

**GLOBAL PERSPECTIVE OF TEACHING
ENGLISH LITERATURE IN
HIGHER EDUCATION
IN PAKISTAN**

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*Dedicated to my parents who have always
been a source of inspiration and
guidance for me throughout
my academic career*

ABSTRACT

This study investigates the need to reform and restructure English literature syllabus at graduate level in higher education in Pakistan. Due to the changing global context, the requirements of the students have changed. Teaching English literature from global perspective requires that the language used in literature should be easy to comprehend. If the material used is easy, it can be exploited for language use. Literature component needs to be integrated to the language activity in order to develop the reading, writing, listening and speaking skills of the students. Moreover, the students need to be made aware of the local as well as the global culture. The study was conducted in various colleges of the North West Frontier Province of Pakistan where English literature is taught for teaching language at the graduate level. Quantitative as well as qualitative data was collected and analyzed. The results of the study indicate that the basic English of the students require attention. They need to be made conscious of the Pakistani literature as well as the world literatures in English. The study has suggested a syllabus for the graduate level students that can be used in place of the already existing syllabus. The study recommends that further research is required on the already existing syllabi for the sake of improvement in their quality, raising consciousness about the local literature and promoting the cross cultural understanding through the incorporation of the global English literature in the syllabus.

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LIST OF ABBREVIATIONS

AIOU	(Allama Iqbal Open University)
AKU-CEL	(Agha Khan University-Centre of English Language)
EFL	(English as a Foreign Language)
ELT	(English Language Teaching)
ESL	(English as a Second Language)
ESOL	(English for the Speakers of Other Languages)
NUML	(National University of Modern Languages)
NWFP	(North West Frontier Province)
SPELT	(Society of Pakistani English Language Teachers)
SPSS	(Statistical Package for Social Sciences)
HEC	(Higher Education Commission)

Chapter1

INTRODUCTION

1.1 Background:

The rise of English as a global language has changed the context of teaching and learning English literature. Teaching English literature in the international context requires that the language used in literature should be easy to comprehend. If the material used is easy, it can be exploited for language use. Literature component can be integrated into language activity in order to develop students' reading, writing, listening and speaking skills. Moreover, the students need to be made aware of local as well as global culture.

Existing material being used to teach English literature in Pakistan is old enough to relate with the global context. This is neither relevant to the local culture nor it promotes students' knowledge about the world cultures. Most of the material is imported from the foreign countries especially Britain and America that have created hegemony over local literature. Many Pakistani authors have written valuable literary works in English language that have been included in English literature studies in the foreign countries but they are not being given any value in the local context. In order to preserve local culture and values from western hegemony and to promote local cultures as well as to create awareness about the global cultures, the students need to be given English literature education in such a manner that they become aware of local as well as global context of culture while learning English as a foreign language.

1.2 Purpose:

The purpose of this research is to highlight the need to reform and restructure English literature syllabus at graduate level so that it can be made more relevant and meaningful for the Pakistani learners. It would focus on understanding the needs of the students according to the global context as well as the place of the local and the global cultures in the process of learning second language literature.

1.3 Research Questions:

The research questions of the study are:

Question 1:

What are the students' needs to learn English literature according to the global context?

Question 2:

What kind of correlation exists between the learners' needs and the syllabus being used to teach English literature?

Question 3:

What is the significance of the changes required in the existing syllabus?

Question 4:

What is the significance of including the literary works by the Pakistani authors in the syllabus?

Question 5:

What is the significance of incorporating the global English literature in the syllabus?

1.4 Hypotheses:

The hypotheses of the research are:

Hypothesis 1:

Majority of the students will have stronger needs for learning English literature according to the global context.

Hypothesis 2:

There will be a negative correlation between the syllabus and the learners' needs.

Hypothesis 3:

The results for the changes required in the existing syllabus will be highly significant.

Hypothesis 4:

There will be significant results for including the literary works by the Pakistani authors in the syllabus.

Hypothesis 5:

The results for incorporating the global English literature in the syllabus will be highly significant.

1.5 Objectives:

This research will focus on following objectives:

- i. Learners' needs according to the global context
- ii. Relationship between the learners' needs and the existing syllabus
- iii. Significance of the changes required in the existing syllabus
- iv. Importance of the literary works by the Pakistani authors
- v. Raising awareness about the global literatures

The population for this research consisted of the students studying English literature at the graduate level as well as English literature teachers from various colleges of NWFP where English literature is being taught at graduate level. Data was collected from 60 students and 40 teachers by applying the qualitative as well as the quantitative methods. Quantitative data were analyzed using SPSS. Qualitative data were analyzed keeping in view the ideas given by different researchers regarding teaching of basic English and literature in Pakistan.

The results of the study indicate that the communication skills of the students require attention. They need to be made conscious of the Pakistani literature in English as well as the world literatures in English.

1.6 Significance of the study:

There was an urgent need to determine the requirements of the learners to study English literature in the global context as the existing syllabus being used to teach English literature is far away from the modern learners' needs. The results of the study prove helpful to highlight the needs of the learners and the changes that are significant for the improvement of the syllabus.

1.7 Scope of the study:

This study has given a suggested syllabus that can be used to teach English literature according to the needs of the modern learners keeping in view the global aspect of language learning. Reading, writing, listening and speaking skills have been included in the syllabus along with English literary works written by different authors of the world fame. This study will contribute to encourage the local authors in the development of

local materials to teach English literature. Incorporating global literatures is a step to raise consciousness about promoting cross cultural understanding.

1.8 Definition of key terms:

Global perspective:

Global perspective is the deep understanding of the world dynamics of English language that constitute the linguistic, cultural and political aspects as well as their interaction with one another.

Global perspective of teaching English literature:

Global perspective of teaching English literature means that the language used in literature should be easy to comprehend. The materials should be easy to exploit. Literature component should be integrated to language activity as well in order to develop students' reading, writing, listening and speaking skills. Moreover, the students should be made aware of the local as well as the global culture.

1.9 Basic Assumptions:

- i. Learners' professional and leadership skills from a global perspective can be developed by integrating literary studies with the language activity.
- ii. The existing situation of teaching English literature can be improved if changes are made in the existing syllabi keeping in view the researches conducted at the global level.
- iii. Local literature produced in the English language can be used to raise consciousness about preserving local culture and values from the threats of globalization

- iv. Incorporating the world English literatures in the syllabus can promote cross cultural understanding.

Chapter2

LITERATURE REVIEW

2.1 Globalization:

According to the Encyclopedia Encarta (2003) globalization is the democratization and the integration of the world's culture, economy and infrastructure by means of the rapid proliferation of communication, transnational investment and information technology. It is the impact of the forces of the free market on national, regional and international economies (Zughoul.R.M, 2003).

Globalization is a very complex and multidimensional process. It is a blend of contradictory forms and intricate effects that have influence everywhere. According to Robbie Robertson (2003) as quoted by Elizabeth.J.Erling (2004) globalization is a dynamic part of human experience and it has never been a single process of change. It involves economics, politics, culture and communication. It covers world economic markets and the movements of capital, people, ideas, beliefs, knowledge and information. According to Rita Raley as mentioned by E.J.Elizabeth (2004) globalization is not only social, political, economic and cultural aspect but also includes academic factors. Due to globalization there is an intensive interaction among the scholars, disciplines and higher education institutions.

According to Robertson (1995) globalization usually co occurs with localization and becomes glocalization. Beck (1997) and Wagner (2001) have maintained that the globalization is a very complex phenomenon that has mixed hybrid cultures, traditions, styles and is leading towards homogenization but at the same time there is a local

appropriation of the global trends that is quite helpful to create different kinds of new identities.

2.2 English as a global language:

The term globalization is closely related to the rise of English as a global language (Yano, 2001). A language achieves global status when it develops a special role in such a way that it is recognized in every country (C. David, 1997). According to P.S. Joseph (2004) English has got the global status without any doubt and its spread is very closely related to the globalization forces and the rapid cultural flows. The changing status of English is posing questions to its meaning in global as well as local contexts. These questions need to be addressed but that requires a deep understanding of the world dynamics of English language that constitute linguistic, cultural and political aspects as well as their interaction with one another.

Kachru (1985) has divided English language on the basis of the number of its speakers into three concentric circles.

- i. The inner circle
- ii. The outer circle
- iii. The expanding circle

The inner circle is comprised of the countries where English has the status of primary as well as the only language used for the communicative purposes. Countries like UK, USA and Australia are included in this circle. The outer circle is composed of the countries where English is used as an official as well as institutional language and has achieved the status of second or additional language along with the local languages. Examples of these

countries are Singapore, India and Pakistan etc. The expanding circle is based upon the countries where English language is used as a foreign language only. The inner circle has been termed as norm providing; the outer circle has been termed as norm developing while the expanding circle has been termed as norm dependent.

Michael Toolan (1997) has given emphasis on the term global and not the global English to refer to the English language used worldwide in public roles by the people having different ethnic groups whether they are in business meetings, trade fairs and medical conferences or on airports. Global English has got developed in order to serve the people taking part in cross national discourse using English as a default medium. Due to the emergence of new Englishes, British and American hegemony upon English language is over. International users of English are claiming its ownership. The sense that it is rooted in European countries has decreased due to its use by the multiple countries and the nations. Toolan has emphasized that new terminology should be used in order to express the worldwide use of English language. According to him the global variety of English is the one that is necessary to acquire even for the native speakers of English so that when they talk to the each other or to the people from the other nations they may use neutral language that should be mutually intelligible. In the postcolonial context the other varieties of English have been recognized and the continuous spread of English has encouraged the applied linguistic approach to English that supports the multiple uses of English all over the world. So far as the linguistic perspective is concerned, the varieties of English do not vary on central linguistic background (E.J.Elizabeth, 2004).

2.3 English as a global literary language:

Bozzini (2001) has termed English language as an international language because it has achieved the status of international literary language and it has the quality of extraordinary reach as well as diversity. Literary works are available in English language all over the world.

D. David (2003) has defined the world literature as such kind of literature that covers all the literary works that circulate beyond their own culture from which they have originated. These works can either be in their original languages or in translated form. Further he has given the explanation of the fact that how a literary work enters into the global literature. According to him it is a double process by which it gets included into world literature. The first step is that it is being read as literature. The second step is that it circulates beyond its linguistic and cultural point of origin into a broader outside world. Franco Morretti (2000) has also given the same argument. Nowadays national literature does not mean much as the age of world literature has started and everybody should contribute to promote it. D. David (2003) has also commented upon the production of the world literatures that there would be as much world literatures as there are national as well as local perspectives making world literature not as a rival rather an object and a project of comparative literature. The stylistic and discursive qualities of the literature written by the non native speakers of English are quite different from the traditional literatures in English. Moreover there is a variety of cultures that non native literatures bring along with them. These literatures also possess complex interpretative features. These features of the culture and interpretation need profound discussion on the part of

the students and the teachers of English literature in different parts of the world.

According to H. Han (2005) the intercultural awareness of the students is aroused by means of studying different literary works. They find opportunities to understand and identify various aspects of foreign cultures. There is a need to understand other cultures in spite of the fact that one culture is different from the other. The teachers need to be made able to develop students' intercultural competence and to understand and respect the people from the other cultures. Literature reflects values, beliefs, ideas, social, political and cultural development of a society. It is representative of the ideas of a particular society in a creative manner. Works in literature remain alive whether it is the past, the present or the future time. They show continuity of time. Literature of the past is quite important in the sense that the roots of the present can be found in it. Literature of the future is important as it shows the traditions of the past in modern ages. Moreover, literary texts help to develop intercultural competence. Learners view a social or a cultural group with subjective point of view as they come to know about their norms, ideas and prejudices. Literary texts give an opportunity to the learners to exchange their restricted views about culture with a hero or heroine of a narrative text or with the narrator. They can focus their attention on the characters and the actions and can make various judgments about them.

2.4 Teaching English language and literature in a global context:

According to Naz Rasool as stated by Sabiha Mansoor (2004) the language, literacy and the communication are crucial for the human development. These three factors are necessary to convey meaning and to shape the cultures. In this era of