

Interliterariness: Teaching Dystopia in the Arab Classrooms

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Abstract : Literature has been a subject of studying English at secondary, university, and postgraduate levels in many countries and for several decades. One of the prominent literary genres, which is being increasingly used in the literature classrooms, is dystopian literature. However, since teachers usually address the educational requirements of teaching canonical English literature to meet the expected objectives of the particular organisation, and the learner's needs in the non-Anglophone context, they must also negotiate the issues of cultural differences, aesthetic values, literary significance, and the rationale of storytelling. This paper examines how teaching certain dystopian themes in Aldous Huxley's *Brave New World* (1932), an extremely influential dystopian canon, has to take into consideration the ideas, traditions, cultures, and means of literary interpretation inherent in the Arab Muslim world, with specific emphasis on the GCC region. It suggests the use of Dionýz Ďurišín's (1929-1997) system of interliterariness in teaching world and comparative literature to help improve the interpretation of canonical literary texts in the international and inter-ethnic classrooms and contexts. Thus, this study helps to define a means of integrating global content and cross-cultural experiences into an effective teaching methodology that helps mitigate the major divides between the Anglophone text and the non-Anglophone readers.

Keywords : anglophone, dystopia, brave new world, huxley, interliterariness

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