools continued their education under the control of the government. Demirel (2003:8) states that in the Tanzimat period, in 1873, Turks' first private school, Darüşşafaka was opened.

In the Republican period, the most important step was taken; on the 3rd of March, 1924, the Unity in Education Bill was passed. Arabic and Persian courses were excluded from the group of foreign languages to be taught. The establishment of foreign schools was banned, but establishment of Turkish private schools began to be encouraged. According to Demirel (2003:10), there had been an increase in the number of private Turkish schools in the beginning of the republican period. Atatürk thanked the parents for

their awareness about the education of their children in the speech he made at the opening ceremony of the TBMM on 1<sup>st</sup> November, 1925. He also wanted them to support the government in the issues about education. After this speech, to realize the wish of Atatürk, Foundation of Turkish Education ( T.E.D) was established. This foundation opened Yenışehir High School ( Ankara College)in the year 1931. The government decided to teach only modern languages such as English, French and German in the secondary schools. After the approval of teaching English, German and French officially in secondary school programs, the books most of which had been written by the foreign authors started to be used.

Table -1

Relative popularity of Foreign languages between 1945 and 1998

<b>Priority</b>	<b>1923-1950</b>	<b>1950-1980</b>	<b>After 1980</b>
1	<b>French</b>	<b>English</b>	<b>English</b>
2	<b>English</b>	<b>French</b>	<b>German</b>
3	<b>German</b>	<b>German</b>	<b>French</b>
4	<b>Arabic</b>	<b>Arabic</b>	<b>Arabic</b>
5	<b>Persian</b>	<b>Persian</b>	<b>Persian</b>

( Tarhan, 1998:30)

The chart illustrates the tendency towards foreign languages since 1923 up to 1988 in Turkey. The popular language is related with the country that Turkey has political, military and economic relationships. French was the most popular foreign language to learn for Turkish people because of the close relationship between Turkish and French



governments (Koçer, 1970 cited in Tarhan, 1998:30). In addition to French, German was another language which was popular between 1920 and 1955. Starting from the last decade of the 1800s, the Ottoman Palace and Ottoman Army had close connections with Germans (Emin, 1968 cited in Tarhan,1998:30 ). After the Second World War, the United States' increasing effects on the world politics and their economic power made English the most popular foreign language in Turkey (Demircan, 1988 cited in Tarhan, 1998:31). Since 1950 English has become the most popular foreign language.

Demircan (1988: 115-116) states that in the last century, after 1960s the number of students in secondary schools increased. As the education system required foreign language learning for each student, and because there weren't enough schools, the classes became crowded, and courses were cancelled. This caused a decline in the quality of education. As a result, the number of the private schools and private courses increased and there emerged three different arrangements for foreign language education.

1. Foreign language instruction for 3-5 hours in secondary education, and 4-6 hours in university education were made obligatory. Foreign language classes were established in high schools.

2. In private secondary schools, they started to teach foreign language for 8-10 hours per week, and in the first year of university 'prep' classes came into existence where students took 20-25 hours English courses per week.

3. In some universities like METU, Boğaziçi University, English was started to be used as the medium of instruction. In some departments of other universities 3/1 of the lessons were started to be taught in English.

A great interest in learning English is seen. In the years 2003-2004 there were 432 Anatolian High Schools, 1534 Private Schools, 822 High Schools in which English was taught intensively ( see Appendix 1). The situation in universities' foreign language departments is shown in the charts below.

Table-2  
Language and Literature Departments

Number of Universities	Department Name	Number of student quota *
19	Department of English Language and Literature	1241
2	Linguistics	110
8	American Culture and Literature	385
4	German Language and Literature	220
2	French Language and Literature	120

Table-3  
Language Education Departments

Number of Universities	Department Name	Total number of student quota
23	English Language Teaching	4885
11	German Language Teaching	430
4	French Language Education	150

Student Selection and Accomodation Center 2002 Total number of student quota (private universities included) (Özdemir, 2003:21).

We have two English-medium state universities. One of them is Boğaziçi University, which took its roots from Robert College and the other is METU which was established for the aim of being an education center for the Middle East. These universities

provide their graduates with very good job opportunities both in state and private sector as well as a high status. Moreover, English is being used as the medium of instruction in most of the private universities which were recently founded.

Because of these, many families, especially the middle class ones, want their children to attend an English-medium school. Having good job opportunities and higher social status are associated with knowing English.

Sezer (1988) states that the reason why Turkey gives much importance to English education can be explained by Turkey's wanting to develop itself in the fields of economy and technology. Turkey having many cultural, economic and technological relations with the other countries has to continue these relations in English. Because of this obligation, there has been an urge towards learning English.

Akdeniz (1997:280) thinks English is not so necessary for many people who are already studying it. He mentions that a lieutenant who is engaged in educating his soldiers, or a judge in Bitlis, or a teacher of Turkish, or a doctor who is trying to help his patients does not need to know English. He states that it is unnecessary for these millions of people to learn a foreign language. Akdeniz also adds that this is only wasting the country's money and transferring it into the wallets of those whose language we are fond of.

In fact, the political relationship between Turkey and the USA has also been effective in the importance of English in Turkey. Tarhan (1998:16) states that with this focus on economic liberalization, the direction of Turkey, and the Turkish economic system started to change: the focus of Turkish foreign policy became the United States rather than European countries and the Soviet Union. The new Turkish government was ready to make any kind of concessions to fulfil this wish. In addition, relations with the

United States and efforts to join the European Union have enabled the English language to achieve a leading role in the Turkish educational system. Since, throughout history, Turkey has never been a colony and Turkish people have never been a minority group, they have never been obliged to protect their culture against foreign domination. Hence, English has been welcomed without much questioning (Üstüner, 2002; cited in Şallı, 2004) and knowing English is believed to be a vital key to development.

### **II.1.English in Turkish Education System**

The role and status of English vary across types of schools because of the differences in the amount of time dedicated to it in the curriculum, the quality and range of the methods and materials used, and qualifications of teachers. The status of English can be categorised into several groups in accordance with the type of school students attend. There are Anatolian High Schools, private schools and other state schools. They all have different curriculums for English language teaching (Tutaş, 2004).

The increasing importance of English in Turkey has led to the recent expansion of EFL Teaching. Foreign language learning is compulsory in Turkey and in almost all schools English is the only language available in public primary schools; English starts from grade 4. Private schools and Anatolian high schools are highly selective and teach English in all grades. A preparatory year is offered in these schools in order to teach English. A foreign language is not obligatory for all undergraduates, but English is used as a medium of instruction in some universities and such universities have a preparatory year. There are also private language courses which teach English for different purposes. Because of the demand for English language proficiency in jobs, especially in the private sector, these foreign language schools have become an important industry on their own.

Tutaş ( 2004 ) carried out a survey to investigate about the attitudes of 70 ESL teachers' at Selçuk University to learning English. She found out that 75% of teachers surveyed are in favour of English being taught to all school children regardless of career choice. It is striking to see that 83% of the teachers agree that “it is important for Turkish people to learn a foreign language”. Teachers mostly agree that English should be taught in all grades both in schools and at universities because it is a key to a good job, and because it is necessary for education. Another reason is that literature in science and some other subjects are available in English. For the teachers surveyed, English is not seen as a sign of elitism or high culture.

This survey also shows how linguistic imperialism reached its aim in our country. This is a survey carried out in a small group, but there are many people who think in the same way. They believe English is a must in one's life to become successful. This is the result of English linguistic imperialism. The teachers who answered the questions might have been educated in the system in which English and English culture is put in the high place. They believe in the experts from foreign countries without questioning anything.

Foundation of the Private Schools (2003) ( see Appendix 2 ) declared that foreign language should be taught during the pre-school period considering the individual's success in learning his/her mother tongue at that time. They stated that language and the mother tongue should be used in the same amount while teaching English. Students should be taught to listen and speak during the pre-school period. This is another example which proves the fondness towards the foreign language in Turkey. Some of the authorities have a tendency to start teaching English from these early years and it is accepted by the administrators.

Sinanoğlu (2002:94) lists some reasons of the use of English as the medium of instruction at schools. He argues against English-medium instruction. Firstly, he talks about what kind of impressions people have about the use of English as the medium of instruction.

1. Science is international and the language of international science is English. Then we should give education by using English.

Sinanoğlu (2002:94-96) refutes the statement by saying that the methods of science are international, but the issues to be studied, the aims of science are national. The limits of science in a country expands according to the most needed topics and applications of that country. Following the aims and ideas of others means only copying and doing the research for another country. A scientist must know some foreign languages to exchange ideas with other countries, but he must have the ability to think in his mother tongue which is the basic tool for creativity, too.

2. I want my child to learn foreign languages , that's why I send him to foreign schools.

Sinanoğlu (2002:97) also opposes the groundless belief which has been widespread among Turkish people for the last twenty years. To give education through English is not common even in the colonies. Foreign language should be taught in foreign language lessons with special methods. In Turkey new and effective teaching methods hadn't been used and many lessons were taught in English instead of Turkish.

Kocaman (1998:316) also states that the assumption that bilingual education will improve cognition and learning is the basic for the ones who support the use of foreign languages as the medium of instruction. The obstacles that one should encounter in the mother tongue is ignored ( Stern, 1983 cited in Kocaman:316 ). If one hasn't learned his

mother tongue properly, education through a foreign language can have negative effects. Kocaman also adds that the language of our science should be improved to improve science in our country. One cannot learn the knowledge which isn't the property of the mother tongue. In a country where education through a foreign language is respected nobody will deal with the production of terms or the details of Turkish expression. Another problem that this will create is the spread of the rules of the foreign rules in Turkish.

Most of the scientific research in the world is carried out in English. Therefore, the influence of English on Turkish language can also be observed in the scientific terminology in Turkish. According to Örs (1989; 18), in Turkey, scientists tend to use foreign words thinking that their knowledge will gain 'scientific value'. Some examples of the English words used by doctors cited from Örs are 'schedule, bowel movement, rounds, background, rule out, fracture, arterial tension, fever, history almak (to record a patient's medical history). Apart from medical terms, the area of computing has many 'Anglo-American' words as well, such as 'accessibility, hacker, save, webmaster, backup, label, print, etc.'

Turkish scientists like Sinanoğlu (2002:21) claim that Turkish can produce its own technical terminology. It is criticized that the use of English technical and medical words are leading to memorising instead of creative thinking. He suggests that neologisms should be produced for technical terminology in Turkish in order to make it possible for a better understanding of scientific issues and therefore to improve as a country.

## **II.2. Atatürk and His Attitude towards Foreign Languages**

With the foundation of the Turkish Republic we see the improvisation of the Turkish Education to new standards. Atatürk held the first Education Conference by naming it the 'First Science Council'. In the second and third meetings held in 1924 and 1926, there appeared new arrangements in syllabuses. In 1926 it was decided to establish a Language Council which was going to deal with the Turkish Language and all scientific topics. In the year 1924, propoganda promoting religion was banned within the minority schools. These schools were required to have Turkish principals and they were banned to keep religious pictures and statues. The foreign directors of these schools rejected to obey these rules and as a result, almost fifty foreign schools were closed by the government.

In fact, Atatürk was aware of the strong relationship with the national feeling and the language. A language's being rich and national is an important factor in developing a national feeling (cited in Altan, 2003). Atatürk associated the pressure of foreign languages on our language with the invasion of a foreign sovereignty. He wanted the Republic to be nationalist and republican also in language. He never neglected to add the necessesity of the development of Turkish as a civilization language.

Cem (1978 cited in Altan, 2003) mentions that Atatürk, in one of the speeches he made in 1929, ordered the foreign languages to be taught within the Turkish Culture ( Altan, 2003). Although this attitude can be considered as a centralized ethnic view, the importance of it can be understood when learning psychology, especially when the latest foreign language theories are considered. For example, the inclusion of



local cultural elements without exaggeration is a very important topic mentioned by many authors ( Sebuktekin, 1981; Başkan, 1969 Altan: 2003). It is claimed that if the elements belonging to the student's local culture is added to the teaching materials the learning process will be more successful.

Atatürk also claims that it is difficult to consider that a country is healthy if it fails to use her mother tongue as a language of science, education and management. Atatürk emphasizes the importance of the mother tongue; he thinks one can learn something best by using his/her mother tongue. Today we have some universities that use English as the medium of instruction. Scientific reports are mostly written in English, and one is considered to have done better if s/he wrote an article in English.

In conclusion, we can say that Atatürk gave great importance to learning foreign languages. He was a modern, civilized person who was trying to protect his nation and its cultural values. He never opposed the study of foreign languages. He wanted everybody to learn something new and to search, but he never let anybody destroy our mother tongue and cultural values and wanted everybody to keep them.

## CHAPTER III

### III. ENGLISH AS A UNIVERSAL LANGUAGE

#### III.1. History of English

According to Fennel (2001:256) British colonialism clearly set the stage as the first phase of the expansion of English. The development of English in various parts of the world shows how English-medium instruction was a major tool both in reinforcing British colonial power and spreading the language. This role of language as the passport to knowledge was extremely important in the second phase of the development of English as a global language.

One of the reasons that speeded up the usage of English was the Industrial Revolution. Britain was the leading country in terms of industry and trade in the beginning of the 19th century. Most of the inventions of the Industrial Revolution were of British origin. In the year 1800, British companies started selling their mining and textile goods to the world. Because of this reason, Britain started to be called as “the workshop of the world” by other countries (Crystal, 1997:71-72). For Crystal (1997), with the technological and scientific improvements new terms were created and a lot of words joined the English vocabulary. Apart from this, the developments in England reached other countries and the foreigners needed to learn English to follow these developments. Also the developments in the continent attracted the scientists and they came to Britain to continue their studies there. The developments spread to America and America replaced England after the World War II. There was one way to reach knowledge: English.

The development of technology in the age of steam went side by side with the spread of English: when railway tracks were laid, the telegraph cables were also laid along with them. Since English was the language in which the telegraph system was developed,

English became the international language of all telegraph operators. This early use in international communications clearly paved the way for the use of English in radio and telecommunications at a later stage (Fennel, 2001:256).

The beginnings of the 19<sup>th</sup> century were also the years in which banking also developed. It is natural that countries, which had developed in terms of industry, also developed in banking. Germany, England and the USA are the examples for this. With this development foreign language learning got a new meaning: access to money (Crystal, 1997). During the nineteenth century there was a largely unquestioned assumption that English should be taught in colonial schools in essentially the same way as in the mother country. The basic educational aim was the assimilation of British culture through the medium of English literature.

By the twenties, the notion that English was a second language with a utilitarian function in the communication of knowledge had begun to emerge, though it was not until the fifties that the modern distinction between English as a ‘foreign’ and a ‘second’ language (EFL and ESL) became widespread (Howatt, 1984:220).

Far-reaching political, economic, and technological changes affecting the relationship between Britain and the rest of the world began to gather momentum from the late fifties onwards, bringing a radical shift in priorities for English language teaching and forcing the development of an increasingly varied range of professional specialisms. By 1970 it was also the language of transnational commerce, finance, and practical communication generally.

Phillipson (1992:5) states that at the present time English, to a much greater extent than any other language, is the language in which the fate of most of the world’s millions is decided. English has, in the 20<sup>th</sup> century, become the international language

par excellence. English is used in the international relations because a 'lingua franca' is necessary.

### **III.2. Why is English a universal language?**

Crystal (1997:5) claims that why a language becomes a universal language is not related to the number of people who speak it; it has got more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they subjugated. They were simply more powerful. When Roman military power declined, Latin remained for a millennium as the international language of education, thanks to a different sort of power—the ecclesiastical power of Roman Catholicism.

Phillipson (1992) states that the status of a universal language has always been gained as a by-product of some sort of imperialism. If a nation has conquered a large area and assimilated it into its own culture, including language, forms an empire. Usually the language of the conqueror becomes the language of the state and the upper class first, then possibly spreads over the society, sometimes almost wiping out the original languages of the conquered areas. Sometimes, especially in the middle Ages, imperialism had a definite cultural and religious nature that may have been more important than brute military and economic force.

English would have remained as a national language of the English if the British had not conquered the British Isles and then many parts of the world. Later, some English colonies in a relatively small part of America rebelled and formed the United States of America. They formed a federal state where a variant of the English language was one of the few really uniting factors. That federal state became wealthy and important. It also exercised traditional imperialism, but more importantly, it gained a very important

role in world economy and politics. It certainly has similar effects on maintaining and expanding the use of English as classical imperialism (Phillipson, 1992).

David Crystal (1997:2) in his book *English as a Global Language* says, “A language achieves a genuinely global status when it develops a special role that is recognized in every country.” In academic contexts, Swales (1987, cited in Nunnan, 2003:590) estimated that more than 50% of the millions of academic papers published each year were written in English, and the percentage was growing year by year. English is currently the undisputed language of science and technology, and scientific journals in many countries are now switching from the vernacular to English (cited in Nunnan, 2003:590).

Crystal (1997:5) also states that there is a close link between language dominance and cultural power. Without a strong power-base, whether political, military or economic, no language can make progress as an international medium of communication. Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails.

For Tarhan (1998: 9), the claim that accepts English is a worldwide lingua franca is not something neutral and natural, hence it is appropriate here to let Pennycook (1998) express his ideas about the issue:

... a view that holds that the spread of English is natural, neutral and beneficial needs to be investigated as a particular discursive construct. To view the spread as natural is to ignore the history of that spread and to turn one's back on larger global forces and the goals and interests of institutions and governments that have promoted it. To view it as neutral is to take a very particular view of language and also to assume that the apparent international status of English raises it above local social, cultural, political or economic concerns. To view it as beneficial is to take a rather naively optimistic position on global relations and to ignore the relationships

between English and inequitable distributions and flows of wealth, resources, culture and knowledge (23-24).

American supremacy in modern technology and the electronic media used around the globe helped to make English the lingua franca of today's world and is used both by dissenters and followers of political movements. It has also been made a passport across the world. It has taken the place of Imperial and Ecclesiastic Latin, French, Mandarin, and a few other languages.

### **III.3. Why does English spread so fast?**

Crystal (1997:67) explains the first two phases of the spread of English as follows: British political imperialism had sent English around the globe, during the nineteenth century, so that it was a "language on which the sun never set". During the 20th century, this world presence was maintained and promoted, almost single-handedly, through the economic supremacy of the new American superpower. The language behind the US dollar was English (cited in Fennel, 2001 ; 244).

According to Phillipson (1992) English spread across the globe originally because it was the language of a world power, first in terms of military might and then in terms of technological and economic superiority. Phillipson (1992:6) states that the spread of English is unique in terms of its geographical reach and the depth of its penetration.

According to Ferguson (1983, cited in Phillipson, 1992) the spread of English is as significant in its way as is the modern use of computers. When the amount of information needing to be processed came to exceed human capabilities, the computer appeared on the scene, transforming the processes of planning and calculation. When the need for global communication came to exceed the limits set by language barriers, the spread of English accelerated, transforming existing patterns of international communication.

In addition to these, Troike (1977, cited in Phillipson, 1992) adds that this remarkable development is ultimately the result of 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> century British successes in conquest, colonization, and trade, but it was enormously accelerated by the emergence of the U.S.A as the major military power and technological leader in the aftermath of World War II. The process was also greatly abetted by the expenditure of large amounts of government and private foundation funds in the period 1950-1970; perhaps the most ever spent in history in support of the propagation of a language.

400 years ago there were between five and seven million speakers of English. The number of native speakers of English now remains constant at about 315 million. The number of users of English as a second or foreign language is increasing dramatically: these are estimated at 300 and 100 million people respectively (Crystal, 1985:7; Dunford Seminar Report 1987, 1988; 102; Phillipson, 1992).

Mazrui (1975:9, cited in Phillipson; 1992:37) stated that by the year 2000, there would be probably more black people in the world who spoke English as their native tongue than there would be British people. The pull of English is remarkably strong in periphery-English areas, not only among the elites who benefit directly from their proficiency in English but also among the masses, who appreciate that the language provides access to power and resources, whether in the slums of Bombay, where English-medium school is a prestige symbol or in Kenya where parents have an “acute understanding of the competitive nature of life chances” (Obura 1986: 421, cited in Phillipson, 1992:27). The discourse accompanying and legitimating the export of English to the rest of the world has been so persuasive that English has been equated with progress and prosperity. In the view of the Ford Foundation’s language projects officer, “English as a Second Language (ESL) was believed to be a vital key to development by both the USA

and by countries like Indonesia, the Philippines, Thailand, India, Turkey, Afghanistan, Pakistan, Egypt, Nigeria, Colombia and Peru” (Fox 1975: 36; Phillipson, 1992).

English has become a lingua franca to the point that any literate educated person is in a very real sense deprived if he does not know English. Poverty, famine and disease are instantly recognized as the cruelest and least excusable forms of deprivation are a less easily noticed condition, but nevertheless of great ignorance (Burchfield 1985: 160 cited in Tarhan, 1998).

This comment on the global reach of English by the influential editor of the Oxford English dictionary seems to equate linguistic deprivation with ignorance of English. There are many millions of highly literate people in the world who are happily and quite justifiably ignorant of English (Tarhan, 1998). One may live a life without using English if s/he does not need it. Therefore people should question themselves about their aim in English while learning, they must question themselves about their aims in learning English. If they will not use an English word once in their life, they should not waste their time and money.

For example, Canajarah (1999:69) states that some groups in Sri Lanka still use English quite openly in certain situations: the more prestigious intellectual and professional groups feel compelled to use some English during in-group communication as a mark of their learning and status; teenagers exchange a few phrases loudly in public to display their participation in international pop culture.

The situation is not different in Turkey; sometimes people try to use English where everybody knows Turkish just for the sake of showing how intellectual they are. One can witness the use of the English and Turkish equivalent at the same time on TV. In one of his programs Uğur Dündar was heard saying: “Hiç durmadan nonstop mu çalışıyorsunuz?” The words “hiç durmadan” and “nonstop” refer to the same thing.



### **III.4. The Boom in English Language Teaching**

As English is supposed to bring ‘modern’ ideas with it, and be a channel for interpersonal, social and cultural values, we see the sudden boom in ELT. As a result of this, Teaching English as a Second or Foreign Language has become a huge industry all over the world in the last thirty years.

Graduates of British and American universities are going abroad to teach English for a year (or more), working in countries as diverse as Japan, Nepal, Ukraine and Rumania. American or British native speakers can be found in a small city abroad if English is put in the first place there. The first native speakers came to Turkey to perform missionary activities in their schools. There are still many native teachers from Britain, America, Canada, and Australia in Turkey working especially at private schools. It is not very important for them where they teach, because they are welcomed warmly, given higher salaries than the local teachers, given houses and other things they need for survival.

Britain and America are simply using the language as a tool to secure Anglo-American hegemony in those areas, frequently making aid contingent on assimilation to an (Anglo) American political and cultural model. This is partly the reason why some observers view English as a ‘killer’ language. They do it by arranging the materials as the way they want and selling it to other countries. While doing this, they create the image that their countries are the lands of freedom, democracy and money. They praise their culture and values and make others admire their country and so that they can earn more money.

### **III.5. The use of English in non-English speaking countries**

A wealth of documents, the use of English worldwide in education systems and the printed word, and the number of foreign students in the core-English countries show us that English is used widely in all over the world. The use of English in 102 non-English

mother tongue countries has been correlated with a range of economic, educational, and demographic variables. Not surprisingly, there is a positive correlation between English and military imposition, duration of authority (colonial rule), linguistic diversity in a given country, material advantages (particularly exports), urbanisation, economic development, and religious composition. It was also found that poorer countries are more likely to depend on English as a medium of instruction than were richer nations (Phillipson, 1992:84).

There are a number of ways looking at the role of English in different countries of the world. Basically, we can divide up countries according to whether they have English as a native language, English as a second language or English as a foreign language.

Kachru (cited in Fennel, 2001:255-256) has divided the English speaking countries of the world into three broad types, which he symbolizes by placing them in three concentric rings:

The inner circle: These countries are the traditional bases of English, where it is the primary language that is Great Britain and Ireland, the United States, Canada, Australia and New Zealand.

The outer or extended circle: These countries represent the earlier spread of English in non-native contexts, where the language is a part of the country's leading institutions, where it plays a second-language role in a multilingual society: e.g. Singapore, India, Malawi, and 50 other territories.

The expanding circle: This includes countries that recognize the importance of English as an international language though they have no history of colonisation and

English has no special administrative status in these countries like China, Japan, Poland, and a growing number of other states. This is English as a foreign language.

When we look at the rings of this circle, we can see Turkey in the expanding circle. Although we have no history of colonization, we consider English as a vital thing in our life. In Turkey English is a foreign language, but people try to make it a second language unconsciously.

Canajarah (1999:71) points out that the international hegemony of English still looms over the Colombo government's ministries of education, commerce and communications. It serves as the link language between these institutions and the civilian population. Therefore, Ministry of Education is forced to use English, rather than Sinhala, when it corresponds with Tamil parents, teachers and education officers. The Tamil community also needs English as a bridge to the symbolic and material rewards that are tied to the international educational and professional centers; A mother sending a telegram to a son studying in Sweden will have to write it in English, for the benefit of the local postal department. Someone wishing to obtain a professional certificate in accounting or architecture will have to study and write the test in English.

Consequently English is perceived in the local context as a class marker (i.e; as the language of the educated and rich), although it is not rigidly marked for caste, gender, region, or religion. English is, therefore, well embedded in the society and still exercising its influence on socio-economic stratification.

Nunnan (2001:594-604) states that children start learning English at the age of 9 in China. In September, 2001 all colleges and universities under the control of the Ministry of Education were instructed to use English as the medium of instruction in the following courses; information technology, biotechnology, new material technology,

finance, foreign trade, politics and law. Politically sensitive courses had to be taught using textbooks written in China. Courses that are not politically sensitive could use foreign textbooks.

In Hong Kong the age of learning English is 6. English is introduced in almost all kindergartens. Both the state and the business sectors believe that Hong Kong will lose economic advantage in the world trade if English language skills are not enhanced. English symbolises wealth and power in Hong Kong.

In Japan, children are exposed to English at the age of 12. Speaking and listening are considered as the most important skills to be learnt. This may be because of Japan's being a powerful country in terms of both technology and wealth. Children first learn their mother tongue well and then learn English for communicative reasons.

A huge financial investment in teaching English is seen in Korea. Compulsory English was lowered from the age of 13 to 9. There is a concern about the negative effects of English on national identity due to the early introduction of English in Korea. A tremendous amount of money has been spent on teaching and learning English. Korean families spend one third of their income on private lessons for their children to learn English, art, and music. The number of English-medium schools is also increasing.

In Malaysia, the age of learning English is 7. However, they are worried about the impact that English may have on their national language. In Taiwan children start English when they are 6-7 years old. In Vietnam, at the age of 11-12, children are exposed to English. English plays a dominant role in education and employment as in Turkey. Proficiency in English is now required for most jobs in our country.

In Ceylon, only the rich can have English education. English reinforced the social stratification in place, providing status, wealth and power to the largely Christian, rich, upper-caste, and urban males. For Tamils, successful education in English schools assured them of socially

respected white-collar employment in an arid terrain where agriculture and industry held no prospects for advancement. Thus the natives competed among themselves to acquire English and the privileges associated with it (Canajarah, 1999:62).

With the exception of Japan, all the states in Asia are promoting foreign language education even for very young learners. English is the key to power and money. Because of this reason, the age of starting English is early in these countries and English is given vital importance. The age at which English is a compulsory subject in most of the countries has shifted down in recent years. It is thought that the younger the learner is, the better he will learn.

## CHAPTER IV

**“I speak many languages, but there remains one in which I live.”**

**Merleau-Ponty, M (1962)**

### IV. RESISTANCE TO ENGLISH

Although there are countries accepting everything for the sake of learning English, there are some countries that are disturbed with the unconscious exposure to English. They think their language and culture will be affected negatively.

English linguistic invasion has been so pervasive that some governments, representing both small linguistic communities, for instance Slovenia, and large ones, for instance France, have taken measures to keep the identity of their own languages, particularly in to the area of neologisms for technical concepts. Such measures, which are likely to be only partially successful, reflect an anxiety that essential cultural and linguistic values are at risk (Phillipson, 1992).

These countries resist the dominance of English. Countries like France and Slovenia try to protect their mother tongue from the effects of English. They are the guardians of the purity of languages that English intrudes on. What the protesters have in common is recognition of evidence of linguistic imperialism and dominance, and a desire to combat it.

Phillipson (1992:7) provides brief examples of the opposition and resistance to the dominance of English on political grounds from India, a former British colony, from France, whose language competed with English for being the lingua franca, and from the Soviet Union, the former leader of the Eastern Block. Fishman (1996:26) states that no one fears that French people in Paris are likely to lose their Frenchness to an invasion of English. Although there is an official concern about the influence of English language and culture, French citizens don't share that concern. French citizens who speak English have not decided to read Shakespeare and Keats at the expense of Baudelaire and Proust, nor is there any great movement in France toward the purchase of English cuisine and English

wine. It is illegal to use an English word where a French word already exists, even though the usage may have widespread popular support (e.g. computer for ordinateur) (Crystal, 1997:19). Furthermore, Canagarajah (1999) describes the Sri Lankan context, where people criticize the one-sided nature of English education. In the 1950s Malaysia rejected English as a language of education in favour of Bahasa Malaysia, and there are many more countries where English does not find favour (cited in Fennel, 2001:267).

In the University of Jaffna in Sri Lanka, hardly any lecturer assigns reading in English or employs English during their teaching. The faculty of Jaffna decided to drop compulsory requirement of a pass in English. Strong nationalistic sentiments were expressed at the prospect of ‘an alien language’ hampering the employment prospects of local students (Canagarajah, 1999:83). Moreover, Canagarajah points out that English is opposed with a vengeance in Sri Lanka. Even in the face to face communications, local officials take care to enforce the use of unmixed Tamil. In her book Canagarajah (1999:68) gives an example about a middle class woman who visits a ‘pass office’ to get a permit. While talking to the officer, she makes use of the word ‘wedding’ and the officer asks the woman if she was English. Then the woman uses the Tamil equivalent of that word and the problem is solved. The woman is forced to drop the English loan ‘wedding’ and use the Tamil equivalent. Moreover, the military regime has publicly insisted on using ‘Tamil only’ in formal and informal interactions, and that the Tamil spoken should be purified of any foreign mixing. Their paradoxical objective is to develop Tamil to be fit for all modern purposes, while at the same time returning to its classical purity.

Since English is the almost exclusive language of science and technology, this actually prevents ordinary people from having access to and interacting with it. He also adds that English causes other cultures to wither and die, and its use by the elite to secure their position as colonialism ever was (Pattanayak, 1996; cited in Fennel, 2001; 264).

Fennel (2001;265) also states that English has been the cause of the death of languages in countries that now speak English as a native language. He adds that English caused the extinction of Cornish and Manx in the British Isles. Moreover, nearly two hundred aboriginal languages have been lost in recent years in Australia.

English is not usually the direct cause of language death in such situations. Rather it is a driving force in the globalization of the economy, which indirectly causes people to switch to English as a means to improve their lot in life. In other words, English is not a 'killer' language in most instances, but could definitely be called an 'accessory to murder' ( Fennel, 2001;266).

Krauss (1992:7) predicted that up to 90 per cent of the approximately 6000 languages spoken in the world today would be lost by the end of the twenty-first century (cited in Fennel, 2001;265).

Gandhi (cited in Crystal, 1997:114) states that:

To give millions a knowledge of English is to enslave them...Is it not a painful thing that, if I want to go to a court of justice, I must employ the English language as a medium: that, when I become a Barrister, I may not speak my mother-tongue, and that someone else should have to translate to me from my own language? Is this not absolutely absurd? Is it not a sign of slavery?

Finally, Crooke (1988, cited in Auerbach, 1995; 39) describes English as a Trojan horse, arguing that it is a language of imperialism and of particular class interests. He draws attention to the moral and political implications of English teaching around the globe in terms of the threat it poses to indigenous languages and the role it plays as a gatekeeper to better jobs in many societies.

#### **IV.1. Linguistic Imperialism**

A working definition of English linguistic imperialism is that the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages. English linguistic imperialism is one example of linguisticism, which is defined as 'ideologies, structures, and practices which are used to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language' English linguistic imperialism is seen as a sub-type of linguisticism (Phillipson, 1992; 47).



Phillipson (1992:51) also points to the conditions that paved the way for linguistic imperialism. He thinks that the World Bank and the International Money Fund helps the underprivileged countries and enforces them to make some changes in the structure of the government policy and laws. How this is experienced by the poor countries is expressed by the ex-President Nyerere of Tanzania, who is quoted in the Danish journal *Kontakt* as saying in a speech in London in 1985;

Instead of gunboats, economic power is used one-sidedly to push through the will of the powerful. The IMF has more or less become the rich countries' instrument for the economic and ideological control of the poor countries (cited in Phillipson, 1992:51).

It is the linguistic imperialism if the English language is imposed on the Welsh or the Ugandas. In the neo-colonial phase of imperialism inter-state actors from the centre and representatives of the elite in the Periphery are the key agents of this linguistic imperialism. Linguicism may be conscious or unconscious on the part of the actors, and overt or covert. It may be of an abstract kind or more concrete (Phillipson, 1992:55).

The phenomenon in which the minds and lives of the speakers of a language are dominated by another language to the point where they believe that they can and should use only that foreign language when it comes to transactions dealing with the more advanced aspects of life such as education, philosophy, literature, governments, the administration of justice. Linguistic imperialism is a subtle way of warping the minds, attitudes, and aspirations of even the noblest in a society and of preventing him from appreciating and realizing the full potentialities of the indigenous languages (Ansre 1979:12-13; Phillipson, 1992:56).

According to Tarhan (1998) linguistic imperialism refers to a particular theory for analysing relations between dominant and dominated cultures, and specifically the way English language learning has been promoted.

#### **IV.2. How linguistic imperialism is achieved**

The most important element used to achieve linguistic imperialism is ELT. Britain and America succeeded in making other countries use their language since they were both economically powerful countries. They wanted others to use their language to

communicate with them. The spread of English has not been left to chance, and language pedagogy has played a part in this process. Experts from the center train the teachers in the periphery and they publish a lot of books about ELT methodology. These books play an important role in the process because teachers learn the methods and techniques from those books. For example, the use of mother tongue is prohibited in the Direct Method. They make teachers believe that the use of the mother tongue hinders learning English. Another way to achieve linguistic imperialism is sending teacher trainers, teachers to the countries where they want to be effective.

Linguistic imperialism calls attention to the potential consequences of English teaching worldwide when Eurocentric ideologies are embedded in instruction, having the effect of legitimizing colonial or establishment power and resources, and of reconstituting 'cultural inequalities between English and other languages' (Phillipson ; 1992).

ELT was not the only way to promote English linguistic imperialism. There are also cultural activities such as films, videos, and television that help the advancement of linguistic imperialism. There's a great film industry in America, and every year a great number of films are made. Admiration towards the American way of life is created via these films. In these films America is presented as a country where people live in nice houses, having well-paid jobs and leading comfortable lives. The image created by the filmmakers is so nice that people living in developing countries dream of a life in America. They think life is the same as it is in the American movies. Therefore, they imitate the life style they watch in the films and buy the products the USA produces. In short, they help America to earn more money, or it can be said that they unconsciously help linguistic imperialism to become successful.

#### **IV.2.1. Contribution of British Council to Linguistic Imperialism**

The British established the British Council in 1934 to counteract cultural propaganda on part of Nazi Germany and Italy for they were active in the Middle East, Latin America and the southeast Europe. Their aim was to promote English outside the British Empire (Phillipson, 1992:35). In addition, the Council has offices in 89 countries, has 55 English teaching centers in 32 countries, maintains 116 libraries, recruits specialists for teaching and advisory posts, and organizes a vast number of exchange visits to and from Britain. The Director-General, the senior executive of the Council, has generally had a government service background, and none has ever been appointed from within the Council's own ranks (Phillipson, 1992:142).

The council is dependent on grants from the Foreign and Commonwealth Office (FCO) and the Overseas Development Administration (ODA) for the majority of its activities, is accountable to them and works in close liaison with them (Phillipson, 1992:141). The Council is sensitive to a considerable range of pressures from both government and private interests. It is relatively autonomous at the executive level, but it has to work in accordance with the wishes of the government and the relevant sectors of private business (Phillipson, 1992:143).

Of course we do not have the power once we had to impose our will but Britain's influence endures, out of all proportion to her economic and military resources. This is partly because the English language is the lingua franca of science, technology, and commerce; the demand for it is instable and we respond either through the education systems of 'host' countries or, when the market can stand it, on a commercial basis. Our language is our greatest asset, greater than North Sea Oil (The Chairman of British Council (BC Annual Report 1983-84:9 cited in Phillipson, 1992: 48-49).

The British Council has many activities but they mainly focus on education and training, language teaching, arts, science and governance in the offices all over the world. In Turkey they have three offices where they offer a three-part teacher development programme aimed at teachers working in the state sector. Their role in linguistic imperialism is clearly understood when their activities are studied. They train the teachers in the best way that will promote English and English culture.

The introduction of the British Council to Turkey was with an international symposium called “The Role of Foreign Language Coursebooks in Secondary School Education” in 1966. Issues like the objectives of language teaching, new materials in language teaching, classroom methodology were discussed and a series of decisions were made related to these issues. In addition to these discussions, the coursebooks used in Turkey were analyzed by western experts and their suggestions were taken into consideration while developing new coursebooks. At the end of the symposium an official relationship between the Ministry of National Education and the British Council was established (Yalçınkaya, 1982 cited in Tarhan, 1998:49).

We work closely with both governmental and non-governmental partners in Turkey and the UK to promote our common commitment to good government, democracy and respect for the rights of individuals, and to share experience and best practice in these areas. Recent activities have included conferences, awareness raising seminars and training courses on such themes as judicial and penal reform, the rights of disadvantaged or socially excluded groups, and civil society development. The majority of this activity is sponsored by the Foreign and Commonwealth Office's Human Rights Projects Fund. (‘British Council’, 2005).

According to a report by British Council, the Council officer’s first duty is to push British publishers’ ‘excellent textbooks’, but if that, does not work, to press ahead with local publication. ‘If the attitude of the foreign authority is such as to offer no hope of the work being done by a British publisher, it is better that it should be done by a qualified British educationalist than it should pass into the hands of some other foreign

adviser, or even of some indifferent local author ( Drogheda Report 1954:6 cited in Phillipson, 1992:149).

In the very long term we have no doubt that the work of the British Council, especially in regard to the teaching of English in Asia, will be highly beneficial to our overseas trade (Drogheda Report 1954:6 cited in Phillipson, 1992: 145).

#### **IV.2.2. Contribution of ELT to Linguistic Imperialism**

ELT is the most important factor in linguistic imperialism. Britain and the USA send aid to developing countries as support for the promotion of English and related teacher training and curriculum development activities. Teacher trainers and teachers are sent abroad. These teacher trainers and teachers want teachers to teach English as the way British and American experts want. They want them to use the coursebooks prepared in the center. The use of these books is another important factor in promoting linguistic imperialism. Phillipson (1992) explains that 'experts' from English speaking countries go to the developing countries to train teachers, solve specialist training needs at higher education level, write teaching materials, and so on. They all think that what they know about teaching English is universally relevant.

Moreover, Third World Countries usually seek for help about English language teaching from Britain and America. They make changes in their education systems by considering the directions of an expert from those countries.

The widespread evidence of linguistic imperialism educational aid is clear and can only be interpreted as harmful to the vast majority of the population in the periphery and to their languages. Education systems in underdeveloped countries that follow a western model do not have good results. The allocation of material resources to English and not to other languages represents a structural favoring of English, which has some consequences like the underdeveloped country's being dominated by English, pupils' being taught by teachers with an inadequate command of English. Ngugi (1981; cited in Phillipson, 1992) states that the focus on English stigmatizes local languages, prevents

them from being regarded as equally valid and damages local cultural and linguistic creativity.

The periphery looks to the centre for professional guidance, instead of being self-reliant, but much centre expertise is of dubious relevance to multilingual countries because of its linguistic, pedagogic, and cultural inappropriacy (Jernudd 1981; Kachru 1986a; Pattanayak 1986b). So there is not an exchange of information between the United States, Britain and rest of the world, especially the underdeveloped countries. These people are made sure that centre knows everything better than they do (Phillipson, 1992:261).

While teaching English, teachers usually concentrate on the technical ELT skills. They are concerned with their students' ability to speak, listen, read, and write. They leave out what they read, speak, listen or write. For the sake of reading in English, for example, they teach some reading texts without questioning the truth of it. They are not conscious about the choice of the material they are using.

In language pedagogy, the connections between English language and political, economic and military power are seldom pursued. Language pedagogy tends to focus on what goes on in the classroom, and related organizational and methodological matters. In professional English teaching circles, English tends to be regarded as an unquestionable advantage as does language policy and pedagogy emanating from Britain and the USA.

Canajagarah (1999:12) suggests that Western centers of education, research and publishing, whether funded by state or non- governmental agencies, provide financial backing, donate textbooks, share expertise, train teachers and scholars, and sometimes even run ELT enterprises in the periphery. He also points out that Western involvement in the ELT enterprise is also expressed through other channels. Many of the structures and practices of schooling in the modern world are built on educational

philosophies and pedagogical traditions that can be traced back to the colonial mission of spreading enlightenment values for civilizing purposes.

When the methods are considered, it will be seen that many teachers in the periphery use the task based, process-oriented, student-centered pedagogy because it comes stamped with the authority of center circles.

Canajarah (1999:14) also points out that knowingly or not, teachers following an explicit curriculum of grammar and communication skills, are also teaching a ‘hidden curriculum’ of values, ideologies and thinking which can shape alternate identities and community allegiance about students. In contrast to the usual image of the teacher in controlling of the classroom, he suggests in his book that there are powerful socio-cultural forces that influence learning in a subtly pervasive manner. Granted that this is the case, language learning cannot be considered an entirely innocent activity, since it raises the possibility of ideological domination and social conflict. Teachers should therefore attempt to critically interrogate the hidden curricula of their courses, relate learning to the larger socio-political realities, and encourage students to make pedagogical choices that offer sounder alternatives to their living conditions.

Phillipson (1992:109) argues that in Daniel Defoe’s novel *Robinson Crusoe* (1719) Crusoe’s lessons to Friday in which he made it his business to ‘teach him everything that was proper to make him useful, handy and helpful (1719/1910, p. 195) is perhaps the start of English linguistic imperialism, a moment emblematic of the origins of the British Council and the constant attempts to spread English around the globe. He goes on to point out that *Robinson Crusoe* was the first published simplified reader (Longman New Method Series, 1926).

Crusoe’s relationship with Friday reflects the ‘racial structure of western society at the heyday of slavery’ (p. 109) and that Crusoe’s assumption of mastery over Friday and his



immediate start on the project of teaching Friday English (rather than, for example, learning Friday's language), are ironic moments in the long history of the global spread of English. This is a significant observation and it is perhaps always worth asking ourselves as English teachers to what extent we are following in Crusoe's footsteps (Pennycook, 1998:11).

ELT methods are also important factors that are used in linguistic imperialism. The center shapes the language teaching methods in the way it wants. They prepare conferences and seminars with the help of the publishing houses to introduce the new methods. By this way demand is created. In fact their aim is making money over the new methods. New methods may sometimes be the old methods in new packaging. They prepare new books in accordance with the new methods and market them to periphery nations. The center's unfair monopoly over trade in the international products with periphery nations is extended through the trade in language-teaching methods.

It is not surprising that many teachers in periphery communities accept center claims that the methods propagated through their glossy textbooks, research journals, teacher training programs, and professional organizations are the most efficient. This dependency on imported products has tended to weaken the alternative styles of thinking, learning and interacting preferred by local communities. Beyond this every new method sold to periphery institutions is a drain on limited educational budgets, which may be further depleted by the cost of paying center experts to refrain the teaching cadre (Canajarah, 1999).

For instance, the use of English is banned in the Direct Method and students are expected to think in the target language. Students are also expected to learn the history, culture and geography of the country where English is spoken. They learn about the daily lives of the people who speak English (Larsen-Freeman, 1986:28-30). Lessons begin with a dialogue using a modern conversational style in the target language. The mother tongue is never used. There is no translation. The Direct Method helps English to become a dominant language. Culture instruction became important with this method.

The Audiolingual Method, which focuses on the oral skills throughout the dialogs and oral exercises, aims at teaching the structures of language in an order. In this method, culture cannot be separated from language. Culture includes not only literature and arts, but also the daily behaviors of the people who use the target language. One of the responsibilities of the teacher is presenting the culture (Larsen-Freeman, 1986:45-46).

In the communicative method, which came out in the 1980's, L1 is not used. Authentic materials are used as much as possible. Authentic and meaningful communication is the goal of classroom activities. Fluency is an important dimension of communication. Students learn that language is a topic not only to be studied, but also a means for communication. This method has some drawbacks while teaching to new learners of English. Students may hesitate to communicate for fear that they should make mistakes.

Rodgers (2001) states that Communicative language teaching has spawned a number of off-shoots that share the same basic set of principles, but which spell out philosophical details or envision instructional practices in somewhat diverse ways. These are the Natural Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching. These methods in fact stem from the old approaches, but they are in new packaging. They are the reasons for holding conferences, giving teacher training courses to teachers, and preparing new books in accordance with the methods.

In 1983, Howard Garner proposed eight intelligences and indicated classroom language- rich task types that play to each of these particular intelligences that are called Multiple Intelligences. In this approach, it is important to consider the intelligence type and teach according it. In fact this is a very effective method for the students. However, when the number of students in a class is considered, it is not very easy to implement the suitable

activity for each type of intelligence. The time allowed for each activity will not be equal, so there will be a problem in the classroom, as students will be doing different activities at the same time. There are books, school periodicals that are prepared according the Multiple Intelligences. This seems to be something which is impossible as there are eight types of intelligences which require different activities.

**Table 4. Intelligence Types and Appropriate Educational Activities**

<b>Intelligence Type</b>	<b>Educational Activities</b>
Linguistic	Lectures, worksheets, word games, journals, debates
Logical	puzzles, estimations, problem solving
Spatial	charts, diagrams, graphic organizers, drawing, films
Bodily	hands-on, mime, craft, demonstrations
Musical	singing, poetry, Jazz Chants, mood music
Interpersonal	group work, peer tutoring, class projects
Intrapersonal	reflection, interest centers, personal values tasks
Naturalist	field trips, show and tell, plant and animal projects

Adapted from Christison, 1998 in Rodgers, 2001

When the mentioned methods are considered, it will be seen that the common point they have is the ban of L1 and presentation of the target culture. The learners are affected by the culture of the presented language. This situation results in the spread of the target language and the culture of the target language. When these methods are employed in English language teaching, British and American culture is taught dominantly and an admiration towards the culture of these countries is created. The abundance of the cultural elements belonging to the British culture affects the learners of the language. In fact culture can not be wholly separated from the language, but when only the culture of one

country is emphasized and only the attractive, enjoyable parts of it is displayed, an admiration for that culture is created. According to Peterson and Brown (2003), language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that behaviors and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community. They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behavior. Cultural information should be presented in a nonjudgmental fashion, in a way that does not place value or judgment on distinctions between the students' native culture and the culture explored in the classroom. Kramsch (1993 cited in Peterson&Brown, 2003) describes the "third culture" of the language classroom—a neutral space that learners can create and use to explore and reflect on their own and the target culture and language.

Unfortunately there are teachers who stick to these methods and try to apply everything the method requires in a classroom. Some students are even are not allowed to use L1 in the classroom and if they do, they are punished in various ways by the teachers. These are the results of the unconscious use of the methods that are imported without considering the learning environment and the needs of the students. It is known that the knowledge of methods is essential in language teaching, but teachers are expected to make use of the ones which are suitable for their class, not only the ones which are popular.

Phillipson (1992:185) explains how ELT is used as a method for linguistic imperialism by listing the key tenets that learners and teachers of English worldwide are made to believe in. These are:

1. English is best taught monolingually.

2. The ideal teacher of English is a native speaker.
3. The earlier English is taught, the better the results.
4. The more English is taught, the better the results.
5. If other languages are used much, standards of English will drop.

The traces of these tenets can be found in different methods. As it will be explained in the next chapter, the use of English in the classroom is of vital importance for most of the teachers.

In language teaching pedagogy there is a general assumption that English should be the sole medium for instruction for non-native students and their first languages should not be used at all costs. The belief that use of the learner's native language interferes with the learning of English and hampers the process of second language development has now passed into the realms of pedagogical common sense and professional orthodoxy. Phillipson (1992:185 -193) named such notions and practices the *monolingual fallacy*.

Monolingualism was supported in the centre and the periphery, by physical and psychological sanctions. Those caught using the mother tongue risked corporal punishment or were identified as having done something shameful, whether in Wales (Jones, 1973), or Kenya (Ngugi 1985:114, or France (Calvet, 1974) and its colonies. A monolingual methodology is organically linked with linguistic disregard of dominated languages (Phillipson, 1992:187).

Insistence on the classroom use of English (by which is usually meant the 'standard' dialects of center communities) strengthens the dominance of center professional circles of ELT, and ensures that classrooms all over the world will be predictable and uniform in their instructional practices. As a result, textbooks publishers in the center can conveniently produce books for periphery classroom, confident in the

assumption that English will be the principal medium of instruction. It would obviously be uneconomical to employ speakers of a wide range of other languages to construct ELT textbooks that adapted to different vernaculars.

The monolingual fallacy ensures that speakers of center-based Englishes can market themselves as teachers in periphery communities without having acquired any proficiency in the local languages. The monolingual fallacy is thus complemented by another fallacy that is dominant in ELT circles-*the native speakers fallacy* (Phillipson, 1992), according to which native speakers of English are automatically the best teachers of the language.

As a result, even periphery educational institutions still stubbornly insist that the English instructors must be ‘native speakers’, thus perpetuating the fallacy that the best way to ensure that only English is spoken in the classroom is to employ teachers who are monolingual in that language (Canajarah, 1999:126).

Use of ‘standard’ English in classroom discourse creates conflicts in interpersonal relationships and community solidarity. The discourses in the curriculum and teaching material clash with the discourses students themselves value. It is also necessary for periphery subjects to commit themselves to developing the local languages and discourses which are largely marginalized in geopolitical terms. Kramsch argues that letting students discuss the borders of each culture as they confront the foreign language is educationally more valuable. Therefore, rather than finding methods that are culturally comfortable to the local students and teachers, it is important to develop strategies that encourage them to explore intercultural differences (Canajarah, 1999).

Insisting on the use of the mother tongue in the educational process is a fundamental ‘linguistic human right’, Skuttnabb-Kangas (1994) invokes UNESCO’s call for all linguistic minorities to be guaranteed the right to the active use of L1 in early schooling in all classrooms (cited in Canajarah, 1999:129). While doing an activity

students are required to keep talking in English, but they make use of their L1. This proves that we cannot isolate the classroom from the society in which it is situated.

The classroom interactions and discourse conventions are influenced by the communicative imperatives existing in periphery communities, contradicting the English-only policy imposed by the center-based ELT establishment. It can be said that the increased use of the L1 in the classroom does not limit the acquisition and use of English, on the contrary, it enhances learning English.

The main reason underlying the ban of the mother tongue in the classroom is the ideology of the center. It serves to strengthen the hold of centre over the periphery. The *monolingual fallacy* has the effect of strengthening the case for centre pedagogy and norms for the language. This will create a demand for the native speakers from the center in the periphery. Job opportunities will be created for the teachers in the centre. In the end there will be demand for monolingual textbooks produced by the centre. In addition, lots of native speakers, no matter qualified as English teachers or not, will go to periphery countries to teach English. As a result of these, everything will be taught in the way that center experts want and the center economy will get more income.

Canajarah (1999:176) states that people in the periphery must acquire English in their own terms, while maintaining proficiency in their native languages and discourses. They have to negotiate with English to gain positive identities, critical expression, and ideological clarity. Rather than slavishly parroting the language and accepting the typical values it embodies with the unfavorable representations it provides, periphery students will become insiders and use the language in their own terms according to their own aspirations, needs and values. They will reposition themselves in English language and discourse to use these not as slaves, but as agents; to use English not

mechanically and diffidently, but creatively and critically (Canajarah, 1999: 176). In other words, the general objective of ELT should be to enable learners to be themselves, to protect their own personality through the use of the new language. One of the ways in which such a goal can be achieved is contrasting the two languages and cultures.



## CHAPTER V

### V. ENGLISH LANGUAGE TEACHING AND COLONIALISM

ELT played an important role in the colonial policy. Where the empire spread, so did English. A study of English language teaching and colonialism, therefore can add important dimensions to the understandings of how colonialism operated. Policies about providing or withholding an education in English were not simple questions to do with the 'medium of instruction' but rather were concerned with different views of how to run a colony best (Pennycook, 1998: 20).

The British started to impose their power by imposing their language. They wanted to have a word in the education system of the colonized country. They taught their language and more importantly they wanted the colonized country to use English as the official language. They wanted to wipe away the local languages. As language was a strong element in the unity of a nation, they wanted to destroy it in the beginning.

According to Chris Searle (1983; 68 cited in Pennycook, 1998: 6), English has been a monumental force and institution of oppression and rapid exploitation throughout 400 years of imperialist history. It attacked the black person with its racist images and imperialist message; it battered the worker who toiled as its words expressed the parameters of his misery and the subjection of entire peoples in all the continents of the world. It was made to scorn the languages it sought to replace and told the colonized peoples that mimicry of its primacy among languages was a necessary badge of their social mobility as well as their continued humiliation and subjection. He wants people to be conscious of the terrible irony of the word when they talked about the 'mastery' of the standard language, that the English language itself was the language of the master, the carrier of his arrogance and brutality.

To colonize the developing countries, Britain followed certain ways. One of them was to establish some foundations in the developing countries to spread their values, culture and language. The British Council is one of the important foundations that played an important part in the process. By organizing teacher training courses and building libraries, they started to spread their language. The foundations played a decisive role in establishing EFL as an academic discipline. This was one component of a general strategy to link the education systems of periphery-English countries to the values, institutions and ways of work of Britain. The strategy of foundations led to the creation of lead universities located in areas considered of geostrategic interest and/or economic importance to Britain. An emphasis within these institutions on social science research and related manpower planning programs, programs to train public administrators, teacher training and curriculum development projects, and training programs which shuttled African nationals to select universities in the U.S for advanced training and returned them home to assume positions of leadership within local universities, teacher training institutions, or ministries of education (Berman 1982:208 cited in Phillipson, 1992).

ELT theories and practices that emanate from the former colonial powers still carry the traces of those colonial histories both because of the long history of direct connections between ELT and colonialism and because such theories and practices derive from broader European cultures and ideologies that (those) themselves are products of colonialism. In a sense, then, ELT is a product of colonialism not just because it is colonialism that produced the initial conditions for the global spread of English but because it was colonialism that produced many of the ways of thinking and behaving that are still part of Western cultures. European/Western culture not only produced colonialism but was also produced by it: ELT that not only rode on the back of colonialism to the distant corners of the Empire but was also in turn produced by that voyage (Phillipson, 1992).

Phillipson (1988 cited in Auberbach, 1995: 348) suggests, the ‘professional training of ELT people concentrates on linguistic psychology and education in a restricted sense. It

pays little attention to international relations, development studies, theories of culture or intercultural contact, or the politics or sociology of language or education.

## CHAPTER VI.

### VI. LINGUISTIC IMPERIALISM IN TURKEY

#### VI.1. Arguments against ELT

Linguistic Imperialism is not given the due attention in our country by intellectuals and the public. There are few people voicing ideas about their concern about English linguistic imperialism. One of them is Prof. Dr. Oktay Sinanoğlu. Contrary to the belief among a large percentage of Turkish people that the learning English is an automatically good thing, Sinanoğlu (2002) contends that the English speaking countries use English as a tool to achieve their imperialistic policies. Thus, he severely criticizes the prestige placed on given to English in the Turkish educational system and finds the spread of English language and culture dangerous. In addition, he criticizes the politicians and the media for peppering Turkish with large numbers of English words and argues that the use of English language and culture in Turkish daily life is a system of brainwashing. Sinanoğlu adds that the use of English as the medium of instruction is seen only in some of the colonies. He concludes that this may take the country towards a wrong direction if necessary precautions are not taken.

Another intellectual who is aware of the importance of linguistic imperialism is Atilla İlhan, a famous poet. He thinks that the education, defence and economy must be national; otherwise, other countries will dominate our country. He thinks schools like the Robert College, American College and other American-run schools have missionary activities. The students who graduate from these schools go abroad to continue their studies. When they come back to Turkey, they are employed in high positions and are influential in the leading foundations. As they are educated with the norms of the west, they have no idea about their culture. Moreover, they despise their culture and language

and admire English and American culture (Cevizoğlu, 2004:25). This is considered as a very threatening factor in the national unity of the Turkish Republic.

Kocaman (1998:317) also supports learning foreign languages in the modern world, but he thinks that it is wrong to defend that foreign language can be learned only by the use of English as the medium of instruction. There is no developed country in the world which supports the education via languages apart from its mother tongue except Canada. To give instruction through English is only a waste of time and source when there are sufficient Turkish sources .

Başkan (1988:463-465) also worries about the foreign language education in our country. He thinks the coursebooks all depend on the foreign countries. He complains about the students' being treated as if they were all going abroad. He thinks that we do not need the culture of other countries and that we can only have an idea about other cultures. He also claims that culture can be learned via Turkish instead of a foreign language. He thinks books should be prepared for Turks. He gives a striking example to show that Turkish students are given unnecessary information through the coursebooks that are used. A typical Turkish breakfast consists of tea, olive, cheese and bread but in the foreign coursebooks the words 'coffee' or 'jam' are used. Many Turkish students don't know the word 'mosque' after many years, but they know the word 'church'.

## **VI.2. The importance of English in Academic Promotion**

The effects of linguistic imperialism are seen in the requirements for academic promotion. English is an important step to be taken if one wants to study in a field. First of all, if one wants to make a master's degree in a field, s/he has to pass the English proficiency exam. This exam may either be prepared by the university itself, or it may be

KPDS (Foreign Language Proficiency Exam for State Employees) or UDS (Interuniversity Registration and Entrance Examination), which are held by the OSYM (Student Selection and Placement Center). In our country academic studies written in English are taught to be more valuable than the ones written in the mother tongue. In academic promotion, knowing English and proving it with an official exam is essential. Otherwise, you can be held back from studying in your field. If you have articles published in the international academic journals, you get the points that are of vital importance for academic promotion. One has to have made a study written in a foreign language if s/he wants to be promoted as a “Associate Professor” or “Assistant Professor” in a university. He/she must have an article published in English in an international journal. Hence, the universities encourage learning English and writing articles in English.

There are some countries in which English has not got a different value from the other foreign languages. According to Doğan (n.d.) 83 % of the young people between the ages 20-24 know a foreign language very well in the European Union. The percentage is higher in countries like Belgium, Holland and Switzerland. Nonetheless, education is given through their mother tongue in secondary schools, high schools and universities. For example, Hungary, which has a 10 million population, has Hungarian as the medium of instruction. There is only one university using English as the medium of instruction because of having foreign students. Although Hungarian is not used outside the country, a lot of Hungarian books about various topics are published every year. Countries that do not use another language as a medium of instruction are more productive than the others in terms of scientific study.

Millions of people's time in Turkey is wasted and their wish to specify in a field cannot be granted due to lack of mastery of English. This prevents our country from developing because reading and writing in a foreign language slows down the scientists. Administrators should be aware of the threat and change the regulations of academic promotion.

Crystal (1997:15) states that scientists whose mother tongue is not English will take longer to assimilate reports in English compared with their mother-tongue colleagues and will as a consequence have less time to carry out their own creative work. It is possible that people who write up their research in languages other than English will have their work ignored by the international community. It is also possible that senior managers whose mother tongue is not English, and who find themselves working for English-language companies in such parts of the world as Europe or Africa, could find themselves at a disadvantage compared with their mother-tongue colleagues, especially when meetings involve the use of informal speech. There is already anecdotal evidence to suggest that these happen.

## CHAPTER VII

### VII. COURSEBOOKS IN LINGUISTIC IMPERIALISM

Coursebooks are one of the most important devices that Britain and America use to dominate the colonized countries. Every year colorful books prepared by the center are exported to other countries. It has become a big industry for the center which brings a good income. The publishing houses which produce English course materials have their branches in the countries where English is taught widely.

The most important vehicle for influencing the ELT world is getting in the classrooms with the textbooks. By doing so, the agencies can shape the curriculum and by conducting teacher training courses they can influence instructor's values and orientations. This means that whatever policy the periphery institutions and administrators may develop, classroom practice may be considerably shaped by a center agenda (Canajarah, 1999:84).

For Pennycook (1998:42) a large proportion of the textbooks in the world are published in English and designed either for the internal English-speaking market (United Kingdom, United States, Australia, and so forth) or for an international market. In both cases, students around the world are not only obliged to reach a high level of competence in English to pursue their studies, but they are also dependent on forms of Western knowledge that are often limited value and extreme inappropriacy to the local content.

The great interest for learning English in Turkey makes it an attractive bazaar for the center. Teachers in Turkey usually prefer using the coursebooks that are prepared in Britain and America since they are marketed to the teachers and schools very successfully. With the medium of their branches and the staff in Turkey, English teaching materials are successfully marketed. These branches often organize meetings or conferences to introduce their books to the teachers. They usually serve lunch or dinner and make their meetings



more attractive. The aim in holding this kind of organizations is very clear: making money. When the teachers like their books, a lot of students will have to buy their books.

The publishing houses usually hire teacher trainers from Britain or the USA. In their meetings the teacher trainers address Turkish teachers as if they were experts on English language teaching. Whatever the topic is, the aim in this kind of meetings is reminding the teachers that they are there with their colorful British or American books. These publishing houses also follow all the organizations held about ELT in Turkey. They join these organizations by bringing their materials for English language teaching because they know that the teachers will be there. They even prepare some gifts to hand in the teachers. The British Council and American Embassy also contribute to these kind of events by inviting some well-known authors or academicians to these meetings.

The books that are imported are usually attractive for the teachers in Turkey because they have teachers' books, workbooks, dictionaries, cassettes, cds, and quizzes with them. The teacher will not prepare anything before teaching when s/he uses this material. This is one of the aims of the center who wants the periphery countries not to interfere in ELT. They will manipulate the teaching of English. They will choose the reading texts and the pictures; in short, they will determine what materials should be used for teaching English to the learners. The British government also supports the British book trade because it wants its ideas and language to spread. Books are one of the most important weapons that they use while they are conquering a country by wiping out its language.

### **VII.1. Some Examples for the Coursebooks Used in Turkey**

There are many coursebooks used in English language courses in Turkey. These books are either chosen by the English teachers or the administrators. It is striking

that these coursebooks are changed quite often by the school administrators although the topics in the books do not change. It depends largely on the economic interests of the foreign publishers. They publish new books and market them so that they can earn more money.

It is thought that most of the coursebooks prepared by the center are similar in terms of the topics they include. Nearly all of them have unit names like environment, transportation, food, shopping and music. They are thought to have a hidden curriculum rather than teach English only. The American or British way of life is conveyed through the units in the coursebooks. These points also help linguistic imperialism to be achieved in Turkey. For this reason, some coursebooks will be studied in terms of having British or American cultural values in them.

#### **VII.1.1. *New Headway***

New Headway is one of the most popular coursebooks that is used in Turkey. It is published by Oxford University Press. It has similar features like other coursebooks in terms of conveying the the British life and culture. Can (n.d.) had studied three books of the Headway Series; New Headway Elementary, Pre-Intermediate and Intermediate. New Headway Series was prepared by Liz and John Soars who are both British. They both have teaching experience in the International House in London. Liz Soars had also worked as a manager at Cambridge University. In this respect it can be thought that the book has an aim in introducing the British culture.

According to Can, the most striking feature of the book is its giving place to foreign names in the first units. However, in the following units British and American names come to the foreground. Names from different nations like Tomoko, Hona, Irina, Kurt, Pierre, Ali, Zak, Ramos, Miguel are used in the following units.

The units are composed of various cultural elements belonging to the British culture. For example, in *Elementary Headway* there are units about customs, festivals, celebrations like Thanksgiving, Easter and Halloween. This book is also a colorful book full of pictures like most of the coursebooks prepared in the center. On the other hand, *Pre-Intermediate Headway* consists of cultural elements like pictures of different countries, British and American actors like Charlie Chaplin, Paul Newman and Luis Armstrong, worldwide famous movies, cities like Madrid and Hollywood and maps of Far East and Britain.

...I loved doing a dance called the Charleston....My boy friend had a car, a Model 'T' Ford...My father bought a car in 1925, an Austin Seven...We went to the pictures twice a week, and it only cost sixpence. My favourite stars were Charlie Chaplin and Greta Garbo-the films were silent. ....(see Appendix 3).

Visual elements can also be seen in the book, especially the British flag and pictures of London. In addition to these, pictures from the USA can be seen throughout the book. The British currency, pound, is widely used in the exercises about money and this is thought to be a questionable issue. Even the USA dollar is not used in the book. In one of the vocabulary exercises there is a stamp having the picture of the British Queen on. In one of the units there's a short reading passage about Coca-Cola, which is a famous American product.

Things go better with Coca-Cola

Coca-Cola is enjoyed all over the world. 1.6 galloons are sold every year, in over one hundred and sixty countries. The drink was invented by Dr John Pemberton in Atlanta, on May 1886, but it was given the name Coca-Cola by his partner, Frank Robinson. ...Diet Coke has been made since 1982, and over the years many clever advertisements have been used to sell the product. It is certain that Coca-Cola will be drunk far into the twenty-first century. (see Appendix 4).

The grammar subject “Passive Voice” is given through this passage. It can be said that *New Headway* is a colourful coursebook like others. Throughout the book cultural elements reflecting Britain, British history, America and topics reflecting the American culture are widely used. The interesting thing is that all the universal events’ settings are in Britain or America. For example, 12 of the 13 readings in the Elementary Headway having universal topics take place either in Britain or America. The other two books are not very different in this respect. In Pre-Intermediate 10 readings out of 13, in Intermediate 13 readings out of 16 have Britain or the USA as location .

Over 70 years ago, on 6 February 1918, the British parliament passed an important law. This law gave women in Britain the right to vote for the first time. The right to vote is sometimes called the suffrage. The women who fought for this right were called suffragettes. In many countries the women’s fight was long and hard...(see Appendix 5).

When readings are closely studied dominant British culture can be seen. To illustrate this Can had written where the events take place in the readings.

**Elementary:** 1- Scotland 2- Canada, Portugal, Japan 3- America 4- Atlanta (America) 5- America 6- England 7- America, Germany 8- Various countries 9- New York, London, Hong Kong 10- New Orleans (America), Vienne Liverpool (England) 11- London 12- London 13- England

**Pre Intermediate** 1- Scotland 2- Japan, France, Norway 3- Britain 4- America, England 5- London, New York, Tokyo, Rome 6- Brunei 7- America 8- London, Missouri (America ) 9- Japan 10- London 11- England 12- Canada, England 13- England

**Intermediate** 1-Britain 2 -Britain 3- Britain, Spain, America 4- Britain 5- Britain 6- Various Countries 7- Germany 8- England 9- New York, London 10- England 11 -Britain 12 - Scotland 13- France 14- England 15 -England 16- England

When the list is studied, it is surprising to see that 90 % of the locations are English-speaking countries. If it is a matter of learning other cultures, other cultures are not represented well in the classroom. The authors preparing this coursebook are thought to be subjective in terms of choosing the location of the units.

The video series of the same coursebook is like a documentary of Britain. The life of an Italian student living in London is shown. Various parks of London, sea trips, trains, restaurants are introduced. In addition to these, five o'clock tea tradition, Heathrow Airport and the life of Shakespeare is told. In the activities part, there are some questions about the student's own culture. These questions are usually about comparing the student's culture and the foreign cultures. This kind of activities take a little place throughout the book.

In terms of the transmission of the culture, it has a British and American basis. In three of the coursebooks 29 of the readings are about Britain. The coursebook which is published by a British university gives importance to the British Culture. In conclusion, Headway series which has become 'New' by only changing some readings, is a good component of English linguistic imperialism.

### **VII.1.2. *Opportunities***

It is a coursebook which is published by Longman, a famous British publishing house. It is written by three authors who had worked as teachers in various parts of the world ; Michael Harris, David Mower, Anna Sikorzyńska. Elementary, Pre-Intermediate and Intermediate *Opportunities* are investigated in terms of having common features with the other coursebooks and conveying the foreign culture. All these books carry some cultural elements belonging to the American or British culture, but it is seen that British culture is dominant as the coursebook is prepared in Britain.

Throughout the units, there are a lot of cultural elements from different countries, mostly from Britain, England, Scotland, Wales and Ireland. These cultural elements are introduced throughout the books via the listenings, readings, activities and pictures. The book has some special sections as ‘Culture Corner’ and ‘Literature Spot’. It is widely observed that these sections reflect only the British Culture. For example the titles of the Culture Corners in the Elementary Opportunities are ‘Going Places in Britain’, ‘Do you know about sport in the UK?’, ‘Around Britain Quiz’, ‘Shopping in the UK’. There are also some pictures accompanying the texts. The aim is obviously giving some information about the culture of the target language.

Cambridge. This old town is on the River Cam. It is a famous university town. There are beautiful buildings.

Edinburgh is the capital of Scotland. There’s a big castle in the centre. Every year there is an international Arts festival.

Liverpool. Take a boat trip on the River Mersey. There is also a fantastic, modern Cathedral. The city is the birthplace of the Beatles and a good place for Beatles’ souvenirs.

Oxford. There is the famous university in Oxford, of course. There is also a brilliant collection of art and archeology in the museums of the town and university (see Appendix 6).

These questions are taken from another Culture Corner:

What is the biggest city? What is the highest mountain? What is the oldest university? What is the richest football club? What is the longest river? What is the longest bridge?

(see Appendix 6)

When the same cultural elements are repeated in the other units of the coursebook, students inevitably form an admiration for the traditions, life style, culture of the target language.

For instance, in the first unit of the book, a grammar topic is introduced with the help of a famous TV series named ‘Friends’ from the USA. There are also pictures of the actors and actresses of the show on the same page. The information given has no value

for students from other cultures. The text itself admits this with the sentence: ‘You don’t learn serious things when you watch Friends, but you laugh a lot. It doesn’t teach you, but it’s a very funny show.’ (see Appendix 7).

When the book is searched closely other cultural elements will be seen. For example, in the unit named ‘History’, there is a reading about the Elizabeth I. Historical information about Britain can be learned from the text .

Elizabeth I was Queen of England and Wales from 1558 to 1603. It was a very exciting period of discovery. Francis Drake sailed around the world and Walter Raleigh went to America-he found tobacco and potatoes there and introduced them to Europe. It was also a ‘Golden Age’ in English history for painting, music, architecture and literature. Shakespeare wrote great plays in this period....(see Appendix 8).

In another unit, there is a reading about ‘Beowulf’ which is a very famous legend in English literature.

Once upon a time, there was a horrible monster called Grendel. He was half-man and half- monster. He lived in Denmark. One day he went to the king’s castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king....(see Appendix 9).

In the unit named ‘Britain Today’, information about the superstitions and traditions of the British people are given. For example:

‘British people get very angry when people ‘jump’ the queues.’

‘Always say ‘please’ and ‘thank you’ when you ask for and receive things.’

‘Don’t ask personal questions like ‘How much money do you earn’ or ‘How old are you?’

The points listed here cannot be the characteristics of the British people. They are universal values. They can also be seen in other countries. These qualities are listed here to draw a nice picture of British for the foreigners. Moreover, in the same unit there is a little test asking information about Britain. Towards the end of the unit a menu including

traditional British food can be seen; Scotch Broth , Traditional English roast beef and Yorkshire Pudding, Fish and Chips, A selection of English cheese...(seeAppendix 10).

In the Pre-Intermediate, there are some units which only reflect the British culture like the Christmas. The unit named ‘Christmas’ reflects the traditions about the Christmas in detail ( see Appendix 11). There are some striking questions in the unit: ‘What have you learned about a typical Christmas in Britain?’, ‘ What are the similarities and differences in your country?’. Festivals such as the ‘Halloween, Cornwall, Thanksgiving Day, Flurry Dance, Bonfire Night which belong to the British tradition are introduced through some short passages in a unit.

Every year people build bonfires on hiltops all over Cornwall in the south-west of England. These fires are a celebration of summer and they are lit on the night after the Summer Solstice (on 22 June). The ceremony isn’t performed in English; it is performed in Cornish, an old Celtic language ( see Appendix 12) .

In the unit about money, British money is also introduced with the pictures. In addition, in the unit named ‘Cool Britannia’ there’s a listening about the nightlife in Britain. There is a picture of the famous British music group , the Beatles on the same page ( seeAppendix 13).

The titles of the ‘Culture Corners’ are ; Eating in Britain, Scotland- a Place to Celebrate, New Zealand Factfile, London. In all of them, except the one about New Zealand, there exists some cultural information. In the culture corner titled ‘London’ there is a striking sentence: ‘When a man is tired of London, he is tired of life’ which is a saying by Dr. Samuel Johnson. The reading starts with this sentence and continues to praise London. The text continues with the sentence: ‘Over two hundred years later, Dr Johnson is right.’ (see Appendix 14).

Starting from the Pre-intermediate there is another section in the books named as ‘Literature Spot’. Throughout these sections, examples of English literature can be seen.



Some examples are ; *A Christmas Carol* by Charles Dickens, *The Pearl* by John Steinbeck, *The Picture of Dorian Gray* by Oscar Wilde, *Frankenstein* by Mary Shelley, *The Knight's Tale* by Geoffrey Chaucer, *Sense and Sensibility* by Jane Austen, *A Horse and Two Goats* by R. K. Karayan. Apart from R. K. Karayan, who is an Indian writer writing in English, all the other authors are famous figures from English literature. Some of them, for example *Christmas Carol* has some religious features which may make the young learners, the ones in Turkey for example, admire Christianity ( see Appendix 15).

The Intermediate Coursebook begins with a reading titled 'English in the Third Millennium'. From the passage we get the information about the history of English and how it dominates the internet. The importance of knowing English is emphasized. The passage states that English dominates the world's trade and media while most other languages becomes localised or just die out. There is also an assumption in the text as that English will probably stay in control for a long time, at least while the USA remains the top superpower (see Appendix 16).

In the unit titled 'The Price of Fame' there is a listening passage about the famous people of Britain and the USA accompanied with a picture of Princess Diana embracing a girl, pictures of John F. Kennedy, John Lennon and Marilyn Monroe.

In the book there is another section named 'Comparing Cultures'. In one of them there is a listening about a man and a woman discussing national stereotypes. English, Scottish and American people are described. Here British prejudice is displayed. Good quality adjectives are used for the British people, bad ones are used for the American people. Americans are described as bad and insensitive people whereas English are cool, calm, honest and reliable.

There is detailed information about Britain for the tourists in the unit titled 'Visiting Britain'. Some information about weather, differences between the other countries, accommodation, money, telephones, travel is given. There are also pictures of red telephone boxes, traditional British men (wearing a dark suit and a hat, carrying an umbrella) (see Appendix 17).

In the Culture Corner sections the titles are: Canada-A land of Diversity, Ireland, Wales, Australia. Three of these countries are also in Britain. There is some information about the traditions, music, weather of these countries. In the text about Ireland there is information about the music of Ireland.

### **VII.1.3. Other Examples from Various Sources**

*Tapestry Listening and Speaking* is a skill based book for advanced learners. It is written by Helen Kalkestein Fragiadakis and Virginia Maurer. It is published by Heinle&Heinle publishing company. In one of the units of the book, a paragraph about the popular American culture can be seen. It is an extract from a magazine:

Aspects of American culture are becoming increasingly popular around the globe. One can find the icons of American culture everywhere. Consider the worldwide presence of Coke and Pepsi, McDonald's and Pizza Hut, Mickey Mouse and Mickey Rourke, cowboys and jazz, American films and Disneyland. The spread of American culture has produced some very incongruous television scenes of Third World protestors (usually young men) burning the American flag or chanting anti-American slogans while dressed in T-shirts, Nike shoes, and blue jeans. Although some people consider American culture to be distasteful, the general population seems to like many of its forms. Even in Anglophobic France, the uniform of young upper-middle-class Parisian women in 1990 was pure Americana-Calvin Klein jeans, a white button-down oxford shirt, a navy blazer, Bass Weeljuns penny loafers, and a Marlboro cigarette (Eric Felten, 'Love it or Hate it, America is King of Pop Culture.' *Insight*, March 25, 1991).

The writer of the paragraph has dealt with the results of the spread of American culture. But the language he uses is ironic. He gives examples which reflect the

contradictory actions of the people protesting the American culture. He is criticizing them implicitly. When a student encounters this paragraph before starting to the unit s/he may be affected by the examples. The same unit has another interesting article about the American cultural domination. The text is taken from a popular magazine. There is also a critical tone in this text. The writer talks about what France and Canada do to prevent the spread of their culture. He is despising them implicitly. The writer mentions that: ‘These French people lead a world guerilla army hoping to curb American cultural hegemony.’ The metaphor used here shows the critical attitude of the author; by calling the people who fight with the spread of the American culture ‘guerilla army’.

There is another interesting reading in a writing book entitled “*Introduction to Writing Academic English.*” This book is published by Longman. The title of the piece is “The Work Ethic of Americans and Europeans”. Throughout the passage Americans are portrayed as people who love working. In addition, their characteristic features are listed as being open, friendly, informal, optimist, creative, and kind. This text also helps people to form a positive image of America in the eyes of the foreign people.

Europeans often observe that Americans schedule everything except time for relaxation. This is particularly true of American executives, who drive themselves hard, often at the expense of their families and their health. Americans have fewer holidays and take shorter vacations than do Europeans. In the opinion of many German and French executives, American executives are obsessed with work; they’re workaholics. Most Europeans do not accept working on weekends or holidays; they reserve these times for themselves and their families( see Appendix 18).

*Patterns* is an advanced reading book written by Mary Lou Conlin. This book is a collection of proses written by different authors from the USA. Some of the authors are of different origins, but they live in the USA. It is published by Houghton Mifflin Company in USA. Some of the articles in the book make one think about the choices of the

editor. For example, in his article “Eating American Style” (p. 208) Henry Petrosch contrasts American diners with their counterparts in Europe and finds differences in style and history. This article doesn’t give any important information. All the article is about the movements of the hands while changing the place of the fork and the knife. The topic might be found very boring and unnecessary by the students. In another article named “Why Eat Junk Food?” (p. 269) Judith Wurtman depicts the eating habits of American people.

“Each day, Americans eat fifty million pounds of sugar, three million gallons of ice cream, and 5.8 million pounds of chocolate and candy.....we crunch and chew our way through vast quantities of snacks and confectionaries and relieve our thirst with multicolored, flavored soft drinks, with and without calories, for two basic reasons...”

This article is similar to the first article in terms of having no important, useful information which will attract the reader. In her article “Democracy” (p.325) Amy Tan tells about the events that her sister living in China experienced. The events in the article took place in 1987. She tries to depict the undemocratic happenings in China like waiting for years to own a house, doing the job that somebody else chooses for you. She compares China with her country, USA. She says:

“ Democracy is something Americans believe in, something many say they would fight and die for, and something the government tries to encourage in other parts of the world.....How much we Americans take our freedom for granted. We already have the rights: freedom of expression, contracts and legal departments to protect them, the right to put differences of opinion, a vote. We may be alien in another country, but we still maintain that our rights are inalienable.”

As is it is seen , the author praises the attitude towards democracy of the USA.

One thinks about the democracy of the USA after reading this article. The author says:

“ Democracy is something the government tries to encourage in other parts of the world.” When the purchase of guns from the USA to other countries, the war in Iraq is

considered, one cannot believe that they are trying to encourage democracy. The essay doesn't reflect the truths.

In his article "Americanization is Thought on Macho" (p. 311) the Mexican born author, Rose Del Costillo Guilbault, tells the meaning of the word "Macho". He explains that it is different from its meaning in the United States.

"Es muy macho" the women in my family nod approvingly, describing a man they respect, but in the USA, when women say, "He is so macho", it's with disdain....The American macho is a chauvinist, a brute, uncouth, selfish, loud, abrasive, capable of inflicting pain, and sexually promiscuous.....Quintessential macho models in this country are Sylvester Stallone, Arnold Schwarzenegger and Charles Bronson. In their movies, they exude toughness, independence, masculinity....If the Hispanic idea of macho were translated to American screen roles, they might be Jimmy Stewart, Sean Connery and Laurence Olivier....In Spanish, macho enables Latin males. In English it devalues them. This pattern seems consistent with the conflicts of the ethnic minority males experience in this country. Typically the cultural traits other societies value don't translate as desirable characteristics in America.

The author reflects the American attitude for the respected values of other cultures.

In another paragraph named "The Discovery of Coca-Cola (p 16), E. J Kahn, Jr tells about the history of Coca-Cola. This paragraph is taken from the author's book titled *The Big Drink* in which he discussed the most American of drinks, Coca-Cola. He tells about the invention of the drink as a medicine and a discovery that led to its becoming a soft drink. In the passage it is told that Coca-Cola was discovered by a pharmacist as a modification of his French wine Coca and the importance of Coca-Cola is reflected through the sentence:

In 1886- a year in which, as contemporary Coca-Cola officials like to point out, Canon Doyle unveiled Sherlock Holmes and France unveiled the Statue of Liberty-Pemberton unveiled a syrup that he called Coca-Cola.

This piece is more like an advertisement of Coca-Cola and again is of no importance for most of the people.

Corin C Quim, in his article “The Jeaning of America and the World” writes about another famous American product, Levi’ Strauss’s blue jeans. The author also explains some of the reasons for the popularity and success of blue jeans.

This is the story of a sturdy American symbol which has now spread throughout most of the world. The symbol is not the dollar. It is not even Coca-Cola. It is a simple pair of pants called blue jeans, and what the pants symbolize is what Alexis de Tocqueville called “ a manly and legitimate passion for equality...”

There is detailed information about the history of the blue jeans. Essay is approximately two pages. The whole passage serves like an advertisement.

The advertisements in Turkish newspapers also support the idea that we are surrounded by English all over the country. Some of them are partly English but some of them are totally English :

Enka seeks for its Petrochemical and Power projects in Kazakhstan  
Join us to create the technology of the future. We are looking for qualified design and application engineers in our growing R&D departments, located in İstanbul and İzmir ( see Appendix 19).

There are very expensive language learning CDs in the market today. They are marketed by the schools or some organizations. For example, Dyned, is a computer software to teach English and it is very expensive. Sometimes these materials, especially English teaching programs, like Dyned are bought by private schools. These schools invite students by giving the guarantee to learn English through these education CDs which are expensive(see Appendix 20).

Finally, teachers of English should consider their students’ needs and be highly selective about the materials they will use in teaching English. To spend huge amounts of money on materials which don’t include useful information is not sensible.

## CONCLUSION

This study has been carried out to find out the imperialistic features in English language teaching in Turkey in terms of language teaching methods and coursebooks that are used.

When the methods are considered, Direct Method, which bans the use of L1 expects the learners to think in the target language. The importance of culture instruction also makes this method an important element for linguistic imperialism. In the communicative approach, the ban of L1 is seen. Students who lack fluency may avoid communicating. There are some methods which emerged from the communicative approach: Natural Approach, Cooperative Learning, Content Based Teaching & Task-Based teaching. Besides, Howard Gardner's Multiple Intelligences which emerged in 1983 included eight intelligence types enjoying different activities. Therefore, the teaching approach based on Multiple Intelligences required different activities for students at the same time. All these methods are introduced as being new but in fact they are old methods in new packaging. The aim in introducing new methods is in fact the purchase of the new materials prepared for these methods. Conferences and meetings are held to introduce them.

The presentation of the target culture is also an important factor in linguistic imperialism. In fact, culture and language cannot be totally separated. However, when there is an intensive focus on American or British culture, by their eating style, food, customs, festivals, currency, shops, history, manners through all the teaching materials, an admiration towards the culture of these countries starts. Another point is that the teaching of details about customs which the learners never know may make them bored. The names, the behaviours will be very different from theirs. In his book Canajagarah (1999:92) tells

about the students whose glosses she examined: their writing the translation of words, giving local names to the foreign characters in the book, writing something about the pop-culture. Canajarah says: ‘The glosses reveal how students resist the strait jacketing and boredom of the alien curriculum and teaching materials, and try to retain an element of independence and creativity.’

In addition to the methodological and cultural factors, coursebooks are in fact the most important factors which help the Center dominate the foreign language education in the Periphery. In the shiny, colourful coursebooks they present a colorful and enjoyable world. Throughout the books students are manipulated to learn the other cultures; they struggle to understand the local names, names of cities, bridges, avenues and historical figures. They learn a lot of unnecessary information by wasting their time.

Moreover, some of the students are so attracted to the target country’s culture that they despise their culture and try to imitate the cultures they are taught. As a result, when these young people become adults they will be in favor of the foreign cultures. When they are given power and status in their social life, they won’t respect the Turkish values and customs. They will be ready to be governed by the external powers, which may have a disastrous effect for the country.

In conclusion, an English teacher should be alert while teaching English to Turkish students. Firstly, s/he should know why students learn English and s/he should make use of the local culture. S/he shouldn’t stick to a coursebook and do whatever the book says. S/he should use it when it is needed and arrange activities to develop the students’ four skills and consider their individual differences. Teachers should improve themselves and arrange their own materials. It will be seen that the foreign language class will be more enjoyable and informative. The student who encounters the local names, cities, customs that are



familiar to him/her in his/her book will be more interested in the lesson. Good teachers of English shouldn't accept everything the foreign experts tell about ELT in Turkey as they don't know the needs, interests and capabilities of our students. The coursebooks prepared by the foreign experts may not be suitable for Turkish students. It mustn't be forgotten that foreign language learning is a must in today's developing Turkey, but it should be taught without destroying the native culture and the language of the Turkish students. Otherwise, English may turn out to be a harmful instrument rather than a useful instrument for reaching information.

Therefore, a further study may be on the content of a coursebook suitable for Turkish learners. To study on this issue, a research on the needs of the learners should be done in advance. The learners' comments about the coursebooks they have already been using may be asked. Moreover, a study about the students' reflections for the coursebooks they have been using can be conducted.

As the materials used in state schools and private schools are different, another study might be on the comparison of the cultural differences between the students in a state school and the ones in a private school. State schools make use of the coursebooks prepared by the Ministry of Education whereas private schools make use of the books imported from Britain and the USA. A questionnaire involving questions about culture like the ones asking their preferences in music, books, magazines, cinema, etc. may reflect the effects of the coursebooks they are taught.

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