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Effects of Globalization and the English Language in Higher Education System in Nepal

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ABSTRACT

Purpose: The purpose of this research study is to analyze how globalization and the English language have affected higher education in Nepal today. Higher education is regarded as the primary foundational element for a nation's progress. Globalization and higher education, however, are currently at the forefront of higher education. Today, kids are forced to learn in English since they are unable to do it in their native tongue. They are given no other option but to continue studying in English.

Design/Methodology/Approach: This research study used a qualitative approach. For this study, materials about higher education, English as a world language, and globalization have been reviewed, and the effects are described in a language without the use of any quantitative techniques.

Findings: Globalization and the English language have an impact on higher education in Nepal since students are not free to discontinue their studies in English. English has been successful in eradicating our native tongue, which has had a significant impact on local identity. The students who struggle with the English language cannot finish their studies and must travel to the Gulf States to work as labourers. Due to this circumstance, Nepal now has more social and economic disparity.

Research Limitations: Focus groups and interviews were not used in this study. Additionally, the discussion and analysis of the conclusions are based solely on reviews and dense language.

Managerial Implications: This study includes a review of related literature for further study. As a result, it has conducted additional document analysis.

Originality/Value: There is no writing that has been plagiarised in this study. All authors who were evaluated received credit and value.

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Introduction

A nation's educational system should be set up to enable young people to meet the demands of a rising society in the future. [Khaniya \(2007\)](#) asserts that it is important to acknowledge that higher education currently primarily serves to build human resources rather than provide information. In addition, [Khaniya \(2007\)](#) stated that the quality of higher education is important for national development, knowledge-driven economic growth, and as a development indicator.

Making higher education relevant to current events is essential to meet national needs and keep up with globalization trends. It has been important to rewrite the curricula, prioritize teacher capacity building, and rebuild professionalism by enhancing their IT and English knowledge and skills to increase the quality of higher education. Similarly, [Rao \(2006\)](#) has written about higher education that in contemporary industrial societies, a higher education degree is regarded as a ticket to social mobility; in a culture that values individual accomplishments, it improves a person's chances of achieving social prestige and honor. This demonstrates that those with higher education enjoy greater status than those with lower education, yet the standard of higher education nowadays must be upheld with the use of English to keep up with world trends.

It has become common knowledge that we live in a globalizing world today. Because of current science, scientific ingenuity, and technology, globalization has made the world we live in a smaller place. More recent technologies like computers, the internet, fax machines, email clients, and cable television have all had an impact on how people, society, education, knowledge, and skill have evolved. English has played a significant role as a driver of globalization in the globe today thanks to the development of such cutting-edge technology.

Purpose

This study aims to demonstrate the effects of globalization and the English language on Nepal's higher education sector. The English language today predominates in education, as opposed to the past when education was linked to the mother tongue. This study demonstrates how English and globalization have altered higher education for today's students.

Research Questions

This research study tries to reply to the questions as follows:

1. How has globalization influenced the higher education system today?
2. What are the impacts of the English language on higher education?
3. What actions should be taken to raise the standard of higher education?

Methodology

This study is qualitative and is based on a survey of the literature and document analysis. A review of pertinent literature is done in this study before discussion and analysis are undertaken. The descriptive and interpretative paradigm is used in this investigation. The review has been linked to the appropriate theme of the study and thus secondary sources have been used for data collection.

Statement of the Problem

Activities related to teaching and learning are becoming very challenging elements of life. Students would maintain discipline before the usage of mobile and internet systems, but today, mobile technology is utilized for FaceBook, Chat, TikTok, and a variety of other extracurricular activities. Additionally, it has enhanced pupils' propensity for talking in class. An experienced and research-focused teacher wants to expose students to more material to foster their creativity and critical thinking, but many students find this difficult to understand because they only care about taking notes and engaging in classroom chitchat. As a result, a teacher who genuinely wants to teach to foster students' originality will be derided by students as a bad teacher whose words are misunderstood.

These issues are present in Nepali colleges. Once more, students are not interested in reading books in English; instead, they prefer books authored by teachers, which they may use to their advantage during exams. Globalization and technology, however, have made the teaching and learning industry search for uniqueness, creativity, and self-motivation. We have successfully eradicated both our native and local languages as a result of the globalization of the English language. Due to the globalization of technology, the globalization of English, and both, these issues remain unresolved.

Therefore, this condition raises the issue, “How can students become competent by using the English language in the global job market?”

Review of Literature and Analysis

This study’s analysis of documents comes after a survey of the literature. A review of documents provides insight into global developments on the relevant topics. So, here is a theme review:

Impact of Globalization

According to the [Hornby \(2005\)](#) globalization is “the process by which many cultures and economic systems around the world are connecting and resembling one another under the influence of major multinational corporations and through increased communication”. Globalization has transferred human capital, economic production, education, culture, and technology from one country to another with the use of the English language. Today, it has been seen that various nations and their cultures are tied to one another, with English playing a significant role in this. But because of globalization and the English language, we now observe both differences and commonalities among societies.

According to [Pieterse \(2010\)](#) the state, the traditional driver of growth, is being replaced by the role of international institutions and market forces. Globalization and regionalization are also surpassing the nation or society as the primary unit of development. Countries in the modern world are also no longer free to make their own decisions. Current country planning and growth have been influenced by several global forces. They must speak with the planners in other nations as well before implementing any plans. People have been compelled by this circumstance to avoid speaking their native and local languages in the educational setting.

Similarly, globalization played a significant part in the development of the current hard and liberal systems among nation systems, which are unavoidable. The characteristics of globalization, according to [D’Antoni \(2006\)](#) include the movement of people, goods, services, ideas, information, images, and values across borders and limits; they will be of the category

of national, economic, cultural, technological, and institutional.

It is also true, as was already noted, that globalization has revolutionized the global economy and expanded the usage of technologies worldwide. The political environment has also changed, and culture has been moved. Globalization is thought to be the driving force behind sociopolitical and economic development that will unite and homogenize the world.

Thus, we must be careful not to overlook the internationalization of English in higher education. To attain homogeneity, higher education must be of a comparable standard throughout all nations. As a result, the English language has contributed significantly to the globalization of higher education. The usage of regional and indigenous languages, however, has also been eradicated. Since textbooks created in any nation may be supplied and sold to any other nation on the planet as long as they are written in English, universities nowadays are more globally connected. It’s also true that English is the primary language used for publishing and writing books nowadays.

One could argue that an educated person who does not speak English cannot participate in the global economy. The marketing of textbooks and publishers is global. “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,” said about homogeneous situations [\(Raby, 2009\)](#). However, it is also very difficult to achieve homogeneity from heterogeneous and varied elements. Globalization has become a fact of modern life and a new era.

Globalization is the ongoing process of stepping up economic, social, and cultural contacts on a world-wide scale, according to [Suarez-Orozco \(2007\)](#) definition of the modern world. Globalization is the process of enhancing these integration and coordination of markets, production, and consumption. These dynamics of the global economy are causing more people to migrate.

New socioeconomic forms and new international migrations exhibit the true traits of globalization, as was previously indicated. People nowadays relocate from one location to another to acquire new skills and increase their income. If someone is proficient and fluent in English, there are now no stringent restrictions on education, employment opportunities, or immigration. A common language is also essential for preparing people to participate in today's global society, and English has taken on this role by becoming a language that is spoken in every nation on the planet.

Regarding the importance of English According to [Spring \(2015\)](#) the growth of English as the dominant global language is a result of the dominance of English-speaking institutions in the worldwide trade in educational services. Additionally, English is the second language that is studied the most at all levels of education worldwide. According to Spring, English has become the global standard for all academic and commercial endeavours. Because all medications are titled in English and all medical prescriptions are written in English, individuals today would not be able to breathe without the use of the English language. To stay at universities and abroad countries, people need to speak English.

Globalization is a complicated process of developing global networks of capital, technology, and information made feasible by more rivalry, stronger interconnectedness, and greater interdependence.

The phenomenon known as the "globalization" of English has had an impact on a wide range of aspects of human life, including politics, governments, economics, culture, and society. If we wish to instruct pupils in a nation in the current globalization period, we need unquestionably keep up the trend of globalizing English in higher education.

The globalization of education, according to [Spring \(2015\)](#) refers to the global discussions, processes, and institutions that have an impact on local educational practices and policies. The key word in the above line is "globally," which indicates that events are

happening on a global scale and influencing national educational systems.

The government of a nation cannot decide on educational policies by itself in the process of "global" as indicated above. Discussions concerning educational policies are held between the government and planners or professionals and inter-national organizations.

Additionally, according to [Spring \(2015\)](#) major international organizations like the World Bank (WB), Organization for Economic Cooperation and Development (OECD), World Trade Organization (WTO) and its General Agreement on Trade in Services (GATS), the United Nations, and others have a significant influence on international educational policies and practices. These organizations include the United Nations, the World Trade Organization, the General Agreement on Trade in Services (GATS), and the Organization for Economic Cooperation and Development (OECD).

No nation is now free to decide on plans and policies in the country relating to administration, policy-making, economic sectors, educational sectors, and other state-related activities, as shown by the aforementioned remark. People from all countries may now travel overseas in quest of job opportunities and educational opportunities.

University Education in Nepal

During the reign of the Ranas, higher education in Nepal first began. According to [Khaniya \(2007\)](#) higher education in Nepal started in 1918 with the founding of Trichandra College. At first, it was associated with Calcutta University, then in 1923, it received affiliation with Patne University in India. Nevertheless, Tribhuvan University, Nepal's first university, was founded in 1959, a considerable time after Trichandra College.

Changes in the educational fields started to occur after the Shah Kings took power in the nation. Tribhuvan University (TU), the country's first university, was founded in 1959. Under TU, numerous affiliate campuses were formed throughout the nation, in both the eastern and western areas. Each of these

institutions made English an obligatory course, and certain faculties (including humanities and education) consider it to be a core subject. From basic school until the bachelor's level, English is generally taught as a necessary subject. The three departments that made up the TU were humanities, management, and science, while colleges for medical, forestry, engineering, and agriculture were eventually established around the country. TU eventually took over as Nepal's primary institution for higher education, including English courses.

There were a lot of high schools and colleges founded during the reign of the Shah Kings. Both King Mahendra and King Birendra showed interest in the field of education. They had set out to prepare Nepalese citizens for the changing nature of the world. Today, both high schools and universities demand English as a subject. Positively, it is true that all public universities, colleges, and schools were established by the late King Mahendra for ten years. Subsequently, supporters of the multi-party-political system mushroomed in private colleges and schools across Nepal, but they did not open any institutions for the benefit of the country's poor; only those with money can attend private institutions.

However, internationalization is quickly emerging as one of the most significant and intricate influences in higher education. It has connections to a variety of topics, including university associations, institutions of higher learning, governmental and non-governmental organizations, study abroad programmes, international development initiatives, and global aspects of research, teaching, and learning.

Globalization and Higher Education

According to [Vaira \(2004\)](#) globalization is the primary structural characteristic of the modern world in terms of higher education. Given this, it is not unexpected that the debate around globalization has impacted higher education in all areas, including policymaking, governance, organization, and academic work and identity. Higher education and globalization are now two concepts that go hand in

hand. In a sense, contemporary higher education has accelerated globalization, and higher education in a nation cannot be successful without embracing globalization's trends. On the other side, globalization has systematically destroyed regional customs and cultures by attacking the foundation of each nation's culture.

Specifically regarding globalization and education "To meet the challenges of globalization, it is necessary to prepare people for a workplace where responsibilities are constantly changing, where information passes through multiple and informal channels, and where initiative taking is more important than obedience for cross-border markets" ([Lambert, 2003](#)).

The globalization process is also changing institutions, policies, and systems in higher education. The need for modifications and reforms in the age of globalization has made higher education a focal focus. Concerning reforms in higher education, [Agarwal \(2010\)](#) stated that the rise of a global economy owing to greater commerce, investment, human mobility, and, more recently, cross-border employment has prompted nation states to adjust their higher education institutions to the altered global realities.

The unpleasant fact of globalization, according to [Jain \(2001\)](#) is that it is nothing more than "recolonization" dressed up in a new form. It's because, in the name of free trade and the free market, wealthier nations are turning less developed nations into their economic colonies. Currently, our programmes are based on the objectives of industrialized nations. In expressing his opinions on globalization, [Amin \(1997\)](#) stated that "the fact of globalization cannot be denied," adding that "the world cannot be managed as a single market and that ideological and political intervention cannot be eliminated in favour of unilateral submission to the market's supposed laws (as believed by anti-statist ideologues)"

In a similar vein, [Veltmeyer & Petras \(2001\)](#) noted that the term "globalization" currently enjoys enormous appeal. It is used as a keyword

in both common speech and mainstream theoretical and political discourse. This makes it impossible for us to ignore the conversation about globalization in our minds.

Current Relevance of the English Language

English is used as the language of teaching at colleges nowadays to attract foreign students because it is a worldwide language. Therefore, everyone must speak and write English proficiently. However, not everyone can handle the sophisticated networking difficulties in industrialized nations. International migrants are required to pass English language exams like the TOEFL and IELTS, which must specify the minimal standard of English language competency, or the student's ability to utilize the language in spoken and written content.

This subject has received a lot of attention as a result of growing recognition of the value of English language proficiency for job prospects and bridging skill gaps in the labor market and colleges. English has been the primary factor in how globalization is currently affecting people's economic and cultural lives all across the world. Not only descriptive but also a theoretical idea to completely eradicate our own regional and national tongue, English is referred to as the "global language".

Regarding English as a global language, [Crystal \(2003\)](#) claims that English is a worldwide language that is used in daily news, political debate, marketing, hotels, and restaurants all around the world. It has already been said that English played a crucial part in creating the modern world. Today, no information is complete without English. English will be used in place of any native language notices.

Furthermore, [Chang \(2006\)](#) stated that it is only logical to pay attention to education, which includes the teaching of English, the most popular second or foreign language. To facilitate international political, cultural, and economic exchanges, English language education is taking place in the context of rapid globalization. Without teaching in English, according to Chang, present educational

credentials won't be relevant for competing in the global labor market. The distinguishing elements of English have been adopted by other languages.

[Crystal \(2003\)](#) noted that English "permeates popular culture and has become the main language of popular music, advertising, satellite broad-casting, home computers, and videogames; it is the language of international air traffic communication and is increasingly used in international maritime, policing, and emergency services" ([Chang, 2006](#)). The demand for a common language has increased as more people interact with one another globally for purposes of education, business, employment, healthcare, etc. In this setting, the process and context of globalization have widely acknowledged the importance played by English as a worldwide language.

[Bottery & Wright \(2000\)](#) offered evidence that the rise of "Globalization" as mentioned in ([Chang, 2006](#)) has been connected to the dominance of the English language. Similarly ([Chang, 2006](#)) has added that the role of English is to facilitate political understanding, economic activity, and cultural interaction. This has expedited globalization. Globalization has also catalyzed the strengthening status of English as a global language, and many nations have promoted English education to be able to participate in international affairs.

As a result, both conceptually and practically, English has a broad vision. Today, it is impossible to ignore the impact of shifting worldwide activities as the catalyst for the development of global English. I want to point out that, in the current situation, globalization would not be taking place if English were not utilized as the common language around the world. Additionally, globalization is a relatively recent phenomenon of a multi-dimensional nature that inserts a range of complicated tendencies in the economic, social, and cultural fabrics of all countries. Every element of life is impacted by globalization so people now live in a more compact world thanks to globalization.

Similarly, [Hui \(2001\)](#) remarked that "Globalization is an influential force everywhere in the

world” about the importance of English in the Chinese educational system. Recently, practically all high schools, colleges, and universities in China have decided to offer English as the main foreign language. According to [Graddol \(1997\)](#), Britain’s colonial expansion created the circumstances for English to spread around the world, taking the language from its island of origin. The English language is a hybrid because it has interacted with many different languages as it has evolved. It follows that there are connections between higher education, the English language, and globalization. The English language is situated between higher education and globalization.

Overall, higher education should enable people by creating international job prospects. The pupils should benefit from it by escaping domesticity and integrating them into the international community, where English language competency will be seen as a driving force.

Findings

In Nepal, there are challenges and problems with higher education. Human resources in Nepal must compete for possibilities in the international, social, economic, and educational sectors. Education possibilities should be expanded along with globalization, but without skilled labor, access to the world’s chances will remain closed. Developed countries have spent a significant amount of money reforming educational institutions to produce highly skilled labor, and Nepal should do the same in higher education. However, despite being in the higher education sector, both students and teachers are found to have low English skills. They even have trouble reading advanced English-language texts.

The globalization of English in Nepalese universities has been hindered by the lack of norms and regulations for English as a medium of instruction and examination. This has led to academic issues and difficulties, such as students not knowing classes and the variety of educational options available. Ineffective teaching strategies and low student enrollment result from ineffective teaching strategies that do not incorporate research-based teaching-learning processes, which are necessary for globalization. To participate in globalization,

conditions need to be changed, and guides and guess papers should be banned to encourage critical thinking and creativity. Higher education should not be seen as merely results-oriented; quality is required to compete globally. The research question is whether the globalization of English in higher education has eliminated global gaps in social advancement, economic growth, and educational chances for Nepalese people. Nepal should follow the same path as other nations and prioritize English language teaching and learning processes to meet the demands and rivalry brought on by globalization. Despite its widespread use as the lingua franca of the modern world, the English language has ruined Nepal’s native tongue and culture.

Conclusion

English language in higher education is essential for facilitating cross-border exchanges of ideas and advancing society’s cultural, social, and economic objectives. As universities operate internationally, they are increasingly collaborating with other institutions worldwide. The rising demand for the English language for higher education globally has led to numerous difficulties for current institutions. Similarly, regarding language [\(Freire, 2020\)](#) that knowledge only arises via creation and re-invention, through the restless, impatient, ongoing, optimistic inquiry human beings pursue in the world, with the world, and with each other; this is relevant to language [\(Eddy, 2022\)](#). Furthermore, modern/world language instruction has been mostly operating under the banking paradigm of teaching and learning, which Freire criticizes in his book, for much too long and despite brief flashes of improvement. In that concept, Freire advocated for the student to be a re-creator rather than a passive observer. At present, to reduce knowledge gaps between industrialized and developing nations, higher education institutions must strengthen their ability to increase access to high-quality education and maintain linguistic and cultural diversity. This involves creating collaborative curriculum, economic endeavors, academic exchanges, links, and international development collaboration.

The globalization of education has created new issues, such as the need for Nepali teachers to adopt the same approach to the digital educational system. Regarding globalization of education [Zajda \(2005\)](#) has stated that since the 1980s,

globalization, marketisation, and quality/efficiency-driven reforms have led to changes in education and policy, focusing on lifelong learning for all and the knowledge economy; to meet this need, governments seek excellence, quality, and accountability in education through international and comparative data analysis. In this way, the primary goal of a state is to improve individuals' social and economic prospects by providing quality education for all. Traditional models of education must be altered for the digital educational system to be the ideal instructor. It is crucial to understand how the university administration has prioritized innovative teaching methods and curricula to equip instructors for the difficulties posed by the globalization of education.

The higher education system of Nepal faces challenges due to the increasing number of graduates and inadequate educational systems. The primary cause of unemployment is the inability of graduates to compete for open positions that require computer and communication skills, as well as English language fluency. Many colleges have not implemented skill-based education systems, resulting in unemployed human resources. According to [Jensen \(2005\)](#) the first change in education was brought about by sharp population growth, and new forms of learning emerged during the Industrial Revolution when people began working in factories rather than plowshares so that the idea evolved to offer a uniform curriculum and to gather everyone in one location. Moreover, to fulfill the above-mentioned criteria, the English language has played a major role in forming a uniform curriculum.

English acquires a unique position that is acknowledged in every nation, according to [Crystal \(2003\)](#), who describes it as a global language. This function may be as the majority's native tongue, an official language, or a top foreign language. Using factors like native language, official language, and priority foreign language, TESOL specialists may assess the status of the English language and education globally. Beyond these limitations, it is difficult to quantify the relative use of English compared to other languages in daily life. To address these issues, Nepalese higher education should be on par with international systems and use English as a global language. However, many university or college instructors lack basic computer and

English language proficiency, making it impossible for them to deliver the high-quality instruction required by today's globalization of higher education.

Regarding English, [Cook & Singleton \(2014\)](#) made the following observations about the function and impact of the English language although many other languages are spoken in different communities and cultures, and despite the existence of other world languages (such as Spanish, Arabic, and French), it is undeniable that English is the language that is studied as a foreign or second language the most frequently all over the world. In the same way, there is an effect of the English language on the Nepalese higher education system.

Additionally, there is an issue of brain drain, migration, and diasporas, as well as the academic community departing. The administration has not yet developed a strategy to curb the brain drain and encourage young people to stay in school. In conclusion, higher education in Nepal faces several challenges due to the globalization of education. Students must possess strong English proficiency to participate in the globalized education industry.

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