

Teaching Global Literature Through Creative Pedagogical Pathways: Reimagining Classrooms for A Connected World

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Abstract—In a rapidly globalising world marked by cultural mobility, digital interconnectedness, and transnational exchange, the teaching of global literature demands pedagogical approaches that extend beyond traditional text-centric models. This paper examines creative, interdisciplinary, and learner-centred pedagogical pathways for teaching global literature in diverse classroom contexts. It argues that global literature functions not merely as a collection of world texts but as a dynamic site of intercultural dialogue, ethical inquiry, and collaborative meaning-making. Drawing on theories of intercultural competence, ethical pedagogy, and global education, the study analyses how creative teaching practices foster empathy, critical thinking, and transnational awareness among learners. Through qualitative analysis of pedagogical frameworks and classroom strategies, the paper proposes inclusive and participatory models of literature teaching that prepare students to engage responsibly with cultural difference in a connected world.

Index Terms—Global literature, creative pedagogy, intercultural competence, ethical engagement, transnational learning

I. INTRODUCTION

The twenty-first-century classroom is increasingly shaped by global interconnectedness, migration, digital media, and cultural hybridity. Literary texts from Africa, Asia, Latin America, Europe, and Indigenous traditions now circulate across borders through translation, online platforms, and transnational networks. As a result, the teaching of literature can no longer be confined to a narrow national canon or approached solely through traditional analytical methods. Teaching global literature today requires pedagogical frameworks that

cultivate intercultural sensitivity, ethical awareness, and critical engagement with difference.

Global literature classrooms often bring together students from diverse cultural backgrounds, each carrying distinct linguistic, social, and historical experiences. In such contexts, creative pedagogy becomes essential for fostering meaningful engagement with texts that represent unfamiliar cultures and worldviews. This paper contends that creative pedagogical pathways—such as dialogic inquiry, multimodal exploration, comparative reading, and imaginative response—enable students to move beyond superficial encounters with global texts and develop deeper intercultural understanding.

II. LITERATURE REVIEW

Scholarly discussions on global literature pedagogy emphasize the necessity of learner-centred and dialogic approaches that promote intercultural competence and ethical engagement. Byram (1997) conceptualises intercultural communicative competence as a combination of attitudes, knowledge, skills, and critical cultural awareness, which are essential for engaging with cultural difference. Similarly, Bennett's Developmental Model of Intercultural Sensitivity highlights the progression from ethnocentric to ethnorelative perspectives in intercultural learning.

Recent pedagogical studies argue that creative and multimodal teaching strategies play a crucial role in preventing reductive or exoticised interpretations of global texts. Deardorff (2006) stresses that ethical engagement in global education requires reflective

practices that encourage empathy while maintaining critical distance. Literary scholars further note that global literature pedagogy must balance cultural appreciation with critical interrogation of power, representation, and historical context.

III. OBJECTIVES OF THE STUDY

The objectives of this study are:

1. To examine the role of creative pedagogical practices in teaching global literature.
2. To analyse the development of intercultural competence through literary engagement.
3. To explore ethical engagement as a central component of global literature pedagogy.
4. To propose pedagogical strategies that foster transnational and comparative thinking.

IV. METHODOLOGY

This study adopts a qualitative and theoretical research methodology. It draws upon established pedagogical frameworks, intercultural competence models, and scholarly literature on global education. Secondary sources, including academic articles, books, and educational theories, form the basis of analysis. The methodology focuses on interpretative analysis of pedagogical strategies rather than empirical classroom data, allowing for conceptual clarity and theoretical depth.

V. ANALYSIS

The analysis is structured around three interconnected pedagogical dimensions: intercultural competence, ethical engagement, and transnational thinking. Creative pedagogical approaches encourage students to interact with global texts as lived cultural expressions rather than static literary artefacts. Dialogic and inquiry-based discussions allow learners to negotiate meaning collectively, while multimodal resources such as visual media, performance, and digital storytelling contextualise texts within broader socio-cultural frameworks. Intercultural competence is cultivated through reflective practices that prompt students to examine their own cultural assumptions while engaging with unfamiliar perspectives.

Ethical engagement ensures that students approach global texts with sensitivity to issues of representation, colonial histories, and power relations. Transnational thinking, in turn, enables comparative analysis across cultures, highlighting both shared human experiences and cultural specificity.

VI. DISCUSSION

The findings of this study suggest that creative pedagogical pathways significantly enhance students' capacity for intercultural understanding and ethical reflection. By shifting the focus from rote analysis to participatory engagement, literature classrooms become spaces of dialogue, empathy, and critical inquiry. Creative pedagogy supports students in recognising the interconnectedness of global cultures while acknowledging historical inequalities and contemporary power dynamics.

Moreover, such approaches align literature education with the broader goals of global citizenship education. They empower students to engage thoughtfully with cultural difference, challenge stereotypes, and develop a sense of responsibility toward global social issues.

VII. CONCLUSION

Teaching global literature through creative pedagogical pathways enables educators to respond effectively to the complexities of contemporary global education. By integrating creative, reflective, and dialogic strategies, educators can foster intercultural competence, ethical awareness, and critical thinking among learners. This study underscores the importance of reimagining literature pedagogy as an inclusive and dynamic practice that prepares students for meaningful participation in an interconnected world.

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