

İNGİLİZ DİLİ ÖĞRETİMİNDE ROMANLARIN ROLÜ

Almasa Mulalić & Azamat Akbarov

International Burch University, Bosnia and Herzegovina

Özet

Yirmi birinci yüzyıl tarihsel dinamik değişim ve küreselleşme sürecinin getirdiği zorluklara tanık oldu. Dünya, karışık kültür ve gelenekleri ile farklı hale geldi, ve, bu nedenle, insanlık birlikte yaşamayı ve gelenekçilik, milliyetçilik, ırkçılık, ve kapalılık gibi kavramların üstesinden gelmeyi öğrenmek zorundadır. Şu anda, bu nedenle, multi-etnik, merkezi eğitimden ziyade çok kültürlü eğitime olan ihtiyaç açık bir dille ifade edilmiştir. Ancak, etkili öğrenme süreci ve çok kültürlü anlayış ve hoşgörü artışında Uluslararası üniversitelerde İngilizce dilinin rolü nedir? İngilizce dilinde çok kültürlü romanların rolü nedir? Çok kültürlü romanlar, üniversiteler arasında multikültürel anlayışı sınıf içinde ve dışında nasıl arttırabilir? Kesinlikle, İngilizce dil öğretiminin temel amacı öğrencilerin dili etkili kullanmasını sağlayarak, genel iletişim kabiliyetini geliştirmektir. Ancak öğrencilerin etkili iletişim kabiliyetini aşılardan başka, İngilizce öğrencilerinin rolü, öğrencilerin farklı dinler, kültürler, gelenekler ve multikültürel anlayışın getirdiği gelenekler hakkında bilinçliliğini geliştirmektir. Örnek olarak, Bosna Hersek'te tek merkez odaklı eğitim, sınıflarda ve kulüplerde gruplaşmaya ve farklı etnik gruplar arasındaki iletişimi sınırlayarak, öğrencilerin nefret duyguları beslemesine neden olmuştur (Perry, 2003: 11). Bu nedenle, çok kültürlü anlayışı öğrenme sürecini geliştirmek ve, bunun yanı sıra İngilizce sınıfında çok kültürlü romanın kullanımını arttırmak, birden çok bakış açısı yaklaşımı tanıtmak için acil bir ihtiyaçtır.

Anahtar Kelimeler

Dil, Edinim, İçerik, Kültür, Eğitim

THE ROLE OF NOVELS IN TEACHING ENGLISH

Abstract

The twenty-first century witness dynamic historical changes and challenges brought about by the globalization process. The world has become diverse with mixed cultures and traditions, and, for that reason, humanity has to learn how to live together and how to overcome traditionalism, nationalism, racism, and closeness. Currently, for the very reason, multiethnic, multicultural and multilingual world has been articulating the need for multicultural rather than centric education. However, what is the role of English language at International universities in enhancing effective learning process and multicultural understanding and tolerance? What is the role of multicultural novels in English language? How multicultural novels can enhance multicultural understanding and tolerance among university students, in and outside the classroom? Certainly, the main purpose of teaching English language is to develop students' general communicative ability, enabling them to use language effectively. However, apart from instilling in students effective communicative ability, the role of English teachers is to develop students' awareness about other religions, cultures, and traditions bringing about multicultural understanding. In Bosnia-Herzegovina, for instance, centric education caused grouping in the classrooms and in the clubs, limiting interaction among ethnically different groups, and even stimulating hatred among the students (Perry, 2003: 11). Therefore, there is an urgent need to introduce multiple-perspective approach in English classroom by using multicultural novels to enhance learning process and, as well as, multicultural understanding.

Keywords

Language, Acquisition, Content, Culture, Teaching

Introduction

According to Banks “multicultural education incorporates ideas that all students- regardless of gender and social class and their ethical, racial, or cultural characteristics- should have an equal opportunity to learn in school” (Banks & Banks, 2001: 3). The main objective of multicultural education, therefore, is to understand the world from the perspective of others by accepting cultural, ethnic, racial, and religious differences. What is multicultural understanding? Most countries, nowadays, have diverse population, who has to learn to live together. As a result, there is a need to find out to what extent multicultural novels can contribute to co-existence and understanding among these different ethnic, cultural, and religious groups.

Literature is a valuable mean of attaining cultural insights. Comparatively as an artifact, it is typically a product of a given culture, and commonly functions as an inclusive model of that culture. It is a valuable mean of acquiring cultural insights because literature frequently isolates for scrutiny, aesthetic, moral, spiritual, and social values that a given community cherishes- values and pattern of behavior which too often are not clear to the casual observer. What is culture? According to sociologist definitions culture consists of the material objects as well as the patterns for thinking; feeling and behaving that are passed from generation to generation among members of society (Shepard, 2001).

Importance of Multicultural Novels in English Language Classrooms

In today’s globalized world English language plays an important role in education all around the world. With opening of several private schools and universities with the English language as a medium of instruction in Bosnia, English language becomes more important than ever before. We, here in Bosnia, learned certain things through our recent history, in which we experienced all kind of atrocities and killings because of religious, ethnic and cultural misunderstanding. In the recent history, extremists among Bosnian multiethnic groups caused the war by misinterpreting and misusing cultures, religions and traditions. After the war, mistrust among three major ethnic groups is still visible, especially among university students. This is the reason why every educational system should stress in their proposals the importance and necessity for multicultural education.

The role of education is to produce good citizens; citizens who possess knowledge and skills, and who accept diversity and pluralism in their societies. Understanding and tolerance among different ethnic, religious, racial, and cultural groups within the society are a key of economic and human development. In this respect, the question is how English teachers can contribute and help students to accept and tolerate other cultures? In today’s era of globalization, students have to co-operate among each other in and outside classroom in order to make learning process and co-existence possible. In this respect, English teachers should play greater role in helping and enabling students to achieve these goals. Today, centric approach in teaching English language

neither contributes to effective learning of English language nor enhances multicultural understanding among students.

Most of English teachers use Western literature in teaching English language. However, such literature does not reflect student's culture, religion, and tradition, and because of these very reason students turn to be less interested in studying English language. Furthermore, such literature does not promote and encourage multicultural understanding and tolerance. Multicultural approach – using of multicultural novels - in teaching English language, therefore, should be encouraged because it is proactive and encourages student's dialogue, understanding, and helps in promoting conflict resolution in multicultural societies. Furthermore, most of the researchers on multicultural education hold that when students are engaged in analyzing multicultural issues learning takes place (Diaz et. al., 1999: 211).

The need for multicultural approach in teaching English language is obvious in Bosnia-Herzegovina, for example, where diverse ethnic groups could not establish a common ground for a dialogue. This is not only apparent among Bosnia-Herzegovina multiethnic and multicultural communities but also among diverse students in the classroom. Therefore, teaching English from multicultural perspective, especially by using multicultural novels, is of a vital importance to bring diverse students together and to enhance their learning process of English language.

English as a Global Language

With the advent of globalization, the world has become a global village characterized by diversity and pluralism. With growing recognition of globalization process, there is an increasing realization that education should play a vital role in promoting multiculturalism. Multicultural education can develop awareness of the existence of other cultures, traditions, and religions because it seeks to develop growth in the intellectual, creative, spiritual, social, physical and emotional dimensions of the learner from multicultural perspective.

Karmar in his discussion of teaching culture to advance language learners explains that:

Coming into contact with foreign culture (and society) usually triggers of a very complex process; we feel certain distance towards its representation. On the other hand, we still have the desire to come closer to it...in our desire to create harmony among different people of the world; we should have a full commitment to culture. In our ESL classroom we have the opportunity to show our commitment by helping students become open, accepting, caring citizens

of the world community and by having certain set of goals for teaching culture aspect of the second language (Kramar, 1990: 58).

Students studying English language must read and comprehend analytically and critically selected novels or any other texts in preparing for their term papers, essays, and examinations. Understanding the multicultural novels and their main ideas will inevitably enhance students' knowledge of English language and diversity of cultures, traditions, and religions. For instance, if teacher selects multicultural novels related to student's tradition, culture, religion and experience, students will tend to be more interested and objective in studying such kind of texts. Therefore, selecting multicultural novels in multicultural classroom perhaps tends to be more beneficial in learning English language and in enhancing multicultural understanding rather than selecting centric type of novels that do not reflect classroom's diverse cultures, traditions and religions. Why there is a need for studying other cultures, religions, and traditions? Dialog among students in and outside the classroom requires knowledge about cultures, symbols, values, and ways of life, respectively. It is discouraging to change students' values, cultures, traditions, and religions. However, it is encouraging to teach students to understand and respect other student's values, cultures, traditions, and religions. Today, education is centric and it is mostly based on Western philosophy of education. English teachers, as a result, use and concentrate entirely on centric novels in teaching.

Concluding Remarks

Multicultural understanding and tolerance should be promoted and advertized among world population because today's globalization had evolved into a worldwide phenomenon. There is no country today in which we will find one single culture, religion and ethnic group. Because of the migration and some well know historical changes around the world we can find China Towns in the United States, Arab settlements in Franc and many other examples in which people moved from their country of origin to another country in search of a better life. Whatever reasons caused such large migration it is obvious that we have different cultures, religions and ethnic origin in every nation and country of the world. Because of this the necessity for multicultural understanding and religious tolerance is very obvious and should be promoted in all aspects and spheres of human life. One way in which professors of English language can work towards these goals is to use variety of literature written by various authors from different cultural backgrounds.

References

- Banks, J.A., Banks, C.A.M. (2001), *Multicultural education: Issues & perspectives*, Wiley, New York.
- Shepard M. Jon. (2001), *Sociology and you*, McGraw-Hill Education, Glencoe.
- Diaz, Carlos F., Massialas, Byron B., Xanthopoulos, John A. (1999), *Global perspectives for educators*, Allyn and Bacon, Boston.
- Jurgen, Kramer. (1990), "Teaching the cultural, historical, and intercultural to advanced language-learners", *Language Learning Journal*, 2, (1), 58-61.
- Perry, Valery. (2003), *Reading, writing and reconciliation: Educational reform in Bosnia and Herzegovina*, European Centre for Minority Issues, Flensburg.

