

GOING GLOBAL IN LANGUAGE, LITERATURE AND EDUCATION

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Abstract

The term 'Global' has been so far used in the sense of universe, the world in terms of geographical area, the whole mankind, in the humanitarian sense, and in the present scenario it has wide association with UNO, Liberalization, Privatization and Globalization with commercial gains. The present paper poses questions in regard to this like what actually the term 'Global' means, who all wants 'Global' and why and what are the hidden intentions behind this most discussed concept of global. Along with this the paper focuses the relationship of the term 'Global' with language, literature and education. As the concepts of language, literature and education are inter related, they cannot exist without the other. Besides, these have intertwined with the term "Global" also. But this concepts not only defines this term, but also gives an ideal and universal perspective of global, quite different from all interpretations, building a sustainable worthy world where even the last person of the lowest strata of society can lead a happy life. But in the midst of the conflict situations created by the misconceptions of the terms like language and education such as achieving existence, development as well as monopoly of languages, commercialization of education and discrimination and riots in the name of language and education, the present paper throws light on how literature defines going global in language and education and also analyses it's universal implications.

Key words: *Global, commercialization, intertwined, sustainable, universal*

GOING GLOBAL IN LANGUAGE

How far has English already spread? How much further can we expect it to go? English already serves as a lingua franca in the world (more or less) and those where the language faces sharp competition and does not threaten to marginalize the other major languages. The former areas of life are international safety, the internal business of international organizations, internal communication within the international news industry, international sports and science. The latter areas are the press, television, the internet, publishing and international trade. As to the second question, about the future prospects of English, the chapter argues that the advance of English will depend heavily on the motives to learn the other major languages in the world as well. Based on the empirical evidence, the same model applies to the incentives to learn English and these other languages. On the important topic of welfare, the cultural market is the single one where it is arguable that the progress of English has gone too far. English dominance in the song, the cinema and the best-seller is indeed extraordinary and difficult to reconcile with the evidence popular attachments to home languages, which is otherwise strong and apparent. The use of language can be an emotive issue. Dialects, accents, and education levels all have an impact on language. Generational differences are often highlighted in particular, usually with older speakers grumbling about the poor command of language spoken by today's youth. But is this a new phenomenon or has the English language been in decline for some time? To some extent, Americans have an advantage over much of the world's population: The country's two most widely spoken languages English and Spanish are among the most widely spoken worldwide. So, are Americans still willing to take language classes?

The number of American students who learned a language other than English decreased by about 100,000 between 2009 and 2013, according to research by the Modern Language Association. For many, taking a class in economics might seem more beneficial than a French course. But is it really? The Chinese dialects combined already have more native speakers than any other language, followed by Hindi and Urdu, which have the same linguistic origins in northern India. English comes next with 527 million native speakers. Arabic is spoken by nearly 100 million more native speakers than Spanish, which has 389 million speakers. You want to make money in growth markets? These will be your languages. In a recent U.K.-focused report, the British Council, a think tank, identified more

than 20 growth markets and their main languages. The report features languages spoken in the so-called BRIC countries Brazil, Russia, India, China that are usually perceived as the world's biggest emerging economies, as well as more niche growth markets that are included in lists produced by investment bank Goldman Sachs and services firm Ernst & Young.

German linguistic expert Ulrich Ammon, who conducted a 15-year-long study, recently released a summary of his research. In his book, Ammon analyzes the languages with the most native speakers and the most language learners around the world. Here's his top three of the languages you should learn if you want to use the language as often as possible, everywhere in the world.

1. Chinese. "Although Chinese has three times more native speakers than English, it's still not as evenly spread over the world," Ammon said. "Moreover, Chinese is only rarely used in sciences and difficult to read and write."

2. Spanish. Spanish makes up for a lack of native speakers — compared with China — by being particularly popular as a second language, taught in schools around the world, Ammon said.

3. French. "French has lost grounds in some regions and especially in Europe in the last decades," Ammon explained. "French, however, could gain influence again if West Africa where it is frequently spoken were to become more politically stable and economically attractive."

A 2014 study by the investment bank Natixis even predicted that French would become the world's most widely spoken language by 2050. The authors of the study referred to were demographic growth prospects in Africa. "

A group of international researchers recently analyzed 2.2 million book translations from around the world: Their visualization, based on data provided by UNESCO's Index Translationum project, offers rare insights into so-called hub languages, which are especially significant culturally: If a book is published in a smaller language, it will usually be translated into a hub language. In this graphic, hub languages are characterized by their central position, multi-connectedness and the intensity of the nations' relationship — which are visually emphasized by the width of the lines. Shahar Ronen, who was among the researchers who produced the graphics, says that the latest data on languages used on Twitter shows a clear trend, though: Some more traditional languages, which are dominant hub languages for book translations, will lose influence. "As it often happens, the rise of some languages comes at the expense of others. Russian and German are two languages whose global impact is on the decline: both are top languages in book translations and Wikipedia, but barely make it to the top 15 on Twitter," Ronen explained.

In other words: There is no one single language of the future. Instead, language learners will increasingly have to ask themselves about their goals and own motivations before making a decision. The world faces a future of people speaking more than one language, with English no longer seen as likely to become dominant.

"English is likely to remain one of the world's most important languages for the foreseeable future, but its future is more problematic — and complex — than most people appreciate," said language researcher David Graddol. He sees English as likely to become the "first among equals" rather than having the global field to itself.

"Monolingual speakers of any variety of English American or British will experience increasing difficulty in employment and political life, and are likely to become bewildered by many aspects of society and culture around them," Graddol said.

The share of the world's population that speaks English as a native language is falling, Graddol reports in a paper in Friday's issue of the journal *Science*,

"The idea of English becoming the world language to the exclusion of others "is past its sell-by date," Graddol says. Instead, it's major contribution will be in creating new generations of bilingual and multilingual speakers, he reports. A multi-lingual population is already the case in much of the world and is becoming more common in the United States.

Yale linguist Stephen Anderson noted that multilingualism is "more or less the natural state. In most of the world multilingualism is the normal condition of people."

"The notion that English shouldn't, needn't and probably won't displace local languages seems natural to me," he said in a telephone interview.

While it is important to learn English, he added, politicians and educators need to realize that doesn't mean abandoning the native language. Scott Montgomery observes.

“There is a distinct consciousness in many countries, both developed and developing, about this dominance of English. There is some evidence of resistance to it, a desire to change it,”

For example, he said, in the early years of the Internet it was dominated by sites in English, but in recent years there has been a proliferation of non-English sites, especially Spanish, German, French, Japanese and others. Nonetheless, English is strong as a second language, and teaching it has become a growth industry, said Montgomery, a Seattle-based geologist and energy consultant. “In the next decade the new ‘must learn’ language is likely to be Mandarin.”

“The world’s language system, having evolved over centuries, has reached a point of crisis and is rapidly restructuring,” Graddol says. In this process as many as 90 percent of the 6,000 or so languages spoken around the world may be doomed to extinction, he estimated.

Graddol does have words of consolation for those who struggle to master the intricacies of other languages.

“The expectation that someone should always aspire to native speaker competence when learning a foreign language is under challenge,” he comments.

Going Global in literature:

This is such a recent conversation. To a large extent, people are trained to think about literature in terms of the nation. To even think about literature and globalization is to push against deeply held traditions. Through literature today, we can watch writers confront all the strange and different communities that we come into contact with each day. Not to say that literature hasn’t always done this, but there’s something particularly dramatic and pressing now. Back in the 19th century, when we saw an earlier wave of “globalized” writing where things were generally seen through the eyes of the home nation. There was a sense that literature was really an impulse towards empire, towards controlling these subjects. Not always, but often enough.

We are in a very different moment now, where much larger segments of the population are critical of the idea of empire. I don’t think there’s exactly a linear progression, but in the 1960s and 1970s, with the rise of anti-imperial movements, with the rise of feminism, with the rise of all sorts of identity politics, you have the emergence in different places around the globe of a sudden awareness of empire as a problem, of racism as a problem, sexism as a problem, in ways that were different from before. Not to say that didn’t happen before then, but the scale really changes with the wave of decolonization. That seismic shift has a profound effect on writing. You see similar themes coming from writers all across the globe.

We have more access to more literature than we’ve ever had before. But the question is how many limitations there still are on the circulation of literature. There are lots more written in English and translated into other languages than the reverse. A lot of people who read in English don’t get to see those other types of literature. A lot of writers working in India feel that to get major distribution, to get noticed, to basically make your way as a writer, you have to write for the export market. And, particularly in the 1990s, there was this flood of South Asian writers working in English who became the face of a very sophisticated, hip global literature. While it looked like a great breakthrough, many writers who did not have one residence in New York and one in Mumbai, but were indeed based in India, found it really hindered their ability to make a living. Books are different — they’re created and consumed alone. Their distribution is so different. If anything, the internet, with the proliferation of literary blogs and sites such as Amazon, could have an even more profound impact on literature than other types of popular culture. Writers are beginning to find an audience in ways that might not have been available in a bookstore. Literature can really thrive in the subcultures on the internet. But it’s not just about technology. Simple economics has played a great role in the globalization of literature. It used to be that the vast majority of Western books that you could get in China were from the 19th century. You could get *Jane Eyre* or some Dickens, but good luck finding the latest literary hit. I think the reason for that was that those older books were out of copyright, anybody could translate them, and it wasn’t that expensive. But as China has risen economically, people have more purchasing power, and now when you go to the book stalls in the subways, you can find the same things that are

bestsellers in the U.S. You can get *Harry Potter*. Not only can you buy *Harry Potter* in China, you can buy the dozens and dozens of its rip offs.

The rise of the globalized novel coincided with a feeling that the Western novel had run out of momentum. One of the reasons literature from new places took off was because of a sense of possibility and something new. A lot of the most innovative experiments that we have seen the past several decades with style, with form, with what you can do with the novel, have come out of postcolonial spaces. Take Salman Rushdie's *Midnight's Children*, which is easily one of the most influential novels of the last 30 years. No one had ever seen writing like that before. It was a perfect hybrid of English and Indian traditions, both linguistically and thematically. It's easy to forget how revolutionary this approach was at the time.

More broadly, you can see how American writers have drawn, sometimes very derivatively, from these global novels. For example, magical realism, which began as a recognizable signature from Asian and Latin cultures, over time has come to seem almost normal as it's been embraced by Western writers. Rushdie seems to be the perfect example of the globalized writer. He has continued to live in the West and his writing seems to incorporate much of what has come to be seen as globalized literature.

Rushdie is an interesting example for a number of reasons. While he was hailed in the West as the coming of the global author, he's been far more controversial back in India. As a handful of Indian writers have become worldwide celebrities, there has been a backlash in India. Rushdie is dubbed insufficiently Indian and, in many cases, barred from college curriculums. Look at Orhan Pamuk. He's been writing these wonderful novels of Istanbul, but because he's been perceived as very pro-Western, and has written things that are critical of Turkish Islamic fundamentalism, and has achieved such incredible success in the Western world, he's practically an outcast in some segments of his own country. It makes you wonder if the novel will ever be able to successfully decouple itself from questions of national identity. While there is a globalized literature, it's not all-encompassing. Each country retains a homegrown sense of the novel that is distinct.

It is better to look for the origins of the globalized novel much earlier in time, back in the classical ancient periods. Ancient writers weren't so concerned with creating a singular civic identity. There was a greater focus on the strangeness of human behavior and all sorts of different cultures. In some ways the novels we associate with globalization have a lot more in common with them. In a sense, writers were global before we even knew there was a globe.

Going Global in Education

The terms global education and international education are used to describe strategies for:

- gaining knowledge of world cultures;
- understanding the historical, geographic, economic, political, cultural, and environment relationships among world regions and peoples;
- examining the nature of cultural differences and national or regional conflicts and problems; and
- acting to influence public policy and private behavior on behalf of international understanding, tolerance and empathy.

Global education and international education are complementary approaches with different emphases. The integration of both perspectives is imperative to develop the skills, knowledge, and attitudes needed for responsible participation in a democratic society and in a global community in the twenty-first century.

Global education focuses on the interrelated nature of condition, issues, trends, processes, and events while international education emphasizes specific world regions, problems, and cultures. International education encompasses studies of specific areas or regions of the world as well as the in-depth examination of a single culture or some aspect of that culture, such as its history, language, literature, religion, political organization, economic system, or current issues. It also includes cross-cultural studies that use a comparative approach in the examination of the characteristics of two or more cultures. Multicultural education is a closely related approach that explores the interactions among differing cultures within a political region.

Why is Global Education Important?

Global education and international education are important because the day-to-day lives of average citizens around the world are influenced by burgeoning international connections. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside of them, and increased worldwide communication capabilities all contribute to an imperative that responsible citizens understand global and international issues.

In studying the traditions, history, and current challenges of other cultures, the perspective consciousness of our students must be raised and ethnocentric barriers must be addressed. The social studies curriculum should provide a forum for discussion of issues of inequity and unfairness, racism, and power in and among societies.

Multiculturalism is a component of interdisciplinary curricula, but it must be distinguished from global and international education. Multicultural issues focus on accepting people from many cultural backgrounds within a political entity, whereas global and international education moves far outside of one's own country. Studying the common threads and themes of daily life in other countries helps students see the human condition, clarifying their understanding that across the globe, people share common concerns, but find solutions in different ways.

Evidence of Globalization in Education

In summary, the imperative of global and international studies is found in the technical developments of global systems of communication and transportation; the change from local, regional, and national economies into a global economy; the increased interaction among societies, resulting in a need for understanding the distinctiveness as well as commonalities of world cultures that coexist with an array of distinctive local, national and regional cultures; the world-wide political interdependence that is altering traditional boundaries between domestic and international politics; the impact of human activity upon the planet's ecosystem and the constraints on human activity imposed by limits of the system; the power of art and popular culture to communicate common affective and cognitive experiences around the globe; the perspective consciousness that expands our daily awareness that we are members of the global human species, with the world as our community and the changes in land use.

Recommendations

The global education should emphasize:

That the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, multi-ethnic interactions.

The variety of actors on the world stage like numbers of individuals, groups, and agencies with international contacts and influence. The character and influence of multinational corporations, church groups, scientific and cultural organizations, United Nation agencies, and local, state, and federal agencies working with and serving the global community.

That human kind is an integral part of the world environment. The human-natural environment should be seen as a single system. This requires an emphasis on (1) the ultimate dependence of humankind upon natural resources; (2) the fact that natural resources are limited; (3) the nature of the planet's ecosystem; and (4) the impact of ecological laws on human culture.

The linkages between past actions, present social, political, and ecological realities and alternative futures.

That citizens, participate in world as well as local affairs. World affairs have been treated as a spectator sport in which only the "expert" can participate. The increasing globalization in the human condition has created additional opportunities and responsibilities for individuals and groups to take personal, social and political action in the international arena.

Use of an interdisciplinary approach within which links to multicultural education;

Take advantage of technology, including Internet and e-mail;

Utilize primary sources from other countries, from constitutions to literature to artifacts;

Include internationally experienced persons; students, teachers, parents, and others in the community;

Emphasize interactive methodology, such as a model United Nations and cross-cultural simulations and role plays;

Address global issues with an approach that promotes multiple perspectives and intellectual honesty and action; Encourage new avenues for research in the international arena and encourage teachers to participate and/or make use of this research in their classrooms.

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