

INTERPRETATION OF FOREIGN LITERATURE: CHALLENGES FACED BY STUDENTS STUDYING IN PAKISTANI UNIVERSITIES

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ABSTRACT: *Different cultures have different sets of values which define the concepts of good and bad, right and wrong and standards of reasoning. Inhabitants' pattern of thinking revolves around the cultural norms and values and cannot be defined beyond their culture. The values practiced and appreciated in one culture might not be appreciable in other culture. Literature of a particular culture reflects the norms and values in which it is written. Dealing with the foreign literature is a complex issue, since the content is purely based on values and beliefs that demand a cross cultural understanding to comprehend the text. Interpretation of such literature poses certain challenges when studied in a different cultural context. The present study mainly looks into how Pakistani students at universities studying English literature make interpretations and inferences of values and beliefs represented in it. Secondly, whether or not, the students devise any strategy to cope with this difference of cultural representation reflected through foreign text. The analysis of the current study was based on Jazz by Toni Morrison and Joseph Andrews by Henry Fielding, the novels being the part of the course taught at Post Graduate level, in Pakistani universities. To address the aforementioned objectives a questionnaire was developed carrying both the qualitative and quantitative aspects of data investigation. The participants of the study were students of Government Post Graduate College Rawalpindi. The data revealed that due to the issues of cultural conflict, majority of the learners remain unable to understand and appreciate the foreign literature taught to them.*

Key words: cultural values, conflict, foreign literature, interpretation and inference

INTRODUCTION:

Nature and nurture both play a significant role in forming human behaviour. Human beings shape their behaviour and attitude with the help of experience they gain in their own cultural context and social setting. This cultural context decides the rights and wrongs, acceptable and unacceptable and preferred modes of behaviours of individuals belonging to that culture. Lustig and Koester (2003) define culture in the same perspective. They said "culture is a learned set of shared interpretations about beliefs, values and norms which affect the behaviours of a relatively large group of people" (27). The culture is then a set of shared values, norms and beliefs which vary from culture to culture. For instance, a culture founded on the teachings of Islam might differ in its values from a culture that is based on Christianity. The behaviours that are normal in one culture may be objectionable in the other. Hence every culture has a set of additional layer of certain values that are over and above the morals that are universally accepted.

The present study is based on the same perspective and provides a framework to further explore the observation in the context of Pakistani culture. English literature is taught in Pakistan at graduate and post graduate levels. Since the set of moral values and beliefs represented in English literature are based on Western value system, one can logically assume should clash with the values held in Pakistani society. Therefore, the difference in the two, one should expect, may give rise to a conflict in the mind of those studying English literature in universities.

Books play an important role in the transmission of culture from one generation to the other (Gooden & Gooden, 2001; Singh, 1998). Certainly the text being taught is an ambassador of the values, practices, norms, customs and beliefs of the writer's culture. Values have been a central concept in the social sciences since their inception. Individuals and societies are characterized by values they

embrace and help to explain the motivational basis of attitudes and behaviours (Schwartz, 2006).

The main purpose of this study is to look into how students at universities studying English literature make interpretations and inferences of values and beliefs represented in the literature. How such contrasting themes in literature influence the readers from different cultural backgrounds and the ways they interpret and infer such contrasting elements is the concern of the current study. What kind of strategies the students adopt confronted with such predicaments? Are they inclined to rebel their own value system or they tell themselves that what they have read is just a story and has got nothing to do with their lives?

Whether the difference in the culture of reader and writer brings an exciting exposure to the reader or it becomes a dilemma to reconcile between the two conflicting value systems. Or more importantly, they indirectly imbibe those values and are not conscious of the inroads the literature might have made in the back of their minds? These are the tantalizing questions which remained to be answered. It is anticipated that this investigation will further facilitate the teachers to find the ways which help the students to interpret the foreign text with an unbiased approach whereby any piece of literature may be analysed on its own worth. Furthermore, it will open new avenues for further research to find ways on how to make the diversity of cultures, even those with conflicting moral beliefs, not to be considered in terms of right or wrong, good or bad and ethical or unethical but equally respectable.

RESEARCH QUESTIONS

1. How do students make interpretation and inference of values and beliefs represented in the foreign literature?
2. What strategies do students adopt while dealing with offensive scenes/themes/ideas?

LITERATURE REVIEW

Mulholland (1991 cited by Belshek 2006:3) defines culture as a “set of shared and enduring meaning, values, and beliefs that characterize national, ethnic, or other groups and orient their behavior”. It very well signifies that culture represents a society embodying common set of values. “Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member’s behaviour and his/her interpretations of the ‘meaning’ of other people’s behaviour.” (Spencer-Oatey 2008:3) The culture thus, is a set of beliefs associated with each society.

The most significant theory that describes values in association with culture is Cultural Relativism. It does not undermine any cultural values rather propagates that every culture has its own values sacred to that particular culture. Herskovits (1973), one of the strong advocates of cultural relativism said, “Cultural relativism is in essence an approach to the question of the nature and role of values in culture. The principle of cultural relativism, briefly stated, is as follows: Judgments are based on experience, and experience is interpreted by each individual in terms of his own enculturation. (pp. 14-15)”.

The theory of Culture Relativism has been applied, evaluated, verified and confirmed by many researchers like Schick (2010), Harman (2008), Herskovits (1973), Geertz (1973), Benedict (1934), Boas (1940), etc. Benedict (1934) in her book, ‘Patterns of Culture’, defines morality as dependent cultural variable and the idea that a universal moral principle cannot be applied to people whose culture does not accept it. In her research she studied both primitive and modern cultures and found an extreme variation in customs, manners, taboos, moral values, daily habits and attitude among human kind. “Cultural relativism, then, is the doctrine that what makes an action right is that it’s approved by one’s culture” (Schick and Vaughn, 2010:354). “The moral code of a society determines what is right within that society; that is, if the moral code of a society says that a certain action is right, then, that action is right, at least within that society” (Rachels and Rachels, 2010:16) There are many different moral frameworks, none of which is more correct than the others” (Harman, 2008:11). “There is no objective standard that can be used to judge one society’s code as better than another’s” (Rachels and Rachels, 2010: 16).

A culture that approves beef-eating cannot claim superiority over the beef-abstaining culture, and vice versa, so none of them should degrade each other for having different beliefs and values. Instead the best approach is to tolerate each other’s practices without getting judgmental. Among different ways and forms that represent the moral values of any culture, literature is considered as one of the most important entities. It helps to create an understanding of the culture in which it is produced and also acts as a vehicle to carry the customs, values and norms of that particular culture. Literature used should accurately portray the history, customs, values and language of a particular group (Cui, 2002). Literature mirrors the society in which it is written. It reflects the shared attitude of the inhabitants of society in variety of ways. The stories developed in a specific context

carry varied human experiences which are entwined in the literature in complex ways that lead the reader to the image which he/she sees in a real life.

According to Bakhtin (1970) “literature is an inseparable part of culture and cannot be studied outside the total context of the entire culture of the given epoch” (p. 2).

Interpretation of literature in a non-native cultural context is an important phenomenon that poses certain challenges for the readers since interpretation is a meaning making process that is context dependent. Teachers cannot ignore the socio cultural context while teaching literature. (Wallace 2005:21; Fenner 2001:39). Voloshinov (1986) declared that words are always filled with content and meaning drawn from behavior or ideology (p.70). The researcher agrees with Bloome (1981) who said that reading is not merely a relation between the text and the reader’s brain, but is inherently a social behavior. Meaning making process is done by readers in variety of ways. They retrieve specific ideas; draw inferences by examining the text and make meaningful interpretations by integrating information. The cultural background of reader plays significant role during the process of interpretation & inference. The studies carried out in past hold that literature plays an effective role in the construction of belief systems and an engaged reader may renew his perception of the world. The fictional characters in the stories may cause changes in the way readers see themselves and stimulate them to act in the same way. Here the question arises that what happens when these readers are not able to make connections due to the difference between the readers and writers cultural values. . Engaged reading involves role taking which demands identification not only with the character but also with the context. Now the question arises; is this role taking an easy task for the reader who is having a different context and committed to different norms and values? There are different situations in the narratives that carry complexity which a reader of the same concept can only understand, if she/he shares the same context. Unfamiliar reader misses the minute details of a text. This gap prevents the readers to get involved during the process of reading and could imagine the situation where they can identify with the characters of the novels they study.

Pakistani students right from their childhood are inculcated values which are permeated in them via their strong family system and religion. Their belief system is based on the values that give them the identity synchronizing with their culture. Hakemulder (2000) indicates that “literary narratives can change self-concept and belief system of reader”. This shows a strong impact of literature on the lives of individuals. He further adds “reading narratives is assumed to stimulate us to reflect on ethical issues”. It implies that stories being the instruments of socialization impact readers in number of ways. “One widespread assumption about narratives is that they are instruments of socialization; we learn the behavioral codes of our community through the stories we hear and read”. It helps us to understand that novels are considered to be more effective in this respect than any other genera (Ibid 2000). He concluded that reading literature does involve certain psychological processes influencing the reader to emphasize the situation portraying in the narratives. The

process of engaged reading may sometimes bring evident changes in the personality, which have moral implications.

The study carried out by Majdoubeh (1992), an Arab researcher shed further light on the same issue. He says, “the concern however is over those elements in the foreign literature which are incompatible or in conflict with elements in ours. One can think of countless examples. The concept of God, of Jesus Christ, of sin, of prayer are not only completely different from what a Muslim student takes God, Jesus, sin and prayer to be, but also totally unacceptable. God is one, not three; Jesus is a messenger of God, not his son; prayers are physical as much as spiritual rituals, etc. And there are differences of the same caliber in the social and family structures, in social habits and practices, in individual attitude and behavior and so on” (pp. 77-90). He further holds that the teaching and studying is different from reading and requires more conscious efforts to control the text. Majdoubeh believes that strong value system given by the institution of school and family acts a barrier against challenging foreign values different from ours. ‘Literary texts, to put it in clear terms, do not create a bias or a prejudice; rather, they make us either more biased or more prejudiced’ (p. 79).

The above mentioned quotes help us to understand the fact that the situation is not as simple as one imagines. Teaching foreign literature demands special attention and few pre-requests to make it an informed and worthwhile activity. It is rather a more serious job than one can assume. There is no debate in the fact that culturally rooted values transferred through generations leave deep imprints on the lives of inhabitants. While shedding light on the same issue he adds, “we must bear in mind- and this is the first point I would like to enforce here – that the amount of threat or danger is determined by the strength or weakness of one’s own moral values. Literature as we said earlier, works on whatever we already have inside of us” (p. 79).

The above mentioned quotes help us to understand the fact that the situation is not as simple as one imagines. Teaching foreign literature is rather a more serious job than one can assume. Al Maleh (2005) while discussing about the study of English literature says, “The teacher of English literature in a cultural milieu that holds sets of values and codes of morality different from its Western counterpart finds the teaching mission both taxing and challenging. On the one hand, he/she needs to construe the text by positioning it within the cultural and social setting that originally produced it; on the other, he/she needs to relate the students to the assigned work by creating a certain degree of referentiality within their mental and emotional constructs so as to liaise them to it and trigger identification and empathy” (p. 269).

Further highlighting the strong ties of family in eastern world she says that “my students who are coming from a closely knit family and a strong social background are unable to understand Eliot’s description of the self being locked up in its own prison, each thinking of the key, each confirms a prison / Only at nightfall, aethereal rumours / Revive for a moment a broken Coriolanus” (Ibid, p.270). The point highlighted by Al Maleh can be seen in relation with Pakistani students. Being the carrier of their own values they hardly believe that ‘Tess’ is an innocent lady or ‘Violet’ of

‘Jazz’ is justified for having extra marital affairs to regain her husband’s attention.

Pakistani students are facing similar situation. The past colonialism and present American supremacy intrusions have damaged not only their trust, but also disrupted the smooth formation of the image of global society. Pakistani students are carrying with them their complexes and biases against the Western agenda of discrimination. We have studied that literature serves many purposes. On one hand it allows students to build their imaginative and thinking skills whereas on the other hand it is a carrier of moral values that challenge our own belief system. The need is to see how such literature influences the reader holding set of values entirely different from the ones depicted in the novels.

RESEARCH METHODOLOGY

The current study aimed at exploring how Pakistani students, studying English literature at universities make interpretations and inferences of values and beliefs represented in the foreign literature. It also strived to find out if the students adopt any strategies to deal with the difference of cultural representation while reading such texts. Though popular literary works ranging from drama, prose to poetry are taught at Pakistani universities, to delimit the study, only two Novels were selected i.e. *Joseph Andrews* by Henry Fielding and *Jazz* by Toni Morrison. The rationale for the choice of the said novels is firstly, they represented the two genres - Classical and Modern English Literature; secondly, the researcher herself had studied both the novels and observed that they contained more cultural differences than the other literary works taught at post-graduation level.

In order to achieve the set goals this research remained qualitative as well as quantitative in nature. The objective set for the research was quite clear as already mentioned in the research questions so questionnaire was found to be the most appropriate tool to collect data. The questionnaire, comprising of 12 logically connected questions, including both open and close ended questions was developed. It was designed and piloted with three faculty members in local universities for the purpose of testing in order to validate whether the questions set up incorporated all the aspects of the study particularly in the light of the research questions. The questionnaire was then also shared and discussed with researcher’s PhD research fellows to confirm its validity. The feedback received was duly incorporated before finalizing it. The final version of the questionnaire is attached.

Similarly, the data collected were represented in tabular to render more clarity and simplicity to the analysis carried.

POPULATION OF THE STUDY

Since the focus of the study was students so group administered questionnaire was distributed among 30 students of M.A. English, who were randomly selected from Punjab University, Lahore and International Islamic University, Islamabad. Out of a total of 30 students 20 were males while the rest 10 were females. Given the similarity of the background of the target population the sample is adequate and their responses can be generalized to other members of the similar population being part of the same group. Purposive sampling being the non-probability sampling technique was found the most suitable for the

current study since it is considered to be “the most effective when one needs to study a certain cultural domain with knowledgeable experts within” (p. 147). As the research deals with the differences in the cultures, therefore only those participants were selected, who belonged to Pakistani culture and had their value system strongly rooted in the research region i.e. The analysis of responses received from the students is presented in tabular form first and then discussed qualitatively.

DATA ANALYSIS

The questionnaire designed for the current study contained close and open ended questions that in turn helped to incorporate both the quantitative and qualitative aspects of the research. This type of research suggests a more direct-

effects causation; therefore for objective investigation quantitative questions were designed however to uncover rich, detailed, specific, deductive data a qualitative analysis was also done. The responses of the students in general reflected their conscious approach towards their values given by their own culture and religion. More specifically the students in the co-education system of studies were found more sensitive towards their culture and the associated values. The question wise analysis of the students’ responses is elaborated below.

The first question was designed to explore the methods students choose to study the selected novels. The data gathered reflected that majority of the students fell under the category of selected study.

Table 1
Method of studying the selected novels

Novels	Thoroughly	Part of it (selected study)	Class discussion	Mix of all options
Jazz	23.3%	46.6%	16.6%	13.3%
Joseph Andrews	26.6%	40%	20%	13.3%

The responses of the students reflected in the table revealed that only a maximum of 26.6 % of the learners read the novels thoroughly. The rest either adopt selected study strategy or rely on the class discussions generally. Since a significant number of students depend on selective study, it becomes highly questionable that whether or not they are able to do justice with the processes involved in literary study. The themes, symbolic and metaphorical representations, in the literary texts demand from the reader an involvement to

establish a critical response to each text in order to make a good understanding. The responses revealed that students are not cognizant of the objective of studying literature, that is, cultivating aesthetic sense in the learners, enhancing their critical thinking skills, and appreciating foreign cultures that can only be achieved by immersing themselves in their studied in true spirit. The upcoming question would help to understand the psyche of the students with this perspective.

Table 2
Conflicting parts/ scenes and words

No.	Questions	Yes	No	Neutral
Q2(a)	Do you think any parts/scenes in the Novels are in conflict with your relative cultural values?	76.6%	13.3%	10%
Q3(a)	Do you find any word(s) in the novels which are taboo in our culture but are normal in English culture?	83.3%	6.6%	10%

Keeping in view the language as the most important vehicle to carry the norms and values of any culture, responses were gathered to investigate students’ perception regarding the language of the texts. The responses revealed that a large number of students considered language of the novels as conflicting with their value system. The responses of the questions presented in table give a clear picture of students’ mind set. Since in both the questions, the students were further asked in part ‘b’ to elaborate their earlier responses of ‘yes’ by indicating the words /scenes that they found conflicting with their value system so the data obtained in response to the qualitative aspects of these questions would further help to analyze student’s cultural constructs in more detailed manner.

In part (b) of question.2 the students were asked to identify the parts/scenes which they found conflicting. Various excerpts of the novels were mentioned by the students which have been further categorized for better analysis. Three major categories emerged are as follows:

- The social practices portrayed in the selected novels
- Different themes of the stories of the novels

- Representation of characters and their social homogeneity with respect to readers’ culture

The students in their responses highlighted certain practices like mixed (male & female) gatherings where people are dancing and drinking alcohol, female smoking, etc. that might be taken as normal customary practice in the western world but all such practices remained the object of criticism by the tested population. “The writer’s perspective with regard to certain social practices is totally different from our social practices” mentioned a student and referred to the scene in the novel where writer is explaining the beauty of Fanny- the central figure in one of the selected novels. This particular point was highlighted by many of the students more specifically the use of the words such as, ‘red and moist lips’, ‘pouting under lips’, ‘swelling breasts’, ‘delicately shaped’, etc. Likewise one of the students said that “Western novelists use very obscene words while portraying love scenes and explaining the beauty of girls and consider these as normal whereas to us this is highly indecent and embarrassing.”

The overall impression that reflected out of the data received showed that students resist the norms and values that are not

in congruent with their own value system. This attitude on one hand is causing intolerance whereas on the other hand is not letting them analysing the text on pure literary grounds. Hence it may be said that the difference primarily based on value system is gyrated around the struggle of us vs. them.

Students instead of taking their text as part of curriculum that is to be analysed purely on literary grounds get confused and start showing resistance whenever come across any part/scene that conflicts with their value system. This perception acts as a barrier and inhibits them to involve in the learning process in an unbiased way. This probably is the reason that on one part of the globe the author is Nobel Prize winner for her creations whereas on the other hand facing severe criticism.

Turner defines the term conflict as the “differences in belief and cultural values that put people at odds with one another” (87). The foreign literature depicts several values and beliefs of the writers’ society that are different in comparison with the readers’ society and their value system. Keeping in view the same conflict identification becomes imperative to understand the challenges that may appear in result of the cross-cultural studies, as it would be easier to tackle the differences once they are identified. Thus, half the journey is

awareness of the existence of the conflict and later half is the efforts geared towards mediating between the two value systems i.e. the readers’ and the writers’ value system.

It was further observed that the responses of female respondents were more scathing while criticizing the female characters of the novels. They identified various scenes where female characters were involved and in response to the ‘how’ aspect of the question kept comparing the characters with themselves which implies that their morality standard is based on their own value system given by their culture and religion and everybody is judged on the same parameter. This is, however, not specific to Pakistan. As discussed in the literature review section the students from other Muslim countries are facing the similar challenges. This type of attitude signifies Egocentrism, a belief of being superior over others for having better value system i.e. what we do and practice is right and others are inferior to us.

Similarly in part (b) of question 3 it is interesting to note that students highlighted almost all the words that they found obscene such as breast, kiss, moist lips etc. and few of them even mentioned the words that were not in the selected novels e.g. rape, etc. This clearly shows their perception about the text that is part of their study course.

Table 3
Strategies employed by students and teachers to deal with conflicting parts/scenes

No.	Questions	Thoroughly discuss	Skip the pages	Silent reading/ Direct to self-read
Q4	What strategies do you employ to deal with parts/scenes that are conflicting with your value system?	26.6%	33%	40%
Q5	How do your teachers deal with such parts/scenes while teaching the text in the class?	30%	50%	20%

Now the pertinent question that comes in mind is to find out the way/strategies students adopt to deal with such text. The current section is focused not only on students’ experiences while going through such text but also seek to investigate their teachers’ responses in this regard. The data in the table above indicate that students prefer to go for silent reading or skip the pages in comparison with the thorough discussion over such parts/scenes. Similarly, while referring to their teachers the approach is not very different. It was found that

their teachers also prefer to skip such which reflects the overall approach of both the teachers and students towards the text written by foreign writers. It may be implied that either the students are not able to comprehend the text that is the part of their curriculum or their cultural values are becoming the barrier in the way of open discussion that could help them to reflect on the text. Likewise teachers might also consider it difficult to openly discuss or read the text carrying such parts/scenes.

Table 4
The way students and teachers respond to conflicting parts/scenes

No.	Questions	Consider normal	Feel embarrassed	Get irritated	Ignore
Q6	How do you respond to such parts/scenes?	20%	36.6%	26.6%	16%
Q7	How do your teachers respond to such parts/scenes?	36.6%	23.3%	20%	20%

The answers in response to question number 4 & 5 can very well be linked with the data showing in the table above. Only a small percentage of students take these parts/scenes normal whereby a major percentage feels embarrassed or get irritated instead of taking it as their normal part of curriculum. This reveals that the learners’ ability to think and reflect back to the literary themes might get eclipsed due to their own value

system. It is even interesting to know that the students’ observations about their teachers carry the same color thus suggesting that it’s not only difficult for students to deal with the foreign text but it’s equally challenging for teachers as well. Now the question arises that if both teachers and students are not able to tackle the situation and even the discussions are discouraged then how do students get

advantage of the literary text? Whether the students are examination centered and just do the selective study or to

them any part of their course of study that doesn't fit in their culture can be excluded?

Table 5
Cultural barriers and understanding of foreign literature

No.	Questions	Yes	No	Neutral	To some extent
Q8	Do such part(s)/scene(s) create barriers in the understanding of these novels?	50%	23.3%	NA	26.6%
Q9	(a) Do these part(s)/scene(s) influence your interpretation & inference process in any way?	46.6%	23.3%	30%	NA
Q10	Do you recommend the thorough discussion of the novels irrespective of the conflicting parts and scenes?	20%	66.6%	13.3%	NA
Q11	Do you think the cultural difference is a barrier in enjoying the actual theme(s) of the selected Novels?	66.6%	6.6%	NA	26.6%

The data presented in the table above is quite significant for the current study since it clearly indicate the approach of students towards the novels they study. In response to the first question in the above mentioned table, there seems no ambiguity as more than 70% of the students considered the conflicting parts and scenes as barrier in understanding the novels. In addition to this, the last question of the same table is reflecting the same approach and further validates the students' approach towards the foreign text. But contrary to this the learners also don't support the open discussion of the text carrying such conflicting matter. It may be inferred that

students' objective of studying English literature is vague. Though they are well aware of their own cultural norms and values but are not accustomed to the values of cultures other than their own. This response can be taken as normal since the people who are born in a particular culture develop the patterns of thought and behaviors reflecting the same culture and take it as normal but when it comes to the study of English literature certainly the need arises to alter behaviors while empathizing others' way of thinking instead of comparing it with their native culture.

Table 6
Importance of teachers' training to teach foreign literature effectively

No.	Questions	Very Imp.	Important	Neutral	Slightly Imp.	Not Imp. at all
Q12	How far do you think teachers' training is important with respect to dealing with cross cultural literature?	73.3%	10%	0	16.6%	0

It's evident from the responses above that a large number of students feel that their teachers are to be trained to tackle the text they study. As discussed earlier the teachers themselves avoid conducting such discussions that put them in a challenging situation regarding differing cultural values. The students greatly favoured the idea of teachers' training in the context of cross cultural studies and there wasn't any single response that rejected the idea of teachers' training.

CONCLUSION

The findings of this study reflect that the students mainly adopt selective study strategy in reaction to the conflicting themes, language or scenes present in the novels they study. They referred various parts/scenes of the novels in support of their stance and mentioned these as obstacles in their process of understanding the text. It is worth mentioning that such situation not only hampers their way of understanding but also affect their interpretation and inference process. Their interpretation process carries the shade of their native cultural values and for them, it difficult to adopt an impartial approach while interpreting such texts. Consequently, instead of applying critical thinking skills to analyse such texts on pure literary grounds they start making comparisons leading

to the judgemental statements like good/bad, moral/immoral etc. Furthermore, the study also revealed that such conflicting texts also pose challenging situations for teachers who then skip the pages carrying such parts/scenes that are socially unacceptable in the context of Pakistani culture.

Thus, it can be concluded that the purpose of studying English literature that is, cultivating the aesthetic sense in the learners, developing their reflective thinking skills and appreciating foreign culture is not being accomplished.

To make the study of English novels more effective, few recommendations are being made, in the light of findings discussed above:

- The tolerance and appreciation of cross cultural values can be developed in learners if foreign literature is taught right from primary level.
- If local as well as global literatures are studied at the same time, it would help the students to compare and contrast different cultures. Their understanding would be broaden about the rituals and customs of various nations of the world and would develop respect for other nations and religions.
- The teachers dealing with the foreign texts should be trained so they may devise effective strategies that help

learners to appreciate the texts on pure literary grounds without being influenced by their own cultural values.

- Currently, the examination system relies heavily on type questions such as themes, plot and characters of novels, which promotes selective study among students. It is suggested that instead of giving type questions, evaluation should be based on those questions that require the students to study the novels in details.

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