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Global Perspective of Teaching English Literature in Higher Education in Pakistan

A Thesis

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University of Management and Technology Lahore

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by

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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)

Chapter 1

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:

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- 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 suggested a 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 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 globalization these elements are necessary for lifelong learning. These are closely related to the international global market where a tough competition is going on and the demand for communicative competence, continuous upgrading of skills and technological advances is gradually increasing.

Teaching English as a global language requires that a shift should occur to the already established principles and practices of English language teaching. English language pedagogy from cultural perspective needs changes on the part of the teachers as well as the learners (J. Rubaiyat and R.S. Peter, 2006). Teaching English from a global perspective implies that the learners should be equipped with the knowledge of the diverse literary texts of the world. They should learn new ways to respond to them, to understand the nature of the global cultural flows and to learn how to mediate them (Canagarajah, 2002).

Same arguments have been given by Zughoul (2003) that the older approaches to the teaching of English need to be changed as it has acquired the global status. Learners need to be made more confident by means of empowering through English language learning. English language needs to be taught as a foreign language. The curriculum needs to be

changed so that it is suitable for the learners as well as the society. Paradigm shift is required to teach language skills especially reading and writing.

Smith (1976) has suggested some pedagogical assumptions for teaching English as a global language:

- i. There is no need to internalize the native speaker norms by the learners of the global language
- ii. The ownership of the global language is re nationalized
- iii. The academic goal of teaching a global language is to enable the learners to communicate effectively about their own ideas and culture to the people from the other cultures.

Anne Burns (2005) has also given emphasis on redefining the classroom goals in English teaching in such a way that the tasks and the texts given to the students must be appropriate for them and should not follow the native speaker norms. The learners and the teachers need to be made aware of the content and the context in second language education.

Cook (1999) has recommended that it would be beneficial if attention is paid to the second language learner rather than the native speaker. Mutual intelligibility is also an important factor keeping in view the second language user. Kachru and Nelson (2001) have also given emphasis on three important points in intelligibility. These points are:

- i. The speakers' speech is recognizable for others that is termed as intelligibility
- ii. The listener understands the meaning of what is being conveyed known as

comprehensibility

iii. The listener is able to understand the purpose and the content that is interpretability

Teaching from a modern perspective requires that the teachers should enable the learners to learn new ways of responding, reflecting and revising the text. It also demands that the teachers should have high competence in spoken and written forms of language, cultural knowledge and familiarity with the literature (Kern, 2000).

2.4.1 Modern approaches to teaching English language and literature:

According to an analysis by Carroli (2002) learners' experience has been divided into three aspects:

- i. Some learners consider literature to be composed of isolated elements of language and they focus while learning literature mainly on vocabulary and grammar parts of the text. They do not relate vocabulary and grammar with the whole text they study
- ii. Some learners focus upon the cultural aspects of the text. They do not pay any attention to the language part of the text such as the linguistic structures, vocabulary and the learning processes
- iii. Some students focus upon the linguistic as well as the cultural aspects of the text. They relate these aspects with one another and it helps a lot to maximize and broaden their thinking.

The learners' perception and approach towards studying literary texts has a crucial impact on their approach to learning literature and the learning outcomes. Learning outcomes are usually determined on the basis of high academic achievement, sense of personal growth

and enjoyment in studying literature. The most successful students in the study of literature are those who adopt an integrated approach towards literature, language and culture. It enhances their knowledge of language as well as culture and brings a change in their outlook.

Carter and Long (1991) have given some approaches to teach literature:

i. The cultural model:

It is a traditional approach to the teaching of literature in which learners are required to interpret a text according to the social, political, literary and historical context. It helps the learners to understand various cultures and ideologies keeping in view their own cultures and ideologies. This model is not favored by the teachers of English as a foreign language because it is not only teacher centered but also has a flaw of providing a little opportunity for the language work.

ii. The language model:

It is the most common approach to the teaching of literature. In such kind of approach the students are required to read a text in a systematic way keeping in view its linguistic features, such as literary and figurative language as well as the grammatical aspects. The strategies used in this approach are cloze procedure, prediction exercises, jumbled sentences, summary writing, creative writing as well as role plays. Carter and Mc. Rae (1996) have termed this model deficient as it is disconnected from the literary goals of a specific text. Learner has a little connection with the text. Literature is used in such a manner that has no specific purpose other

than language activities.

iii. *The personal growth approach:*

This approach focuses upon the use of language in a text as well as the context in which it is used in a literary text. Learners express their feelings and opinions about the text in terms of making comparisons between the target culture as well as their own culture and ideology. Learners also develop knowledge about a language and develop their ideas about a text when they come across various themes and topics.

O'Brien (1999) has given different stages for which a literary text can be used taking into account linguistic components. These stages are:

i. *Preparation and anticipation:*

At this stage the learners form their personal experience about the themes and context of a text.

ii. *Focusing:*

The learners focus upon the text by listening and reading specific contents of the text.

iii. *Preliminary response:*

The learners give spoken or written response to the text.

iv. *Working on the text (Level I):*

At this stage the learners usually focus upon the meaning of the text by extensive reading.

v. *Working on the text (Level II):*

Learners do extensive study of the text to find out important ideas and themes lying in the text. Their focus is the overall structure of the text. They work upon literary devices such as rhythm, imagery and word choice.

vi. Interpretation and personal response:

This stage is concerned with enhancing the understanding of the text. Learners start enjoying literary texts at this stage and give their personal interpretations of the text.

It is related to the personal growth of the learner.

2.4.2 Literature based approach to language:

Literature has an important role in language learning. Literary language has a charming and persuasive effect. Literature of a particular language has a deep connection with the intellectual traditions of a particular nation. It has an impact upon the themes and styles of writing. It is also termed as the cultural aspect that invokes learner motivation to learn literature (Fernando, 2004). According to M. Salih (1989) literature comprises of language as a major component and is supreme to all linguistic activities.

According to Fernando (2004) literature is never counterproductive. Our own teaching methodologies create barriers to learning language through literature. Using literature to develop linguistic competence requires four components:

- i. The achievement level of the learners
- ii. The type of text being used
- iii. The variety of texts needed as supplementary text material
- iv. The fourth component can be in the form of native and foreign language cultural

differences.

When the students study the language of the literary texts, it helps them to integrate language and literature. Meaningful interpretations and evaluations of the texts are made by the students when they analyze the literary ideas in detail. It increases their understanding of English. They interpret aesthetic components of a text by adopting grammatical, lexical and discursive approaches.

Literature helps a lot to develop linguistic skills as it promotes linguistic knowledge by giving opportunity to learn vocabulary and syntax use. Literature also has an important role in the language use as it is composed of discursive language (Povey, 1972).

According to Jon Davison and Jon Moss (2000) teaching and learning of literature along with paying attention to the language enables the students to succeed. It mostly happens that in the national curricula there is narrow range of the texts in literature presented to the students. It has created tension between three dominant views of English that are:

- i. English as a service subject by which learners can access other areas of curriculum
- ii. English for preparation of successful life
- iii. Giving access to experience by means of literature

Literature can be used as content as well as for the personal enrichment of the learner. Literature as content focuses on the areas such as history and the background of the literary movements as well as the literary devices. Reading and literary criticism of the texts helps the students to learn English. Mother tongue helps them to discuss and translate the texts. Students can be encouraged to express their own opinion, feelings and

emotions by means of literature. It helps the students to learn English emotionally as well as intellectually. Materials for this purpose can be selected keeping in view following factors:

- i. Students own interests should be preferred
- ii. There needs to be a high level of personal involvement
- iii. There needs to be a combination of literary as well as the non literary material.

2.4.3 Language based approach to literature:

Language based approach to literature covers a lot of goals and procedures. It is very closely related to the integration of language and literature. Important goals of this approach are:

- i. Studying or reading literature itself
- ii. Using literary texts for language purposes.

When literature is used for language activities it gives a variety of styles and registers that can be interpreted in multiple ways and so many topics can be found for classroom discussion. Using language based approach to the literature is comprised of techniques and procedures that are concerned with literary text itself. Stylistics can be used for the deep study of literary texts and especially linguistic features of the text. It helps to understand the meaning of the texts.

2.4.4 Integration of language and literature:

Duff and Maley (1990) have emphasized upon an integrated approach to teaching

literature. They give following reasons for adopting this approach.

i. Linguistic:

Linguistic reasons for adopting an integrated approach are that learners are exposed to varieties of authentic materials and they come to know about types and difficulties of English language

ii. Methodological:

By means of literary discourse readers come to know about use of schemas and strategies of intensive as well as extensive reading

iii. Motivational:

Literary texts make reading enjoyable.

Savvidou (2004) has supported the integration of linguistic as well as the literary components and says that it develops a learner's understanding of his own as well as the other cultures, gives him opportunities for personal expression as well as increases his knowledge about the lexical and the grammatical structures. The learners can use their learning strategies to analyze and interpret language in a specific context and come to know why and how of the language manipulation. Moreover learners get opportunities to develop their linguistic as well as communicative skills and various types of discourses. A useful technique of teaching literature is to open questions to the textual structure and identity. This can be done by studying two contrasting texts together. In this way the features of both the texts are revealed and the meaning of the textual status can be worked upon. Roland Barthes (1970) as cited by John Davison and John Moss (2000) have given

some techniques to explore the narrative text. These techniques are:

- i. The proairetic that is related to the actions, sequence and the development of the ideas in a text
- ii. The semic that is related to the components and the constituent elements
- iii. The symbolic that is related to the themes, symbols, contrasts and echoes
- iv. The cultural that is related to the knowledge, references and the implied information about the text
- v. The hermeneutic related to the questions, enigmas, answers and gaps

The students can be made to exercise a text keeping in mind these codes.

The proairetic code can be put into action by dividing a text into segments. It can help to identify how various components of a text are related to each other. It can help to understand the codes and conventions.

The semic code can be practiced by asking the students about the places, events, objects and identities in a text, meanings, relations between meanings and meanings in context.

The symbolic code can be practiced by asking students about the information text provides. The students can be asked about the answered and unanswered questions in a text. It can invoke speculative reading practice.

The cultural code can provide information about culture and the context. Specific pieces of the vocabulary can be related to a particular culture. It can help to understand the contemporary discourses and various types of linguistic analysis.

The hermeneutic code can be put into practice by discussing types of questions, issues to

be discussed that remain untouched in a text and making efforts to fill the gaps among various components of the text.

Stylistic approach towards teaching literature enables the students to use language in different ways. By making interpretations and getting access to the range of the meanings the learners' interpretive abilities get polished. Working with the ambiguous literary texts students' capacity for learning literary meanings is developed. Learners' critical abilities and emotional awareness is developed when they get opportunities to express their ideas in English (Gillian Lazar, 1993).

Using literature from different cultures into literature enables the teachers to change their attitudes as well as their methodologies about how to explore the issues of race, class and culture as well as issues in dealing with multicultural literatures (Banks 1993; Spears-Bunton 1998).

According to Fernando (2004) literature is never counterproductive; rather our teaching methodologies create barriers to learning language through literature. Using literature to develop linguistic competence requires three components.

- i. Achievement level of the learner
- ii. Type of text being used
- iii. Varieties of the texts needed as supplementary text material
- iv. The fourth component can be in the form of native and foreign language cultural differences.

In order to fulfill both the literary and the linguistic needs appropriate texts need to be

selected.

According to Fillmore (1982), in a literature focused classroom the students should be able to convey the information about what is learned as well as the language used in context and the language itself. Students should be provided opportunities so that they receive input in an effective manner and also learn a second language in such away that they give better output.

Literature has a very important role in developing learners' communicative competence in second language (Shanahan, 1997).

According to Bozzini (2001) arguments in the favor of teaching literature in ESOL include:

- i. Literature contributes a lot in developing language competence
- ii. Actual language use is reflected through the vocabulary and the syntactic structures used in a variety of contexts.
- iii. All the four skills including reading, writing, listening and speaking are developed by adopting an integrated approach to the teaching of literary texts.
- iv. Learners' critical skills are developed through analysis and discussion of the literary texts
- v. Literature makes language learning interesting and enjoyable thus appealing to both the intellectual as well as the affective domains.

2.4.5 Transformative learning through literature:

According to Mezirow (1991, 1995) as cited by N.L. Hadaway and M.J.

McKenna (2007) transformative learning takes place when the learners are engaged in rational discourse and reflect critically. It is enhanced through experiential learning. This approach implies that the teachers as well as the learners should get engaged in global literature as well as the political nature of teaching. Transformation is the identification of community based needs as well as taking action to fulfill that need.

Using transformative learning model with global literature:

Using transformative learning model for global literature comprises of following stages:

i. Information:

At this stage the students get information from their teachers and texts. This is called as efferent reading or reading for experience. The students think in a deeper way about all that is happening in their own contexts, in their neighborhood as well as around the globe. At the information stage a teacher provides knowledge about the history, author rationale and background of a particular text. Here the students are given direct instructions, assignments and discussions are held about the texts. At this stage knowledge, comprehension and interest are developed and the classroom is teacher centered.

ii. Integration:

It is the second stage where the learners get engaged with the text in a deeper way as compared to the first stage. This stage is transaction between the reader and the text.

Here the learner works upon personal as well as aesthetic meaning of the text. They

learn about condition of people living in different areas and the social and cultural environment.

iii. Transformation:

This is the last stage where the learners become able to know about something, some place or some person and relate it with a particular situation. The students and the teachers work for social empathy and become volunteers against social injustice. The students, the teachers and the interested community partners work individually or in groups to address mutually identified needs.

iv. Extending the model through service learning:

Service learning is connected to the curriculum as well as to the goals of the curriculum. Here the classroom learning is taken to the community to address local or global needs. Any kind of learning such as history, music arts etc can be extended to the community keeping in view the needs, and size of the community.

2.5 Importance of culture in teaching literature from global perspective:

According to Brown (1994) culture is a particular context in which the individuals think, feel and react to others in a particular manner. He terms culture as glue that keeps a group of the people together. It helps to determine the behavior of the people and makes them status conscious as well as helps them to know what others think about them.

Cortazzi and Jin (1999) suggest three types of cultural perspectives that can be used in designing textbooks and materials for second language teaching. The first one is to include materials related to learners' own culture. The second one is to include materials

from target language countries. The third one is to use global cultural materials including English speaking as well as non English speaking countries.

According to Zughoul (1999) the content that is reflective of the western institutions, values and styles should be avoided in language teaching. Foreign culture should be taught in such a manner that there is a comparison of target culture and the local culture. Moreover local culture should not get threatened and should remain superior to foreign culture. Students need to be enabled to talk about their own culture as well as have knowledge about global cultures. It is a great challenge to teachers, their pedagogical approaches and the attitude they have towards English language and culture.

The literary texts in English language reflect the rich and diverse world. Writers living in different countries and having different cultural backgrounds have written literary texts in English. When students get exposed to a range of literary texts they come to know about diverse cultures that are reflected through literary texts (Gillian Lazar, 1993). The study of literature has a great role in developing awareness about the different cultures. Literature reflects the attitudes, beliefs and practices of different cultures. On the one hand it gives a comprehensive view of culture but on the other hand it can create problems as well because the people have developed a stereotypical view of English language and culture (Kachru in Brumfit and Carter, 1986; Lazar, 1993).

According to Naz Rasool as quoted by Sabiha Mansoor (2004) language and culture go side by side and are loosely linked to the lives of people, their culture as well as society.

According to Byram (1988):

- i. A learner needs to explore his/her own culture
- ii. The learner needs to discover the relationship between languages and culture
- iii. A learner needs to know how to compare and analyze cultures.

Joseph John (1986) has argued that language and linguistics courses are usually concerned with certain rules and principles of language learning and restrain students' knowledge while literature provides extra features that help to improve students' command over English language as well as their ability to use language freely as linguistic, cultural, social and psychological medium of expression.

2.6 Position and status of English language in Pakistan:

Muhammad Akram and Anser Mahmood (2007) have highlighted the position and status of English language in Pakistan. According to them English language enjoys a high status in Pakistan as a language of education, law, government as well as science and technology. If a Pakistani has an inadequate grasp over English language, it always reminds him of his lower status. English teaching in Pakistan is mostly text based as the British nation wanted to create a class of native speakers who would act as a buffer between the Indians and the British and would also act as linking agents. English is a compulsory subject from the very first grade in all the curricula of Pakistan. Pakistani English teachers need to teach English as a second language from the linguistic perspective. The number of institutes where English language education is being given is

increasing day by day that shows how much value is being given to English language in our country.

Ghani (2003) has also commented about the same situation as mentioned by A. Muhammad and M. Anser (2007). According to him English language in Pakistan is considered as a key to success for further education and for getting higher jobs. It is the language of education on a wide scale as well as of higher education. It is not used as a home language by Pakistanis. The upper strata of society use English language as a symbol of status. Socially English is used as a second language and has a great impact on economic and educational progress. It has a great role in commerce and industry. It is also used outside the government sector.

According to Rabia Samiullah (1999-2001) there is a very long history of English literature education in Pakistan. Pakistanis have always showed a high interest in studying English literature. The Pakistani students learn it to get information about the target culture, to develop linguistic awareness and competence. Further she says that in Pakistan more attention is paid towards learning literature than towards learning linguistics.

2.7 English literature in Pakistan at Higher Education level:

Dr. Tariq Rehman (2004) has given an overview of the English language and literature being taught in higher education institutions of Pakistan. According to him English is offered at masters' level by traditional universities of Pakistan. B.A (honors) courses in English are offered by Universities of Sindh. In the other universities of

Pakistan the students are just examined for B.A degree. Actual teaching of English takes place in colleges. Some colleges also offer M.A degree in English but the courses are determined by the university with which they are affiliated. M.A English courses are composed of English literary classics. Some of the universities have included courses in linguistics as well like the University of Azad Kashmir. Linguistics, ELT and American Literature are offered as optional courses in the universities of Punjab and Karachi. Postcolonial literature is not being taught at undergraduate level anywhere in the universities. A little change has taken place about the awareness in English language especially linguistics. Some institutes have started mandatory courses in functional English. These institutes include the British council, The Aga Khan University and NUML (National University of Modern Languages). Officially prescribed variety in Pakistani institutions is still British English. At higher level teachers are aware of the other varieties of English and refer to work on Pakisani variety of English. Great Pakistani writers of English literature like Bapsi Sidhwa talk about the Pakistanized phrase and the choice of the native words. Great academics and literary figures have nearly a native like command over English language. In actual practice the teachers prefer to teach British Standard English and use outdated books.

According to a report by the Boston group, Higher Education commission is trying its best to transform Pakistani institutions into such seats of learning, advancement and knowledge so that it would help to create such a society that is modern, progressive and tolerant, having dignity of labor, craftsmanship, inquiring spirit, critical thinking and the

sense of public duty. There are continuing concerns about the rising levels of intolerance, conflict, violence, and civic indifference. There is a consistent increase in poverty and dependence. Pakistani institutions are in trouble to work for such problems. Private sector institutions have a good quality of higher education but they are less in number to meet the needs of the population. Most of the burden is on the public institutes of higher education comprising of universities and colleges. The major problems in higher education include poor quality of the teachers, low motivation on the part of the students, unsuitable course content for the social and the economic needs, gender and class differences, student discipline, outdated course materials and curriculum, fiscal insolvency and the lack of research. Teachers' quality is in a poor condition. Students are given a poor learning environment. The result is an overwhelming majority of students emerging from Pakistani institutions that have no social or technical skills. There is a very little emphasis given on communication, language and humanities.

2.7.1 Need for change:

A World Bank report on higher education in Pakistan (1990) has stated the condition of higher education in Pakistan. According to the report there is sharp and accelerating deterioration in the higher education sector. The nation's universities are becoming pale shadows of the effectively run universities in the world. Most of the colleges have as low standard as that of a high school. Scientific research has no quality. If seen from the preview of international standards Pakistani degrees will not be better

than a secondary school diploma in a few years.

According to Dr. Shahid Siddiqui (2007), in Pakistan most of the educational institutions follow literature based approach at the different levels. The students are given education about all the genres of literature including short stories, poems, essays, plays and novels. This kind of emphasis on literature only has faced a very strong criticism by the practicing teachers and linguists. As Akyel and Yalcin (1990) have said that broadening the learners' knowledge through teaching classic literature usually has disappointing results. If the language used in text deviates from usual norms of the language use, it is archaic, metaphorical, rhetorical, and metaphysical and makes use of the complex registers. It becomes problematic for the students to learn literature (Gillian Lazar, 1993).

According to Widdowson (1975), in order to make efforts to teach communicative competence to the learners there is a tendency to use such type of texts that focus upon the transactional and the expressive forms of writing excluding poetic forms of language that constitute literature. It is perceived that using literary discourse deflects from knowledge of language learning, knowledge about language structure and the functions of communication. Short (1996) has termed divergence between language and literature as the cause of disconnected pedagogic practices of language and literature.

Dr. Shahid Siddiqui (2007) has termed literature as a luxury which can not be afforded by most of our students in Pakistan. The students do not have enough knowledge about basic language skills that are needed to use language as a tool of communication.

Pakistani learners learn English language for two reasons that are

- i. To acquire higher education in different fields
- ii. To get good jobs

In order to achieve these objectives students need to learn basic language skills that are reading, writing, listening, and speaking in order to use language in an effective manner. Most of the course designers in Pakistan come from literature background. The books they design reflect their passion for literature. Just like other developing countries in Pakistan the emphasis is given upon teaching English literary classics or literature of high caliber. It is leading to disillusionment about literature. When the students study such type of texts they are completely lost. Neither classical poetry is of any use to them nor can they understand, appreciate and use its vocabulary. Apart from the choice of such texts another problematic factor is their unsuitable teaching methodology. The teachers do not have enough training and experience.

Rabia Samiullah (2001) has commented upon the problems associated with English literature education in Pakistan. According to her, for more than half a century English education has been in progress in Pakistan. Some issues have remained associated with it. They involve the scarcity of the qualified faculty, the students' minimum competence in linguistics, poor examination system and the syllabus that is totally against what students need to have. The problem of linguistic incompetence is so serious that students are unable to decode the meaning in literature. The problem associated with textbooks is also important because until now medieval literary texts are being taught to the students. They

have to work very hard to understand archaic words and expressions that are too difficult or them. In this way students can not get access to learn the contemporary literature. Unsuitable selection of the texts reduces their motivation and they think that they are being forced to learn which they do not want to learn. These problems have remained unresolved until now and have prevented getting success in the teaching of literature.

Same points have been emphasized by Sabiha Mansoor (2004). According to her learning English for Pakistani learners is quite complex. English is the language of offices, finance, academic circles and education in Pakistan. It is needed in Pakistan not only because of modernization and technology but also due to linguistic, social and political considerations. Pakistani students learn English to travel and study abroad, studying technical literature, in order to cope with classes in the university, social needs to access international books, journals and as a working language for future careers.

2.7.2 Unsuitable syllabus:

The materials used for English language and literature pedagogy at the Board or the University levels in Pakistan are taken from abroad. The textbooks are mostly written by the native English speakers that are not suitable for the students who are the non native speakers of English. The absence of local materials for English language pedagogy as well as teaching functional English is being viewed with suspicion. Some people feel that it is all because of the undue influence of the western cultural hegemony over the local values and cultures. As a consequence although there is high motivation on the part of teachers and learners to teach and learn English, the status of English language still

remains controversial. English language learning can become more meaningful if the local materials are included in the syllabus. The materials being used to teach English are creating difficult situation for the Pakistani learners. They feel it hard to relate to the foreign contexts. There is no contribution made by the syllabus designers or teachers to make the texts interesting and non-judgmental. As according to Or (1995) teachers and syllabus designers are usually reluctant to introduce unabridged and authentic texts in ESL syllabus. It is usually thought that the literature is quite difficult as well as inaccessible for a foreign language learner and it can cause hindrance to the process of language learning. The students are not given any opportunity to get knowledge about the foreign culture nor are they introduced to ethnic groups or their value systems. Research produced in this century has evolved a theory that the knowledge of the native culture is very much important for the learners of a second language. Similarities and differences play a very useful role in the language studies. For the teachers of a second language the knowledge of the common features between the two languages or of the universal features of the language is crucial for understanding the language process as a whole. In this way we can recognize not only different types of world views and different ways of expressing reality but can also recognize through language and culture some universal features that help to bind us all together in this world (Sabiha Mansoor, 2004).

2.7.3 Changes in syllabus suggested by the scholars:

According to Sabiha Mansoor (2004), in order to prepare students to use English language in an effective manner teaching of English needs to have following objectives.

- i. English for the academic purposes
- ii. English for the interactive purposes
- iii. English for the communication in target areas of work
- iv. To travel and study abroad and to communicate with the speakers of English as second or as a foreign language.

The first three objectives require that the students should be given education of English language with their local contexts while the fourth one requires that English should be taught for the intercultural communication. Teaching of English in Pakistan requires that the students should learn how to use English as a foreign language and how to use it as an international language.

According to Rabia Samiulah (2002) Pakistani students have their own way of learning. Keeping in view their needs and learning styles proper materials need to be selected and suitable approaches need to be used to teach literature.

Dr Shahid Siddiqui (2007) has given emphasis upon a balanced approach towards language and literature. He has given three points:

- i. Using literature for language learning purposes
- ii. Exploring the existing books for better academic outcomes
- iii. Focusing upon the changes required in our classroom teaching practices

As according to Kramsch (1985) the curriculum for the learners should be adjusted in such away that literature should be appropriated according to learner needs.

Shahid Siddiqui (2007) has further argued that we can think about the productive

coexistence of language as well as literature. Language can be taught to understand and appreciate literature and literature can be used to teach language in an interesting manner. Pakistani students are non native speakers of English language so the texts should be selected keeping in view the linguistic levels of the students. Grand classics can be replaced by including simple and contemporary texts in the syllabus. Motivation has an important role for the learners of English. Literature can help the students to take interest in their study. In Pakistani context students do not get opportunities for spoken and listening language practice. Reading is an important skill as students get maximum exposure to target language by means of reading.

According to Abdulhafeez (2004) the objectives of teaching English should be to enable the learners to use language for communicative purposes. Students listening skills should be improved. Their speaking skills need to be developed so that they can speak English with confidence. Their reading skills also need to be developed so that they become able to understand different types of texts. The writing skills also need attention to enable the students to write effectively in second language. The materials that are selected for students should reflect the issues related to the use of language in present as well as future situations. Thus the materials should be according to the learners needs and should fulfill the objectives of the programs for which English is being taught. It would help the students to use the language effectively for their own purposes.

Fernando (2004) has maintained that the selection of the appropriate literary texts is a very decisive factor to promote literary studies at all levels. Wrong and arbitrary

selections deviate students from learning literature. According to Gillian Lazar (1993), in order to select proper texts following points should be kept in mind:

- i. Type of course being taught
- ii. Type of students being taught
- iii. Students' cultural background
- iv. Students' linguistic proficiency
- v. Students' literary background
- vi. Literary qualities of the text itself
- vii. Whether a student can navigate his own way through text

Syllabus designers need to design the cultural component of the course in such away that it serves as an aid to learning English rather than a problem. Our own local materials can be developed for the teaching of English. According to an assessment of locally published materials by Khan and Lindley (1993) the English language materials published in Pakistan by both the private and the public sectors is an average of about 3,000 a year, despite of the fact that it is the ninth most populous country in the world. The maximum number of the books published is in the national language (Urdu) rather than English language. One of the factors behind low number of published books is identified as shortage of the local publishers and the unavailability of the trained human resources. The readers have a very few English language publications at their disposal so far as the indigenous materials are concerned, that is why readers have to rely on the imported books having high prices (Sabiha Mansoor,2004).

2.7.4 Need to incorporate local as well as global literary materials for Pakistani

learners:

According to Sabiha Mansoor (2004), in order to make English language learning interesting and useful for the Pakistani students, the English language teachers have to recognize the relationship between the language and the culture. Nowadays culture has more sophisticated and deep meaning for language learning so far as the affective and the cognitive domains of the language learning are concerned.

Implications of using English in terms of language and culture involve following aspects:

- i. Awareness of the students' own ethnicity
- ii. Awareness of the Pakistani culture
- iii. Awareness of the target culture that means the awareness of the British and the American culture as well as the global culture.

Rabia Samiullah (2001) has also given similar views. According to her the Pakistani students not only learn literature to achieve linguistic competence but also to get knowledge about the world and to understand it.

2.7.4.1 Importance of local culture in teaching English literature:

English language is viewed as a threat to the languages and the cultural identities of the different nations of the world. The people from the different countries including some of the Western nations have expressed their fear about the globalization as the impact it leaves on an individual's culture and identity is not positive. The old cultures

are getting assimilated to the global culture and the new values, habits and loyalties are being adopted (Zughoul, 2003). According to Nick Piem as stated by J. Davison and J. Moss (2000), in every aspect of culture the traces of the globalization are present. There is a very rapid increase in the rates of the cultural mixing and the cultural interpretation. Then there comes a very intricate phenomenon called globalization where local cultures react along with as well as against (in few cases) the cultural trends of globalization.

Sabiha Mansoor (2004) has defined culture as an important factor that is necessary for the survival of humanity. It covers art, music drama, education, dress, religion, politics, crafts, and technology. When someone lives in a particular culture he or she adopts it. When different cultures come in contact with each other or when the inspiration comes from inside of the members of a particular culture changes occur in cultures. So far as Pakistani culture is concerned local cultures and regional languages are different in different regions. In spite of the huge diversity all the Pakistanis are united by the common beliefs and the values concerned with behavior, standards, character qualities, human relations and lifestyles, that are admired by people having different castes like Punjabis, Pathans Sindhis and Baluchis in Pakistan. Life and culture of Pakistani people has a close connection with religion (Islam). Other important aspect is the feeling of nationhood that all Pakistanis share; it does not mater whether they are from different castes or minority groups like Christians, Parsees and Hindus. All of them have same feelings of loyalty and patriotism towards their country.

Keeping in view such a unique cultural environment there is an urgent requirement to

publish local materials in English. It would involve not only publishing the writings and translations of the Pakistani writers but also encouraging Pakistani authors to create materials for the pedagogical purposes. The local materials would be easier to study and would help students in using English for the functional domains. The language materials should be helpful to meet both the academic as well the cultural needs of the Pakistani students. Using local materials would help for more successful learning of English language by incorporating the local cultural values of our own learners. In this way learning of second language will become more meaningful as there would be better opportunities for cognitive development as well as avoidance of cultural alienation for the students. It would also help to create positive attitude and higher motivational intensity to learn English. Applied and sociolinguists are required to play their role in this regard (Sabiha Mansoor, 2004).

According to Bapsi Sidhwa (1993) as quoted by Sabiha Mansoor(2004)

Although I speak Gujrati at home and am relatively fluent in Urdu and understand Punjabi, English is the language I choose to write in. Fortunately, I dream and think in all four languages. I feel perhaps in common with most trilingual or bilingual writers, fortunate in having access to these languages. I am free to take what I wish from the riches each offers. The earthly gusto of Punjabi, the poetry and delicacy of Urdu, the comedy and farce of Gujrati, the wealth of choice which makes for exactitude in English, and the body of meaning encapsulated in any of the words of these

South Asian languages and juggle them to my advantage.

Professor Farida Javed Malik in an ELT Seminar held in Lahore 1996, suggested that the study of the Literature component for Pakistani students in the curriculum should include the works of the Pakistani English writers especially women poets and English translations of our well known Urdu, Punjabi, Sindhi, Baluchi, Pushto and other local writers to enhance students' understanding of their own cultural identity (Sabiha Mansoor, 2004).

Sabiha Mansoor (2004) has proposed the following steps to incorporate culture in EFL classroom.

- i. ELT institutions in Pakistan like AKU-CEL, SPELT Karachi, A.I.O.U, HEC Islamabad and CALS (Lahore) should incorporate local materials in English language teaching from primary to graduate levels
- ii. The syllabus designers need to incorporate texts and translations of Pakistani authors. English language and literature syllabus should include Pakistani, English as well as global literatures at all levels.
- iii. Teacher training should include cultural component in classroom applications programs. It would also develop and monitor ELT materials that would meet national standards.
- iv. A national institute for study and research on Pakistani English and Pakistani culture and English across the cultures needs to be established. It would take the responsibility of research programs, international exchange programs and graduate teaching.

2.7.4.2 Importance of promoting cross cultural understanding for Pakistani learners:

C. Ismail (2006) has argued that when students read the literature of the foreign countries they become more curious intellectually as they come to know about the fact that there are other modes also available to express the feelings and the needs. Further, he says that in order to enable a learner to communicate effectively with the people from the diverse cultural backgrounds two things are necessary. First, the learner should understand the influences foreign culture exerts over others behavior. Second, the learner should know the influences of his own culture on his thought, behavior and the linguistic expression. He has given five reasons to familiarize learners with cultural components:

- i. Developing communication skills
- ii. Understanding the linguistic and behavior patterns of local as well as target culture
- iii. Developing intercultural understanding
- iv. Providing a wide perspective to perceive reality
- v. Solving problems of communication, interpretation and translation in an enjoyable manner.

According to Byram and Risager (1999) cultural dimension of language teaching should involve following factors:

- i. Developing learners' knowledge about his own cultural identity
- ii. Developing ability to work out similarities as well as the differences among the various cultures
- iii. Motivating students and assisting them to develop a critical approach towards

- different cultures
- iv. Removing prejudice and developing tolerance among the learners about different cultures
 - v. Making the students learn a language with interest
 - vi. Making the students able to understand the people's actions, social variables, cultural images related to the words and the phrases and also raising their intellectual curiosity about the target culture.

According to Naz Rasool, as mentioned by Sabiha Mansoor, (2004) the level of linguistic competence required in today's world requires communication skills that comprise of intercultural communication skills, knowledge about different cultures and skills in using more than one language.

Kachru (1983) has emphasized on the fact that if Pakistani learners' own culture as well as foreign culture is incorporated in teaching English, it would help Pakistani students who are the language learners of the outer circle to communicate in an effective manner with the English language speakers of their own country as well as with the English language speakers of the inner and the expanding circle (Sabiha Mansoor, 2004).

Chapter 3

METHODOLOGY

In order to conduct research in an effective manner quantitative as well as qualitative approaches were considered suitable. The aim of using quantitative approach was to assess quickly a fairly large sample of students and teachers. Quantitative approach made it easier to collect data from 60 students and 40 teachers but the opinions of the students and teachers were restricted because of the already mentioned options given to them. It was considered indispensable to use qualitative approach as well so that the respondents could express their opinion freely. Qualitative approach was quite helpful to explore the issues according to the context, understanding the problems and getting new insights.

3.1 Population:

The population 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. It was considered important to select the population from different colleges of NWFP because most of these colleges are providing low quality education in English literature that does not match with the modern standards of teaching and learning.

Sample:

The sample consisted of 60 students and 40 teachers selected from different colleges of NWFP including Peshawar, Malakand and Swat. Only 100 respondents were

selected because of the time and availability constraints. The sample was selected through a stepwise process. First random sampling was done on larger scale. Within that random sampling cluster sampling was carried out. Once again random sampling was carried out within the cluster to select the number of the respondents that could be handled with convenience.

3.2 Instruments for data collection:

Three research methods were considered suitable to collect data for this research.

- i. Structured questionnaires for the students and the teachers
- ii. Unstructured interviews with the students as well as the teachers

Questionnaires helped to provide quantitative data while interviews provided qualitative data.

i. Questionnaires:

Aim of using the questionnaires was to collect data about learners' needs, views about the existing syllabus and the changes required in the syllabus. For this purpose questionnaire was adapted from a research conducted by Butler (2006). Two options yes/no were given to the participants. The questionnaire was comprised of questions focusing upon the important areas mentioned in the research that are:

- i. Learners' needs
- ii. Views about the existing syllabus being offered to the graduate level students in the colleges
- iii. Changes required in the syllabus

- iv. Views about including literature written by Pakistani authors
- v. Views about the world literature in English

ii. Interviews:

Unstructured interviews were conducted with teachers as well as the students. The interviews were adapted from S. F. Saad, G. Deanna and J. B. Susan (2008). Changes were made in the content of the interviews according to the requirements of the research. These interviews were selected because of their open ended nature in order to collect comprehensive information about the learners' needs and views about the existing syllabus. The questions were selected on the basis of major themes collected by means of quantitative research. The major foci of the questions were:

- i. The existing syllabus
- ii. The students' needs
- iii. Preferred changes required in the syllabus
- iv. Questions about the local as well as the global literature

3.3 Reliability and Validity of the instruments:

The instruments were subjected to a pilot study for the confirmation of their reliability and validity. As mentioned by M. Alison and G.M. Susan (2005) instrument reliability is the consistency of scores obtained by testing the same instrument more than one times.

Validity refers to the ability of the instrument to measure what it is supposed to measure so that the results obtained are not only significant to the population that is tested but also

for our research. It is not possible to measure the exact validity of the instrument. Generalizing the results to the situations other than the situation in which research is being conducted can help to measure the validity of the instrument to some extent.

3.3.1 Reliability and validity of quantitative data instruments:

Reliability of quantitative data was checked by different kinds of methods. First a pilot study was conducted with a few respondents and the results were put to factor analysis.

Later on the results were collected second time and the discrepancies were removed.

i. Reliability Analysis and Factor analysis:

The reliability of the quantitative data was determined by means of reliability analysis as well as factor analysis.

Reliability of need analysis questionnaires:

These questionnaires focused upon the learners' needs. Twenty questions were given to every respondent having two options yes/ no. In order to measure the reliability of the questionnaire reliability analysis was applied. Cronbach Alpha was set at 0.7 as most of the times researchers set the same value for reliability analysis.

Table 3.1: Reliability statistics for the need analysis questionnaire.

Cronbach's Alpha	N of Items
.697	20

This table shows reliability statistics for twenty items in the questionnaire that was found to be 0.69 that is very close to the already set value of 0.70. It signifies that the

instrument was reliable.

In order to get detailed information about all the twenty components of the questionnaire factor analysis was applied. Eigen value was set at 1. All the elements having Eigen value of 0.48 and above were selected and the values below 0.48 were extracted. The reason for selecting Eigen value of 0.48 was that most of the times it is very hard to get an Eigen value of 1 or close to 1 in social sciences. In such a situation extracting the questions below some satisfactory value can affect the research.

ii. Validity of the questionnaires:

It was very difficult to check the exact validity of the instruments however in order to check the face validity of the instruments different techniques were used like discussion with the participants, pilot study and the views of the colleagues who helped to conduct this research. The questions were discussed with the respondents and they were told briefly about the purpose of the research. They were asked to give their opinion about different questions that whether they felt it hectic to respond or if they felt any difficulty in understanding the meaning of the questions. Questionnaire on need analysis contained more than 25 items initially but for the sake of the convenience of the respondents the number of items was reduced. Moreover, the number of options given to the respondents also needed to be reduced because they felt it difficult to use five points or seven points scale. To make the scale convenient to understand it was reduced to only two points. Pilot study also helped a lot to know about the validity of the items. From the views of the respondents it became very clear that they wanted to have clear and precise

language used in the questionnaires and also suitable number of questions to which they could easily respond.

3.3.2 Validity of the qualitative data:

The qualitative data consisted of interviews that were unstructured. Face validity of the qualitative data was also determined by means of pilot study and the views of the respondents and colleagues about the questions. Some of the respondents complained that the interviews were too lengthy and they could not respond effectively. For the sake of their convenience the number of items was reduced and the simple language was used in the interviews. Some of the respondents were not fluent enough in English so they were given the choice to use their first language while they had difficulty in stating their opinion in English language. They could either use the mixture of English language and Urdu language or simply state their opinion using Urdu language.

3.4 Data Analysis:

Quantitative data were analyzed using SPSS. Chi square test, T test were used to check the significance while Pearson's r and Spearman's rho were used to check correlations.

Qualitative data were analyzed keeping in view the ideas given by different researchers regarding teaching of English language and literature in Pakistan.

Chapter 4

DATA ANALYSIS AND DISCUSSION

In this chapter the results have been analyzed according to the research questions and hypotheses that have laid the foundation of the study. Two types of data have been collected and analyzed for the purpose of analysis and discussion that is quantitative as well as qualitative data.

4.1 Quantitative data results:

Quantitative data were collected through questionnaires. Questionnaires were used to collect data from the students as well as from the teachers. Questionnaires focused on the existing syllabus, the needs of the students according to the global context, changes required in the syllabus and the significance of local as well as the global literatures in the syllabus.

4.1.1 Students' needs:

Research question 1:

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

Hypothesis 1:

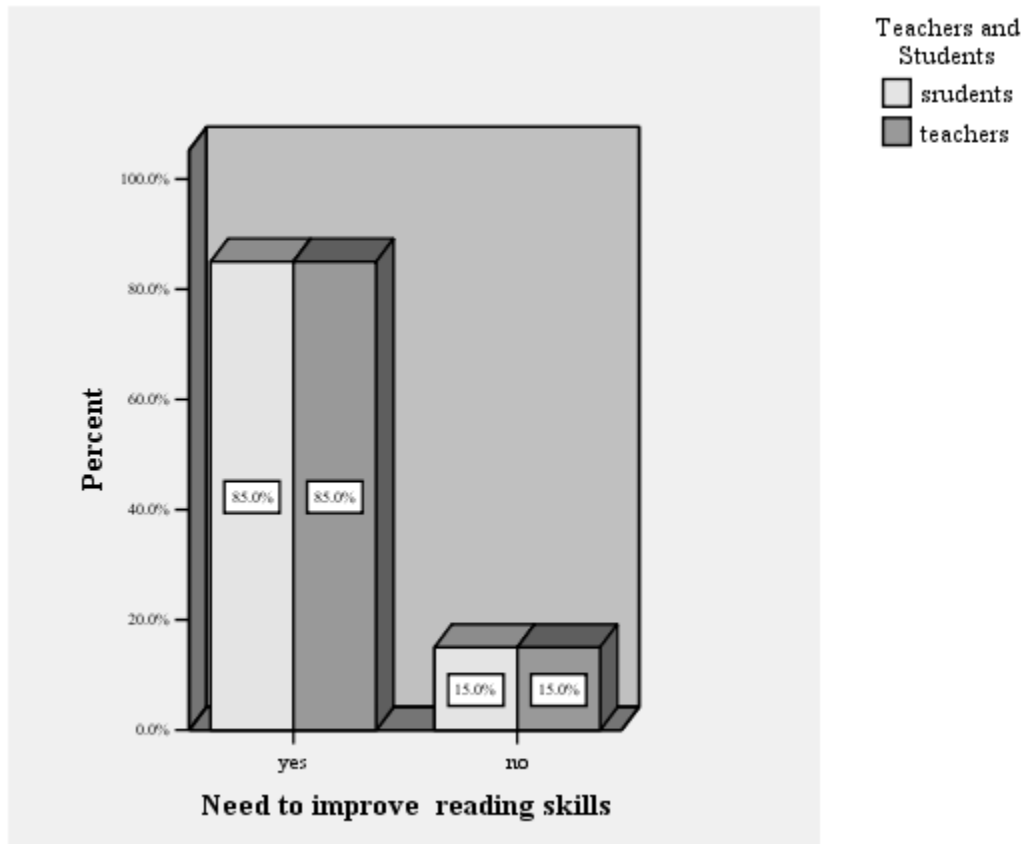
Majority of the students will have stronger needs for learning English literature according to the global context.

The questions related to the needs focused on communication skills especially reading, writing, listening and speaking. Grammar was also included in students' needs. The need to learn local as well as global literatures were also considered important for the

students.

i. Reading skills:

Graph 4.1.1.i:

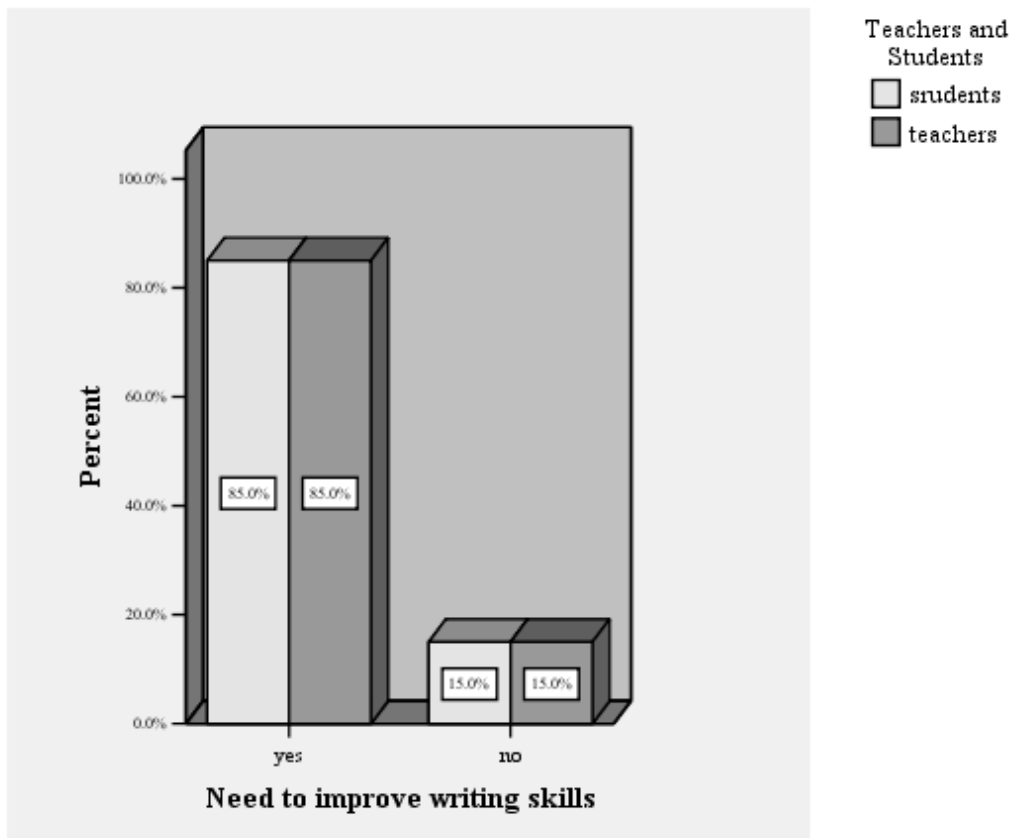


This graph indicates that overwhelming majority of the teachers and students, that is more than 80% have given positive responses while an insignificant number of teachers and students that is less than 20% have given negative responses. Bars do not represent any significant difference in the response ratios of the teachers as well as the students. It signifies that that there is a strong need to improve reading skills. The teachers and the students have same kind of opinion for improvement required in the

reading skills in English.

ii. Writing skills:

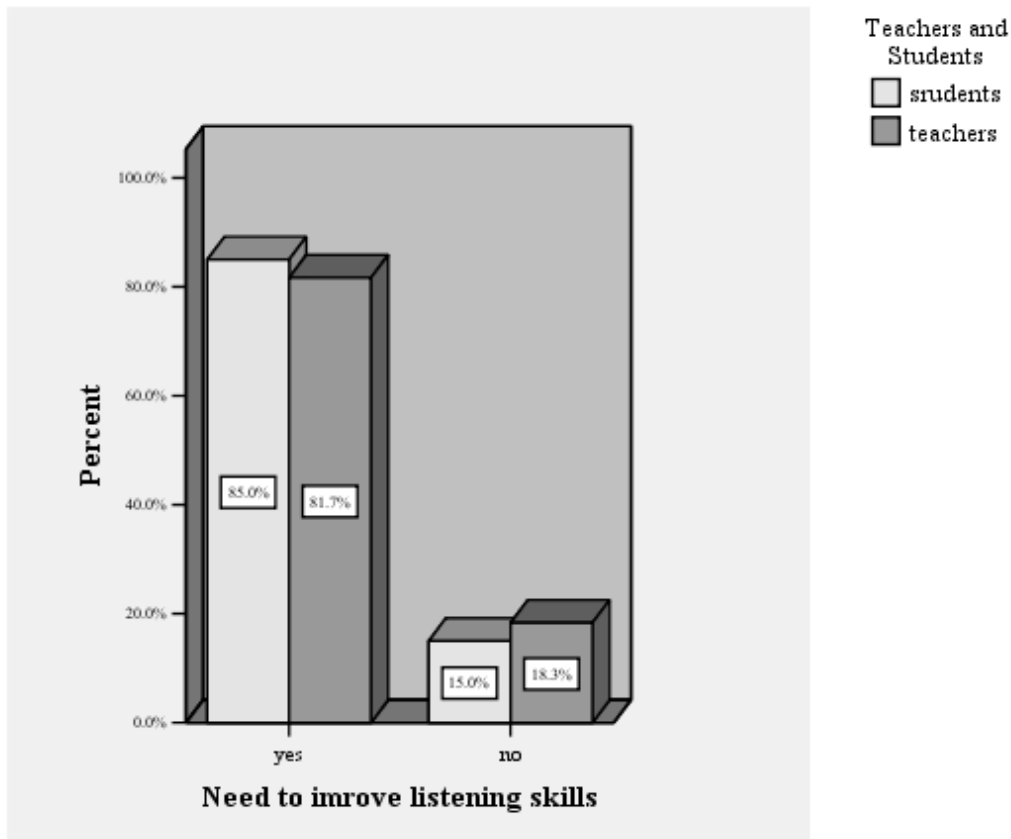
Graph 4.1.1.ii:



According to this graph more than 80% teachers and more than 80% students have given positive responses while less than 20% teachers and students have given negative responses. Bars have almost same ratio of the responses of the students and teachers for both the categories positive and negative. It means that majority of the students and teachers think that there is a very strong need to improve writing skills.

iii. Listening skills:

Graph 4.1.1.iii:

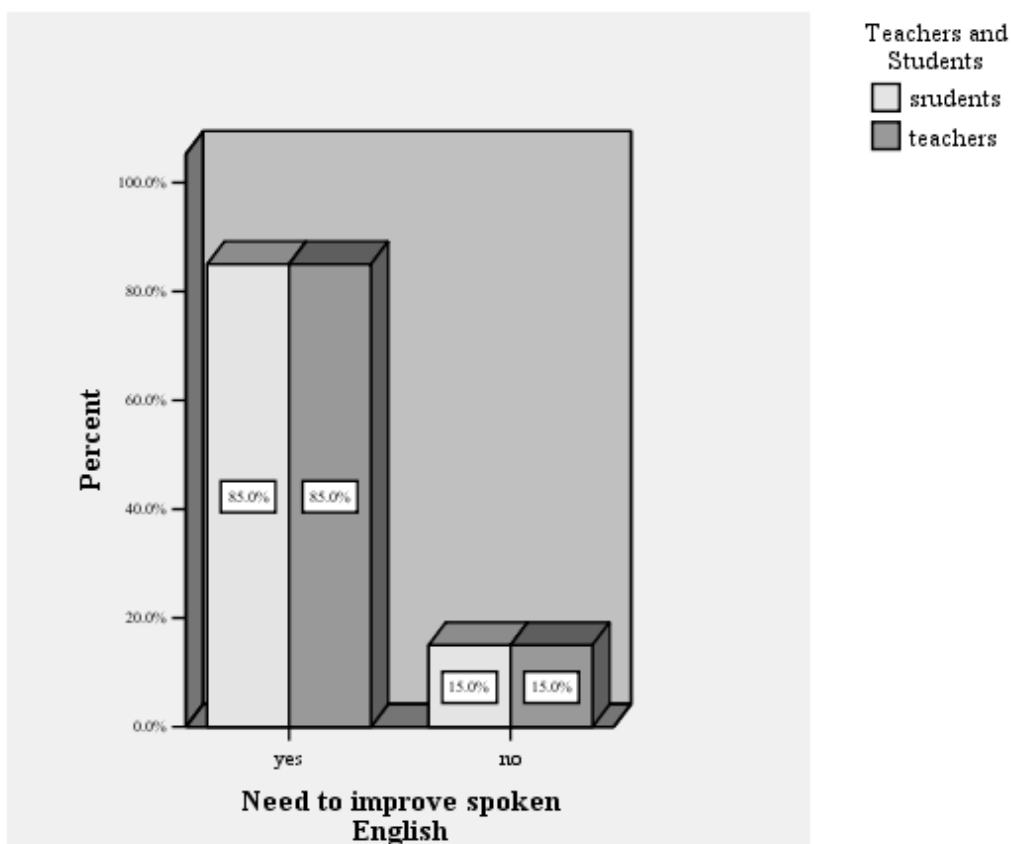


This graph indicates that 81.7% teachers and 85% students have chosen the category yes for their responses while only 18.3% teachers and 15% student has chosen the category no for their responses. There is not any significant difference among the bars so far as the ratios of the responses are concerned. It shows that the majority of the

students and the teachers feel that there is a need to improve listening skills in English.

iv. Spoken English:

Graph 4.1.1.iv:

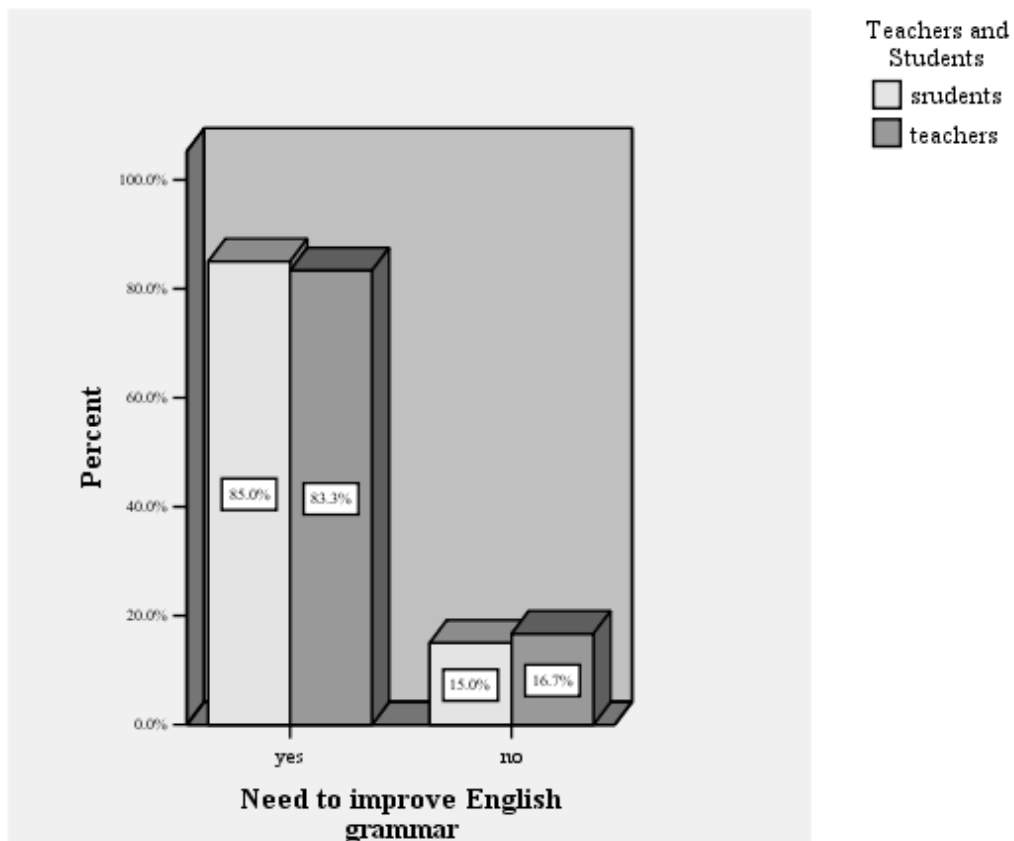


According to the graph 85% students and 85% teachers have given positive responses while only 15% students and 15% teachers have given negative responses. The ratios of the positive and the negative responses are the same for the teachers and the

students. It means that a significant number of the teachers and students think that the spoken English needs improvement. Moreover, there is a similarity in their views about spoken English.

v. English grammar:

Graph 4.1.1.v:



According to this graph the percentages of the students and the teachers' positive responses are 85% and 83.3% respectively while the percentages of the negative

responses are 15% and 16.7% respectively. The bars do not have any significant difference so far as the ratios of the positive and the negative responses are concerned. The results show that majority of the respondents have same opinion about the need to improve English grammar.

vi. Local culture:

Graph 4.1.1.vi:

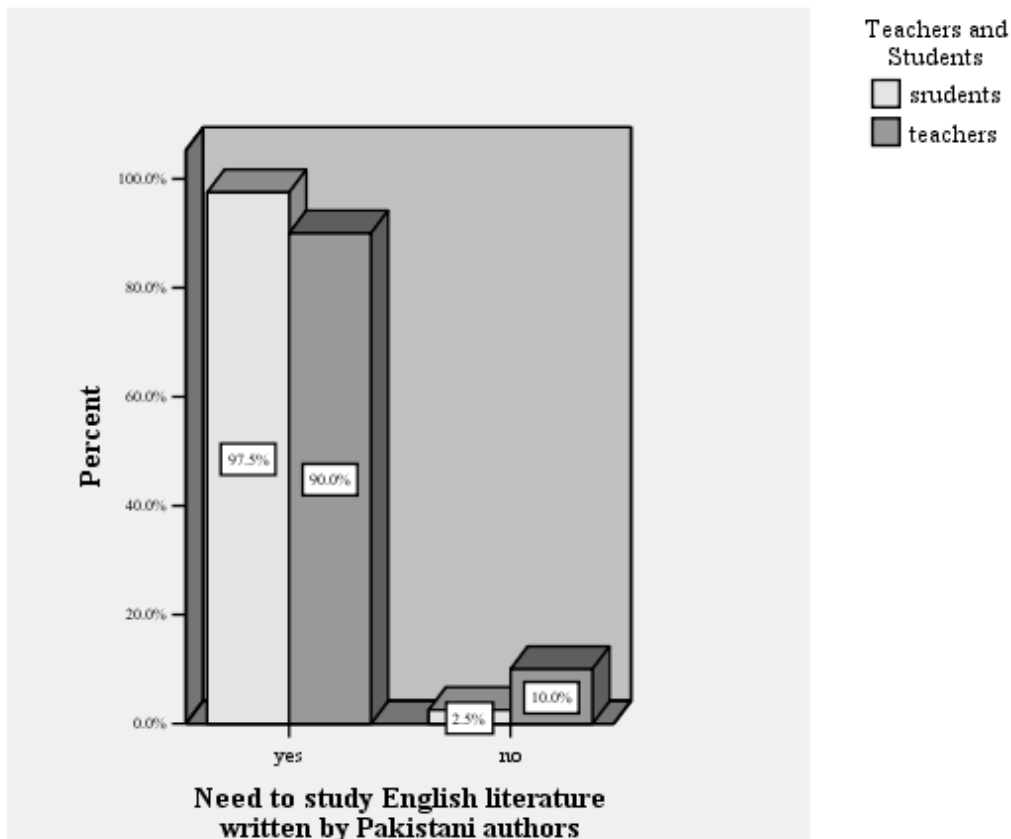


This graph shows that 97.5% students and 88.3% teachers have given positive

responses while 2.5% students and 11.7% teachers have given negative responses. There is slight difference in the ratios of the responses given by the teachers and the students. It indicates that a significant majority of the respondents feel a need to represent the local culture in the syllabus.

vii. English literature by Pakistani authors:

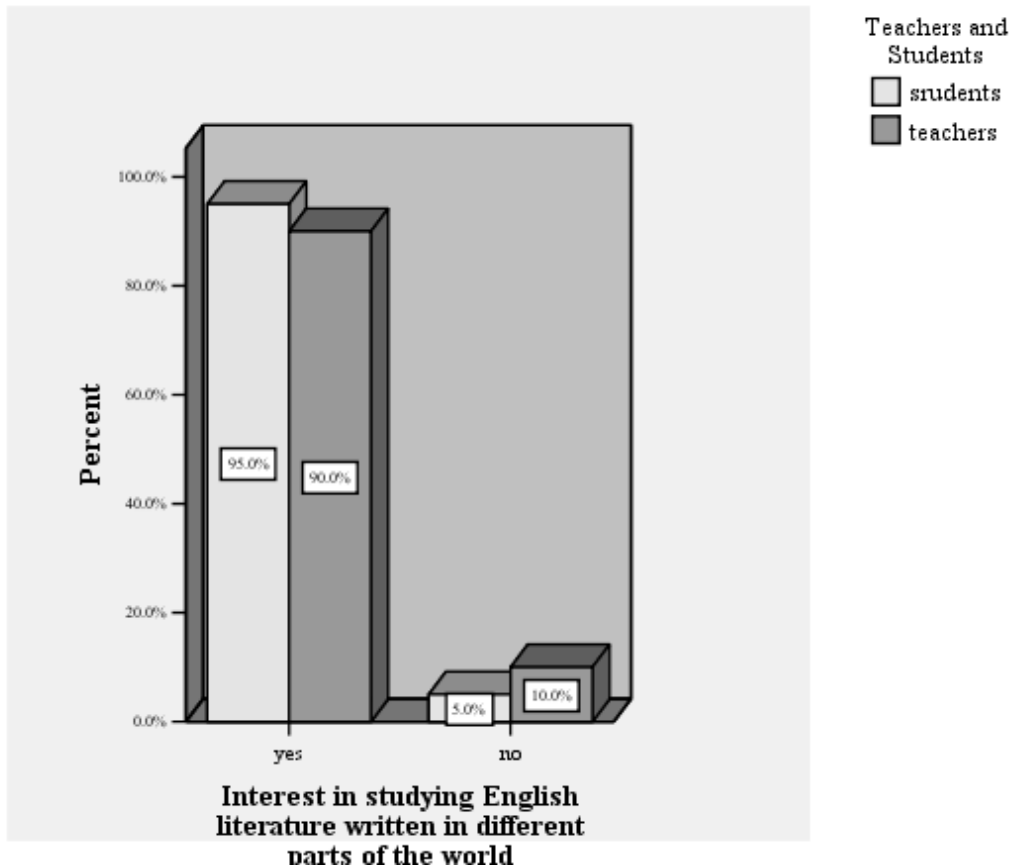
Graph 4.1.1.vii:



This graph shows that 97.5% students and 90% teachers have given positive responses while 2.5% students and 10% teachers have given negative responses. Bars show a significant similarity with each other so far as the ratio of the responses is concerned. It signifies that the significant majority of the respondents feel a need to learn Pakistani literature.

viii. Need to learn world literature:

Graph: 4.1.1.viii:



This graph indicates that majority of the students and the teachers having percentages of 90% and 95% respectively have given positive results while 5% students and 10% teachers have given negative results. The bars do not show any significant difference regarding the ratios of the responses. The results prove that the majority of the teachers and students favor English literature written in different parts of the world.

Significance:

In order to determine the significance of the responses given by the teachers and the students Chi square test and t test were applied.

Table 4.1.1.i: Chi square test statistics for the students' needs:

Statistics	Variables Needs
Chi-Square	997.896
df	6
Asymp. Sig.	.000

* Significant at p- value <0.05;** Significant at p-value<0.01

This table shows chi square statistics for the students' needs. Chi square value is too large that is 997.896 with 6 degrees of freedom and a significance value of 0.000. It shows that there is a significant difference between the positive and negative responses given by the students and teachers.

Table 4.1.1.ii: t test statistics for the students needs:

Group Statistics				
Dependent variables	Teachers and Students	N	Mean	Std. Deviation
Needs	teachers	40	8.8500	1.21000
	students	60	9.1167	1.58480

Independent Samples Test					
t-test for Equality of Means					
Dependent variables	Assumptions	t	df	Sig. (2-tailed)	Mean Difference
Needs	Equal variances not assumed	-0.952	96.115	.343	-.26667

* Significant at p- value <0.05;** Significant at p-value<0.01

This table shows the statistics for the students needs. There are 40 teachers and 60 students with a mean of 8.85 and 9.116 respectively having standard deviation of 1.21 and 1.584 respectively. T test has a value of -0.952 with 96 degrees of freedom and p

value of 0.343 with a slight mean difference of 0.2666. These results show that there is a very little difference between the mean values of the responses given by the teachers and the students. P value is $>.05>.01$ which signifies that there is no significant difference between the responses of the teachers and students on the question of needs.

These results show that the hypothesis about the needs of the students is proved as the statistics of graphs; chi square test and t test have given significant results.

4.1.2 Correlation between the learners' needs and the existing syllabus:

Research question 2:

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

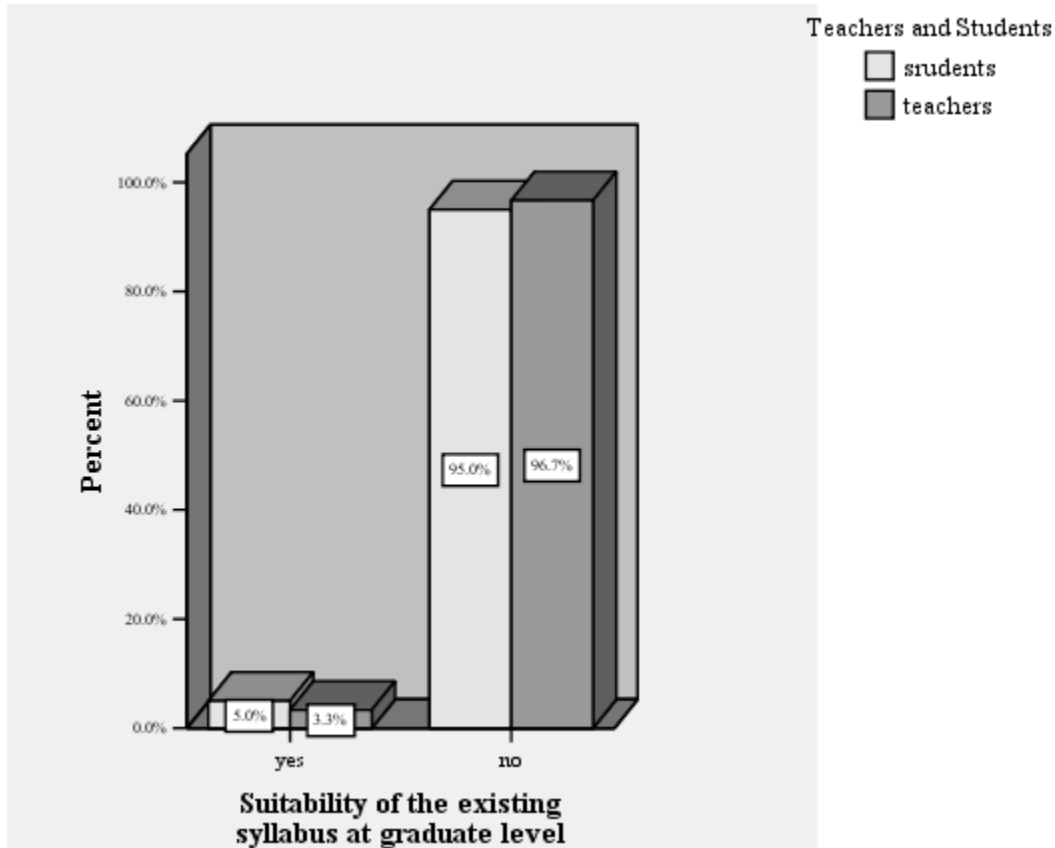
Hypothesis 2:

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

The questions related to the existing syllabus focused on the suitability of the existing syllabus at graduate level, its contribution to improve the communication skills, language used in the texts, representation of local culture and the interest in old classics included in the syllabus. First the frequencies were determined and then parametric and non parametric tests for correlation statistics were applied.

i. Suitability of the existing syllabus:

Graph 4.1.2.i:

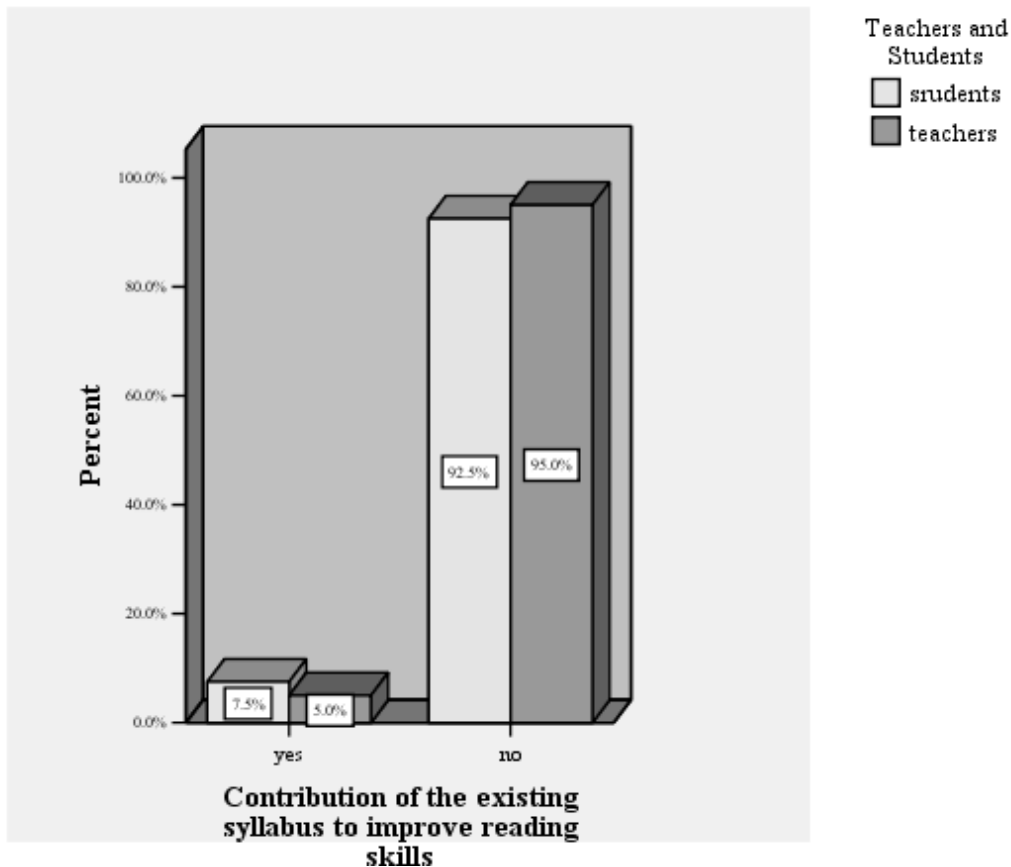


This graph indicates that the majority of the students and the teachers having percentages of 95% and 96% respectively have shown an increasing trend for the dissatisfaction regarding suitability of the existing syllabus at graduate level. A few participants among the students and teachers having percentages of 5% and 3.3% have expressed their satisfaction with the existing syllabus. There is a significant difference

among the yes and no kind of responses. There does not seem to be any significant difference among the students and teachers views about the suitability of the existing syllabus.

ii. Contribution to improve reading skills:

Graph 4.1.2.ii:

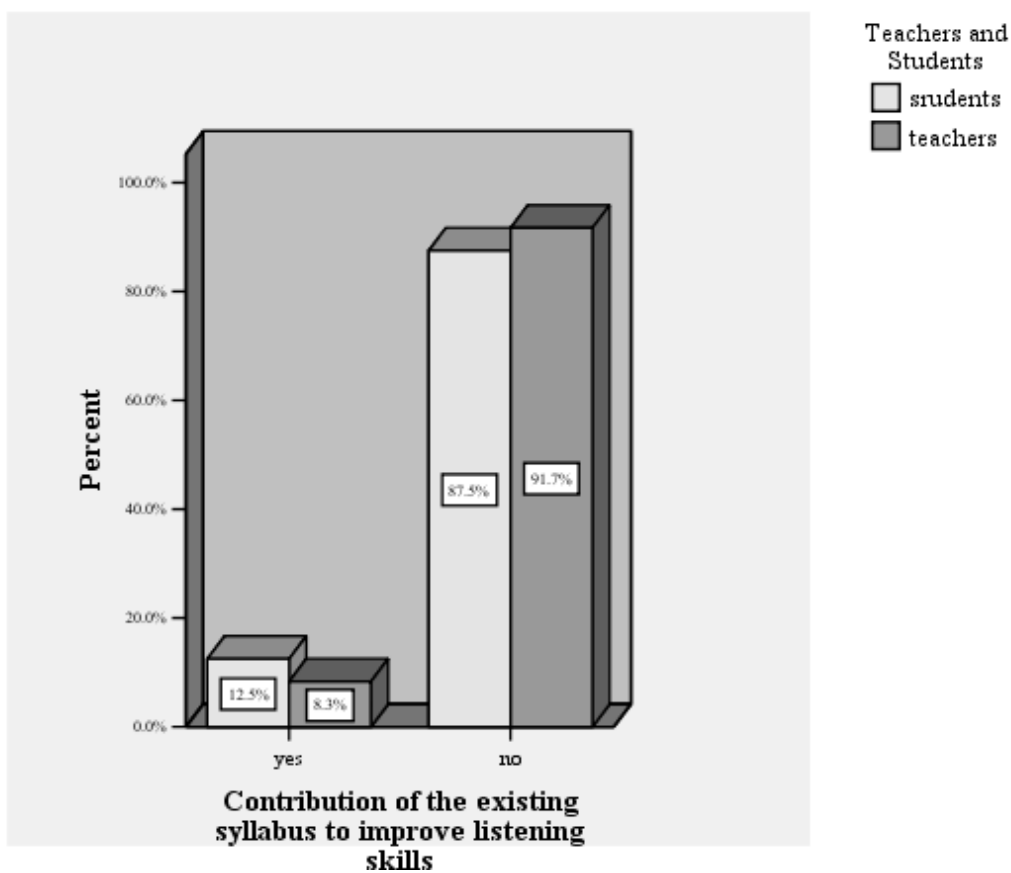


This graph shows the results for the contribution of the existing syllabus to improve reading skills. 92% students and 95% teachers' responses are negative while 5% teachers and 7.5% students' responses are positive. There is no significant difference found among students and teachers response ratios for yes and no categories. It reveals

that the syllabus being offered at graduate level has no contribution to develop reading skills of the students in English.

iii. Contribution to improve listening skills:

Graph 4.1.2.iii:

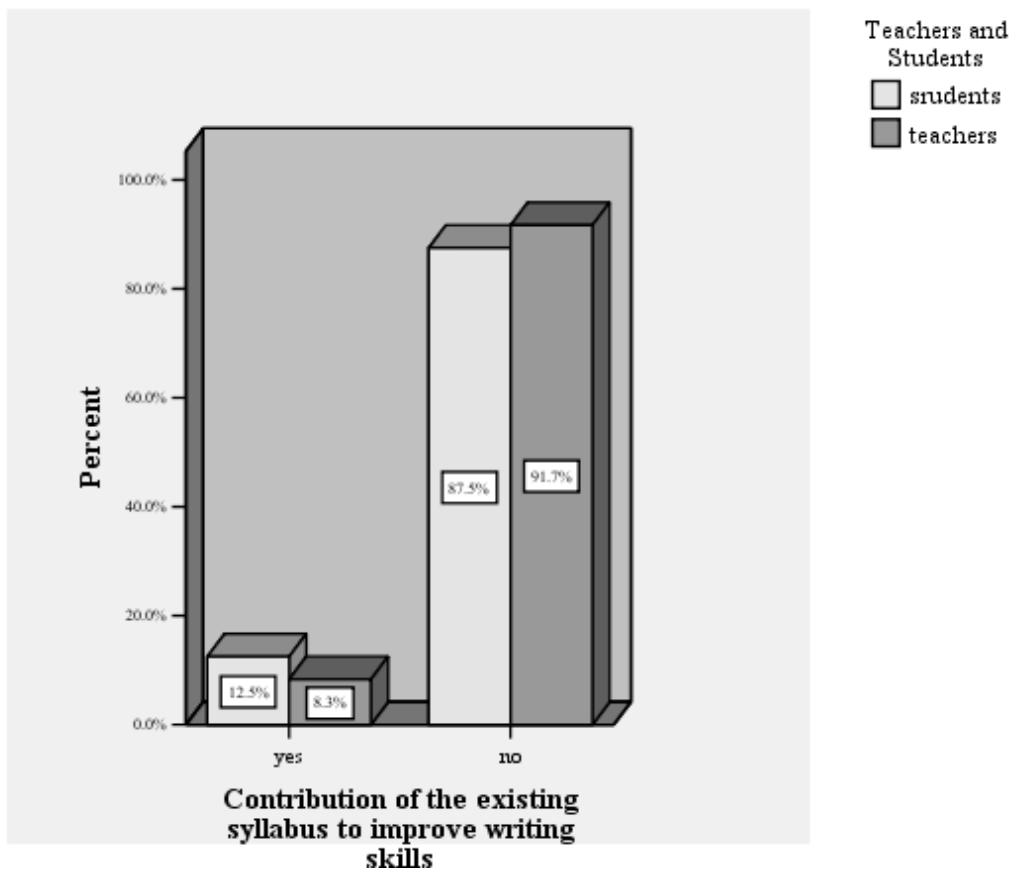


This graph indicates that there is an increasing trend for the “no” kind of responses than for the “yes” kind of responses as 87.5% students and 91.7 % teachers have selected the category “no” while only 8.3% teachers and 12.5 % students have

selected the category "yes". Bars represent no significant difference regarding the ratio of positive and negative responses for the teachers and the students. It means that majority of the respondents think that the contribution of the syllabus to improve listening skills is negligible. Moreover, there is no significant difference of opinion among the teachers and the students.

iv. Contribution to improve writing skills:

Graph4.1.2.iv:

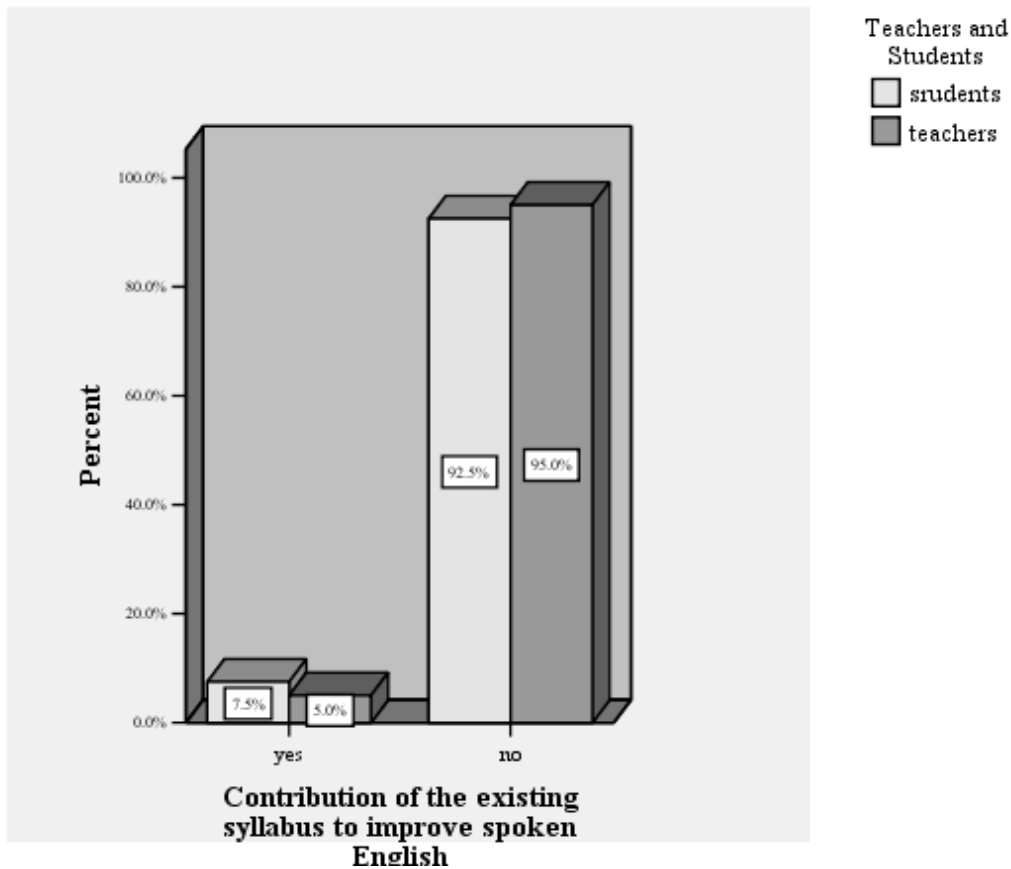


This graph shows an increasing trend for negative responses and a decreasing trend for positive responses. 87.5% students and 91.7% teachers have given negative

answers about the syllabus while only 12.5% teachers and 8.3% students have given positive answers about the syllabus. There is no significant difference in the responses of teachers and students regarding ratios of their positive and negative responses. It indicates that the majority of the students and the teachers think that the syllabus is not helpful to improve the writing skills.

v. Contribution to improve spoken English:

Graph 4.1.2.v:

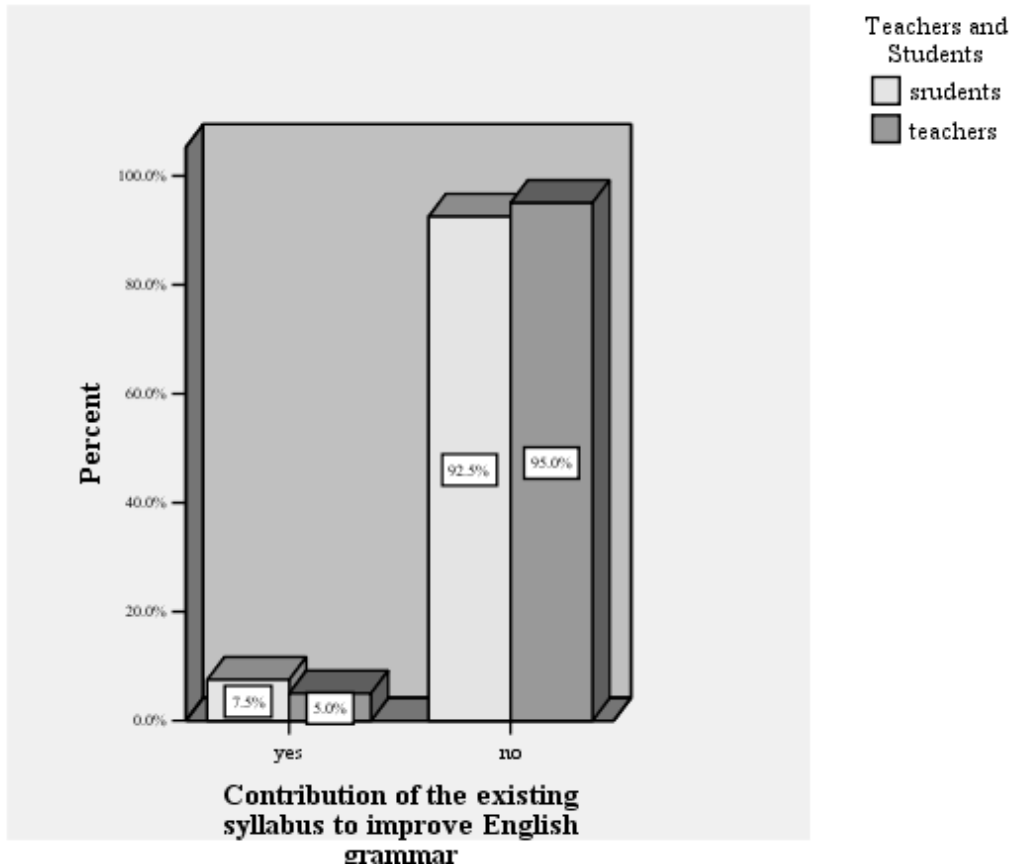


According to this graph 92.5% student and 95.0% teachers have given negative

responses regarding spoken English while only 5% teachers and 7.5% students have given positive responses. Thus there is an increasing trend for the negative responses and a decreasing trend is seen for the positive responses. The bars show no significant difference among the ratio of teachers and students response categories. It clarifies that the students and the teachers think that the existing syllabus is unsuitable for the improvement in spoken English.

vi. Contribution to improve grammar:

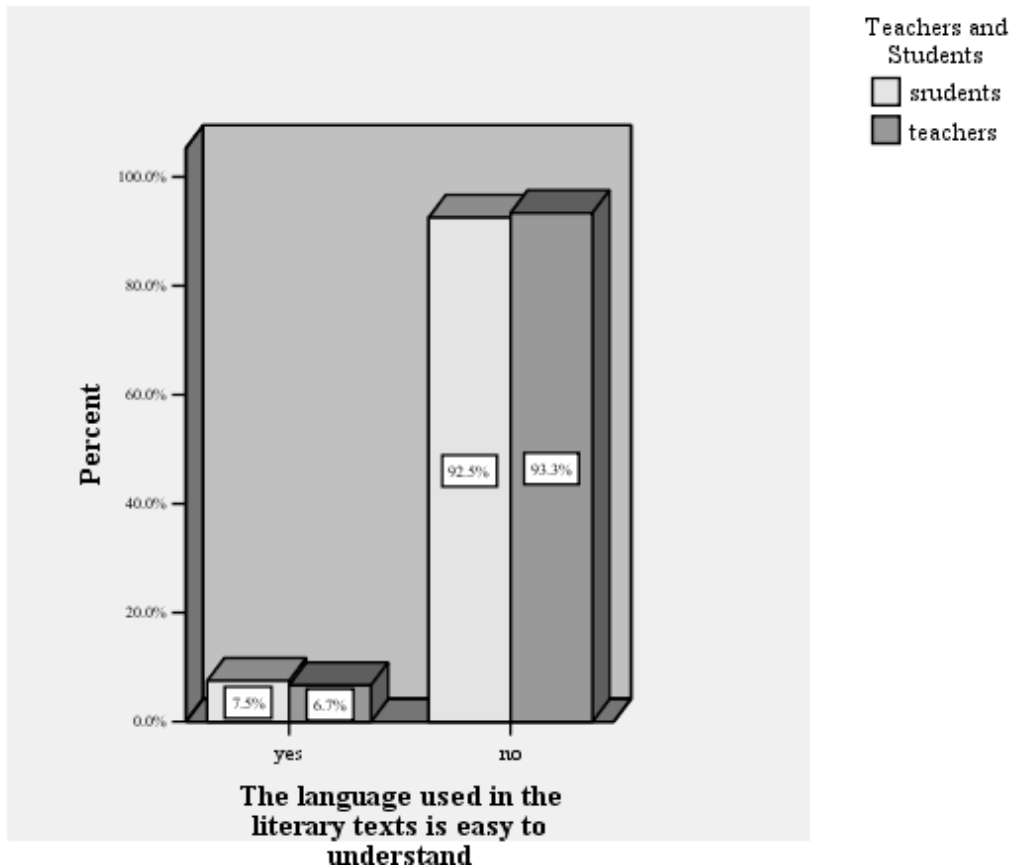
Graph 4.1.2.vi:



This graph indicates that 92.5% students 95% teachers have chosen the option "no" while 7.7% students and 5% teachers have chosen the option "yes". Thus an increasing trend is seen for the teachers and students who are not satisfied with the contribution of the existing syllabus to improve grammar while a decreasing trend is seen for those respondents who think that the syllabus is suitable for the improvement in grammar. There has been found no significant difference among the ratios of the positive and negative responses for the students and the teachers.

vii. Language used in the texts:

Graph 4.1.2.vii:



This graph indicates that 92.5% students and 93.3% teachers have given positive responses and an increasing trend is found for the category “no”. On the other hand only 6.7% teachers and 7.5% students have chosen the category “yes” showing the decreasing trend. Moreover the bars do not give any significant difference for the ratios of the positive and the negative responses on the part of the teachers and students. It signifies that the majority of the respondents feel that the language used in the texts is difficult to understand. Moreover, the teachers and the students have similar kind of views.

viii. Importance of literary ideas in real life:

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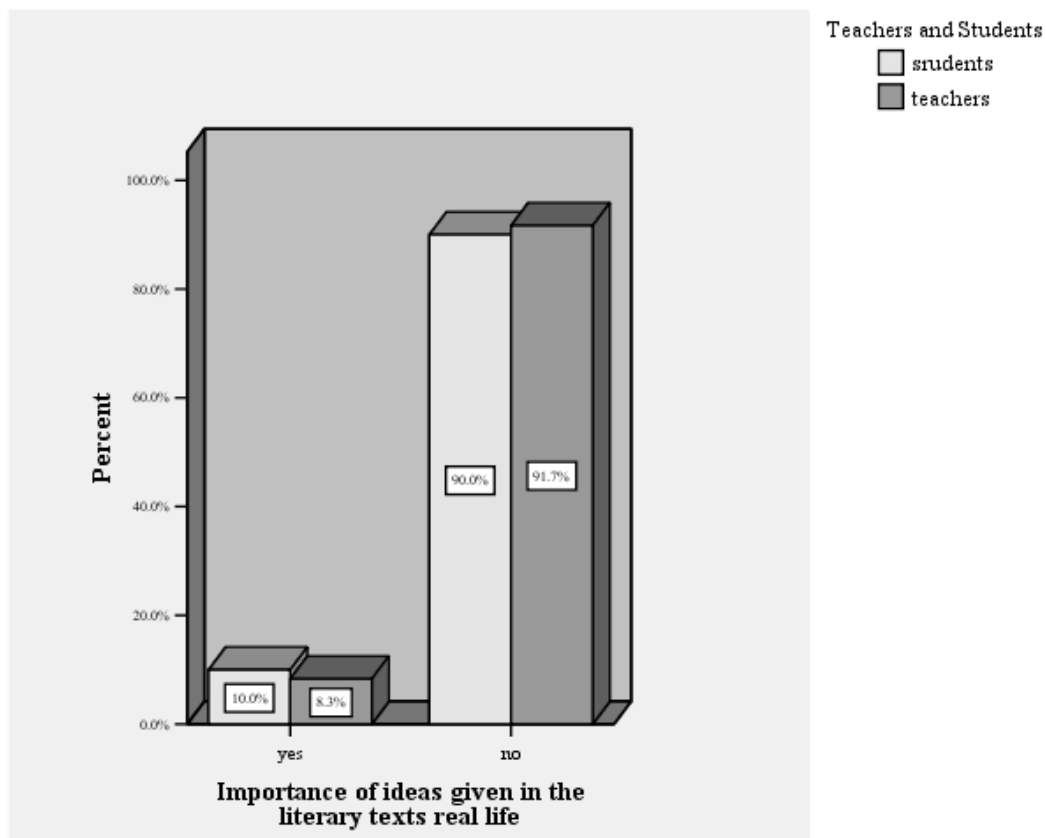
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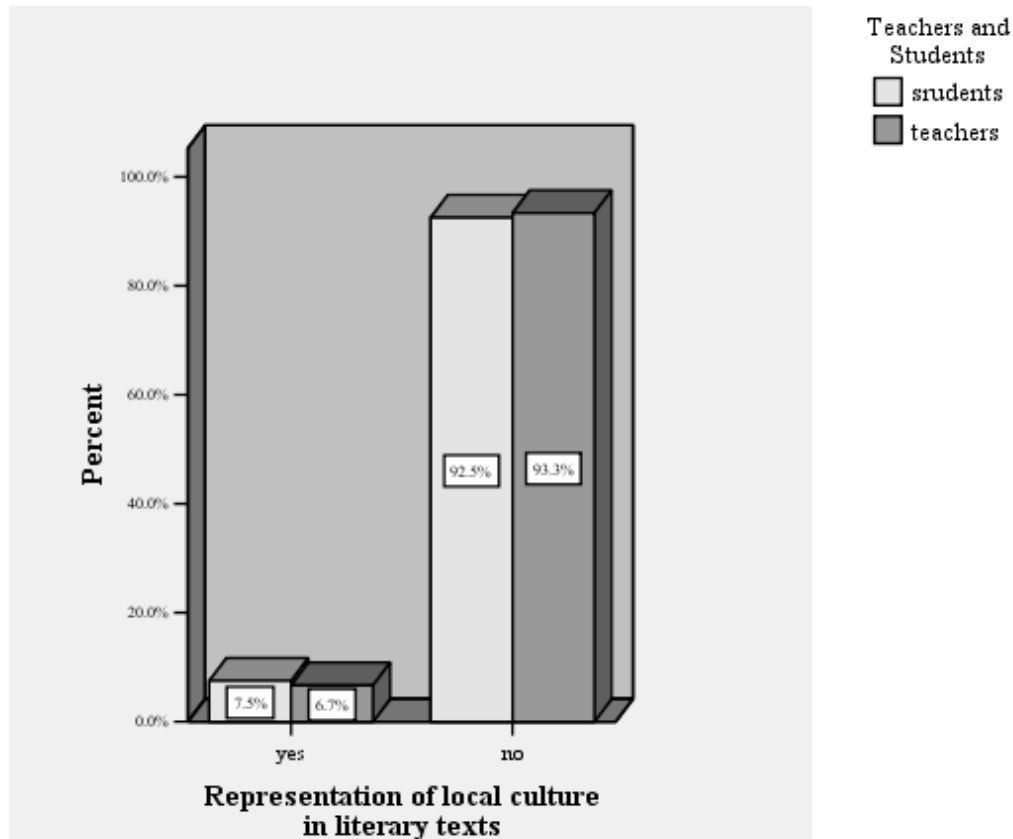
Graph4.1.2.viii:



This graph shows that 90% students and 91.7% teachers have selected the category “no” for their responses thus showing an increasing trend for this category. On the other hand only 10% students and 8.3% teachers have selected the category ”yes” for their responses. There is no significant difference among the selection of positive and negative responses on the part of the teachers and students. It means that both the teachers and students think that the ideas given in the literary texts do not have any significance in real life.

ix. Representation of local culture:

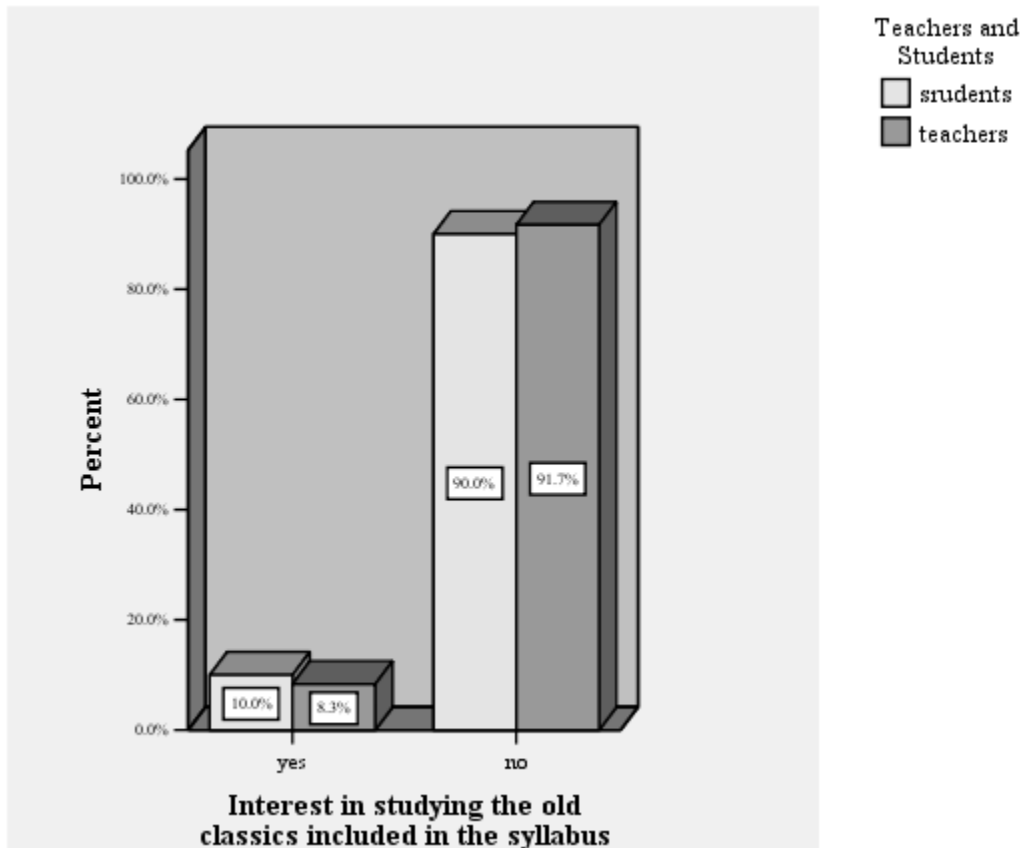
Graph 4.1.2.ix:



According to the graph 92.5% students and 93.3% teachers have given positive responses while only 6.7% teachers and 7.5% students have given negative responses. Moreover, no significant difference is seen among the teachers and the students regarding the choice of the responses. It signifies that both the teachers and the students think that the local culture has not been represented in the texts.

x. Interest in studying the old classics included in the syllabus:

Graph4.1.2.x:



According to this graph 90% students have given negative responses while only 10% students have given positive responses. 91.7% teachers' responses have been negative while 8.3% teachers' responses are positive. There is no significant difference among the bars regarding ratio of the positive and negative responses of the teachers and the students. It means that the teachers and the students both think that the old classics included in the syllabus are not enjoyable.

Table 4.1.2.i: Pearson correlation statistics for the existing syllabus and the students' needs:

Correlations			
Variables	Statistics	Existing syllabus	Needs
Existing syllabus	Pearson Correlation	1	.056
	Sig. (2-tailed)		.582
	N	100	100
Needs	Pearson Correlation	.056	1
	Sig. (2-tailed)	.582	
	N	100	100

* Significant at p- value <0.05;** Significant at p-value<0.01

This table shows the results for the parametric statistics conducted to find out the correlation between the students' needs and the existing syllabus. The value of Pearson's r is 0.056 that is less than 1. Significance value is quite large that is 0.582. The results show that there exists a very weak correlation between learners' needs and the existing syllabus. For further clarification non parametric test Spearman's rho was applied.

Table: 4.1.2.ii: Spearman's rho test statistics for the existing syllabus and the students' needs:

Correlations

Type	Variables	Statistics	Existing syllabus	Needs
Spearman's rho	Existing syllabus	Correlation Coefficient	1.000	.001
		Sig. (2-tailed)	.	.989
		N	100	100
	Needs	Correlation Coefficient	.001	1.000
		Sig. (2-tailed)	.989	.
		N	100	100

* Significant at p- value <0.05;** Significant at p-value<0.01

According to this test the correlation between the syllabus and the students' needs is weak as the correlation coefficient value is 0.001 with a significance value of 0.989. It signifies that the syllabus is insufficient to meet the students' needs.

4.1.3 Changes required in the existing syllabus:

Research question 3:

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

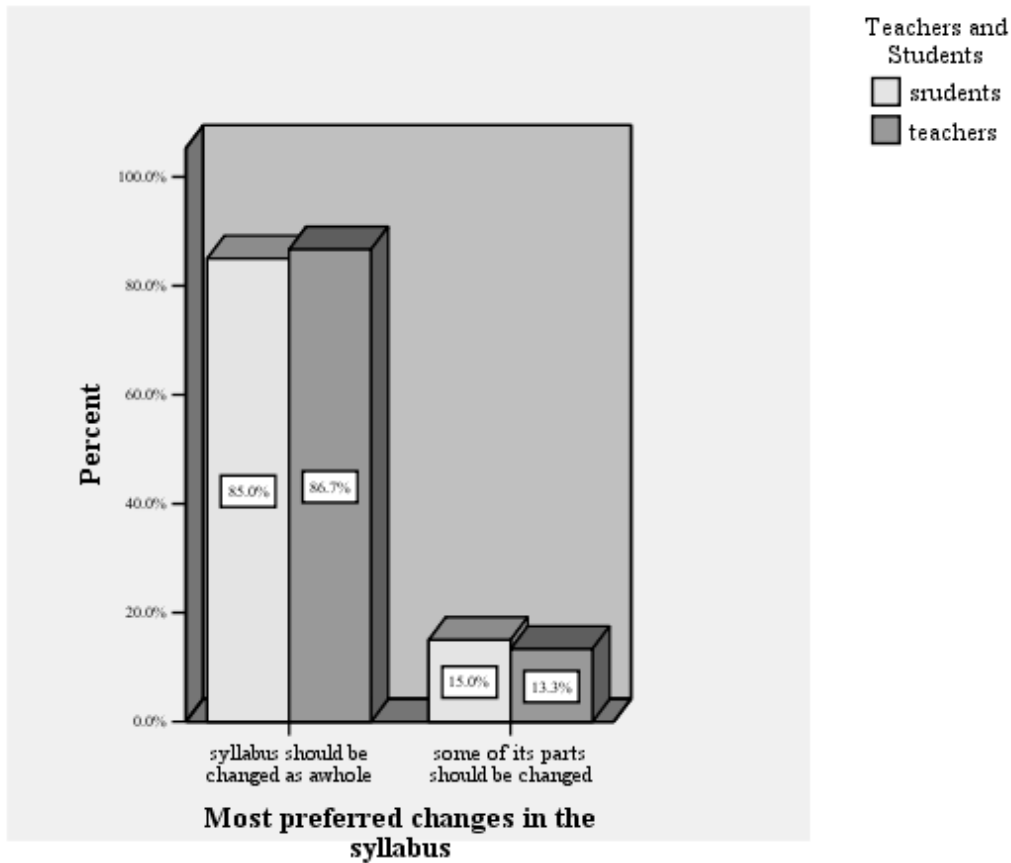
Hypothesis 3:

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

The questions related to the changes required in the syllabus focused on two factors. One factor was that whether the syllabus should be changed as a whole or some of its parts should be changed while the other factor was related to the choice of literature only or the choice of language as well as literature. In order to determine the significance the frequencies were determined and then chi square as well as t test statistics were applied.

(i) Most preferred changes in the syllabus:

Graph 4.1.3.i:



According to this graph 85% students want the syllabus to be changed as a whole while only 15% students want some of its parts to be changed. 86.7% teachers' responses show that they want the syllabus to be changed as a whole while 13.3% teachers' responses show that they want some of the syllabus parts to be changed. There is no significant difference among the bars regarding ratio of the positive and negative responses of the teachers and the students.

(ii) Most preferred syllabus:

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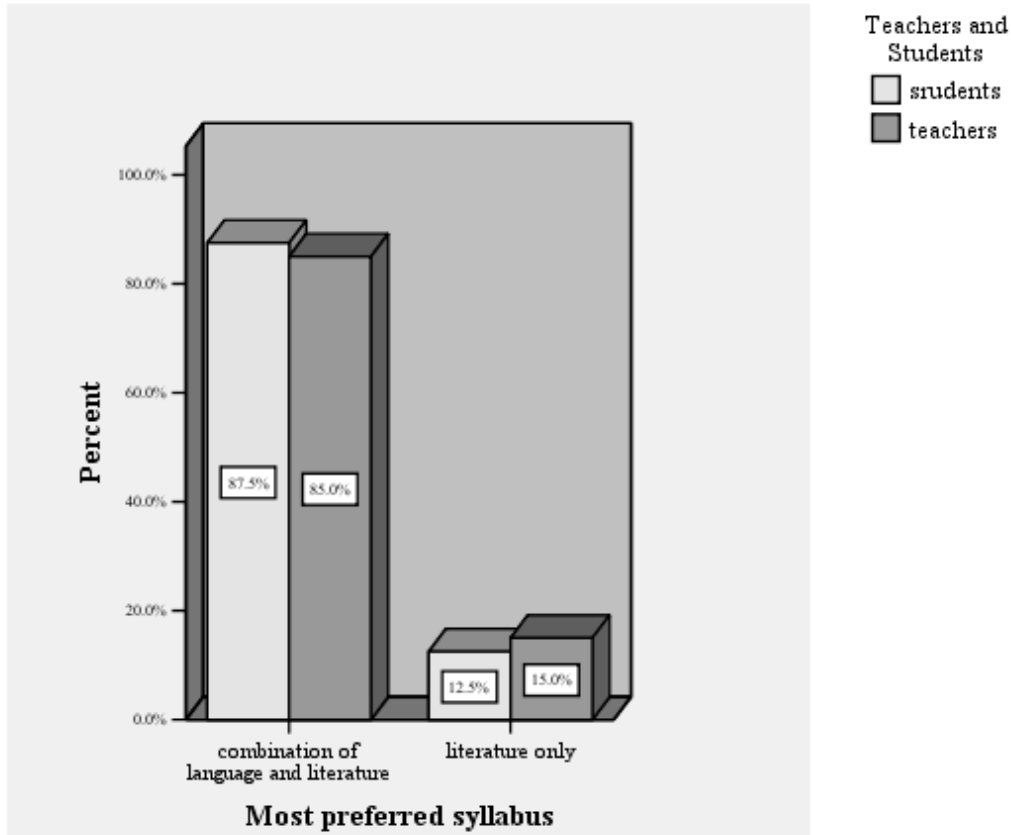
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Graph4.1.3.ii:



This graph indicates that 87.5% students and 85% teachers want a syllabus that should be a combination of language and literature. Only 12.5% students and 15% teachers want literature only. No significant difference is found among the ratios of yes and no responses given by the teachers and the students.

Significance:

Table 4.1.3.i: Chi square test statistics for the changes required in the syllabus:

Statistics	Variables Changes
Chi-Square	127.684
df	2
Asymp. Sig.	.000

* Significant at p- value <0.05;** Significant at p-value<0.01

This table shows the results for the changes required in the syllabus. The results show a chi square value of 127.684 with 2 degrees of freedom and a significance value of 0.000. It indicates a significant difference between positive and negative responses give by the teachers and the students.

Table 4.1.3.ii: *t* test statistics for the changes required in the syllabus:

Group Statistics				
Dependent variables	Teachers and Students	N	Mean	Std. Deviation
Changes	teachers	40	2.2750	.55412
	students	60	2.2833	.55515

Independent Samples Test

Statistics
t-test for Equality of Means

Dependent variables	Assumptions	t	df	Sig. (2-tailed)	Mean Difference
Changes	Equal variances not assumed	-.074	83.841	.941	-.00833

* Significant at p- value <0.05;** Significant at p-value<0.01

This table gives the results for 60 students and 40 teachers with mean values of 2.283 and 2.275 respectively having standard deviation of 0.555 and 0.444 respectively. Assuming the unequal variance t value is 0.074 with 83 degrees of freedom and a significance value $p=0.941 > .05 > .01$ with a mean difference of $-.008$. Keeping in view the mean difference that is very low and the p value that is greater than .05 the results prove that no significant difference was found between the responses of the teachers and the students regarding the changes required in the syllabus.

4.1.4 Significance of including Pakistani literature in English:

Research question 4:

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

Hypothesis 4:

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

Respondents' opinion about the English literature written by the Pakistani authors

was found and non parametric as well as parametric tests were applied to check the significance.

Table 4.1.4.i: Chi square test statistics for the significance of including Pakistani literature in English:

Test Statistics	
Statistics	Need to study English literature written by Pakistani authors
Chi-Square	58.327
df	1
Asymp. Sig.	.000

* Significant at p- value <0.05;** Significant at p-value<0.01

This table indicates that there is a significant difference of opinion of students who wan to study English literature written by the Pakistani authors and those who do not want to study it. Chi square value is 36.938 with 1 degree of freedom and a significance value of 0.000 that is less than .01 which is in turn less than .05.

Table 4.1.4.ii: t test statistics for including Pakistani literature in English:

Group Statistics

Dependent variables	Teachers and Students	N	Mean	Std. Deviation
Need to study English literature written by Pakistani authors	teachers	40	1.0250	.15811
	students	60	1.1000	.30253

Independent Samples Test

t-test for Equality of Means

Dependent variables	Assumptions	t	df	Sig. (2-tailed)	Mean Difference
Need to study English literature written by Pakistani authors	Equal variances not assumed	-1.617	93.505	.109	-.07500

* Significant at p- value <0.05;** Significant at p-value<0.01

This table shows the statistics for the need to study English literature written by Pakistani authors. It shows the statistics for 40 teachers and 60 students. Mean value for the teachers is 1.025 with a standard deviation of 0.158 while the mean value for the students is 1.10 with a standard deviation of 0.302. T test statistic shows a value of -1.617 with 93 degrees of freedom and a significance value of 0.109>.05>.01. The mean difference is -0.075 that is insignificant. These results prove that there is no difference of opinion among the teachers and the students regarding need to study English literature written by the Pakistani authors.

4.1.5 Global English literature:

Research question 5:

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

Hypothesis 5:

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

The respondents were asked about including the English literature written by different authors of the world in the syllabus and then Chi square as well as t test was applied to check the significance.

Table 4.1.5.i: Chi square test statistics for English literature by world authors:

Test Statistics	
Are you interested in studying English literature written in different parts of the world?	
Chi-Square	53.481
df	1
Asymp. Sig.	.000

* Significant at p- value <0.05;** Significant at p-value<0.01

This table shows the results for the students' interest to study world literature. Chi square value is significant at 53.481 with 1 degree of freedom and a significance value of 0.000. It implies that there is a significant difference among the students' responses who are interested in studying world literature and those who are not.

Table 4.1.5.ii: t test statistics for world literature:

Group Statistics				
Dependent variables	Teachers and Students	N	Mean	Std. Deviation
Interest in studying English literature written in different parts of the world	teachers	40	1.0500	.22072
	students	60	1.1000	.30253

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Independent Samples Test

t-test for Equality of Means

Dependent variables	Assumptions	t	df	Sig. (2-tailed)	Mean Difference
Interest in studying English literature written in different parts of the world	Equal variances not assumed	-.955	97.142	.342	-.05000

* Significant at p- value <0.05;** Significant at p-value<0.01

This table shows the group statistics and the test statistics for 40 teachers and 60 students. Mean value for the teachers is 1.05 with 0.22 standard deviations while the mean value for the students is 1.10 with 0.302 standard deviations. Assuming the variances to be unequal t value is -0.955 with 97 degrees of freedom and p value is 0.342>.05>.01. The mean difference is insignificant that is -.05. These results show the views of teachers and the students about interest in studying world literatures are same.

4.2 Qualitative data results:

Qualitative data was collected in order to have an insight into the views of the teachers and students about the needs to learn English literature according to the global context as well as their views about the existing syllabus. The questions were open ended so that the respondents could give their opinion freely.

4.2.1 Students' needs:

Research question 1:

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

Hypothesis 1:

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

Students' views about needs:

The students expressed a variety of needs to learn English literature. The reason for finding a diversity of needs was that they combined language needs with literary needs. Some students said that they wanted to learn English literature in order to have better communication skills. Most of the students said that they wanted to improve their spoken and written English as well as grammar and they need to learn English literature. Some of the students said that they wanted to learn about foreign cultures that is why they preferred to study English literature. Most of the students did not know about the importance of the listening skills.

Teachers' views about the students' needs:

The requirements of the students to learn English literature were summarized by the teachers in a very diverse manner. Some of them thought that the students needed to learn English language as well as literature. Some others thought that language should be included in the syllabus in the form of communication skills. Diverse literary works should be included in the syllabus and the literature written by Pakistani authors should be given importance. According to one of the teachers:

“The students must have good communication skills as they have to work in offices and teaching places. They have to go abroad sometimes so that need to

have not only good communication skills in English but also the knowledge of other cultures as they have to communicate with people from diverse cultures.”

These views show that there is a need to introduce not only the literary texts from a variety of sources local as well global to make the students know the worth of their own culture and have knowledge about world literatures and cultures. There is also a need to introduce communication skills in English so that the students may become able to communicate not only in academics and work places but also communicate effectively with the people belonging to diverse cultures. As according to Rabia Samiullah (1999_2001) Pakistanis have always showed a high interest in studying English literature.

Pakistani students learn it to get information about the target culture, to develop linguistic awareness and competence. Further she says that in Pakistan more attention is paid towards learning literature than towards learning linguistics. Same points have been emphasized by Sabiha Mansoor (2004). According to her learning English for Pakistani learners is quite complex. English is the language of offices, finance, academic circles and education in Pakistan. It is needed in Pakistan not only because of modernization and technology but also due to linguistic, social and political considerations. Pakistani students learn English to travel and study abroad, studying technical literature, in order to cope with classes in the university, social needs to access international books, journals and as a working language for future careers.

4.2.2 Existing syllabus:

Research question 2:

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

Hypothesis 2:

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

Students views about the existing syllabus:

When asked about the impact of syllabus on various types of skills including reading, writing, listening and speaking. Most of the students responded in such a way that they seemed to be dissatisfied with the syllabus. When asked about listening they were unaware whether it is included in the syllabus or not. So far as spoken English is concerned majority of the students showed their dissatisfaction with the way spoken English is taught. They reported that they had very bookish and weak spoken English.

Reading skills are quite important so far as the literature is concerned. Some of the students reported that they had developed good reading skills. In this way they were motivated to study more books in literature written by different authors. Some of them reported that they just concentrated upon whatever was included in the syllabus and not more than that. Most of the students reported that they were not satisfied with the old English used in the texts as they had to spend lot of time in using dictionaries to understand the hidden meaning of the texts. So far as writing is concerned the students' responses were not satisfactory as they reported that they just concentrated upon the writing which is necessary for exams. No creative activity is part of the students writing neither they are encouraged to do that.

Teachers' views about the existing syllabus:

When asked about the existing syllabus most of the teachers termed it to be unsuitable for the students. They gave different reasons for that. Some of them thought that a few texts comprising of only four books in a year could not be suitable for a modern student. Some others thought that the students' needs for learning about language were stronger than learning for literature in this age of communication and competition. Some of them gave stress on the combination of language and literature.

Impact of the syllabus on students learning covered four sub questions related to communication skills that are reading, writing, listening and speaking. Listening was not considered important by most of the teachers except a few ones. So far as reading is concerned the teachers thought that the texts were not sufficient enough to develop reading skills. Some teachers thought that it was up to the student that how much motivation he had for learning. It did not depend on the texts only. Spoken English was considered to be very important by most of the teachers. They termed existing syllabus as composed of old English that was irrelevant with the students needs. Teachers termed the syllabus as inappropriate for writing skills.

The responses of the students and teachers show that there is a lack of basic skills in English education. Students' writing, reading, listening and speaking skills are in a poor condition because of the insufficient syllabus as Dr. Shahid Siddiqui (2007) has termed literature as a luxury which can not be afforded by most of our students in Pakistan. Students do not have enough knowledge about basic language skills that are

needed to use language as a tool of communication. He further says that literature is a luxury which can not be afforded by most of our students in Pakistan. Students do not have enough knowledge about basic language skills that are needed to use language as a tool of communication.

4.2.3 Changes required in the syllabus:

Research question 3:

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

Hypothesis 3:

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

Students' views about changes required in the syllabus:

Majority of the students wanted changes in the syllabus. They were not satisfied with the syllabus as one of them said:

“This syllabus is not suitable for the students of 21st century.”

They wanted the syllabus to be changed as a whole. They also suggested some changes for the syllabus. They wanted to study communication skills along with the literary texts. They wanted to get knowledge about the literary works written by Pakistani authors. They also wanted to know about the different literary works written in different parts of the world. They wanted to learn quality English especially in the field of grammar, written and spoken English so that they could easily communicate with global world.

Teachers' views about the changes required in the syllabus:

The teachers suggested some changes according to which communication skills

should be made a part of the syllabus. Literary works by the Pakistani as well as world authors should also be included in the texts.

In this data about the students and teachers views regarding changes in the syllabus it is clear that students want to have good communication skills. They want to learn about Pakistani as well as global literature. Grammar has also been emphasized by some of the students but no emphasis has been given on listening skills as most of the participants had insufficient knowledge about them. Same are the teachers' views about the changes. According to Abdulhafeez (2004) the objectives of teaching English should be to enable the learners to use language for communicative purposes. Students listening skills should be improved. Their speaking skills need to be developed so that they can speak English with confidence. Their reading skills also need to be developed so that they become able to understand different types of texts. Writing skills also need attention to enable the students to write effectively in second language.

4.2.4 Significance of including the literary works written by Pakistani authors:

Research question 4:

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

Hypothesis 4:

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

Students' views about including literary works by Pakistani authors:

Most of the students thought that the texts were irrelevant to the local culture and values. They termed the texts to be mostly western in which most of the ideas have been given about Christianity and liberalism. These ideas are in contradiction with Pakistani culture and values. As one of the students claimed that

“Their culture and our culture are different. They are used to individualism while we value collectivism. There is a difference of heaven and earth between their religion, culture and lifestyle and our religion, culture and lifestyle.”

Majority of the students wanted to learn Pakistani literature in English. They had a very minute knowledge about Pakistani literature in English but still they favoured it to be included in the syllabus. They thought it would be easy to learn because of relevance with local culture and the language used in the texts may be easier. Only one student did not want to learn English literature by the Pakistani authors. According to him:

“I have studied some works by Pakistani Authors. English language used in the texts is different from the standard English”

Teachers' views about literary works by Pakistani authors:

All the teachers termed that the existing texts are contradictory to the local culture. According to the teachers Western culture has been represented in hundred percent of the texts. They thought Western culture to be an attack on the local culture.

Majority of the teachers wanted the students to have knowledge about the local texts. They thought it important to teach local literature as it may enhance their knowledge

about the similarities and the differences about the local and foreign cultures. The teachers also opined that the local literature is necessary to be made a part of the syllabus to minimize the effects of western hegemony over the local materials.

The teachers and the students' views clarify that how much important it is to include literature written by Pakistani authors in the syllabus. Most of them do not favor western hegemony over local texts and culture. Sabiha Mansoor (2004) has defined Pakistani culture in such a way that it gets differentiated from western culture. She argues that so far as Pakistani culture is concerned local cultures and regional languages are different in different regions. In spite of the huge diversity all the Pakistanis are united by common beliefs and values concerned with the behavior, standards, character, qualities, human relations and lifestyles, that are admired by people having different castes like Punjabis, Pathans, Sindhis and Baluchis in Pakistan. The life and the culture of the Pakistani people have a close connection with religion (Islam). Other important aspect is the feeling of nationhood that all Pakistanis share; it does not matter whether they are from different castes or minority groups like Christians, Parsees and Hindus. All of them have same feelings of loyalty and patriotism towards their country. She further says that the materials used for English language and literature pedagogy at the Board or the University levels in Pakistan are taken from abroad. The textbooks are mostly written by native English speakers that are not suitable for students who are non native speakers of English. The absence of local materials for English language pedagogy as well as teaching functional English is being viewed with suspicion. Some people feel that it is all

because of the undue influence of the western cultural hegemony over the local values and cultures. As a consequence although there is a high motivation on the part of the teachers and the learners to teach and learn English, the status of English language still remains controversial. English language learning can become more meaningful if the local materials are included in the syllabus.

4.2.5 Significance of incorporating global literary works:

Research question5:

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

Hypothesis 5:

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

Students' views about including global literature in the syllabus:

Most of the students expressed their interest in learning about different literatures of the world. They thought literature to be a good source to learn about different cultures of the world. They said that they were fed up with learning about only one type of culture throughout the coursework.

Teachers' views about including world literature in the syllabus:

Teachers opined that the literature written by different world authors should be included in the syllabus as it would enhance their knowledge about different cultures. The students have been learning about western culture and literature based on UK only. They need to learn about American, African, Russian and especially Asian authors. Some

teachers thought that the students may get overburdened because of so much literature. They suggested that the students must be given enjoyable texts and the number of the texts included should be affordable for the students.

These responses reveal that global literatures are not only important for the students but they also show interest in learning them if they are not overburdened with so many texts. It would enhance understanding of global cultures and it would enable them how to value their own culture. Using literature from different cultures into literature enables the teachers to change their attitudes as well as their methodologies about how to explore the issues of race, class and culture as well as issues in dealing with multicultural literatures (Banks 1993; Spears-Bunton 1998). C. Ismail (2006) has argued that when students read the literature of foreign countries they get more curious intellectually because they come to know about the fact that there are other modes also available to express feelings and needs. Further, he says that in order to enable a learner to communicate effectively with people from diverse cultural backgrounds it is necessary that the learner should understand the influences culture exerts over others behavior as well as the influences of his own culture on his thought, behavior and linguistic expression.

Summary:

All the respondents including the teachers and the students showed almost the same kind of views regarding the need to learn English in a global context. This analysis of the data shows that the students have weak reading, writing, listening and speaking

skills. The students as well as the teachers have shown their dissatisfaction with the syllabus. The syllabus is quite old that has not been changed for years and is insufficient to meet the needs of the students. The views of the respondents regarding the changes required in the syllabus, including the Pakistani and the world literatures are quite important as they want to get knowledge about the skills they require. They want to preserve local literary and cultural heritage and also want to learn about the diverse literatures of the world that have been written in English language.

Chapter 5

RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS

This study investigated the need to reform and restructure English literature syllabus at graduate level in higher education in Pakistan. The changing global context has changed the requirements of the students. Teaching English literature from a global perspective requires that the language used in literature should be easy to comprehend. If the material is easy, it can be exploited for language use. Literature component needs to be integrated to 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 upon various colleges of the North West Frontier Province of Pakistan where English literature education is being given at the graduate level. Quantitative as well as qualitative data were collected and analyzed. The results of the study indicate that the Basic English skills 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.

5.1 Findings:

5.1.1 Need to learn Basic English skills:

The students' needs for learning the Basic English skills are quite important along

with learning English literature. The reason for selecting English literature at graduate level is usually to improve grammar, written and spoken English. The students consider literature in English as a source for improving their English language skills. They give much importance to reading, writing, speaking and grammar while least importance is given to the listening skills. The reason behind giving less importance to listening skills is their limited knowledge about the communication skills.

Due to many years old syllabus available to teach English language and literature the students write and speak bookish English without fluency. After completing their graduation they have to search for jobs but most of them lag behind due to low standard education given in English literature that is not up to the standards of the market. Keeping in view such kind of circumstances there is a dire need to include communication skills along with teaching English literature. Literature only can not serve as a source to enhance students' reading, writing, speaking and listening abilities.

5.1.2 Need to learn Pakistani literature in English:

The results of the study clarify the importance of learning literary works written by Pakistani authors. Pakistani culture is quite different from the other cultures of the world. The way Pakistanis use English language in their discourse is different from the way the native speakers use it. The courses offered at the graduate level are comprised of the texts that are mostly imported from Britain and are quite old. The content in the texts reflects British culture and values. In today's global world it is indispensable to protect local culture and values from the invasion of the foreign cultures. The students need to be aware

of the differences between the local and foreign cultural elements. If the literary works written by the Pakistani writers are recognized locally and are included in the syllabus it would help to encourage the writers.

5.1.3 Need to learn World literatures in English:

Along with studying the literary works by Pakistani authors there is a need to study the world literatures as well. English language is used by different authors of the world in different ways. It would help to understand the global use of English language. There is a dire need of cross cultural understanding to develop peace and harmony among the nations of the world. If local as well as global literatures are studied at the same time, it would help the students to compare and contrast different cultures. It would broaden their understanding about the rituals and customs of various nations of the world and would develop respect for other nations and religions. Moreover, it would enable the learners to discuss their culture and ideas with other people from abroad.

5.1.4 Need to change the syllabus:

There is a need to change the syllabus as a whole as far as the results of the study are concerned. The students are fed up of the old syllabus having difficult language and no variety. The students are aware of the importance of English language skills in this age of competition. English language is accepting new changes so the need to study this language in a modern way is also increasing. The results of the study show that the learners and the teachers are dissatisfied with the syllabus so there is a need to change the syllabus.

5.2 Suggested syllabus for the students of English literature:

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Keeping in view the results of the study a sample syllabus has been designed for the two year graduate program of studies in English literature. This syllabus can be helpful to provide a new framework of studies in English literature that can be a better substitute to the old framework of studies in English literature.

5.2.1 Objectives of the syllabus:

In the light of this research the objectives of the suggested syllabus are:

- i. To fulfill the needs for Basic English skills (Reading, writing, listening, speaking)
- ii. To develop consciousness for Pakistani literature in English
- iii. To give knowledge about the world literatures in English

5.2.2 Course description:

This course is designed to introduce the students to the study of Pakistani and Western as well as non-Western world literature. It will focus upon the study of diverse literatures through an integrated program which includes reading, writing, listening, speaking and grammar development.

5.2.3 Suggested texts:

Texts include the literary works by the Pakistani, Western and non Western authors. These texts are composed of short stories, novels, poetry and drama.

i. Short stories:

Toba Tek Singh, Kingdom's End by Saadat Hassan Manto (1987)

The Haji and Other Stories by Ahmad Essop (1988)

ii. Novels:

In the Skin of a Lion by Michael Ondaatje (2001)

Ice Candy Man by Bapsi Sidhwa (1938)

Meatless Days by Sara Suleri (1991)

The Murmurs of the Dawn by Dinker Charak (2003)

iii. Poetry:

Collection of Poetry by Faiz Ahmed Faiz (1911_1984) translated by Naomi Lazard

Poetry by Taufiq Rafat (1927)

The Waste Land by T.S. Eliot (1922)

Poetry by Keki N. Daruwalla (2002)

iv. Drama:

Waiting for Godot by Samuel Beckett (1953)

End of summer by S. N. Behrman (1936)

5.2.4 Activities:

i. Developing reading skills:

It includes the learning to see how meanings are produced in literature keeping in view the cultural context and the way human beings represent themselves in various environments using language as well as the literature.

ii. Developing writing skills:

It involves writing essays critically and using the language effectively.

iii. Developing speaking skills:

It involves using language in different communicative contexts. It is to be seen how the language is used in the literature and how much it deviates from the real use of language in day to day communication. Presenting ideas using English language effectively is also a part of it.

iv. Developing listening skills:

It involves the process of listening. It also involves how to convey the message effectively to the listener.

v. Developing the knowledge of grammar:

It includes writing without grammatical mistakes. It also includes understanding the rules of the grammar so that language used is intelligible to others.

vi. Developing knowledge about different cultures:

It would involve the comparison and contrast of different cultural elements presented in the literature.

5.3 Conclusion:

This study was quite helpful in identifying the needs of the students. It was found that the existing English literature syllabus is not suitable for the learners. Learners need to study communication skills, local English literature produced by the Pakistani authors as well as the global literary works. Communication skills are necessary as the learners have to excel in professional fields. The knowledge of the local literature produced in English is quite important to develop consciousness about the literary works produced in Pakistan. World literatures also need to be introduced in the syllabus in order to enable the learners to compare and contrast different cultures that would give way to cross cultural understanding. The suggested syllabus designed in the light of this research can be a suitable substitute to the already existing syllabus that is old enough to meet the needs of the modern learners. Moreover, it can give way to further research that needs to be conducted to improve English language and literature syllabi in various Educational institutions in Pakistan.

5.4 Recommendations:

The study gives some recommendations keeping in view the requirements of the students from a global perspective:

- i. The existing syllabi of English literature should be changed as the modern student needs competence in English language in the rapidly changing world. Literature only can not be termed as sufficient to meet the needs of the students rather there should be an integrated approach to the teaching of language and literature.

ii. Local cultures are at risk because of the rapid merging of the values and beliefs of the dominant nations of the world with the recessive ones. In order to preserve indigenous culture and values there is a need to highlight the literature produced locally as literature is a great source of expression of the culture. It can not be done without making locally produced literary works as a part of the education.

iii. There is a need to encourage the materials published locally. It can be done by incorporating them in the syllabus. This step would encourage the publishers and the authors to produce more local materials.

iv. Developing cross cultural understanding is the need of the time to promote peace and harmony in the world. At the educational level it can be promoted by making literature as a source. English literature produced by different nations can serve as a suitable source to accomplish this purpose.

5.5 Needed Research:

The present study was limited to the graduate level students only because of the time and availability constraints. Further research is needed at the Masters level as well to improve the quality of education. Another dimension of the research is cross cultural understanding that is quite important to be considered in today's world of conflicts. In depth research is required to find out the possibilities of developing understanding among the nations of the world by making changes at the educational level.

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APPENDICES

APPENDIX A

(i) Questionnaire for the Students of English Literature

Dear Participants,

This questionnaire is a part of the research being conducted upon English literature Syllabus in NWFP at graduate level. We hope that you will cooperate with us and give us your kind responses so that we can design a proper course compatible with global standards of teaching and learning English literature. Please give your honest opinion and encircle only one option out of the two options given with every question. All the information you will give us will be kept confidential.

1. Is the existing syllabus suitable for you at graduate level?

- Yes
- No

2. Is it helpful to make your reading skills better?

- Yes
- No

3. Is it helpful to make your writing skills better?

- Yes
- No

4. Have your listening skills improved by studying the existing syllabus?

- Yes
- No

5. Has it helped to improve your spoken English?

- Yes
- No

6. Do you think that existing syllabus has increased your knowledge about English grammar?

- Yes
- No

7. Is the language used in the literary texts easy to understand?

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- Yes
- No

8. Do you think that the ideas given in the literary texts have an importance in your real life?

- Yes
- No

9. Has the local culture been represented in the syllabus along with the western culture?

- Yes
- No

10. Do you enjoy studying the old classics included in your syllabus?

- Yes
- No

11. Which of the following changes would you prefer to be made in the syllabus?

- The syllabus should be changed as a whole
- Some of its parts should be changed

12. What type of syllabus do you want to study?

- A combination of language and literature
- Literature only

13. Do you want to improve your reading skills?

- Yes
- No

14. Do you think that your writing skills need improvement?

- Yes
- No

15. Do you want to improve your listening skills?

- Yes
- No

16. Do you think that your spoken English needs improvement?

- Yes
- No

17. Do you want to improve your knowledge of English grammar?

- Yes
- No

18. Do you think that local culture should also be represented in the syllabus?

- Yes
- No

19. Do you want to study English literature written by Pakistani authors?

- Yes
- No

20. Are you interested in studying English literature written in different parts of the world?

- Yes
- No

(ii) Questionnaire for the Teachers of English Literature

Dear Participants,

This questionnaire is a part of the research being conducted upon English literature Syllabus in NWFP at graduate level. We hope that you will cooperate with us and give us your kind responses so that we can design a proper course compatible with global standards of teaching and learning English literature. Please give your honest opinion and encircle only one option out of the two options given with every question. All the information you will give us will be kept confidential.

1. Is the existing syllabus suitable for your students at graduate level?

- Yes
- No

2. Is it helpful to improve students' reading skills?

- Yes
- No

3. Is it helpful to improve students' writing skills?

- Yes
- No

4. Have your students' listening skills improved by studying the existing syllabus?

- Yes

- No
5. Is it helpful to improve your students' spoken English?
 Yes
 No
6. Do you think that existing syllabus has increased students' knowledge about English grammar?
 Yes
 No
7. Is the language used in the literary texts easy to understand?
 Yes
 No
8. Do you think that the ideas given in the literary texts have an importance in your real life?
 Yes
 No
9. Has the local culture been represented in the syllabus along with the western culture?
 Yes
 No
10. Do your students enjoy studying the old classics included in your syllabus?
 Yes
 No
11. Which of the following changes would you prefer to be made in the syllabus?
 The syllabus should be changed as a whole
 Some of its parts should be changed
12. What type of syllabus do you prefer for your students?
 A combination of language and literature
 Literature only
13. Do you think the students need to improve reading skills?
 Yes
 No
14. Do you think that the students' writing skills need improvement?
 Yes

No

15. Do you think students need to improve listening skills?

Yes

No

16. Do you think that your students' spoken English needs improvement?

Yes

No

17. Do you want to improve your knowledge of English grammar?

Yes

No

18. Do you think that local culture should also be represented in the syllabus?

Yes

No

19. Do you want to study English literature written by Pakistani authors?

Yes

No

20. Do you think that English literature written in different parts of the world should be included in the syllabus?

Yes

No

APPENDIX B

INTERVIEWS

(i) Interview questions with the students

1. What materials do you use in this classroom?
2. What is the impact of syllabus on?
 - i. Your ability to understand listening texts in English?
 - ii. Your ability to speak English?
 - iii. Your ability to understand reading texts?
 - iv. Your ability to communicate in writing through English?
3. Do you think that the texts are relevant to your local culture and values?
4. Do you want to learn about different cultures of the world?
5. Do you like / dislike the teaching materials?
Why do you like/ dislike them?
6. Does the course reflect your needs? Explain please?
7. Do you want changes in the course or materials? If yes which changes would you suggest?

(ii) Interview questions with the teachers

1. Do you think that the existing syllabus is suitable for the students? If yes/Why If no/Give reasons
2. How does syllabus impact on your students' learning?

Listening? Reading? Speaking? Writing?

3. What are the requirements of the students to learn English in this age of globalization?
4. Are the texts relevant with local culture?
5. Do they enhance students' knowledge about world cultures?
6. Do the students show interest in the texts you teach?
7. What kind of changes would you suggest to be made in the existing syllabus?

APPENDIX C

Factor analysis table

Communalities

	Initial	Extraction
q1	1.000	.752
q2	1.000	.802
q3	1.000	.737
q4	1.000	.750
q5	1.000	.558
q6	1.000	.876
q7	1.000	.941
q8	1.000	.812
q9	1.000	.730
q10	1.000	.744
q11	1.000	.485
q12	1.000	.685
q13	1.000	.714
q14	1.000	.720
q15	1.000	.745
q16	1.000	.679
q17	1.000	.699
q18	1.000	.778
q19	1.000	.743
q20	1.000	.709

Extraction Method: Principal Component Analysis.

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