Teaching Language through Literature to Tertiary Level Students: A Study on English Language Teaching in Cumilla Region of Bangladesh

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Abstract
English has become a global language in the present world. Teaching English language is not a new issue in Bangladesh. It has become a challenge to teach English language to the non-English speaking countries including Bangladesh as the demand of this language has increased after the World War II. The researchers have been developed so many ways of developing teaching and learning foreign languages. 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 researcher tries to evaluate 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. For example: 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. The researcher has taken interviews from the experienced faculty members. After analyzing the data the researcher has found some problems and probable solutions to these problems. Based the outcome of this research, the researcher has given some recommendations for this specific field of teaching language through literature in the EFL context in our country Bangladesh.

Keywords: Literature, Language, Culture, Literary resources, Language Skills, Foreign Language Teaching, Literary Competence, Authentic materials, ELT, EFL, Literary texts.

DOI: 10.7176/JEP/13-2-02
Publication date: January 31st 2022

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 Role. Actually, there were some English Medium Schools at that time of rolling India. After the freedom of Indian sub-continent 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. Nobody can deny the importance of English in the present world of communication and technology. Teaching English to the students of other languages 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

2.1. Related works in Teaching Language through Literature:

McRae (1994) says that literary texts are representational rather than referential. Referential language is very informational and as a result, less appealing. On the other hand, representational language appeals to one’s emotions and this is extremely interesting. Referential language appeals to the imagination of students and makes them empathetic towards the society as a whole. Rote learning can be replaced by participative learning. Students can be encouraged to participate in skits, one act plays, presentations, etc. once they have a good command over the prescribed literary texts.

Literature expands language awareness. Asking learners to examine sophisticated or nonstandard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Widdowson, 1975 quoted by Lazar 1993).

Literary texts may be selected based on interest and relevance to students. The level of students should be checked thoroughly before prescribing any literary texts. It is suggested that the texts be slightly shorter so that the students make optimum use of them before the stipulated time. Meticulous planning is necessary to ensure that the learners get literary texts that are culturally appropriate.

Duff and Maley (2007) raise a wide variety of questions to analyze the congruity of suggesting certain literary texts for students. Some of the questions are:

1. Is the material really interesting for the learners?
2. Is the literary style comprehensible?
3. Is it possible to complete the text within the schedule?

Duff and Maley (2007) also propose easy tasks to stimulate the interest of students. One should proceed gradually from easy tasks to difficult tasks. Teachers can completely exploit the material by conducting brainstorming sessions, pre-reading tasks etc. for the benefit of students.

Pulverness (2003) offers valuable advice for teachers to make learning English language a joyful journey. In order to draw the attention of students, teachers are expected to pay a lot of attention to pre-reading tasks, icebreakers etc. Students can be encouraged to modify the texts, change the ending etc. using their creativity, ingenuity etc.

The discourse that literature can be helpful in the learning of foreign languages has evoked divergent views.
It is widely believed that the study of language has to be in accordance with and with special reference to the needs of the language learners. There have been different points of views about the place of literature or literary texts in the foreign language or second curriculum.

Prof. Charles Blatchford of the Department of English as a second language at the University of Hawaii (1972) opines, “The study of English literature is a luxury that cannot be indulged during the limited amount of time allocated to English”. Culture and language learning studies prove that linguistics and literary studies touch at various points. As professor Blatchford argues: "the linguistic interest of culture learning is broader, its approach more scientific and pragmatic, but there is no reason why it should not include in its scope the literary uses of language". (Blatchford 1972)

According to Collie and Slater (1990:3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

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 this research was to explore the possibilities, problems and solutions of using literature of the students at undergraduate level. It is thus expected that this empirical research will directly connect us with the actual condition of our language class for implications on how literary resources can be exploited. She conducted the survey in 2012 on approximately ten private and public universities, twenty English teachers and two hundred students at random under four different sets of survey questionnaires from the capital city, Dhaka.

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 tend to forget the basic differences between two and mix-up or confuse one with the other.” Accordingly, he also mentions” Language learning is technical in nature whereas literature is not mainly because it involves a considerable amount of intellectual exercise including language proficiency.”

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 tent to become a matter of mass communication”. He also says “It is good that we are finally realizing the problems of language gaps that exist in our literature students and also among students and we are doing something about it”.

Alam (2007) in his long analysis of ELT, critiques the Western ELT experts, readymade formula for EFL/ESL learners to justify the usefulness of using literature ‘their way’ and their constant changing of teaching methods, e.g., from Grammar-Translation method to the present day CLT approach. Although he mainly speaks for secondary and higher secondary levels, he does not specifically mention teaching approach of tertiary level. His paper points towards a very important issue of using South Asian Literature in English or Translations which are more relevant to our students’ experience. He also provides an interesting list of literature written in English from Bangladesh and West Bengal and how they can be exploited in the English classes.

Shahidullah (1991) focuses on the potential of teaching literary pieces to develop English skills. His lesson plan and class activities on the poem “Crabbed Age and Youth” by William Shakespeare are prepared for Foundation Course (FC) language students. The activities made are not aided to involve students of English Major (EM) for critical analysis or cultivating interpretative ability on specific linguistic features of the literary text. He points out how literature as resource material can facilitate language use. However, he does not provide learners with any tool or checklist for developing critical appreciation of form and content, themes and techniques.

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, tasks were designed for the students based on literary texts which provided ample opportunities for developing
and practicing speaking, listening, reading and writing.

2.3. Why is literature useful in language learning?

There are three main criteria that justify the use of literature as a second language teaching tool (Duff and Maley 1990: 6). In the first place, the linguistic criterion defends that literature should be used in language teaching, because it provides the learner with genuine, authentic samples of language, and also with real samples of a wide range of styles, text types and registers. It is extremely important for foreign language learners to be trained in a variety of registers, styles and genres and to be able to discern the function of each of them. These different manifestations of language are not only distinctive linguistically, but also socially, they all have a social communicative function (Sanz and Fernández 1997). This has to do with the notion of adequacy. It refers to the fact that a message needs to be linguistically correct and situationally appropriate, as regards not only its content, but also its form.

The second criterion is methodological and refers to the fact that a literary text has multiple interpretations, these generate different opinions among the learners and this leads to real, motivated interaction with the text, with the fellow students and with the teacher (Widdowson 1983). Interaction is one of the bases of the communicative approach which defends that it is by interacting, by communicating, that the language is learned (Sanz and Fernández 1997).

From the methodological point of view, further aspects that favor the use of literature in the language classroom are the active role of the learner and the literary text as the central focus of attention. Learners become active, autonomous, and central to the learning process. One aspect of special importance within the communicative approach, and that is magnificently reflected in the poem at stake, is the idea of literature supplying the learner with cultural information about the country whose language they are learning (Lazar 1993: 16). Poetry is fictional and, therefore, we must be very careful when treating this point in the classroom, for sometimes its relation to the real world is rather lax. Our response to the cultural aspect as reflected in literature should be critical (Lazar 1993: 17).

Finally, the motivational criterion is of great relevance because the literary text shows the real feelings of the writer and this generates a powerful motivation in the learner. With the literary text the student accesses this personal experience, if she is touched by the theme and provoked, she will be able to relate what she is reading to her world, to what she knows and feels. Designing stimulating activities that motivate the learners is the greatest challenge for language teachers, and literature has a strong motivating power due to it calling on personal experience.

2.4: 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 “The main purpose of literature is to give pleasure and get pleasure”. Actually, in language teaching literature is mostly important because it makes the classroom work very interesting and beneficial to the language development. According to Mathew Arnold, “Literature is the criticism of life”.

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.

2.5: 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: Date 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% |
### Questionnaires Results or Findings

| SL No | Questionnaires                                      | Always | Sometimes | Neutral | Seldom | Never |
|-------|-----------------------------------------------------|--------|-----------|---------|--------|-------|
| 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 listening to stories and watching on the screen make you very good at speaking? | 60%    | 30%       | 5%      | 3%     | 30%   |
| 17    | Do you like telling stories in English from literary texts to your students? | 30%    | 60%       | 5%      | 0%     | 0%    |
| 18    | Do you instruct your students to write a summary and overview after reading a text? | 30%    | 50%       | 5%      | 10%    | 5%    |
| 19    | Do you think different literary texts help you to know about expressions? | 54%    | 28%       | 8%      | 7%     | 3%    |
| 20    | Have you performed any text on the stage when you finish studying a drama? | 30%    | 20%       | 5%      | 15%    | 30%   |

#### 4.2: Date 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                                      | 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%      | 0%     | 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 elaborate 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 can focus 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 may 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. At first, there are very few pedagogically-designed appropriate materials that can be used by language teachers in a language classroom. Secondly, there is a lack of preparation in the area of literature teaching in TESL / TEFL programs. Third, there is the absence of clear-cut objectives defining the role of literature in ESL /EFL. Many instructors try to include literature in their classroom, but lack the background and training in that field.

The teacher has an important role in teaching English through literature. First, he should determine the aim of language teaching in relation to the needs and expectations of the students. Giving a questionnaire or interviewing with the students orally, the teacher can set up the aim and the objectives of the language teaching. Second, he should select the appropriate language teaching method, teaching techniques, and classroom activities. Then, the teacher should select the literary texts relevant to the aim and the objectives of his teaching. While selecting literary texts to be used in language classroom, the students’ language proficiency, interests, age, sex, etc should be taken into account in order not to bore students with inappropriate materials. At elementary levels, for example, students should be given simplified or specially written stories. At advanced levels, however, students are given literature in its original form so that they can develop their literary competence in the target language. To put it another way, students learn practically the figurative and daily use of the target language in the literary texts and encounter different genres of literature (i.e. poems, short stories, plays, etc.) at advanced levels. Observing how characters in a play or a short story use figures of speech, such as simile, metaphor, metonymy,
etc. so as to express their communicative intention, students learn how to write English more clearly, creatively, and powerfully.

Literary texts include cultural uses of linguistic expressions such as stylistics, pragmatics and semantics. This social communication reflects the usage of different language aspects in the literary texts. Moreover, in the study of language and culture, literary study can make a valuable contribution in tracing the development of the language in all its components and skills. What is more important is that, non-native students need to be exposed to various literary texts in order to be able to consider the others' culture in their international communication. Therefore, the non-native learners' curriculum should include teaching literary texts or literature to facilitate such international communication for the students. Furthermore, literature consists of some lexical items and expressions, which cannot be found in the linguistic texts. Literary texts and literature texts contextualized and socialized language items and lead naturally to the use of actual words and expressions in real situations.

Literary texts are found to be a good resource to facilitate language teaching and learning. In this study, classic stories used with the Tertiary Level students in three renowned Colleges for the purpose of teaching English are found beneficial. The texts provide authentic materials and offer rich context of language use. The literary texts help the students to learn the language in context and they feel comfortable and free. Students go beyond the surface meaning and dive into the underlying meaning.

The universal issues discussed in literature expand the horizon of knowledge of the students and promote cultural enrichment. Literature fosters empathy, tolerance and awareness of global problems. Working with literature involves the students to use their interpretive ability which also instigates multidimensional development of the skills of language by stimulating imagination, broadening their mind.

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