

Teaching Language through Literature to Tertiary level students: A Study on English Language Teaching in Cumilla region of Bangladesh

Monir Hossen¹, Abdullah-Al-Musayeb²

1. Lecturer, Department of English, Uttara University, Dhaka, Bangladesh
& PhD Researcher, Binary University, Malaysia
2. Lecturer, Department of English, Bangladesh Army International University of Science and Technology
(BAIUST), Comilla, Bangladesh

*Email of the Corresponding Author: monir.eng.cou@gmail.com

Abstract:

English has become a global language in the present world. Teaching English language is not a new issue in Bangladesh. Because of the growing demand for English after World War II, teaching English to non-English speaking nations, such as Bangladesh, has become a challenge. The researchers have devised a plethora of methods for improving foreign language teaching. Literature in teaching language plays a vital role in developing the concepts and ideology of the language teachers and learners. The students can develop their consciousness regarding language use as well as building their good communication skills in order to achieve the foreign language. This study focuses on examining the great resources in language teaching including literature, film and others. The research evaluates on how literature can be termed as a great resource in teaching for developing different skills of the students such as Listening, Speaking, Reading and Writing. It also includes the distinct areas of other skills including Vocabulary, Pronunciation and Grammar. In Bangladesh English language is taught in different ways at different levels. This study is a mixed method approach conducted in the Cumilla region of Bangladesh. Data has been collected from the students and teachers of three different institutions located in Cumilla through the questionnaire method. To conduct the research, interviews from the experienced faculty members have been taken. After analyzing the data, some problems have been figured out proposing probable solutions to these problems. Based on the outcome of this research, some recommendations are suggested for this specific field of teaching language through literature in the EFL context in Bangladesh.

Key Words: *Literature, Language, Culture, Literary resources, Language Skills, ELT, EFL, Literary texts.*

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Chapter 01: Introduction

1.1: Background of the Study:

Literature is the reflection of life and language is the finest way of reflecting life in words. Language teaching has become a matter of study especially in EFL/ESL context in Bangladesh since 1990. Here the researchers have found so many innovative approaches and methods to improve the language teaching and learning. Now it has become an urgent necessity to have a better way and recourse in EFL Classroom to facilitate the students of the tertiary level in Bangladesh.

Accordingly, teaching English language through literature also has become a matter of investigation on how it can help the learners to develop their different language skills. As literary texts are based on different cultures and traditions it can introduce new words, phrases, proverbs, culture entertainment, history, philosophy, art and literature of the various countries by providing the students targeted goals and objectives.

Language teaching in Bangladesh started during the British Period when the people of Indian subcontinent were under the British Rule. Actually, there were some English Medium Schools at that time of rolling India. After the freedom of Indian subcontinent from the British in 1947, our country was divided into two parts; East Pakistan and West Pakistan. Then we fought for approximately twenty-two years for our Independence.

In 1971, we got our freedom from West Pakistan and we became a great Independent Nation in the world. Usually in Bangladesh, teaching English has become more evident during the last decades of the 20th century. Conducting scientific research has become essential on how to develop language skills of the students to make them quality graduate for their future career. Researchers have found so many effective ways in teaching and learning English language along with the other researchers of the whole world. Now teaching English through literature is another important way to adopt in teaching language to develop the student's proficiency in English language.

1.2: Objectives of the study:

- To find out the significance of literature in teaching language at Tertiary level in Bangladesh.
- To reexamine the benefits of using literary texts in language classroom.
- To find out the interest of the students for studying literary texts to develop their language skills.
- To find out the problems and probable solutions of teaching language through literature.

1.3: Research Questions:

- Why literature is important for the students to develop their language skills?
- What are the benefits of adopting literary texts in their task and how does it help the learners to develop their proficiency?
- Why are the students backward in reaching the great literary resource in their way of developing their target language?
- What are the problems of teaching English through literature and probable solutions to it?

1.4: Significance of the study:

Language teaching is truly an important matter in the present world. In the 21st century people are much aware about modern Science and technology. Most of the activities like education, business, and international communication of the present world occur in English. It is very difficult to deny the importance of English in the present world of communication and technology. Teaching English to the non-native speakers like Bangladeshi students has become a matter of study. Most notably the researchers are finding a better way of developing English in this country as well as other nonnative speakers of English. Teaching language through literature is also a new approach for our country Bangladesh. In this study it has connected the present issue and the best way of developing the targeted language.

1.5: Limitations of the Study

The sample of the study is small in size which has been taken from only Comilla, an ancient city of Bangladesh. It would be better if the sample is chosen from the whole country as well. Here more teachers and students could be included in this study to reflect the total ratio of the country. Because of the time limitation and budget, the study could not be conducted throughout the whole country with a large group of teachers and students. It is really a matter of limitation for the researcher to conduct this study within the deadline. That's why it has been conducted shortly in Comilla. However, some teachers are very much interested in providing data while others are afraid of giving proper information.

Chapter 02: Literature Review

a. Related works in Teaching Language through Literature:

Literary texts are the presentation of society and culture instead of being referential. As referential language is primarily instructive which is less attractive, representation is more appalling to one's feeling and emotion. Teaching students via literature has the potential to improve their communication skills and their knowledge of a given topic since they will have the opportunity to participate in a variety of activities such as role play, presentations, and composing hilarious stories (McRae 1994).

Literature plays an important role in raising language awareness. Students are frequently required to assess the quality or appropriateness of language in order to better understand how language is used in various situations (Widdowson 1975 quoted by Lazar 1993).

Literary texts might be chosen depending on student interest and relevance. Before providing authentic literary works to learners, the level of the students should be assessed. It is important to review and appraise the appropriateness of the texts in light of the political and cultural environment when selecting literature for students. According to Duff and Maley (2007) there are a wide variety of questions to examine the certain literary texts. They suggested justifying the material and its style after all the timetable.

Easy and comprehensive tasks, according to Duff and Maley (2007), motivate students to examine literary texts. Students' growth should be achieved gradually, starting with simple activities and progressing to more difficult ones. Before handing out assignments to pupils, teachers might brainstorm, pre-read, and think about them.

There are several crucial suggestions for teachers who want to make studying English a pleasurable experience. To capture students' interest, teachers are recommended to pay close attention to pre-reading activities and icebreakers. Students might be encouraged to modify the texts, change the endings, and so on, allowing them to express their creativity and imagination (Pulverness 2003).

Divergent viewpoints have been evoked by the discussion of how literature may aid in the acquisition of other languages. It is widely believed that language acquisition research should be conducted with a focus on the learners' specific needs. The function of literature or literary resources in the foreign language or second language curriculum has been discussed from several angles.

Prof. Charles Blatchford (1972) opines that "the study of English literature is a luxury that cannot be indulged during the limited amount of time allocated to English". Studies in culture and language learning show that linguistics and literary studies intersect at different locations. "The linguistic focus of culture learning is broader, its approach more scientific and pragmatic," says Professor Blatchford, "but there is no reason why it should not include literary uses of language in its breadth." (Blatchford 1972)

There are four key reasons for a language instructor to use literature in the classroom, according to Collie and Slater (1990:3). In this regard, authentic material, cultural and linguistic enrichment, and personal engagement are important. In addition to these four primary reasons, universality, non-triviality, personal relevance, diversity, interest, economy, and suggestive force and ambiguity are other aspects that necessitate the use of literature as a powerful resource in the classroom.

2.2. Related works in Bangladesh:

Teaching language is not a recent issue in Bangladesh where Teaching Language through literature has become a very recent issue to be noticed. It is to be mentioned that many researchers tried to find out the issue in their research. It is viewed that not much research on teaching language through literature has been conducted. Only recently it has begun to get some significance.

Nusrat (2012) tried to find out the gap between literature and language in teaching. She also explained the use of literary resources in the classroom activities as well as developing language proficiency. The objective of the study was to explore the possibilities, problems and solutions of using literature of the learners at undergraduate level. Thus it is asked that the study will closely connect the researchers with the real scenario of the language class for adopting literary materials.

Prof. Matiur Rahman (2015) in his article titled "Language in the study of Literature" views, "Language after all a skilled based subject where Literature is not. Unfortunately, many of us forget the basic differences between two and mix-up or confuse one with the other." Accordingly, he also mentions that language acquisition is technical, whereas literature is not, owing to the fact that it requires a significant degree of mental effort, including language skills.

Prof. Dr Syed Manzurul Islam (2013) in an article named "Problem of Teaching English Literature in Bangladesh" says "Without a Proper understanding of the language literature can never be appreciated and without some literature content language studies tend to become a matter of mass communication". He also says we are finally realizing the problems of language gaps that exist in our literature students and we are doing something about it.

Alam (2007) criticizes Western ELT specialists' preset formula for EFL/ESL learners to defend the usefulness of reading literature 'their way' and their frequent changing of teaching methodologies, such as from Grammar-Translation to the current CLT approach, in his comprehensive examination of ELT. Although he primarily addresses secondary and higher secondary education, he does not address the teaching approach at the undergraduate level. His presentation raises an important point about the importance of employing South Asian literature in English or translations that are more relevant to our students' lives. He also includes an excellent list of English-language literature from Bangladesh and West Bengal, proposing suggestions for how to use it in English classes.

Shahidullah (1991) focuses on the possibilities of using literary pieces to help students improve their English skills. For Foundation Course (FC) language students, he has designed a lesson plan and class activities based on William Shakespeare's poem "Crabbed Age and Youth." The activities are not designed to engage English Major (EM) students in critical analysis or the development of interpretative skills on specific linguistic elements of the literary text. He emphasizes the importance of literature as a resource material for language learning. He does not, however, present them with any tool or checklist for acquiring a critical awareness of form and content, themes, or strategies.

Yeasmin, Azad and Ferdoush (2011) conducted research at ASA University Bangladesh on the specific field. Their aim was to emphasize the effectiveness of using literature in EFL classes through a case study on the project "Readers Development

Program" of the British Council, Bangladesh. They focused on the concept of teaching language through literature implemented through various classroom activities from the simplified version of classic texts in English. It reviews the arguments for using literature in the language classroom. They found that literary texts provide wide scope to explore multidimensional use of the language. Literary pieces, especially stories are more attractive and fascinating than other teaching materials and allow group discussions and individual explorations. They offer real language use, which creates a feeling for the language in the students. In their study, students were given assignments based on literary texts which provided ample chances for developing and improving the language communication skills.

2.3: Literature

Literature is an umbrella term giving information on every business. (Moody: 1971). Literature is the most important branch of knowledge where the author exposes his or her philosophy to give information as well as the true view of the society. It is such a form of knowledge which gives immense pleasure to the readers and audience. The main purpose of literature is to instruct and to give pleasure. Pramoth Chawdhury, a Bengali famous writer, says that the main purpose of literature is to give pleasure and get pleasure. Mathew Arnold describes Literature as the criticism of human life. Actually, in language teaching literature is mostly important because it makes the classroom work very interesting and beneficial to the language development.

It enriches the way of interpretation of life. Literature is a body of written works. Literature may be classified according to a variety of systems, including language, national origin, historical period, genre, and subject matter. Simply, literature represents the culture and tradition of a language or a people.

2.4: Teaching Literature at Tertiary Level in Bangladesh

Teaching English language is not new here in Bangladesh. In the tertiary level of our education system, we have different universities which provide quality education. However, almost every university offers English as there major and non-major courses. This is usually happening from the very beginning of our Country. Accordingly, the Department of English of the various universities takes the challenge of teaching and learning English language and literature. In that case the students are asked to undergo a syllabus of English which includes English Literature and Language. Most notably, the teachers highly preferred to teach English to the student with literary perspective in the earlier past but now some new teaching methods are being used to teach the students namely TESOL, ESL EFL and ELT. In fact, to teach the students the proper way of achieving a foreign language is expected to have more and more new strategies so that it becomes easy and successful.

Chapter 03: Methodology

3.1: Design of the Study

This study is a mixed approach, a mixture of quantitative and qualitative approaches in nature, in the field of teaching English language. In order to find out the real scenario of the teaching language through literature in our country Bangladesh at tertiary level, this study has been conducted through the questionnaire and interview within the students and teachers. The researcher has collected data from three different universities namely Comilla University, Bangladesh, Britania University and Victoria Collage, Comilla (National University). Therefore, the questionnaires are prepared for both the Teachers and Student, where the questions are mostly close ended. This study also included the interviews of the language teachers who are working as language teachers at different public and private universities.

3.2: Sample Design

This research is conducted in Comilla, Bangladesh. The data has been collected from three different universities. The Participants are chosen from the undergraduate level students and their respective teachers. The number of student's responses is 200 and teachers' responses are 20. From the twenty teachers, ten are chosen from the field of ELT (English Language Teaching) and ten are chosen from EL (English Literature). Hence, all the participants both the teachers and students willingly participated in the research. The responders are assured by the researcher that this data would be used only for research purposes.

3.3: Research Instruments

The researcher has used questionnaire methods for the students and for the teachers including Interviews to the Teachers as the instrument of collecting data. To find out the answers to the questions, data has been collected using questionnaire technique. Questionnaires are distributed to the students and teachers in order to find out the actual scenario of the teaching and learning as well as finding answers to the research questions.

3.4: Survey

The researcher has conducted the survey in the methodology of the Questionnaire along with the Teacher's Interview. Here the study formulates two questionnaires one for the students and another for the teachers. As the questionnaire data is more popular

and effective to conduct a survey. The researcher has chosen this appropriate mythology for this study. As it is a questionnaire form of data collecting process, the students and the teachers feel comfortable to provide their opinions regarding the study. Accordingly, the participants also get some ideas and pleasure for the current concerning issue in language teaching. Here the researcher has given the questionnaires to the students and teacher for filling up the questionnaires. Then they asked to provide their response regarding the questions. Here the Likert Scale has been used for collecting data from both the teachers and students by the researcher. They are:

Categories	Always	Sometimes	Neutral	Seldom	Never
No.	1	2	3	4	5

3.5: Interview

For collecting more evidence, the researcher has taken Interviews from the teachers who have experiences in teaching language and literature. To get some suggestive information regarding the problems and the solutions to this problem, the interview is a very common and easy way to collect data. However, the researcher has asked about ten questions related to the topic and taken some footnotes. In this way data has been collected.

Chapter 04: Data Collection and Analysis

4.1: Data Analysis basing on the Student's Perspective:

Here given some analysis of the Data which has been found in response to the Student's Questionnaires

SL No	Questionnaires	Results or Findings				
		Always	Sometimes	Neutral	Seldom	Never
1	Do you think using literary texts is important for developing language skills?	35%	20%	10%	25%	10%
2	Do you like reading short stories/ Poems / Novels for your language development?	40%	25%	5%	20%	10%
3	Do you think literature gives you much pleasure as well as language proficiency?	45%	20%	15%	10%	10%
4	Do you love listening to stories from your teachers and friends in English?	50%	25%	5%	15%	5%
5	Do you like to write summary and critical comments on any text after reading it?	52%	20%	3%	15%	10%
6	Do you read fiction or nonfiction as much as possible to enhance your reading skill?	60%	15%	5%	17%	3%
7	Do you like to read any text without the help of Dictionaries?	16%	25%	4%	20%	35%
8	Do you like to speak before the teacher and friends after reading a text?	45%	30%	5%	13%	7%
9	Do you think Literature improves your ideology and philosophy?	35%	28%	12%	15%	10%
10	Does your teacher like to tell interesting stories to you?	65%	20%	5%	7%	3%
11	Do you think that Presentation on literary texts enhances your speaking fluency?	60%	30%	5%	3%	2%
12	Do you realize the text when you read it at first?	35%	30%	15%	15%	5%
13	Do you think reading different literary texts gives your ideas about new cultures and languages?	40%	23%	7%	20%	10%

14	Do you think language can be learnt through literature?	50%	26%	5%	4%	15%
15	Does your teacher inspire you to read various types of literary text?	65%	30%	1%	3%	1%
16	Do you think reading different literary texts make you knowledgeable about grammar?	52%	19%	9%	15%	5%
17	Do you follow any reading strategies when reading a literary text?	35%	25%	10%	15%	15%
18	Do you think different literary texts help you to know about expressions?	54%	28%	8%	7%	3%
19	Have you performed any text on the stage when you finish studying a drama?	30%	20%	5%	15%	30%
20	Do you think reading Literary Texts gives many words and Vocabularies?	60%	35%	3%	2%	0%

4.2: Data Analysis basing on the Teacher's Perspective:

Here given some analysis of the Data which has been found in response to the Teacher's Questionnaires

SL No	Questionnaires	Results or Findings				
		Always	Sometimes	Neutral	Seldom	Never
1	How often do you think using literary texts is important for developing language skills?	50%	35%	5%	10%	0%
2	Does literature give your students pleasure as well as language proficiency?	65%	25%	0%	10%	0%
3	Do you like telling stories in English from literary texts to your students?	30%	60%	5%	5%	0%
4	Do you instruct your students to write a summary and overview after reading a text?	30%	50%	5%	10%	5%
5	Do you think literature improves your student's ideology and philosophy?	45%	50%	5%	0%	0%
6	Do you think language and literature are interrelated as well as interconnected?	60%	15%	10%	5%	10%
7	Do you inspire your students to read various types of literary text?	70%	20%	0%	10%	0%
8	Do you think that listening to stories and watching on the screen make you very good at speaking?	60%	30%	5%	5%	0%
9	Do you inspire your students to act on the stage while teaching a drama?	10%	40%	20%	30%	0%
10	Do you think reading literature increases your student's Vocabulary?	65%	25%	5%	5%	0%

Chapter 05: Discussion and Recommendation

5.1: Discussion based on the student's Response:

This study is conducted for measuring the teaching language through literature in order to develop the language skills of the students of the tertiary level in Bangladesh. According to the response, most of the students think that using literary texts is essential for them to improve their language skills. As Van (2009) in his research also views that the use of literary texts in EFL classrooms makes it more effective and more enjoyable.

In addition, the large number of students always loves reading short stories, poems, or novels where others also prefer sometimes which is found in the study. As it shows that a significant portion of students prefer literary texts, there is a possibility to develop their language through literature. By studying literature the students can enhance their knowledge about different culture and tradition as well as the different history of the world. Accordingly, it also helps students to develop their understanding of philosophy and ideology.

Furthermore, it has been found that most of the students think studying literature can provide a great opportunity to build up one's language proficiency. They can improve different vocabularies and enrich their range of using low frequency words in their writing skill which certainly provide competency in language. Listening stories from the literary texts from the teachers and friends can also build up their listening skills.

Moreover, studying literature makes ones aware of using grammar in various contexts. The students can have the benefits of knowing different structures and use them in their everyday communications. It also helps them to know many expressions of targeted language which in fact give opportunity to improve speaking skills.

5.2: Discussion based on the Teachers' Response

In response to the number one question to the teachers, the study has found that most of the teachers think using literary texts is important while the lowest number of the teachers seldom think so. There is no teacher found to say never here. Accordingly, the second question also provides a vivid result regarding giving pleasure to the students. Here, it is also found that the highest percentage of the teacher always thinks that literature gives language proficiency. Additionally, the response of the third question is also important as it shows that the highest number of the teacher sometimes tells stories from the literary texts. The response of the fourth question represents the highest number of teachers who always instruct their students to write summary and critical comment where the fifth question represents the majority who think that literary texts improve one's ideology and philosophy.

In response to question number six, it is seen that most of the teachers think that language and literature are interrelated and interconnected which 60%. The fewest teachers seldom think that they are so. After the response to question number seven, it also illustrates that 70%, which is in fact the most amount, inspire their students to study literature. Accordingly, the response of question number eight also provides a strong support on watching and listening which improves the students' listening and speaking. However, the last response of question number ten also gives support that 65% teachers always think that studying literature increases the student's vocabulary which is the highest amount of the percentage of the survey.

Finally, in an open-ended question regarding the problems of teaching English through literature are found greatly where the teachers have commented differently in respectively. The research has already mentioned these problems in Section Four in paragraph 4.2. After all, the study has found that there are so many problems teaching language in Bangladesh but there is a great possibility of teaching successfully through literature. There should be some pragmatic approach and proper outline for teaching language through literature in this country Bangladesh. This finding of the research generally proposed the recommendation to the teachers, students as well as to the authority of the tertiary level education in the country.

5.3: Discussion based on the teachers' interview:

In response to the interview question number one most of the teachers agree with the statement that they think teaching language through literature is possible. In the second and the third question they reply that literary texts are helpful materials and they always suggest their students to read various literary texts to improve their reading skills. In response to question number four, they negatively answer and say that because of the lack of the well equipment in the classroom they cannot use electronic devices in the class. In answer to question number five they elaborately explain about the benefits of using literary texts in the classroom. They say that literary texts are great resources and these can be a great use in the language teaching classroom. The response to the other questions the researcher also has some important indications to developing the study. They say that for developing different skills in language, the literary texts are really helpful and they propose that selection of the literary text is

a great challenge. So, in selecting the texts, the curriculum builders of course should follow the needs of the students and contents as well.

5.4: Discussion based on the research questions:

First of all, there are four research questions of the study. The first question is regarding the importance of literature for developing language skills. The study finds that there are a lot of benefits of using literature in the language classroom. Because the response of the research shows that it centrally develops speaking, listening, writing and reading. So, the answer is mostly positive in the case of using literature in the language classroom.

Secondly, the next question is also about the benefits of adopting literary texts in the language classroom activities and how it helps the learners to develop their proficiency. In answering the question this study also finds that using literary texts improves grammatical range, vocabulary, expression, as well as new culture. It can be said that the proposed study reflects and rethinks the present teaching techniques and methods.

Finally, the third question is about the reasons for the backwardness of the students in literacy resources. To find the answer, the study focuses on the problems of teaching language through literature mentioned in section four in the open-ended question's answer of the teachers. Here, the study finds some problems between the teachers and the students as well as the authority too. So, by following the recommendations of the study, the backwardness can be solved and an appropriate approach towards literature might be developed.

5.5: Some problems of teaching language through literature:

The problems those are found in the last open-ended question are given below:

- The Curriculum of our country is not supportive of using literature in language classrooms.
- Lack of Motivation as well as inspiration
- Lack of appropriate methods in teaching language through literature
- Selection of literary texts are a great problem
- Lack of instruments as well as the digital materials in the classroom.
- Language teachers are not conscious enough regarding this matter
- Attitude of the teachers and students are not positive. Some think that literature is better while others think that language is better.
- Disregarding literary texts as language learning and teaching materials.
- Lack of approach towards language skills directed by literary texts.
- If the learners are not capable or interested enough, then it creates problems
- Students are over-bounded with their courses. That time they do not feel any interest to read additional texts or a piece of literature. But the teachers can make his/ her ELT classroom more enjoyable by including literary topics in it. That time the students will be able to develop their linguistic and creative ability in an easiest way.
- Lack of Interest of the learner for reading literary texts.
- Students cannot understand the meaning of the literary texts due to the lack of vocabulary knowledge.
- Large class size with the limitation of time in the education curriculum.
- Student's misconceptions about that literature is difficult to understand
- Discourage of curriculum and syllabus for teaching learning
- Lack of proper training of the teachers to teach in the classroom
- The poor perception level of the students in understanding literature.
- The simplified edition of estimated literature is cheaper than original texts. That text should be selected carefully and consciously.
- Sometimes teaching aids and training are found unavailable
- Some books are worthless to align with the standard of modern English language
- Students are not ready to receive the large volume of literature

Chapter 06: Conclusion and Recommendations

Literature plays a vital role in the English programs of so many non-English speaking countries like Bangladesh, India and Saudi Arabia. However, there are some difficulties encountered by language teachers within the area of teaching English through literature. First of all, there are very limited suitable materials which can be used in the language classroom by the teachers. Secondly, students' need analysis is not perfectly done for implementing literature in the language classroom. Moreover, objectives of teaching literary text are also not properly set up by the curriculum developers. In addition, there is no appropriate method of teaching language through literature.

This study also finds some essential roles of the teachers for teaching language through literature. Teachers have also a sort of willingness and unwillingness for this specific issue. It is really important to encourage the teachers for teaching literature to their students with pleasure. The lack of proper training is also a significant reason of the dissatisfaction of choosing literary text in the language class. Self-motivation can help the teachers to increase the interest of themselves as well as the learners. Teachers can make involve their students in many activities like presentation, role play, and creative writings. Keeping audio visual presentations in the language classroom also can make the literary texts more interesting and pleasant to the learners.

Teachers also can take some steps for developing the intellectual activities of the learner through teaching literature. Reading literary text not only increases the reading skills but it also improves different uses of word and phrases. It also enhances the learners' capacity of understanding the common phenomena as literary texts are based on different cultural, political, and historical. Besides, the reading literary text in classroom enhances the students' listening skills. In drilling and practicing these literary activities highly benefits the learners to improve their team work, problem solving skills, and rational faculty of imagination.

Selection of literary texts for the students is also a matter of challenge. Teachers have to be careful regarding the interests and level of understanding of the students. Cultural, political and religious perspectives of a country highly impact on the students' progress in academic activities. Moreover students' targeted need along with age, sex, and willingness can have very good impact on the selection of appropriate materials. Then it could be set to the students according to their level of understanding and comprehensiveness.

Lacks of instruments as well as the digital materials in the classroom and large classroom size are another noticeable factor found in the study. The classrooms are not prepared according to the demand of modern facilities. Besides, the number of students is also high from the proportionate level. However, syllabus and curriculum are not also appropriately designed matching the duration of the study. It is essential to rethink about this important factor and take initiatives to provide all sort of modern facilities in the classroom. Furthermore, curriculum designers should conduct study on the current phenomena in order to find the best possible solutions to problems.

Literary texts are found to be a good resource to facilitate language teaching and learning. In this study, classic stories used at tertiary level students in three renowned Colleges under National University in Bangladesh for the purpose of teaching English are found beneficial. The texts are authentic and give a rich context for language use. The literary works assist the learners in learning language in context while also allowing them to feel at ease and free. Students go deeper into the underlying meaning than the surface meaning. Thus literary texts improve grammatical range, vocabulary, expression, as well as realization about new culture. Students' horizons of knowledge are broadened by the universal concerns presented in literature, which foster cultural enrichment. Empathy, tolerance, and understanding of world issues are all fostered by literature. Working with literature requires pupils to employ their interpretive skills, which promotes multidimensional language development by inspiring imagination and widening their horizons.

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First Author: Monir Hossen is an academic researcher from Cumilla, Bangladesh. He started his career as a Lecturer in the Department of English at CCN University of Science and Technology, Cumilla. Currently he is working as a Lecturer in the Department of English, Uttara University and a PhD Student at Binary Graduate School, Binary University, Malaysia. He received his BA Honors in English Language and Literature and MA in English from Comilla University, Bangladesh. He has special interest in teaching, learning, researching, counseling, and organizing. He has also interest in writing poetry, essays and fiction on contemporary issues.

Second Author: Abdullah Al-Musayeb is an academic researcher from Dhaka, Bangladesh. Presently he is working as a Lecturer in the Department of English at Bangladesh Army International University of Science and Technology (BAIUST), Cumilla. He gained his BA Honors in English Language and Literature and MA in English from Department of English, Comilla University, Bangladesh. He translated many essays of the Bangali writers. He has got special interest in contemporary Post-Colonial Literature, Literary Theories, Cultural Studies and Partition Research. He also has conducted research on Begum Rokaya's Sultana's Dream.