



## **Preparing Korean EFL learners for English Communication with World Englishes and EIL**

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With the status as an international language, English is a language used by a variety of speakers in various situations (EIL). Therefore, to help students to be a competent English user is becoming more complex. For example, English learners are expected to communicate not only with native speakers of English, but also with English speakers whose native language is not English. However, Korean English education does not seem to be prepared to make Korean EFL learners competent English users. Thus, this paper deals with reasons why Korean English education is not reflecting EIL. This paper argues that the discrepancy between awareness of and attitude towards World Englishes is exposing Korean EFL learners only to native varieties of English, which probably causes difficulties in communicating in English. Along with the review on how Korean EFL stakeholders consider English varieties other than native varieties, this paper proposes three feasible ways to incorporate different varieties of English with consideration of the local context of Korea.

**Keywords:** English as an International language, World Englishes, Korean English education, varieties of English

### **Introduction**

It is an undeniable fact that English is used all over the world for many different purposes. Not only for people whose native language is English, but also for people whose native language is another language, English has been absorbed in their lives for a long time. Therefore, it is not hard to see people from different countries communicating in English. For example, Korean tourists visiting the UK are likely to ask British people how to get their destination in English and British people respond in English. A Japanese scholar and a Hong Kong scholar who participate in an international conference held in Korea may talk to each other by using English. As these examples show, English is now used as an international language (EIL), and English communication takes place in many different situations from inner circle countries to expanding countries (Kachru, 1985) with various people with different language backgrounds.

According to Jenkins (2006), the speakers of English as a second or foreign language already outnumber native speakers, and the number of Chinese people learning English is bigger than the combined population of the US, Canada, Australia, and the UK (Kirkpatrick, 2007). Also, having English proficiency is like having a driver's license in European countries (Seidhofer, 2010), which is regarded so natural. Therefore, as Canagarajah (2007) observed, English is now being deterritorialized and the future of English depends on speakers of English as a second or foreign language (Graddol, 1997). With these backgrounds, the main purpose of English teaching is no longer to make students master a specific English variety. Rather, as the framework of teaching English as an international language (TEIL) focuses,

English should be taught as “a language that bridges nations and cultures” (Alsagoff, 2012) and English language teaching should do a role of “preparing English learners to become competent users of English in international contexts” (Matsuda, 2012a, p. 7) Communicative language teaching (CLT), which the Korean national curriculum is based on, is also compatible with TEIL. That is, CLT that incorporates TEIL insights continues to focus on fostering learners’ communicative ability while acknowledging that the ability to negotiate their meanings with English speakers using different varieties of English in diverse contexts is a part of important competencies that learners must develop.

In this aspect, this paper explores the current situation of varieties of English in Korean English education in terms of World Englishes and suggests some possible ways to foster students’ ability to communicate in English in international contexts, based on the insight from TEIL.

## **Review of Previous Studies on World Englishes in Korea**

### **English Education in Korea: Current state**

Korea is an EFL country in which English is regarded as one of the most important factors in one’s life. A newspaper article (H.-S. Lee, 2019) reported that the amount of money spent on private English education in 2018 was more than 4.9 billion US dollars. Not only secondary school students but also adult learners who want to get a high social position in the country spend a lot of money on English learning. Along with the astronomical amount of money spent on English education, some unbelievable incidents have happened, such as parents making their children have tongue surgery to help them acquire native-like English pronunciation (Y. Kim, 2007). Also, Bok (2001), a well-known social commentator, proposed the idea of renouncing Korean language and accepting English as the only official language in the country, arguing that this would be the only ‘authentic’ solution to make Korean people fluent English users. J. Park (2009) described how much Korean people are eager to have ‘good’ English ability by using the term ‘English fever’.

However, in spite of the ‘English fever’, Korean English education does not seem to make students prepare adequately for EIL contexts. It is not very hard to find Korean people having trouble communicating in English. Although there are many possible reasons for this problem, the attitude towards different varieties of English and the preferences for the inner circle varieties would be, at least partially, responsible for the problems that Korean EFL learners are facing.

### **Koreans’ Awareness of and Attitudes towards World Englishes**

In the globalized world, a lot of communication through English happen without involving native English speakers, which reflects the ‘accelerated’ use of English (Graddol, 2006). English speakers from the outer and the expanding circle countries have their own legitimate varieties of English with processes of nativization (Kachru, 1985). However, in the situation that English interactions between L2 speakers represent the majority of English use (Mckay, 2012), awareness of World Englishes becomes important and crucial. It is because there could happen miscommunication between English speakers if they do not know that there exist different varieties of English. Considering that Korean English education emphasizes students’ communicative ability with communicative language teaching, awareness of World Englishes and preparing for different varieties of English cannot be overlooked in fostering students’ ability to communicate in English (Jenkins, 2006).

In fact, the main stakeholders of English education in Korea, EFL students and teachers, somewhat have awareness of World Englishes and also recognize the importance of the different varieties of English in international communication situations. Korean EFL learners recognize that English is a language used not only in inner circle countries, but also used in more diverse situations and recognize that each variety of English has its own legitimacy as an international language (Byun, 2016; H. Choi, 2007; H. Lee, 2009;

K. Song, 2011; Yoon, 2007). In addition, Y. Kim (2007) and Green (2015) showed that Korean EFL learners perceive the significance of understanding and using different varieties of English for compatible interaction with English users from different language backgrounds. From the perspective of teachers, it was found that some of Korean EFL teachers are aware of existence of different varieties of English as well. Furthermore, they even acknowledge the nativized varieties of English as legitimate ones (Y. Shim, 2015) and even acknowledge the need for teaching those varieties of English in schools in order to foster students' communication ability for authentic English speaking situations (Ahn, 2014). Therefore, it could be said that Korean people, at least, have foundations to develop their English communicative ability in international contexts of English communication. This is definitely important in the EIL era because, unless they are aware of World Englishes, EFL learners could have a biased perception of English speakers that could lead them to be confused in real communications (Matsuda, 2012b).

However, with regard to World Englishes as an object of English education in Korea, the stakeholders showed contrasting attitudes. Although Y. Kim (2007) showed that educated office workers revealed their interests in learning different English varieties for their future communication, it is not always the case. Rather, it seems that many Koreans do not evaluate English varieties other than so-called native varieties high nor consider them as objects of English education. For instance, Green (2015) showed that Korean EFL university students did not find any reasons to learn different varieties of English, despite their awareness of them. Also, from my own experiences of teaching in secondary schools, students were complaining about introducing different varieties of English in class as other studies have shown. (K. Choi, 2007; H.-O. Kim, 2018; Y. Shim, 2015; Yoon, 2007). From the teachers' perspectives, Ahn (2014) showed that some English teacher participants described non-inner circle varieties with expressions such as 'wrong', 'strange' and 'thick accented' and they argued there could be a probability of side effects when teaching those varieties of English. In addition, more than 60% of teacher participants in Y. Shim (2015)'s study answered that they consider inner circle varieties as varieties that should be taught in school. To sum up, it seems that Korean EFL stakeholders do not consider World Englishes as target varieties of English education, even though they acknowledge the existence of them.

This kind of attitude towards different varieties of English is well reflected in Koreans' preferences on native varieties of English, especially on American English. It could be inferred from the attitudes towards different varieties of English that Koreans seem to think that native varieties of English should be taught in schools without or with less consideration on different varieties. In fact, there are many previous studies that pointed out the strong preferences on inner circle varieties as a target of English learning among Koreans (Breux & Brown, 2011; Green, 2015; Kim & Kim, 2018; H.-O. Kim, 2018; R. Shim, 1999; Yoon, 2007). As a matter of fact, Korean English education has been influenced by native varieties of English from its beginning. For example, *Yugyeonggongwon*, the first modern public school established in 1886, hired American teachers who taught subjects including English in English (Chang, 2005) In addition, other modern schools were established by western missionaries from America and Britain. Since then, English education has been done primarily with native varieties of English. In accordance with the influence of teachers from inner circle countries, English has been taught with materials based on inner circle varieties such as American Forces Korea Network (AFKN) programs (R. Shim, 1999). This type of biased exposures to native varieties is still pervasive. Tanghe (2014) pointed out that only native English speakers from the US, Canada, Australia, New Zealand, England, Ireland and South Africa could receive E-2 visa needed to work as a native speaker teacher in Korea. However, more specifically, stakeholders of English education showed hierarchical preferences on native varieties of English, and American English is the one most preferred (Chang, 2005; W. Jung, 2005; O. Kang, 2014). As a result, having been exposed to native varieties of English, especially American English, Korean EFL students and teachers have a tendency to prefer those varieties as target varieties of English education (Ahn, 2014; Y. Shim, 2015; K. Song, 2011).

## Suggestions for the Current State

The section for the subject 'English' of three different Korean national curriculums for elementary school, middle school and high school (Ministry of Education, 2018) begins with a description of English as an international language among people from different language backgrounds. With this introduction, 'to develop students' English communicative ability' is described as a goal of English education with an emphasis on communicative language teaching. Therefore, it can be said that the purpose of English education is not to make students master the language, but to make them able to use English for the purpose of communication. That is why CLT is emphasized in English education in Korea. In other words, with the spread of English as an international language, it is no longer appropriate to think that EFL learners learn English for a purpose of communicating only with native speakers. The status of English as an international language changes circumstances in which English communication takes place (e.g., English communication only among non-native speakers). Furthermore, the status accompanies the appearance of different nativized varieties of English. Thus, the attitudes and the preferences found among Koreans could hinder them from being proficient English users in international contexts of communication and, as a result, hinder the goal of English education from being accomplished. In this sense, it seems that EIL, which focuses on "a function of English", and Teaching EIL (TEIL), which is for "preparing English learners to become competent users of English in international contexts" (Matsuda, 2012a, p. 7), should be accompanied with communicative language teaching in order to make Korean EFL learners proficient English users.

In the past, Quirk asserted that there exist standards for English around the world and that English education should be based on Standard English (Quirk, 1985, 1990). In the center of his argument, 'intercomprehensibility' among English speakers was emphasized. It seems practical and implementable to consider standard varieties of English as target varieties of learning. As Matsuda and Friedrich (2012) suggested, standard varieties of English that have been established for a long time are appropriate options as a target variety of English education. In fact, Korean English education has been based mostly on standard or native varieties of English. For instance, R. Shim (1999) mentioned that English education professionals, who studied in America and are remained as "ivory tower" (p.250), are involved in the center of making English education policies. Therefore, it might result in the status of standard varieties of English as the target variety in Korean English education.

However, in the era of EIL, Korean EFL learners are expected to communicate not only with English speakers who are from the countries using Standard English but also with English speakers who are using different but their own legitimate varieties of English. If Korean students are familiar only with standard varieties and they have not been exposed to the different varieties of English, then it is probable for them to be confused and not be able to effectively communicate with English speakers whose varieties are not standard English (Matsuda, 2012b). Therefore, in order for English learners to be competent English users who can communicate in English effectively, it is not enough to be familiar only with standard varieties of English. From the perspective of EIL, proficient English users should have the "ability to interact with others in a broad range of contexts and situations, which often requires switching across varieties and dialects, lexicons, styles, and discourse strategies." (Lowenberg, 2012, p. 97) Therefore, with the purpose of preparing students for a variety of situations and interlocutors that they are facing, the inclusion of different varieties of English, as well as standard varieties, is definitely needed.

It could be thought that the more English varieties Korean EFL learners could be exposed to, the more helpful for them. However, including all the different varieties of English and having Korean EFL learners exposed to all of them are impractical and unrealistic. Hence, prudent considerations are needed when deciding which varieties of English should be taught in English education. In other words, the selection of instructional varieties should be made based on the consideration of the local context. (Matsuda & Friderich, 2012) Given the current situation of Korea, these are the varieties that seem appropriate to be included: Inner circle varieties other than American English, varieties from outer circle countries such as South Africa, Hong Kong and the Philippines, and varieties from expanding circle

countries such as Japan, China, Taiwan, Thailand and etc. These varieties of outer and expanding circles are suggested based on the statistical data from Korea Tourism Organization that show the total number of people who visited Korea in 2018 from each country (from the KTO website). The data could be interpreted as there are high possibilities for Korean EFL learners to communicate with English users from those countries. By including English varieties with high chances to communicate in the near future, it would be easy to make students recognize the need for inclusion of different varieties of English as target varieties of English learning. Additionally, the fact that those varieties are the ones that Korean students would experience with high probability could motivate them.

The following section suggests three feasible ways to incorporate those varieties in Korean English education that are expected to work as cornerstones of teaching EIL in Korea. They could provide Korean EFL learners with chances to be exposed to them and to enhance their comprehensibility and interpretability on those varieties, which are important factors that should be considered in developing students' communication ability (Lee, Mo, Lee, & Sung, 2013)

### **Inclusion of the Varieties in CSAT**

One way to incorporate different varieties of English is to include them in CSAT (College Scholastic Ability Test). In Korea, CSAT is regarded as one of the most important exams which impacts ones' life. Therefore, CSAT English has a strong washback which influences students, teachers, society and etc. (Bachman & Palmer, 1996) In terms of the micro-level washback effect, which is related to impact on teachers and students in educational settings, Choi (2008) argued that CSAT influences a lot not only secondary school education, but also elementary schools with strong washback effects. For example, Korean students get used to the slower speech rate of English communication with constant exposure to unauthentic listening materials of CSAT in terms of speech rate and pronunciation. It causes them to face difficulties in authentic communication situations (Choi, 2007; J. Lee, 2016).

As mentioned above, Korean EFL learners and teachers seem to be aware that learning and teaching different varieties are needed in order to enhance communicative ability. However, they do not regard different varieties of English as objects that they want to learn and teach in schools, simultaneously (K. Choi, 2007; H.-O. Kim, 2018; Y. Shim, 2015; Yoon, 2007). It is related to the current target variety of CSAT (T. Park, 2017). Considering the washback effect of CSAT, the contrasting attitudes toward various English varieties as a target of learning could be associated with the exam. In fact, J. Lee (2016) pointed out that CSAT English is based on American English and no other varieties of English are included. Because of the American English-based exam, students do not find any reason to be exposed to and learn other varieties of English in schools (Green, 2015) and teachers also view that teaching other varieties of English in schools is not helpful for their students (Ahn, 2014). Therefore, CSAT's negative washback effect of narrowing down the scope of learning is happening (Shohamy, 1992), further, it is hindering Korean EFL learners from developing their communication ability which is needed in EIL situations. In this situation, Park & Chang (2016) showed English teachers' opinions that it is hard to change teaching in schools without changing CSAT because of the importance of the exam. Therefore, one of the ways to include different varieties of English in school education is to include them in CSAT.

According to Linn (1992), educational assessment could be powerful tools which can bring about educational change. What Linn argued was proved in Cheng (1999) which showed a change in assessment system in Hong Kong led changes in the focus of English class, teachers' way of teaching and development of new teaching materials. In other countries such as Japan, Turkey and China, it has shown that the university entrance exam has washback effects on school educations. (Brown, 2000; Hatipoğlu, 2016; Usaha & Wang, 2002) With the cases of other countries, it seems that changes in CSAT will probably bring about changes in schools. In short, if CSAT includes the varieties suggested above, then school education would follow the inclusion of the varieties. Then, this change will provide Korean students with chances to be exposed to the varieties and chances to develop their abilities to communicate with English speakers of the varieties. Therefore, these changes could work as a process of making

Korean EFL learners prepare themselves to be a proficient user of EIL. In the past, J. Lee (2016) already asserted the need of including different varieties of English in the CSAT listening comprehension section. However, his argument was limited in that he insisted on the inclusion of other inner circle varieties, but did not consider other varieties of English. In contrast, this paper proposed the broader range of English varieties with consideration of the local context, without being limited to the inner circle varieties.

As a way to incorporate the varieties in CSAT, including them with a weak approach of accommodation in assessment would be appropriate. According to Hu (2012), weak approaches do not require tests to change its construct while accommodating different varieties of English. For example, British Council hires proficient non-native speakers as examiners for IELTS, which leads test-takers to be exposed to different varieties of English within the same construct of the test. Although there exist strong approaches which require “attending to forms and functions of English in contexts other than the inner circle” (Hu, 2017, p.83), it would not be easy to implement in Korea where CSAT is a high stakes exam and many stakeholders are sensitive about the test. Hu (2012) also provided an example of a strong approach as “focusing on performance tasks that are evaluated in terms of functional effectiveness or task fulfillment” (p.132). Thus, there probably occur many problems such as ignorance on forms, which is also another important aspect of English learning, if incorporating different varieties of English is done with a strong approach. On the other hand, including the varieties in listening comprehension sections seems valid, given the main target language use with the varieties of English, the oral communication. In fact, including different English varieties in listening comprehension has already been implemented in the field of assessment. For example, both TOEFL (Test of English as a Foreign Language) and TOEIC (Test of English for International Communication) by Educational Testing Service (ETS) include various English varieties other than American English (ETS website, TOEFL iBT® Test Content tab, <https://www.ets.org/toefl/ibt/about/content/>), although the scope of the varieties is restricted to the ones of inner circle countries.

Therefore, considering CSAT’s washback effects on teachers and students in educational settings and the feasibility of including different varieties in the listening comprehension section, the inclusion of the varieties suggested based on consideration of Korean local context in CSAT listening section with a weak approach could be a chance for students to prepare themselves for the varieties.

## **Teacher Training with Different Varieties of English**

In accordance with the inclusion of those varieties in CSAT, appropriate teacher training for different varieties of English should be implemented as well. As mentioned in the national curriculum, Korea is in an EFL situation where school English education provides students with a lot of chances to be exposed to English, which assigns heavy roles to teachers. Therefore, teachers should know about the English varieties suggested in order to help their students to prepare for the situation that they will face outside of classrooms. (Dogancy-Aktuna & Hardman, 2017). However, Korean English teachers seem to lack knowledge of the varieties of English that needs to be included (Ahn, 2014). Thus, including the new varieties in English education would cause confusion among stakeholders, if teachers are not prepared for those varieties. Therefore, teacher training programs which could help them to be exposed to and to have knowledge of them are needed (Matsuda, 2003).

In this aspect, with the purpose of making teachers competent, teacher training programs should be able to provide teachers with chances to be exposed to the multiplicity of recent English (Bayyurt & Sifakis, 2017) and with chances to learn what they could apply to their own class (S. Kang, 2017). In order to do so, it would be possible to adjust teacher training programs which are already being administered by district education offices. There are some teacher training programs that have two different sections (e.g., teacher training program by Seoul Metropolitan office of education). In those programs, the first section of the program is held in Korea and the second section is done abroad for abroad practicum.

Thus, it seems possible to include TEIL aspects in the existing programs. For example, it would be effective for teachers to have chances to experience the English varieties and take World Englishes or

EIL-related classes during the first section of the program. Having them exposed to the different varieties of English could be done with many channels such as multimedia or direct contact with speakers of the varieties. By using multimedia such as TV news or YouTube video materials in the target varieties of English, teachers could be exposed to them. Or the guest speaker sections that already exist during the program could be used as well. Some programs already invite guest speakers, who are English education experts, for the purpose of widening teachers' views on English education. Therefore, it would be possible to invite guest speakers from the countries suggested above. Then the guest speaker sections would work as a chance to expose teachers to different varieties of English as well as a chance to foster their teaching. On the other hand, having World Englishes or EIL classes with experts would be beneficial too. World Englishes class has found to be helpful in terms of class takers' development of communication ability with the speakers of different varieties of English (Rousseau, 2012) and introducing World Englishes activities could also contribute to change their attitude towards different varieties of English (Matsuda & Duran, 2012). In addition, EIL-related classes could help teachers develop how to teach EIL in their classes (e.g., Total Immersion Courses for Chinese and Korean English Teachers (TICKET) by Bloomfield College, S. Kang, 2017).

As a next step, it would be beneficial to provide chances for teachers to experience what they have learned during the training program in an authentic situation. It could be done by dispatching teachers to the countries where they can experience the English varieties that would be included in their teaching such as Australia, Hong Kong, Philippines, Japan, China and etc. This chance will provide teachers with chances to experience different varieties in authentic circumstances. Furthermore, there are some EIL-focused programs in other countries (e.g., Monash University in Australia and Chukyo University in Japan). Thus, teachers will be able to notice how other countries perceive World Englishes and how different varieties of English are reflected on and taught in their English education and the teachers could use this as references for preparing for their own teaching.

All in all, adjusting teacher training programs to include EIL aspects should be accompanied by the change in CSAT in order to prepare teachers for their future classes. This kind of teacher training programs would be beneficial in terms not only of making teachers being exposed to the different varieties of English, but also of providing teachers with chances to know how to teach EIL with different varieties of English. The other advantage of the teacher training program suggested is that it could be done by adjusting training programs already being administered.

## **Changes in Teaching Materials**

Finally, changes in teaching material are also needed with the purpose of fostering Korean EFL learners' communication ability with the varieties proposed. In the global context of EIL, English is "a heterogeneous language with multiple norms and grammars", as Canagarajah (2006, p. 232) describes. Therefore, each legitimate variety has its own distinctive features and those features are making communication hard between English users from different language backgrounds. Thus, teaching materials for EIL should deal with diverse English (Mckay, 2012) and the ability to understand different varieties of English should be developed through materials (Chen, 2011; Hu, 2017; H.-O. Kim, 2018). An effective way to develop those abilities is for learners to be exposed to the varieties of English that they want to develop those abilities for. In that sense, Korean English teaching materials should be able to provide input about the target English varieties to students, given that school education influences a lot on students' exposure to English and teaching materials should provide enough quality input to learners (Matsuda, 2012a). However, Korean English materials do not seem to reflect the current status of English as an international language. It was already pointed out that Korean English textbook and other teaching materials are dealing mainly with American and British English (Ahn, 2014; J. Song, 2007). Hence, Korean English teaching materials should be changed, specifically, in a way to provide learners with chances to be exposed to a variety of English (Matsuda, 2003).

There are some possible ways to bring about changes in English teaching materials that will provide

chances for students to be exposed to the target varieties. One possible solution is to include the different varieties of English in textbooks. English textbooks should work as a gate which will lead students to the world of English as an international language in order to prepare them to be proficient users of English. Therefore, World Englishes experts and English education experts who know well about the varieties to be included should be involved in a process of developing English teaching materials so that materials could provide quality input to students. Recently, Korean English textbooks are dealing with different cultures from different countries in some portions (e.g., famous festivals in Europe and food cultures of East Asian countries). Therefore, it seems possible to introduce distinctive or codified features of English varieties of the countries in the discussion of their cultures. This allows a natural inclusion of different varieties of English by leading students to consider the features of English as a part of the cultures, which would make students acknowledge them without a lot of confusion. For example, if a chapter deals with the food culture of Hong Kong, then how about introducing Hong Kong English words such as 'wet market' which refers to a store selling fresh meat, fish, fruits and vegetables?

Another way to bring about changes in materials is to use various supplemental materials. Even though Korean English teachers are using supplemental materials, most of them are provided by bookmakers and they usually are extended versions of the textbook. Therefore, with those materials, it is nearly impossible to introduce different varieties of English. However, with the development of technology, it is now available to access the different varieties of English online. Thus, by using various supplemental materials appropriately, students would be aware of the diversity of English and could be prepared to participate in English communications more effectively (Mckay, 2012).

Among many available supplemental materials online, database type resources could be an effective one. There are many websites which provide recordings of English speakers with different varieties and corpus data of different varieties. (e.g., Vienna-Oxford International Corpus of English (VOICE), International Dialect of English Archive (IDEA), and International Corpus of English (ICE)) Using this type of material would work as a chance for students to aware that English is used by many different English speakers in a variety of contexts, which reflects the status of English as an international language. Also, it could help to enhance students' receptive skills on the target varieties with comparatively short fragmentary examples so that students could make their foundations for enhancing their understanding of the varieties.

The next type of supplemental materials appropriate to be used is more authentic ones such as TV programs and YouTube videos with the English speakers of target varieties appearing. In addition, there are some websites which provide English conversations on various topics among English speakers from all over the world such as ELLLO (<http://www.elllo.org/>). These days, it is not hard to find English news reporting from different countries on YouTube. Thus, for example, having students watch news reporting on the topics that they are interested in, such as K-pop groups, could be an effective use of the materials. Or, listening to the conversations on the topic that students dealt with in the textbook through ELLLO could also be effective. This type of authentic supplemental materials would make Korean EFL learners recognize the status of English as an international language and would contribute to students' development comprehensibility and interpretability on the target varieties (M. Jung, 2010).

The last type of materials which would be helpful is online communication with English speakers of target varieties. There are some previous studies that showed the effectiveness of online communication on EIL communication (Ke & Cahyani, 2014; Ke & Suzuki, 2011). The studies revealed that students could enhance their understanding of their interlocutors' use of English as well as communication strategies. It was possible because they could shift themselves from 'language-learning mode' to 'application mode' while they were participating in online communication (Ke & Cahyani, 2014). Online communications could be a useful supplemental material for teaching EIL in that students can focus on the function of English as a medium of communication.

To sum up, in order to prepare Korean EFL learners to be able to communicate with the English speakers of different varieties suggested, changes in English teaching materials should be implemented. The possible changes in materials are including the target varieties in English textbooks for the purpose of

exposing them to the target varieties. Also, using supplemental materials such as authentic materials and online communication efficiently would also be beneficial in that it could help them not only to be exposed to the varieties, but also to develop their intelligibility, comprehensibility and interpretability on the target varieties in various situations.

## Conclusion

In this paper, Korean EFL learners' awareness of and attitude towards World Englishes have shown. In short, Koreans tend not to have a positive attitude towards them as objects of English learning with the preferences on inner circle varieties, even though they are somewhat aware of them. These phenomena are well reflected in the Korean English education situation. However, considering the status of English as an international language and appearances of many different varieties of English, communicative language teaching being emphasized in Korea could not be done effectively only with so-called standard varieties of English. Therefore, it could be said that the phenomena hinder Korean EFL learners from being a competent user of English in international contexts.

In response to this situation, this paper suggested the varieties of English to be accommodated and taught in Korean English education, based on the consideration of the local context of Korea (Matsuda & Friderich, 2012). Those varieties are based on the number of people who visited Korea, which shows a high probability for Korean EFL learners to interact with them in their country. Along with the varieties of English, three feasible ways to include those varieties in English education are suggested. Those are including the varieties in CSAT with the expectation of washback effect of the exam, teacher training programs for preparing teachers for English as an international language, and changes in teaching materials which could provide students with chances to be exposed to them and develop comprehensibility and interpretability on them. Therefore, in order to prepare Korean students to be a competent user of EIL, these suggestions should be implemented.

There are three things that need to be clarified before the confusion of the paper. First, although this paper focuses on the inclusion of different varieties of English in education, it is not arguing that Korean EFL learners should be fluent English speakers who can communicate with every single English speaker immediately. Rather, what this paper insists is that, focusing on the function of English, Korean EFL learners should be able to comprehend the different varieties of English and be able to communicate with English speakers in a various context where English is used as an international language. If new varieties of English would be included as an additional target of learning, of course, students could be confused and feel burdensome on them. However, they will face similar or worse situations in future communication unless they are prepared. Hence, the suggestions provided could be foundations of teaching EIL in Korea which could make Korean EFL learners well equipped with communicative ability.

Secondly, the inclusion of the different varieties of English in Korean education does not mean exclusion or ignorance of the standard varieties. As a matter of fact, Standard English must be a linguistic foundation with which English learners could enhance their language ability (Ke & Suzuki, 2011). However, at the same time, the fact that the purpose of learning English is not to master the language but to use it for communication in a variety of situations should not be overlooked. Thus, developing abilities to interact with English speakers who have their own varieties should be based on well-learned Standard English, which is regarded as a core (Chen, 2011).

Thirdly, implementing the framework of EIL does not mean replacing CLT with EIL. As Brown (2007) mentioned, CLT focuses on enhancing students' ability to use language in "unrehearsed situations" (p. 241). Therefore, EIL has to do with CLT in that it focuses on a function of English as a communication tool. In short, teaching EIL can be complementary to CLT. For example, teachers using CLT teach their students communication strategies, such as correct stress on word pronunciations (Iwai, 2009) and how to react when having difficulties such as asking repetition of utterances, clarification questions, and etc. (Farrell & Martin, 2009; Matsuda, 2012c). These strategies are also needed when

teaching EIL. In other words, ‘unrehearsed situations’ in which CLT expects students to be able to communicate include interaction with English speakers with different varieties of English in a variety of situations of English as an international language. Therefore, it could be said that including the English varieties suggested and communicative language teaching could be helpful reciprocally.

One limitation of this paper is that it only discussed the importance of inclusion of different varieties of English. While linguistic varieties are clearly important, cultural and sociolinguistic aspects are also important. As Kramsch (2013) mentioned, language learners increasingly do not share common perspectives and awareness of cultures that affect communication. It means that speakers of different varieties and their cultures should also be considered along with awareness of and exposure to different varieties of English in order for English users to be true ‘proficient users’. In other words, cultural and sociolinguistic aspects should not be overlooked in teaching EIL.

Nevertheless, in order to have Korean EFL learners prepared for the EIL contexts, including the English varieties proposed in Korean English education should be implemented and the three ways to implement inclusion are expected to work as cornerstones of developing students’ communicative ability, which is crucial in various contexts of English as an international language.

### Acknowledgements

I thank Dr. Aya Matsuda for providing insightful feedback which helped me a lot to complete this paper.

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