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The British-American Colonies' Relationships with the Crown and Pedagogical Implications in British and American Literature for English Language Teaching

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ABSTRACT

This study looks at the historical and current relationships between the British Empire and its former American colonies, now the US, through British literature. It covers the colonial period from early exploration and settlement to the struggle for independence with a focus on the American Revolutionary War (1775-1783). It examines how British colonial policies, and taxation without representation, contributed to the tensions that led to the war. Through a close analysis, this study looks at the political, economic, and cultural factors that shaped the relationship between Britain and its colonies. It also investigates the impact of these historical events on British literature, power, resistance, and identity. The study also explores how these literary representations of colonial relations can be used in language teaching to deepen learners' understanding of historical context and its effect on literary expression. By combining historical analysis with literary study this research shows the pedagogical value of teaching colonial history in the context of British literature, especially for language learners who want to understand the cultural and historical background of the English language.

Keywords: *British-American relations; colonial history; British literature; American Revolution; language education*

1. INTRODUCTION

The relationship between Britain and its American colonies has moved from colonization to the present-day “special relationship”. This study looks at the historical and literary dimensions of this relationship with a focus on how it has shaped both British and American literature and English language education. The first British settlement in Jamestown, Virginia in 1607 marked the start of nearly 176 years of British rule, during which Britain exported its people, language, and legal systems. British culture and literature shaped the emerging American identity as seen in early American literature such as John Winthrop’s *A Modell of Christian Charity* (1630) where language was used to justify colonial ambitions and British control.

The American Revolution (1775-1783) was a key moment in the Britain-colonies relationship. British taxes and no representation led to widespread discontent which ultimately ended in the *Declaration of Independence* in 1776. Bernard Bailyn’s *The Ideological Origins of the American Revolution* (1967) argues that this struggle was deeply influenced by British political thought and American ideas of liberty. Revolutionary literature especially Thomas

Paine's *Common Sense* (1776) shows the power of language to mobilize the American people and articulate the colonies' desire for independence.

After the American victory and the Treaty of Paris in 1783 which recognized the United States as an independent nation the British-American relationship continued but was still important in both political and cultural terms. Even after political separation British literature continued to influence American writers such as Washington Irving, Nathaniel Hawthorne, and Edgar Allan Poe who engaged with British literary traditions while shaping American literary identity. The "special relationship" that developed after the Revolution is also reflected in the influence of British and American literature on English language teaching today, especially in educational contexts where both traditions are studied side by side.

This study aims to address the following research questions:

- Q1. What were the effects of colonization and settlement by the British on the social, political, and economic structures of the American colonies?
- Q2. How did British rule affect the development of American literature, particularly in language and expression?
- Q3. What role was played by the American Revolution in redefining connections between Britain and its colonies and how does this fact find its reflection in the literature of the period?
- Q4. How do British and American literary heritages exert possibilities for using English in education and reading literature nowadays?

While addressing these issues, this study hopes to widen existing knowledge on the impact of their relationship on literary legacies among other things, which in turn influence the method English is taught. Through the interpretation of key events such as the *American Revolution* and the *Declaration of Independence*, this research utilizes primary sources seen in official documents and literature produced by British and American authors. This study is based on colonialism, revolutionary discourse, and literature after independence traditions with implications on changeable political as well as cultural dynamics embedded within them. It also discusses how great British culture was to America as a new nation and how it affected mainstream thought about English teaching today.

2. BRITISH AND AMERICAN HISTORICAL CONTEXTS

Scholars recognize that British imperial ambitions, driven by the Virginia Company's economic goals and Crown control, intertwined with the emerging colonial identities, as seen in Thomas Paine's *Common Sense* (1776), to lay a foundation for centuries of interconnected historical development, per Alan Taylor (2001). This relationship balanced cooperation, via British language and traditions in John Winthrop's *A Modell of Christian Charity* (1630), with tension over taxation without representation, as Bernard Bailyn (1967) details, reflecting colonial societies' evolution amid metropolitan influences and new world realities.

2.1. COLONIZATION, EARLY IDENTITIES, AND POLITICAL CHANGE

The history of British-American relations can be traced back to the exploration and colonization of North America. Economic, religious, and political factors reinforced the need to explore and settle new lands. Great Britain, eager to extend its influence and compete with other European states, began settling on the east coast of what was to become the United States. Over the course of the 17th and 18th centuries, the colonies gradually evolved into distinct societies, influenced by British colonialism, their geographical location, and the history of the settlers' presence in the New World.

In 1619, a British colony founded Jamestown in Virginia, Britain's first permanent settlement in North America. This date is considered the beginning of a long and complex period of colonization. These were not easy years for the colonists: disease, depopulation, and conflict with the Powhatan people. Nevertheless, the colony was able to develop. The colony's main promoters, the Virginia Company, aimed to generate profits. Tobacco

cultivation soon became one of the main reasons for the country's development, and the slave trade contributed to the rise of the British colonies.



Figure 1: Eastern United States Map Highlighting Atlantic Coast States
 Source: "Map of the Eastern United States Highlighting States Along the Atlantic Coast." Map Image. Accessed 7 Dec. 2024.

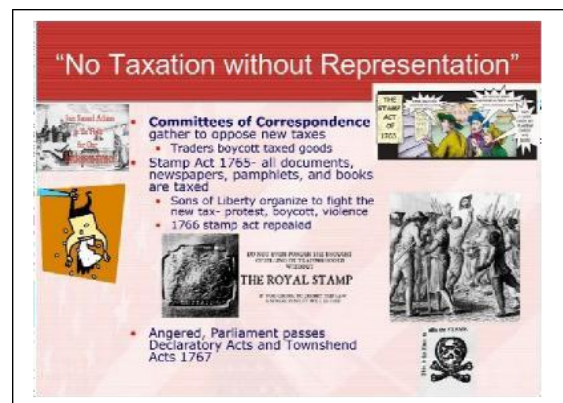


Figure 2: Protest Against Taxation Without Representation
 Source: "No Taxation Without Representation." Slide Image. Accessed 7 Dec. 2024.

These colonies were not just offshoots of Britain; they grew into vibrant communities where settlers started to shape their own unique identity. The colonists brought the English language, faith, and traditions with them, but as time passed, the challenges of colonial life—plus the enormous new territory—molded an American character. At first, the British Crown kept a tight grip on colonial rule, but as the colonies expanded, they became more independent. This was true in New England where democratic practices like town meetings and the Mayflower Compact set the stage to develop more self-governing forms of rule.

As the colonies grew larger and richer, problems arose between Britain and its American lands. The colonies thrived, but British rules, like trade limits and high taxes, started to cause trouble. The British Empire, following its profit-focused system, tried to squeeze as much wealth as possible from its colonies. But the colonists, as their economies boomed, began to feel like they were just cash cows for a far-off empire. They started to see themselves as free people with their own political, economic, and social needs—a big change from their old role as subjects of the British Crown.

The French and Indian War occurred between 1756 and 1763, and that marked an end between Britain and its colonies in America. The colonists had fought alongside British troops against France, but afterward, the fighting left Britain deeper in debt than ever. To help clear this debt, new taxes were laid upon the colonies, such as the Stamp Act of 1765 and the Tea Act of 1773. In this context, it would not be surprising that the colonists began to bellow and are now called "No Taxation Without Representation."

By 1776, rage and frustration reached a boiling point. The colonies made an official severance from Britain with the Declaration of Independence, which set in motion the American Revolution (1775-1783). It was a fight for much more than independence. It was an effort to define a new self and a new right to govern oneself. This would be a system of government based on liberty and equality. These principles—from Enlightenment thinkers and British heritage become all that it is to be American.

The American Revolution is one victory ideologically aside from militarily. Thinkers like Thomas Paine, whose pamphlet *Common Sense* (1776) called for independence, and Thomas Jefferson, whose words in the Declaration of Independence articulated such a new vision of freedom, shaped the ideological heart of the revolution. Revolution idealistic

rhetoric on the rights to life, liberty, and the pursuit of happiness laid a foundation for what we now know as the United States but also had a very important influence on the initial development of American English and political discourse.

Whereas the United States was starting to dig its identity, it still drew much from the British legal and cultural traditions that had made the United States what it was. The break from Britain marked the birth of a distinctly American identity, however, which would continue to evolve over the years to come. Even though the political ties between Britain and its former colonies had been dissolved, the cultural, political, and economic ties remained strong. Such a complex and changing relationship has left a deep-seated legacy upon the future development of both American culture and the English language and has influenced how English is taught and used in the future.

2.2. POST-REVOLUTIONARY DIVERGENCE AND ENDURING TIES

Following the American Revolution (1775-1783), the newly independent United States began to carve out a distinct national identity, yet its historical ties to Britain remained deeply influential. The Revolution marked a political rupture, but cultural, linguistic, and economic connections persisted, shaping both nations in a complex interplay of divergence and continuity. As historian Linda Colley (1992) notes, Britain's loss of the American colonies prompted a reorientation of its imperial ambitions, while the United States, per Gordon Wood (1991), sought to define itself against—yet often in dialogue with—its British heritage.

In the immediate aftermath, the U.S. Constitution of 1787 established a government rooted in Enlightenment ideals and British common law, reflecting a blend of innovation and tradition. English legal principles, such as trial by jury and habeas corpus, were adapted to fit the American context, while the English language itself became a unifying force across diverse colonial populations. However, as David Hackett Fischer (1989) argues, regional differences—tied to early settlement patterns like Puritan New England or the Chesapeake's tobacco economy—fueled variations in American identity that distinguished it from British norms.

Economically, tensions lingered as Britain imposed trade restrictions on its former colonies, yet mutual dependence endured. The Jay Treaty of 1794, despite colonial resentment, eased hostilities and secured American access to British markets, underscoring pragmatic cooperation. Meanwhile, British cultural influence persisted through literature and education—works like Shakespeare's plays and Locke's philosophies remained staples in American schools—while American thinkers like Ralph Waldo Emerson began asserting a more independent intellectual tradition by the early 19th century.

This period also saw the seeds of linguistic divergence. Noah Webster's *American Dictionary of the English Language* (1828) standardized spellings (e.g., "color" versus "colour") and championed a distinctly American idiom, reflecting a desire to break from British linguistic dominance. Yet, as H.L. Mencken (1919) later observed, American English retained a "British backbone," illustrating the enduring legacy of colonial roots. Thus, the post-Revolutionary era was a crucible for American identity: a rejection of British authority paired with an inescapable reliance on its cultural and historical foundations, setting the stage for centuries of dynamic interaction between the two nations.

3. THE COLONIES UNDER BRITISH FROM RULE TO INDEPENDENCE

During the 1600s and the 1700s, Europeans flooded the continent of North America to the most opposite parts, including where they became colonies. Reasons they came include religious freedom, economic opportunity, and political liberty. Over some years, thirteen colonies were established along the eastern coast of the North American continent. Although

each colony had its own government, all were ultimately controlled by the British Crown. By the time of 1770, however, they had got so many discontented because of lacking self-government. They would not set up rules to govern themselves but yet had to pay high taxes to the British King.

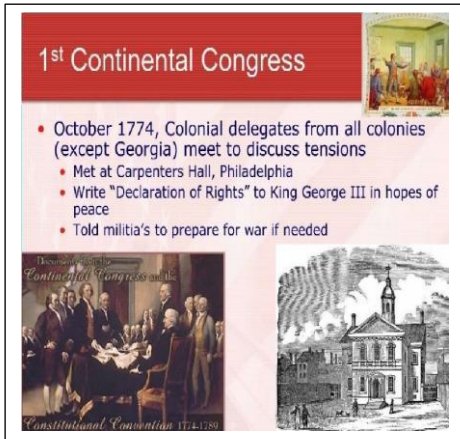


Figure 3: Convening of the 1st Continental Congress
 Source: "1st Continental Congress." Slide Image.
 Accessed 7 Dec. 2024.

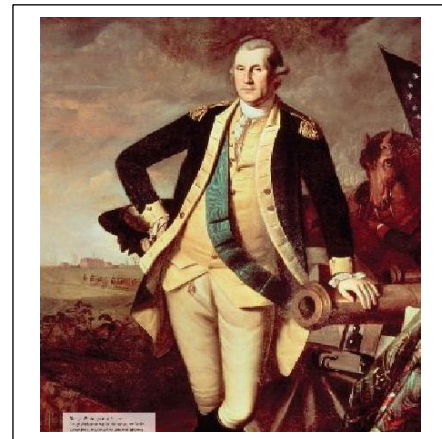


Figure 4: Portrait of a Revolutionary War Soldier
 Source: "Historical Painting of a Military Figure."
 Image. Accessed 7 Dec. 2024.

With the feeling of being bullied by a distant government without any representation, the colonists started opposing. They also brought up the issue of the Quartering Act, which required them to keep and provide daily supplies to British officers. In 1774, leaders in the colonies gathered in Philadelphia to discuss their grievances; by the following year, tensions erupted into military conflict, as colonists engaged British troops in Massachusetts. Henceforth, colonial leaders decided to form an army for the greatest cause; and George Washington was appointed its commander-in-chief.

3.1. RELATIONSHIP BETWEEN BRITAIN AND THE COLONIES

The French and Indian War can be argued to have the most effect on altering the relations between Britain and the Colonies. The relationship between these two powerhouses began very subtle. The consequence of the war caused the state of Britain to change. At the commencement of the war, England had a National Debt which became worse at the end of the war. With this economic collapse, England had to find newer ways of paying this money and a way of paying this off was by making taxes and putting them on the colonies. This push to collect more money and enforce new laws created a hatred towards England. "England came to the conclusion that through their neglect towards the colonies and not paying attention to them, they were able to do what they wanted. Britain's enforcing the Stamp Act resulted in a huge deterioration to the economy.

3.2. THE AMERICAN RÉVOLUTION ERA (1763 – 1783)

During the Seven Years' War (1756-1763), a conflict among the major European powers. As a result of the conflict, Great Britain became the leader in overseas colonization and Russia emerged as a powerful force in Europe. Great Britain gained the bulk of French Colonies in North America as well as the Spanish interests in Florida. Until the end of the Seven Years' War in 1763, few colonists in British North America objected to their place in the British Empire. Attempts to raise money by reforming colonial administration, enforcing tax laws, and placing troops in America led directly to conflict with colonists. By the mid-1770s, relations between Americans and the British administration had become strained and acrimonious. British leaders also felt the need to tighten control over their empire. To be

sure, laws regulating imperial trade and navigation had been on the books for generations, but American colonists were notorious for evading these regulations.

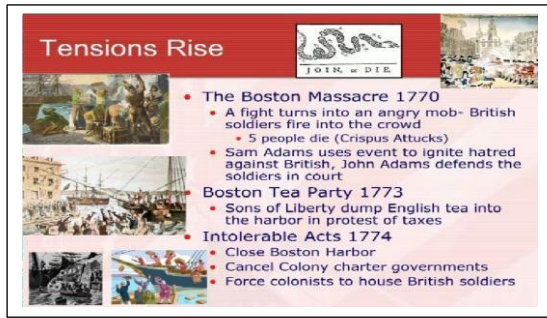


Figure 5: Prelude to the Revolution: Key Events
 Source: "Tensions Rise: Key Events Leading to the American Revolution." Slide Image. Accessed 7 Dec. 2024.



Figure 6: King George III at the Outset of War 1775
 Source: Library of Congress. "The Start of the War 1775: King George III." Image. Accessed 7 Dec. 2024.

King George III and Parliament still faced money problems and were determined to assert their powers to tax the colonies and regulate trade for the benefit of the entire British empire. On the other hand, the colonists' ideas about taxation without representation, actual versus virtual representation, tyranny and corruption in the British government, and indeed about the nature of government, sovereignty, and constitutions had crystallized during this period.

3.3. AMERICAN REVOLUTION

The Thirteen Colonies gradually obtained more self-government. British mercantilist policies became more stringent, benefiting the mother country which resulted in trade restrictions, thereby limiting the growth of the colonial economy and artificially constraining colonial merchants' earning potential. Parliament insisted that it was in final command and could impose taxes at any time. Tensions escalated from 1765 to 1775 over issues of taxation without any

American representation in Parliament and many others successive acts. The thirteen colonies stood together. When the Second Continental Congress convened in Philadelphia in May 1775, deliberations conducted by notable figures such as Benjamin Franklin, Thomas Jefferson, John Hancock, Samuel Adams, and John Adams resulted in a decision for full independence. The United States of America became the first colony in the world to successfully achieve independence in the modern era. According to R. R. Palmer the new American nation: inspired the sense of a new era. It added new content to the concept of progress. It gave a whole new dimension to ideas of liberty and equality made familiar in the Enlightenment.

It got people into the habit of thinking more concretely about political questions and made them more readily critical of their own governments and society. It dethroned England and set up America as a model for those seeking a better world.

3.4. THE WAR OF INDEPENDENCE

For some months, people in the colonies had been gathering arms and powder and had been training to fight the British, if necessary, at a moment's notice. The Continental Congress had approved of preparations for defensive fighting in case the British made an aggressive move. But General Thomas Gage, commander of British troops in Boston, had been cautious. He thought his army was too small to act without reinforcements. Gage received orders to arrest Sam Adams and John Hancock, rumored to be near Lexington. When Gage heard that the colonists had stockpiled guns and powder in Concord, he decided

to act. On the night of April 18, 1775, he dispatched nearly 1,000 troops from Boston. When British regulars (known as redcoats because of their uniform jackets) arrived at Lexington the next morning, they found several dozen Minutemen waiting for them on the town's common. Someone fired no one knows who fired first eight Minutemen were killed and another dozen or so were wounded. Then the British marched on Concord and destroyed what was left of the store of guns and powder, most of which had been hastily removed by the patriots. The first shots of what would become the war for American independence were fired in April 1775.



Figure 7: Deliberations of the 2nd Continental Congress
 Source: "2nd Continental Congress." Slide Image.
 Accessed 7 Dec. 2024.

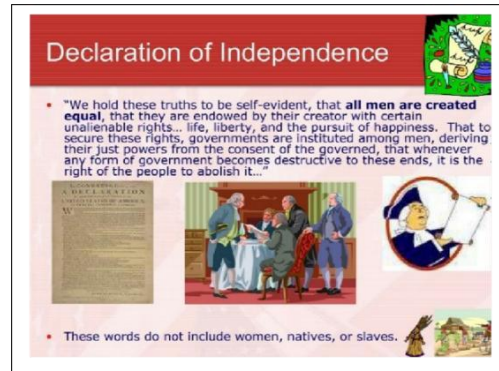


Figure 8: The Declaration of Independence
 Source: "Declaration of Independence." Slide Image.
 Accessed 7 Dec. 2024.

3.5. FROM COLONIAL DISCONTENT TO REVOLUTIONARY INDEPENDENCE: THE PATH TO AMERICAN FREEDOM

By 1763, the American colonies were thriving under British rule but were starting to have some friction. During the decade of the 1760s, King George III was still rather easygoing in the way he governed the colonies, but in this very period, fundamental seeds of discontent were being sown among the colonists against the British Crown. In 1765, the British government passed the Stamp Act to finance a large standing army stationed in North America after the French and Indian War. This act imposed a tax on all legal documents and printed matter in the colonies, leading to a wave of protests, with colonists crying out for "No Taxation without Representation." The colonists argued that it was unconstitutional for Britain to impose taxes on them without their consent. These led to widespread boycotts and eventually the repeal of the Act in 1766. However, the British continued to tighten their grip on the colonies even after the repeal, passing more acts such as the Tea Act of 1773. These events encouraged a growing feeling of bitterness and revolt, culminating in the Declaration of Independence in 1776. Mostly written by Thomas Jefferson, the Declaration stated the colonists' desire for self-rule away from Britain on the basis of freedom, equality, and natural man's rights-those ideas that were to make up the American identity and form its polity.

The struggle for independence was thus far from being just a military one; it was fundamentally an ideological one. The American Revolution, 1775-1783, was a struggle about the legitimacy of British rule, impelled by an urge toward self-government. Leaders such as George Washington, Thomas Jefferson, and Benjamin Franklin provided leadership and articulated the intellectual rationale behind the revolution. The assertion that "all men are created equal", as indicated in the Declaration of Independence, became the bedrock of American values that will continue to echo into the present. The Treaty of Paris of 1783 had finally given recognition to American independence by Britain, but the complex relationship between the two nations persisted. The Jay Treaty of 1795 opened a decade of peace and trade between the United States and Britain, despite subsequent tensions, including the War of 1812. Over time, disputes like the Nicaragua Canal dispute and the Monroe Doctrine in

1823 reflected shifting power dynamics, as the United States asserted its sovereignty and influence. With such tensions set aside, the two nations moved toward lasting peace that would eventually set the foundation for future diplomatic and economic relations to take their course in history.

3.6. PEDAGOGICAL IMPLICATIONS FOR ENGLISH AS A FOREIGN LANGUAGE TEACHING

The American Revolution and the underlying philosophy as demonstrated in significant documents like the *Declaration of Independence* and *Common Sense* present fertile ground for teaching English as a foreign language (TEFL). These texts reveal both the political rhetoric that understood American identity more generally and invaluable resources for students to study the American evolution of English, as well as the conversation on the importance of language for societal change. From studying revolution language, for students, it becomes clearer the power of rhetoric to sway and mobilize public opinion for action. For instance, one enjoyed reading *Common Sense* by Thomas Paine in 1776 which rationally but powerfully espouses independence as an exemplary text for persuasive techniques, political discourse, and even how language can activate people toward such a goal.

These documents present opportunities for TEFL students to study texts that mirror the cultural-historical dynamics of such a momentous historiographical event in global history. Bringing the students closer to the language of revolution, to the language both of calls to arms and of articulation of new political ideals, connects linguistic analysis to historical context and advances critical thinking. Such critical skills applied to documents from the past encourage critical reckoning with the American Revolution as a historical event and the continuing to offer relevance of its ideals well into contemporary global political discourse.

4. AMERICAN CIVIL WAR AND RELATIONS AFTERWARDS

The Confederate States, during the American Civil War, strove to be recognized by Britain and France, in hopes that foreign recognition would spur either nation to intervene on behalf of the Confederacy and, therefore, bring about war with the United States. Due to astute American diplomacy, however, no foreign nation, Britain included, ever officially recognized the Confederacy, and war with Britain was averted. While Britain was neutral, British society showed marked favoritism towards the South, largely due to their economic interests in the highly important cotton exports of the South. The Confederacy had assumed that Britain's reliance on cotton would naturally draw it into the conflict, but despite some early support for the Southern cause, Britain remained neutral throughout the war.

After the Civil War, American-British relations were still strained, particularly through the late 19th century. American bitterness at British behavior during the war, particularly what the Confederacy had anticipated, did not abate. Skirmishes aside, both powers worked to prevent further escalation into all-out war. In the years following the war, Irish American groups called Fenians attempted to pressure Britain by launching small invasions of Canada in hopes of winning Ireland its independence. Irish-American influence in U.S. politics continued to grow and became even more stridently anti-British, especially during the election campaigns. Britain also continued its free trade policies, while the U.S. moved increasingly toward protectionist tariffs, especially in the McKinley Tariff of 1890, which allowed for the rapid growth of American heavy industry to challenge British market dominance. In this competitive economic climate, Britain still invested in American infrastructure, especially in railroads.

4.1. THE SHIFT TO COOPERATION: THE GREAT RAPPROCHEMENT AND BEYOND

The Venezuela Crisis of 1895 was a very serious moment of tension between Britain and the United States. The dispute over the boundary between British Guiana and Venezuela

led to a diplomatic standoff. The Monroe Doctrine warned European powers against interfering in the Western Hemisphere, but President Cleveland invoked it and demanded arbitration. After some friction, both countries gave in to arbitration, with much of the British position maintained. This signaled the start of the Great Rapprochement, from 1895 to World War I, in which amity emerged between Britain and the U.S. The two powers found commonality, especially on the points of resistance against European imperialism, witnessed by the Open Door Policy in China and the two nations' intervention in the Boxer Rebellion, in 1900.

The World Wars sealed the relationship between them. During World War I, the United States, although neutral, gave much financial and material aid to the Allies, especially Britain. In 1917, with a shift in the tide of war, the U.S. joined the war, helping the Allies defeat Germany. After the war, President Wilson made it known that the future of U.S.-British relations would revolve around shared ideals and interests rather than kinship alone. While the United States was abandoning isolationism and becoming more active in international relations after the war, Britain suffered economically from the war effort and was increasingly dependent upon the United States for loans and investment.

4.2. THE 20TH CENTURY: THE PINNACLE OF AMERICAN POWER AND WORLDLINESS

Protests between Britain and the U.S. flared again in the 1920s and 1930s, burning under such fuel as America's secret world-observing power. It has caused many complex issues, some of which involve the Americans regarding the League of Nations, and some involve trade, such as the Smoot-Hawley Tariff Act (1930). Yet at the end of World War II, the United States had become the preeminent superpower in the world, and Britain became aware that it had to adapt to this new situation. The Marshall Plan (1948-1952) was such a chance event in this process, where the United States helped Western Europe, including Britain, to build a solid economy through enormous economic contributions. So, the time of the Cold War sealed this partnership when the U.S. and Britain allied within NATO against any Soviet threat, culminating in the "Special Relationship" between them, purposely for all their mutual interests in defense and global stability.

On the one hand, British-American relations continued to fluctuate throughout the Cold War and thereafter, usually coinciding with changes in the world political scenario. Such moments of tension included arguments and subsequent complaints over "Vietnam" or the Suez Crisis (1956). Yet there was continuity in their bilateral relations. Quite clearly, the Cold War was characterized as defining a deep bond underpinned by iterations of shared values and geopolitical reasons. The Reagan and Thatcher political soulmates were to become the best of friends in the 1980s, aligning on such issues as the Soviet threat, the Iran-Contra scandal, and their views on world economic policies. Britain further strengthened its effort with the U.S. in 1991, as this was before the complete disintegration of the Soviet Union when the United States emerged as the ever-dominant global superpower while Britain itself became decreasingly less significant in a unipolar world.

The 21st century has been a time when the United States and Britannia have come to face global threats, including those of terrorism and climate change. The post-September 11, 2001, era brought the two countries into a different phase in relations between them, with Prime Minister Tony Blair becoming a close ally of President George W. Bush in the War on Terror, not excluding the likewise unpopular Iraq Conflict (2003). After that, there were oscillations in relations with the U.S. administration, including problems with the Obama administration regarding Syria and the Iranian nuclear deal, and the controversy-ridden Trump administration over such matters as immigration, border wall, and trade policy. The election of Joe Biden as president in 2021 rekindled the relevance of the US-UK bilateral relationship in areas such as climate change, cybersecurity, and global health for the future, reaffirming commitment to more issues of the 21st century.

5. TEFL IMPLICATION FOR USING BRITISH-AMERICAN HISTORICAL LITERARY TEXTS IN LANGUAGE EDUCATION

In the last few decades, the justifications for including British-American literature in TEFL have never ceased to perform miracles in pedagogy without mere language learning. Thus, by giving students literature that is in some way connected to the historical and cultural relationship between Britain and the United States, language becomes more comprehended as a social instrument and literature is seen more as a cultural artifact. This section will show how the study of historical context through literature such as the American Revolution or Civil War; crucial works like the *Declaration of Independence* and *Common Sense* can enrich language education, promote critical thinking, and give students a better understanding of both historical events and their linguistic dimensions.

5.1. BRIDGE HISTORICAL CONTEXT WITH LANGUAGE SKILLS

Literature is not only about language skills acquisition from its historical context but also about appreciating the past at TEFL. The past shapes their views of how a language reflects and constructs national identities. From American Revolutionary literature to 19th-century writings, British-American literature has always been closely connected to the political, economic, and social forces that shaped the developing United States and its relationship with Britain. Through examining such key texts as Thomas Paine's *Common Sense* (1776) or the *Declaration of Independence*, students learn not only new vocabulary, grammar, and syntax but also acquire rhetorical devices learned from political language defining revolutionary movements.

For example, *Common Sense* is a text ideal for introducing persuasive techniques, which makes it a classic for TEFL instructors to teach students persuasive speech and writing. Clarity, directness, and logical reasoning address independence-based arguments; terms like "tyranny," "natural rights," and "unalienable rights" practically become national. Explaining those texts teaches the learners not only to refer to historical significance but also to appreciate the changing use of English in expressing new political ideas.

5.2. LANGUAGE AND IDENTITY CONSTRUCTION

Language is one of the most important factors in creating personal identity and national identity, and British-American literature is perhaps the best medium for exploring this issue. From the colonial period through the Civil War, works like *Moby Dick* by Herman Melville, Walt Whitman's *Leaves of Grass*, and the speeches penned by Abraham Lincoln articulate the nascent ideas around identity, independence, and freedom that are American. Such works show TEFL students how language constructs collective identity. American English, as it developed, was not simply a collection of words and rules, but a medium through which colonists, rebels, and later citizens expressed their ideas about freedom, equality, and justice.

For English learners, this historical trajectory is part of language development in the conditions combining social, political, and cultural settings under which it changes over time. For example, the language of abolitionism, emancipation, and national unity used in a certain era, such as the U.S. Civil War, changed from a language of colonial submission to one of democratic expression and individual rights: from a language that spoke colonial obedience to that of democracy and individual rights. The speeches of leaders such as Abraham Lincoln, with his famous Gettysburg Address, are dense in linguistic devices anaphora, parallelism, and rhetorical questions in which TEFL students can analyze relationships with history itself.

5.3. INCREASE CRITICAL THINKING AND DEBATE SKILLS

The whole process of British-American literature study in the historical contexts will

provide beyond the confines of language learning the development of critical thinking. One of the most important aspects of the American Revolution is debate, which provides seminal texts for argument practice and critical evaluation of the Federalist Papers, the works of Thomas Paine, and the Constitutional debates. Such texts prompt students to evaluate the validity of political arguments, question historical narratives, and see how language can be used to persuade or manipulate. This may be brought into TEFL classes as debates or discussions, where students practice expressing opinions, counter-arguments, and defending positions in English, thus improving both their language fluency and critical engagement with the material.

They debate philosophical issues most relevant to the American Revolution-such as arguments on taxation without representation and individual versus state rights TEFL classrooms for exposure to advanced language forms such as academic writing, formal discourse, and political rhetoric. Indeed, those debates enlighten learners about the past as well as the language of democracy that shows the power that structures can wield in an action of forming political thought.

5.4. CROSS-CULTURAL UNDERSTANDING AND LANGUAGE ACQUISITION

In British-American history, the perception of one another in writing also rekindles cross-cultural understanding essential in TEFL. UKUS relations, characterized by both conflict and cooperation, provide an excellent milieu for exploration through literature regarding historical tensions and cultural tensions. For example, the American Revolution offers glimpses on how language can be wielded against imperial power: reading colonial pamphlets, listening to public speeches, and reading early American novels gives one an insight into the growing cultural divide in Britain and its colonies. Similarly, reading post-Revolutionary texts unveils how the United States sought to configure itself against its former colonizer, fabricating a new national culture and conjuring up in it its idioms and idiomatic expressions, lexicon, and political lexicon-in a nutshell, a language.

Such an entry for students in TEFL education to explore these themes through literature views language as a marker of culture, making them have a profound encounter with linguistic plurality and thereby with the effort expression in its cultural sense. This promotes cultural empathy, and engages the learners more directly with language, and with the cultural dynamics within which language use is embedded.

5.5. PREPARING STUDENTS FOR REAL-LIFE INVOLVEMENT

Eventually, the use of historical texts for TEFL studies prepares students for proper world engagement in terms of developing competence in both language skills and cultural knowledge to help them navigate global issues today. Such reading and discussions form part of an exploration of actual American and British texts that will act as mirrors to students' understanding of the historical forces shaping present-day political structures, cultural practices, and social values of which perspectives become essential tools if one were to comprehend present denigrations making up today's debates around democracy, freedom, and human rights as well as developing English as a global language featuring vernaculars around the world.

Teaching literature such as British American, alongside its historical contexts, serves to equip an English teacher with the technique of bringing students into becoming critical consumers of language and understanding the power of words in making or breaking societies, cultures, and the world itself.

CONCLUSION

This study investigated the historical and present ties between the British Empire and

the countries that were former colonies, with particular emphasis on the United States regarding snapshots of their influence on political and cultural life. In analyzing how such relationships have shaped key historical events such as colonization, the American Revolution, and emerging political and cultural ties between the U.K. and the U.S. especially on how British-American literature and influence play in shaping the educational discourse of Teaching English as a Foreign Language (TEFL)-the research focused on key historical occasions.

Employing historical analysis with thank literary review coupled with the collection of qualitative data from primary and secondary sources, this research examined both the British and American texts-Declaration of Independence and Common Sense of Thomas Paine- to assess how such literary works define much of the national identities of both nations. The methodology employed also involved a close reading of these documents to identify the linguistic tools and rhetorical strategies used in articulating revolutionary thought, highlighting the broader implications for language learning and teaching, especially in TEFL contexts.

Among the major findings of this research was the role of language in political upheaval and creating national identity. Revolutionary literature, such as Paine's Common Sense, showed how language was used as a tool of mobilization, persuasion, and rallying around shared ideas of freedom, liberty, and independence.

The cultural implications of British-American relationships in the formation of language in diplomacy, law, and governing highlight that the foundations on which these texts are based remain an important source for the development of critical thinking and debate skills in English as a Foreign Language classrooms.

This study was indeed constrained. Given that the majority of literature used as sources for this study has been dominated by the analysis of specific texts, much of the historical flavors and the complexities of the socio-political context in general as far as minority experiences and voices, like those from marginalized communities including African Americans and Indigenous peoples were widely excluded within major analyzed texts. The methodology was also narrow as the research greatly relied on secondary sources without any comparative research with other former colonies regarding British-American relations.

Future work could enhance this study with a more balanced selection and incorporation of voices, particularly those of postcolonial perspectives, to track how ongoing legacies of colonialism shape modern American identities and construct present-day English usage in the world. Likewise, the cross-national comparisons of British-American literature's impact on TEFL practices globally, along with quantitatively minded analysis, will forge fresh insights to how historical narratives and language constructs from the colonial era still condition modern language education.

This research clearly signifies the considerable influence of colonial history between Britain and America on both national identities and the pedagogy of languages. The history-drenched complexities and mostly aggressive relations between the United States and Britain, from colonization through independence, strife, and consternation to more collaboration, have created this unusual relationship as a model for how a shared language and literature can bridge historical divides and lend toward mutual understanding. As we continue to engage with this historical record, we have lessons from language, power, and resistance to guide us toward a more inclusive and globally minded approach to language education as we challenge ourselves with cross-cultural distance.

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