

GLOBALIZATION OF ENGLISH AND ITS IMPACT ON ENGLISH LANGUAGE EDUCATION IN HIGHER EDUCATION SECTOR: A CASE STUDY OF NEPAL

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ABSTRACT

Education is known as the backbone of a country. It is true that as a person cannot move without backbone, in the same way, a country cannot run without quality education system today. There should also be a close link between lower and higher levels of education. Lower education prepares base for higher education. On the other hand, higher education has to prepare qualified and skillful human resources. Today, the world is developing with open society and global quality in which English education has played the main role because English education has made people responsive to changes. So, higher education should produce highly qualified human resources to be able to compete not only in their own country but also in other countries, and for this purpose, English has been a very important subject. Education plays a very important role for the national development of a country. Higher education should make persons responsible to change in policy making as a symbol of reform. But to make judgments about the reforms of higher education, it is necessary to examine the existing education system in terms of national and international perspectives. There is a close relationship between higher education and development of a country. Education should follow the pace of change in a country as it is being run in the educational system of the world. Higher education should be in the direction of changing concepts for the future needs and not only for present. Educational system should have visions to be changing to cater to the needs of the citizens in the demanding and challenging future of the world and the market of opportunities. So, higher education has to provide skills and abilities to the students so that they will not be left behind in the process of globalization of the world.

KEYWORDS: Globalization, Higher Education, English Language, Homogeneity in Higher Education.

INTRODUCTION

Education should be imparted in a country in such a way that the youths will be able to cope up with the future demand of the emerging society.

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To quote Khaniya, "It should be appreciated that the very notion of higher education has changed from knowledge producing mechanism to human resource development procedure" [11 (p.101)].

Regarding higher education, Khaniya has stated as follows:

The stage of advancement of a country has a strong relationship with the quality of its higher education. It is the knowledge driven economic and social growth that a country can achieve with the advancement of its higher education. The higher education of a country thus stands as an indicator of its status of advancement [11 (p.167)].

It is the prime need of today to make higher education related to time fulfill the national need and follow the trends of globalization. To improve the quality of higher education it is necessary to revise the curriculum, give priority to the process of capacity building of the teachers and reconstructing professionalism by improving their knowledge and skill in English and IT. About higher education, Rao has written: "Higher education is seen as a passport to social mobility in the modern industrial societies. It enhances the prospects of an individual to attain social prestige and honor in a society that places emphasis on individualistic achievements" [17 (p.205)]. This makes us known that people with higher education will get higher prestige than that people with lower level education, but quality of higher education today should be maintained with English language.

Today, it has been a kind of discourse that we are living in an era of globalization. Globalization has made the present world a narrow place because of the modern science, scientific invention and technology. The development of more advanced technology like computer, internet, fax, email and cable

television has brought changes in people, society, education, knowledge and skill. The development of such type of advanced technology has brought globalization in the world today.

IMPACT OF GLOBALIZATION

Oxford Advanced Learner's Dictionary has defined globalization as "the fact that different cultures and economic systems around the world are becoming connected and similar to each other because of the influence of large MULTINATIONAL companies and of improved communication" [8 (p.659)]. Globalization has transferred human resource, economic production, education, culture and technology from one country to another with the help of English language. Today it has been experienced that different countries and their cultures are interconnected in which English has played a major role. But we find both diversities and similarities among societies today.

The countries in the present world are not free independently to make decision as Pieterse has opined, "Globalization and regionalization are overtaking the standard unit of development, the nation or society. The conventional agent of development, the state, is being overtaken by the role of international institutions and market forces" [15 (p.1)]. Different kinds of global forces have influenced the planning and development of the countries today. Before applying the planning of any country, they have to contact the planners of other countries too.

Regarding globalization, Hernes has stated:

Globalization is the increasing flow across borders and boundaries-whether national, economic, cultural, technological or institutional - of people, goods, services, ideas, information, images and values. There is no choice; it is already here, as a defining

worldwide force and consequence of the rapid and inexorable movement of technologies, markets, policies and destinies. Globalization is a mixed blessing, encompassing promises as well as threats. It can mean modernization, but also marginalization. It can raise standards of living, but can also increase exploitation, threaten the environment and destroy communities. It has brought impressive gains in welfare, but also distressing increases in inequality [7 (p.6)].

It is also true that globalization has increased the use of technologies all over the world and changed the economy of the world. It has also changed the political scenario and transferred culture. It is believed that globalization serves as the impetus for socio-political and economic change to make the world united and homogeneous.

In this way, we should be careful that globalization of English in higher education cannot be neglected. It means that the quality of higher education should be similar in all countries to achieve the goal of homogeneity. So, to promote globalization of higher education, English language has played a major role. Today universities are globalized because the textbooks written in any country can be supplied and sold to any other countries around the world but they should be in English language and it is also true that most of the books around the present world are written and published in English. It can be said that an educated person without the knowledge of English language, cannot enter the world of globalization. Really, textbooks and publishers are globally marketed.

About homogeneous situation, Robertson (1992:8) has stated as follows:

Homogenization promotes a sense of universal sameness in which boundaries are permeable and are heightened by economic linkages,

population shifts, information flows and interconnections of technology and popular culture, resulting interference enhances a "global system of societies" a process that is sustained by emulation (as cited in Raby [16 (p.20)]).

But also, it is a great challenge to bring homogeneous status from heterogeneous and diverse factors. Today globalization has been an inevitable event and a new era. About the present world and globalization, Suarez-Orozco and Satin have written as follows:

Globalization is the ongoing process of intensifying economic, social and cultural exchanges across the planet. It is an ancient dynamic that perhaps originated sixty thousand years ago when humans first embarked on a survey that would take us, as a species, out of the African savanna to explore and transform the globe. Globalization is about the increasing integration and coordination of markets, of production, and of consumption. These global economic forces are stimulating the migrations of people in unprecedented numbers from and to every corner of earth. Globalization is about exchanges of cultures that make the old boundaries as well as the aspired cultural coherence and homogeneity of the nation-state, increasingly untenable [22 (p.6)].

It can be mentioned that new socio-economic formations and new global migrations show the real characteristics of globalization. Today, people move from one place to another to gain new knowledge and more income. The world has not got a strict boundary today for education, job opportunity and migration if people are expert and fluent in English language.

To prepare the individuals to be active in the globe today, a common language is extremely needed and English language today has played

the role of a global language which is used in every country of the globe.

About the importance of English, Spring has mentioned as follows:

The domination of English speaking institutions in the global trade in educational services contributes to the growth of English as the global language. Also, English is the world's most widely studied second language at all levels of the educational ladder. The majority of academic websites are in English. Universities throughout the world are offering degree programs in English. In summary English is the main language in the global trade in educational services resulting in English-speaking nations being in the forefront of the worldwide marketing of higher education and other educational services [23 (p.108)].

About the characteristics of globalization, Castelles (1997) in Brunner (2001) can be taken as an example as follows:

Globalization is described as a complex process of creating worldwide networks of capital, technology and information made possible through enhanced competition, stronger interconnection and greater interdependence. Competition has brought enormous changes in the structure of production and distribution in the global economy. Through the expansion of worldwide networks and connections, globalization has accelerated the interdependence among nations, groups and individuals (as cited in Tullao T. Jr. [25 (p.1)]).

Globalization of English has been worldwide phenomena and it has affected human life, politics, education, economy, culture, society and other overall sectors of human beings. In the present era of globalization, we should certainly follow the trend of globalization of English in higher education to educate people in a country.

Regarding globalization of education, Spring has stated as follows:

Globalization of education refers to the worldwide discussions, processes and institutions affecting local educational practices and policies. The key in the previous statement is the word "worldwide". This means that events are happening on a global scale that affect national school systems. The image in that of global educational policies and practices existing in a super structure above national and local schools. Nothing is static in this image. There are international organizations that directly and indirectly influence national school systems. There are multinational education corporations and schools [23 (p.1)].

It should be taken care that in the process of "worldwide" as mentioned above, the government in a country cannot make educational policies alone. The government and the planners or professionals make discussions with international organizations about educational policies.

Next point from Spring is worth mentioning as follows:

Global discourses exist about the knowledge economy, lifelong learning, global migration and brain circulation and neo-liberalism. Illustrative of major global institutions affecting worldwide educational practices and policies are the World Bank (WB), Organization for Economic Cooperation and Development (OECD), the World Trade Organization (WTO), and its General Agreement on Trade in Services (GATS), the United Nations, UNESCO and other intergovernmental Organizations (IGOS) and Non-Government Organizations (NGOs), such as human rights, environmental, and women's organizations. Another factor is the impact on local schools of the development of English as the language of global business [23 (p.1,2)].

The statement mentioned above clearly shows that no country at the present time is free to make decisions about the planning and policies in the country related to administration, policy-making, economic sectors, educational sectors and other state related activities. Today people from any country can go to other countries for the purpose of getting job opportunities and gaining skills.

HIGHER EDUCATION IN NEPAL

The beginning of higher education in Nepal was during the time of Rana rule in Nepal. Khaniya has stated,

The beginning of Nepalese higher education is dated back to 1918 when Tribhuvan- Chandra College was established. Initially it was affiliated to Calcutta University till 1923. After 1923, it got affiliation from Patna University. It was only after a long gap, Tribhuvan University (TU) was established in 1959 [12 (p.117)].

When the Shah Kings became the rulers of the country, changes appeared in the educational sectors. The first university, Tribhuvan University (TU), was established in 1959 and under TU many constituent campuses were established all over the country from eastern to western regions. In all these colleges, English was made as a compulsory subject and in some faculties, (Humanities and Education), English is applied as major subject too. In the overall situation, English as compulsory subject is applied from primary level to bachelor level. The faculties under TU were Humanities, Management and Science, and afterwards colleges for Medicine, Forestry, Engineering and Agriculture were established in different regions of the country. Gradually TU became the main base of higher education in Nepal including English subject. Regarding higher education in Nepal, Upadhyaya has written, "The history of Tribhuvan University is the history of higher education in Nepal" [27 (p.ii)].

More clearly, about TU, Ojha has written, "TU has taken burden of 95% students in Nepal" [13 (p.77)]. After the establishment of TU, as Sharma has stated, "It has now got 60 constituent campuses and 618 affiliated campuses throughout the country" [21 (p.10)].

During the time of Shah Kings, many high schools and colleges were established. King Mahendra and Birendra, both of them, took interest in educational sectors. They had made aim to educate Nepalese people to face the global trends of changes. English was made compulsory subject in schools and colleges.

Internationalization is becoming one of the most important and complex forces of higher education. It is related to different things such as: university associations, higher education institutions, government and non-governmental agencies, study abroad programs, international development projects and international dimension into teaching/ learning process and research.

THE PROBLEMS

Higher education in Nepal is not free from problems and challenges. The human resources produced from Nepal have to compete with the global, social, economic and educational opportunities. With the development of globalization, the educational opportunities should also be widened but if there is no skilled-manpower, global opportunities will have no doors to enter a room. To produce highly skilled-manpower, developed nations have invested huge amount of money to reform educational systems and Nepal should also take the same step in higher education. But students as well as teachers are found poor in English although they are in higher education sector. They even find difficulty to read advanced textbooks written in English. It is also found that teachers don't teach their subjects in English medium and students also don't take

English as their medium of teaching and learning. The universities have not made rules and regulations for English as a medium of instruction and language of examination. In such situation, globalization of English has not functioned in Nepalese universities except in some faculties. Majority of students have not skilled in the use of English. But higher education is linked with the globalization of English all over the world.

There are different kinds of academic problems and challenges in higher education of Nepal. The students are in confusion about which subjects to enroll in. They even face problems due to the scope of subjects in the global market of educational opportunities. In some subjects, there is too much pressure of student enrollment while in some others there is unbelievable low number of students, nearly zero.

Such type of low enrollment of students is because of inefficient teaching methods which do not include research based teaching learning process as the need of the present globalization of education. As a result of such education, the students don't get jobs. This situation needs to be reformed if we have to enter the globalization of higher education. Higher education should not be taken to be as only result oriented but quality should also be focused on which is needed to compete globally.

So, taking these points into consideration, the problem of this study is framed as follows:

Has globalization of English in higher education minimized global gaps in social advancement, economic development and educational opportunities of Nepalese people?

Higher education in Nepal has been challenged by the rapid development of globalization in the world and Nepal should also follow the same route as other countries have taken. To

face the challenges and mounting competition created by globalization, it is necessary to place more emphasis on English language teaching and learning process as other developed countries do. In many universities, English is used to attract foreign students. Many Nepalese students go to study abroad so that, they think, they would be competitive in the world but the students from other countries do not come to Nepal in their study abroad program. English is widely spoken today and it is referred to as a global language and the lingua franca of the present world.

GLOBALIZATION AND HIGHER EDUCATION

About globalization and higher education, Vaira has written as follows:

Globalization is the main structural feature of the contemporary world. Given this, it is not surprising that globalization discourse has affected higher education too in its every aspect: Policy making, governance, organization and academic work and identity. This is quite obvious, given the centrality of higher education institutions in the globalized world, their historically rooted cultural features which are challenged by globalization and their relationships with national polity, culture and economy, which in turn are challenged too [28 (p.484,485)].

About education and globalization, Lamberte (2003) has stated as follows:

To meet the challenges of globalization, it is necessary to prepare individuals for a workplace where responsibilities are constantly changing, where information passes through multiple and informal channels, where initiative taking is more important than obedience, and where strategies are especially complex because of expansion of markets beyond national borders. Therefore, education must

help individuals to perform tasks for which they were not originally trained, to prepare for a nonlinear path, to improve their team skills, to use information independently and, finally, to lay the basis of complex thinking linked to the realities of globalization (Foreword, p.X1) [25].

Higher education systems, policies and institutions are being transformed by globalization. Higher education has become central point to changes, and reforms are necessary according to the era of globalization. About higher education reforms, Agrawal has stated, " The emergence of a global economy due to increased trade, investment and mobility of people and, more recently, work across borders has forced nation states to adapt their systems of higher education to the changed global realities" [1 (p.xxv)].

About globalization, Jain has made a comment as, "The harsh reality about globalization is that it is nothing but 'recolonization' in a new garb" [10 (p.6,7)]. It is because the developed countries are making less developed countries as their economic colonies in the name of free trade and free market.

Today our plans are tied to the aims of developed countries. Giving his views about globalization, Amin has mentioned, "Although the world cannot be managed as a single market, and ideological and political intervention cannot be eliminated in favor of unilateral submission to the market's supposed laws (as believed by antistatist ideologues), the fact of globalization cannot be denied" [2 (p.103,104)].

About globalization, Petras and Veltmeyer have stated, "Currently the term "globalization" enjoys immense popularity. It is a key word in not only the dominant theoretical and political discourse but also in everyday language" [14 (p.8)]. In this way, the discourse of globalization cannot be avoided from our mentality.

IMPORTANCE OF ENGLISH LANGUAGE TODAY

Today, the universities are trying to be global universities by attracting international students to enroll in them by using English as a medium of instruction and as a global language. So everybody has to be fluent and competent in English. But everybody cannot stand with the advanced networking challenges in developed countries. International migrants have to pass the exams of English language like TOEFL & IELTS which have announced minimum requirement of English language proficiency which is the ability of students to use the English language in spoken and written contents. English language proficiency has become an important issue because of the awareness of the role of English language in employment opportunities and meeting skill shortages in work-force and universities. In the present era, globalization is affecting the economic and cultural lives of people all over the world and English has played the main role in it. The term English as a global language is not only descriptive but also a theoretical notion.

About English as a global language, Crystal has stated as follows:

Of course English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Wherever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. Indeed, if there is anything to wonder about at all, they might add, it is why such headlines should still be newsworthy. But English is news. The language continues to make news daily in many countries [5 (p.2)].

About the role of English, in fact, played to build the present world cannot be denied.

Without English no information is complete today. If any notice is in native language, another language will be English.

Chang has written about English as follows:

It is, therefore, only natural that attention should be paid to education, including teaching of the most widely used foreign or second language, English. Education in the English language in the context of accelerating globalization has been approached from different perspectives because of the value of English as the most commonly used language for global, political, cultural and economic exchange [4 (p.513)].

As Chang has written, without English language education, present education won't be useful to compete in the global job market. English has developed dominant characteristics upon other languages. Regarding the dominance of English, Crystal [5 (p.106)] has mentioned as follows: English permeates popular culture and has become the main language of popular music, advertising, satellite broadcasting, home computers and videogames; it is the language of international air traffic communication and is increasingly used in international maritime, policing and emergency services; it is used so extensively and deemed to be so important in the academic, scientific and technological sectors that over 80 percent of all information is stored in electronic retrieval systems in English [4 (p.514)].

Now a day, more people are in contact with each other around the world for education, business, job, treatment etc. and they need a common language. In this context, the role played by English as a global language has been widely recognized by the process and context of globalization. Bottery (2000:6) demonstrated that the development of "Globalization" has been associated with the dominance of the

English language [4 (p.515)]. Regarding the role of English, Chang has stated as follows:

Growing English competence has speeded up globalization by facilitating political understanding, economic activities and cultural exchange; meanwhile globalization has been functioning as a driving force to strengthen the position of English as a global language. Small wonder that many countries have been making efforts to promote English education so as to participate more fully in international activities [4 (p.515)].

So English as a global language has got broad outlook theoretically and practically. The context of changing global activities and as the driving force of the emergence of global English cannot be denied today. I want to mention that at the present context, if English was not used as global language, the world would not change into globalization.

About globalization, Rohmah has written as follows:

We are now experiencing a globalization era. Globalization is relatively new phenomenon of multi-dimensional nature that puts variety of complex trends in the economic, social and cultural fabrics of all societies. Globalization impacts on all conceivable aspects of life. Globalization has created a smaller world for people. When people of different backgrounds meet, they need to communicate using a particular language as a lingua franca. English is now a world lingua franca. Now a day, English is used by people in almost every part of the world [18 (p.106,107)].

English is widely used and taught in every part of the world. About the role of English in Chinese education system, Hui has stated as follows:

Globalization is an influencing force everywhere

in the world. In recent years China has chosen English as the major foreign language taught in all colleges and Universities as well as in almost all high schools. English is the subject to be examined both in senior high school entrance examination and college entrance examination. In every college or University, English is a compulsory course for every non-English major student [9 (p.126-129)].

Graddol has written about English as follows:

Britain's colonial expansion established the pre-conditions for the global use of English, taking the language from its island birthplace to settlements around the world. The English language has grown up in contact with many others, making it a hybrid language which can rapidly evolve to meet new cultural and communicative needs. English has always been an evolving language and language contact has been an important driver of change [6 (p.6)].

So, it is true that higher education, English language and globalization are interrelated to one another. In between higher education and globalization, there is English language in reality.

Higher education should empower the people by opening employment opportunities across the borders. It should help the students by breaking up domesticity and entering them into the global world for which proficiency of English language will be taken as an impetus.

CONCLUSION

Higher education has exchanged ideas and people across borders, which has contributed to advance to society's cultural, social and economic goals for a long time. The expansion of higher education has made universities internationalized. Higher education has integrated international and intercultural dimension into teaching/ learning activities, research and community services.

Higher education institutions are expanding their cooperation with other higher education institutions around the world. Today there is growth of market-driven activities with increasing demand of higher education worldwide. These cross-border activities have created many challenges to the existing institutions. Higher education has to play a critical role in today's global knowledge-based society. Higher education needs to strengthen the capacity in a country to improve accessibility to quality higher education minimizing the gaps in knowledge between industrialized and developing countries. It is also important to preserve linguistic and cultural diversity within higher education. Higher education across borders is a multifaceted phenomenon which includes the movement of people, students and faculty, and academic content, such as the development of joint curricula. These activities take place in the context of international development cooperation, academic exchanges and linkages, as well as commercial initiatives.

The main function of the state should be to improve the quality of life of men and women. Both males and females should get equal opportunity for education and employment. Education should aim not only to recognize the letters but also should be skill-oriented. So there is need of restructuring higher education and professionalism in Nepal to minimize global gaps.

Globalization of education has added many problems. New technologies have changed the teaching style all over the world and the teachers in Nepal have to follow the same track. In this computerized system of education, traditional models have to be changed to be a perfect teacher. It is important to know how the university management has given priority to new teaching technology and courses to prepare the teachers to compete the challenges of globalization of education.

Globalization has been a kind of challenge for the educational system in Nepal. The Nepalese society is facing many challenges. Due to the lack of necessary knowledge and needed skill, people are facing the problems of not getting jobs in international level. The people should also be competent enough to work everywhere in this globalized world. Technological advancement, such as E-mail, fax, internet and television, has shrunk this world into a small and narrow village. It is the want of concrete experience rather than abstract principles.

The development of more advanced technology like computer, internet, fax and E-mail has brought changes in people's mind and this has brought globalization. It is experienced that the world and its cultures are highly interconnected. People are not simply separated by the invisible walls of culture but they are integrated too.

Globalization of the world has transferred human resources, economic production, education, culture and technology from one country to another. In such a situation, Nepalese educational system should also be changed to compete with the people of other countries to bring changes in society to make balance with the globalization of the present world.

These days' people are making efforts to get jobs not only in their own country but everywhere in the world. It is not so easy to get a job because more skill is needed in them. It has been realized that people without skill are living in crisis.

In Nepalese universities there is also a problem of low quality of education. Almost all of the universities are facing problems to provide quality-oriented higher education and take the responsibility of world-class education in the country.

Today we talk of a global world and globalization of education. In this context, Nepalese higher education should also be equal to the educational system of other countries. Today, a university should be developed as a global institution with the use of English as a global language. But the number of increasing graduates every year is also increasing unemployment in the country. This is the result of low quality of education. Many of the higher education graduates are frustrated due to low achievement from their education. The main reason of unemployment is that the graduates produced from our universities cannot compete the job advertisement. It is because the vacant positions are advertised with the requirements as communication skills, English Language proficiency as well as computer skills. But many of our universities have not applied for such types of skill-oriented education system as a result of which the so called human resources produced from them are unemployed.

Our universities have not drawn their attention for the professional development of the teachers. Many of the university or college teachers are also not proficient in English language and computer skill and hence they cannot impart quality education as demanded by the globalization of higher education in the present world. Even the teachers try to be promoted without any competition because they are not confident in their profession. The academic group is also going out and there is a problem of brain drain, migration and diaspora. Till now, government has not made any plan to stop brain drain and motivate the youths from going out. The graduates have to work as laborers in many foreign countries instead of getting educational and skill-oriented work. So there are many problems in higher education of Nepal. As a whole, the educational system in Nepal needs reformation to face the challenges of globalization, increase educational opportunities and reduce global educational

disorders in which proficiency of English language plays a vital role. So, students' English proficiency should be strong, at present, to stand in the competition of globalization of education.

Some questions on English as a global language are to be taken care of as written by Tanabe (professor of Linguistics and TEFL in Waseda University) as follows:

Can we really teach English as a global language? How different is English as a global language from English we teach every day? What kind of changes do we have so that we can guide our students to learning appropriate English as a global language? What type of English should we teach our students in terms of English as a global language? Is English as a global language good enough to be accepted as "good English"?, "What does "English as a global language" mean to us? How different is "English as a global language" from English we have been teaching to our students everyday? What kind of English is good for us?" [24 (p.17,21)].

In this way, as English is a global language, it has been necessary to follow new methods and techniques in the field of teaching and learning English. By the time students are in tertiary level, they should be fluent, proficient and competent enough to use English as native-like to meet the need of globalization.

About English teaching situation in Nepal, Bhattarai has stated as follows:

ELT in Nepal has a clear scope for endless days in the future. There is no alternative to English, a language of global importance, of library, diplomacy, business, education and employment, and the promotion of human rights and the establishment of democracy. Even national development, administration and governance are stagnant unless we interpret the achievements made in IT, which is largely

the interpretation or understanding of English in our languages [3 (p.16)].

It has been analyzed that English language has taken the main role of lingua franca in the world for communication. Without knowledge of English, life remains incomplete today. So, this study has analyzed the present status of English as a global language and its impact on higher education in Nepal.

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