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Facilitating Language Teaching Through Literature: A study on English Language Teaching in Bangladesh

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Article info	Abstract
<p>Received: 10 March 2023 Accepted: 27 March 2023 Published: 31 March 2023 Available in online: 08 April 2023</p> <p>*Corresponding author:  sumaya.bangladu@gmail.com</p> 	<p>In the present world, English has become a worldwide language. The teaching of English has become a challenge for non-English speaking countries such as Bangladesh. Various methods have been developed to address this challenge to improve foreign language instruction. In response to this challenge, researchers have come up with various methods for enhancing foreign language teaching. Literature plays a crucial role in shaping the mindset of language teachers and students and helps to develop the students' language consciousness and communication skills. This study evaluates the potential of literature, films, and other resources in language teaching to develop various language skills such as Listening, Speaking, Reading, and Writing. It also encompasses the specific areas of Vocabulary, Pronunciation, and Grammar. English language is taught in diverse ways at various levels in Bangladesh. The research was carried out using a mixed-method approach in the Sylhet region of Bangladesh, collecting data from students and teachers in three different institutions through questionnaires. Interviews were also conducted with experienced faculty members to gather more information. Upon analyzing the data, some problems were identified and possible solutions were proposed. Based on the results of this study, recommendations were made for improving the teaching of language through literature in the EFL context in Bangladesh.</p> <p>Keywords: Language, Literature, Culture, Literary resources, Language Skills, English, Teaching, ELT and EFL.</p>

Introduction

The reflection of life can be seen in literature and language is the most effective tool for expressing life in words. In Bangladesh, language teaching has been a subject of study, particularly in the EFL/ESL context, since 1990. Researchers have discovered innovative methods to enhance language teaching and learning, making it increasingly crucial to find better approaches in the EFL classroom for tertiary students in Bangladesh.

One area of investigation is teaching English language through literature, exploring how it can help learners develop their language skills. Literary texts, which are based on various cultures and traditions, can introduce new vocabulary, phrases, proverbs, culture, history, philosophy, art and literature of different countries, providing students with targeted goals and objectives.

The teaching of English language in Bangladesh started during the British colonial era when there were English medium schools in India. After independence from Britain in 1947, the country was divided into East Pakistan and West Pakistan. In 1971, Bangladesh

gained independence from West Pakistan and became a sovereign nation. In recent decades, teaching English has become more prevalent in Bangladesh, leading to the need for scientific research to develop the language skills of students and prepare them for their future careers. Researchers have found many effective methods for teaching and learning English, and teaching English through literature is now another important approach to consider.

Objectives

- To determine the importance of literature in language education at the regional level in Bangladesh.
- To reassess the advantages of incorporating literary works into language instruction in the classroom.
- To determine the level of interest among students in studying literary texts for enhancing their language abilities.
- To investigate the challenges and potential solutions in teaching language through the use of literature.

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Research Questions

- What is the significance of literature in enhancing language abilities among students?
- What are the advantages of incorporating literary texts into the curriculum and how does it enhance the language proficiency of students?
- What is hindering students from accessing literary resources to improve their target language skills?
- What are the challenges faced in teaching English through literature and potential solutions for these issues?

Significance of the study

The teaching of language is of utmost importance in today's world. In the 21st century, people are well-versed in modern science and technology. Many aspects of life, including education, business, and international communication, are conducted mostly in English. It is very difficult to ignore the significance of English in the current world of communication and technology. The teaching of English to non-native speakers, such as students in Bangladesh, has become a topic of study. The researchers are finding better ways of improve English proficiency in Bangladesh as well as other nonnative speakers. Literature-based language teaching is a recent approach that is gaining popularity in Bangladesh. This study aims to address the current issue and provide an effective solution for developing the target language skills.

Limitations of the study

The study is limited by its small sample size, which was only drawn from Sylhet, a historic city in Bangladesh. It would have been more comprehensive if the sample was selected from across the entire country, including a larger group of teachers and students to accurately reflect the national ratio. However, due to time and budget constraints, conducting the study on a nationwide scale was not feasible. This lack of a larger sample size and the hesitancy of some teachers to provide information are limitations for the researcher in conducting the study within the specified timeframe. Nevertheless, some teachers were highly cooperative and willing to contribute data.

Literature Review

Related works in Teaching Language through Literature:

According to McRae (1994), literary texts serve as a reflection of society and culture rather than simply providing information. Representation in literature appeals to a person's emotions and feelings, making it a more engaging form of learning compared to purely instructive language. By incorporating literature into their education, students can develop better communication skills and a deeper understanding of various topics through activities such as role play, presentations, and creative writing.

Literature plays a vital role in developing language consciousness. Students are often need to evaluate the quality or appropriateness of language in order to better understand how language is used in different situations (quoted by Lazar 1993 from Widdowson 1975). The selection of literary texts for students can be based on their interests and relevance. However, before exposing them to authentic literary pieces, it is crucial to evaluate the students' proficiency level. The political and cultural context should also be considered when choosing literature for students. Duff and Maley (2007) suggest that a wide range of questions can be used to assess the suitability of specific literary texts. They recommend evaluating the material and its style after the lesson plan has been established.

According to Duff and Maley (2007), students are motivated to examine literary texts when they are given easy and comprehensive tasks. The authors suggest that students' growth should be achieved gradually, starting with simple activities and gradually increasing in difficulty. To prepare assignments for their

students, teachers are advised to engage in brainstorming, pre-reading, and careful consideration. Pulverness (2003) suggests that to make English study enjoyable for students, teachers should prioritize pre-reading activities and icebreakers. This approach will help to hold the students' interest. The teacher can also motivate students to be creative and imaginative by encouraging them to modify texts and change endings.

The topic of literature's role in language acquisition has elicited a range of opinions. The general consensus is that research in language acquisition should be tailored to meet the individual needs of learners. The use of literary resources in foreign or second language education has been analyzed from various perspectives.

In 1972, Professor Charles Blatchford expressed the belief that given the limited time allocation for English, the study of English literature can be considered a luxury. However, research in the field of culture and language learning demonstrates that linguistics and literary studies overlap in several ways. Professor Blatchford suggests that while culture learning has a wider linguistic focus and a more scientific and practical approach, it should still incorporate the literary utilization of language. (Blatchford 1972)

According to Collie and Slater (1990), using literature in the language classroom has four key reasons. These include providing authentic material, enhancing cultural and linguistic knowledge, promoting personal involvement, and fostering the use of literary elements. Other factors, such as universality, meaningfulness, personal relevance, diversity, interest, cost-effectiveness, and the potential to evoke thought and spark ambiguity, further demonstrate the power of literature as a valuable classroom resource.

Previous studies conducted in Bangladesh: In Bangladesh, teaching language is not a new issue, however the use of literature as a method of teaching language is a relatively recent concept. While various researchers have attempted to address this issue, limited research has been conducted on the topic. However, recently this approach has gained some attention and it is starting to gain recognition.

In her study, Nusrat (2012) aimed to bridge the gap between literature and language in teaching. She emphasized the importance of incorporating literary resources in classroom activities and enhancing language proficiency. The purpose of the study was to investigate the feasibility, challenges, and potential solutions of incorporating literature into language instruction at the undergraduate level. The study aimed to closely align the researchers with the practical scenario of language classes, to better understand the adoption of literary materials.

According to Professor Matiur Rahman (2015) in his article "Language in the Study of Literature," language is a technical subject, while literature is not. Unfortunately, he notes that many individuals often confuse the two and overlook the fundamental differences between them. Rahman further explains that language acquisition is a technical process, while the study of literature requires a substantial amount of mental effort, including language proficiency.

In his article "Problem of Teaching English Literature in Bangladesh," Professor Syed Manzurul Islam (2013) highlights the importance of understanding language in appreciating literature. He states that without such understanding, language studies tend to simply become a means of mass communication. The professor also acknowledges that there are language gaps among literature students and efforts are being made to address this problem.

In his comprehensive examination of ELT, Alam (2007) criticizes the Western ELT specialists' reliance on a pre-determined formula for teaching EFL/ESL learners and their tendency to constantly switch teaching methodologies, such as transitioning from the Grammar-Translation approach to the current CLT approach. Despite primarily focusing on secondary and higher secondary education, he overlooks the teaching approach at the

undergraduate level. Alam highlights the importance of incorporating South Asian literature in English or translations that are more culturally relevant to students. He provides an extensive list of English-language literature from Bangladesh and West Bengal, along with suggestions for how to use it in English classes. Overall, his presentation raises significant points about the importance of contextualizing English language education.

Shahidullah (1991) examined the potential of literary works to enhance English language abilities in students. He created a lesson plan and class activities based on William Shakespeare's poem "Crabbed Age and Youth" specifically for students enrolled in the Foundation Course language program. The activities were not intended to challenge English Major students in critical analysis or the refinement of interpretative skills, but rather highlight the value of literature as a means for language learning. But Shahidullah does not provide any tools or guides for students to attain a critical understanding of form, content, themes, or strategies.

Yeasmin, Azad, and Ferdoush (2011) conducted a study at ASA University Bangladesh to examine the effectiveness of incorporating literature in English as a Foreign Language (EFL) classes. Through a case study on the "Readers Development Program" of the British Council, Bangladesh, they aimed to emphasize the benefits of using literature in the classroom. The study focused on the idea of teaching language through literature, using various classroom activities and simplified versions of classic English texts. The authors reviewed the arguments for using literature in language teaching and found that literary pieces offer a wide scope for exploring the multidimensional use of the language. Stories, in particular, are more appealing and engaging than other teaching materials, providing opportunities for group discussions and individual exploration. The use of real language in literary pieces creates a connection with the language for students and improves their communication skills. The study also found that assignments based on literary texts were effective in helping students develop their language skills.

Literature: Literature serves as a comprehensive source of information for all aspects of business (Moody, 1971). It is a most important branch of knowledge, where authors express their perspectives and provide a genuine reflection of society. Literature provides not only informative content, but also offers a source of enjoyment for readers and audiences. The primary objectives of literature are to educate and to entertain. Bengali writer, Pramoth Chawdhury, states that the primary goal of literature is to both give and receive pleasure. Mathew Arnold views literature as a reflection of human life. In language education, literature plays a significant role, making classroom activities more engaging and promoting language development.

Literature enriches the interpretation of life by providing a body of written works. This body of literature can be categorized according to a number of systems, such as language, national origin, historical period, genre, and subject matter. Essentially, literature reflects the cultural and traditional aspects of a particular language or community.

Teaching Literature at Regional Level in Bangladesh: The teaching of English language in Bangladesh is not a new concept. In the regional level of education system, numerous universities offer quality education, with English being a major or non-major subject in almost every university. This practice has been a part of the educational system since the beginning of the country. The Department of English in various universities has taken on the responsibility of teaching English language and literature. Students are required to complete a syllabus that encompasses both English Literature and Language. In the past, teachers preferred to teach English from a literary perspective, but now modern teaching methods such as TESOL, ESL, EFL, and ELT are being used. The

goal is to continually develop new strategies to make the acquisition of a foreign language easy and successful for students.

Methodology

Research Design

The study conducted in this research is a mixed approach that combines both quantitative and qualitative methods. Its aim is to investigate the state of teaching English language through literature in Bangladesh at a regional level. To achieve this objective, the researcher utilized questionnaires and interviews to gather data from students and teachers in three different universities: Metropolitan University, Sylhet, Leading University, and M.C College, Sylhet (National University).

The questionnaires were designed to include close-ended questions and were administered to both teachers and students. Additionally, language teachers working in various public and private universities were interviewed to provide further insight into the teaching of English language through literature in Bangladesh. The mixed approach allowed for a comprehensive analysis of the data collected and provided a more complete picture of the current situation.

Sample Design

This study was conducted in Sylhet, Bangladesh and involved collecting data from three different universities. Participants were chosen from the undergraduate level, including both students and their respective teachers. A total of 200 students and 20 teachers participated in the study. Of the 20 teachers, 10 were selected from the field of ELT (English Language Teaching) and the other 10 from EL (English Literature). All participants voluntarily agreed to take part in the research and were assured that their data would only be used for research purposes.

Research Instruments

The researcher employed a combination of questionnaire methods and teacher interviews as the primary instrument of collecting data from both students and teachers. To gain insights and answers to the research questions, the researcher utilized the questionnaire technique, distributing questionnaires to both students and teachers. This approach aimed to explore the true state of teaching and learning in the classroom.

Survey

In this study, the researcher utilized a combination of a questionnaire and teacher's interviews to gather data. Specifically, two questionnaires were formulated, one for students and one for teachers. The questionnaire was chosen as the preferred method for data collection due to its popularity and effectiveness. Using this method, both students and teachers were able to comfortably provide their opinions on the topic at hand. The questionnaire was distributed to the participants, who were asked to fill it out and provide their responses. The Likert Scale was used to collect data from both teachers and students. Overall, this approach allowed for a comprehensive understanding of the current issues in language teaching, while also providing participants with an opportunity to share their thoughts and ideas. They are:

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

Interview

To gather additional evidence, the researcher conducted interviews with experienced language and literature teachers. Interviews are a common and convenient means of collecting data, and can provide insightful information on both problems and potential solutions. The researcher asked the participants ten

Table 1. Questionnaires of this study

SL No	Questionnaires	Results or Findings				
		Always	Sometimes	Neutral	Seldom	Never
1	Is the use of literary texts important in the development of language skills, in your opinion?	35%	20%	10%	25%	10%
2	Do you like to read short stories, poems, or novels to enhance your language skills?	40%	25%	5%	20%	10%
3	Do you think literature provides both enjoyment and an opportunity to improve your language skills?	45%	20%	15%	10%	10%
4	Do you like to hear English stories from your teachers and friends?	50%	25%	5%	15%	5%
5	After reading a text, do you enjoy writing a summary and providing critical feedback on it?	52%	20%	3%	15%	10%
6	Do you prioritize reading fiction or nonfiction in order to improve your reading abilities?	60%	15%	5%	17%	3%
7	Do you prefer to read any text without using a dictionary?	16%	25%	4%	20%	35%
8	After reading a text, do you enjoy speaking in front of your teacher and friends?	45%	30%	5%	13%	7%
9	In your opinion, does reading literature enhance your ideology and philosophy?	35%	28%	12%	15%	10%
10	Does your teacher like to share interesting stories with you?	65%	20%	5%	7%	3%
11	Do you think that delivering presentations on literary texts improves your speaking fluency?	60%	30%	5%	3%	2%
12	Do you understand English text when you read it at first?	35%	30%	15%	15%	5%
13	Can exposure to diverse literary texts inspire you with insights into new languages and cultures?	40%	23%	7%	20%	10%
14	Is it possible to acquire language skills through literature?	50%	26%	5%	4%	15%
15	Does your teacher inspire you to explore a diverse range of literary texts?	65%	30%	1%	3%	1%
16	Do you think that reading various literary texts enhances your understanding of grammar?	52%	19%	9%	15%	5%
17	Do you maintain any specific reading strategies when you read a literary text?	35%	25%	10%	15%	15%
18	Do you think various literary texts enhance your understanding of expressions?	54%	28%	8%	7%	3%
19	Did you deliver any lines on stage after completing your study of a drama?	30%	20%	5%	15%	30%
20	Do you believe that reading literary texts can provide you with a substantial amount of words and expand your vocabulary?	60%	35%	3%	2%	0%

questions related to the topic, and took detailed notes during the interviews to document the data collection process.

Data Collection and Analysis

Data Analysis from the Student's Point of View: Below are some insights obtained from analyzing the data gathered through the student's questionnaires.

Data Analysis from the Teacher's Point of View

Some insights obtained from analyzing the data gathered through the teacher's questionnaires were presented in Table 2.

Discussions

Discussion based on the student's Response

This research was conducted to evaluate the effectiveness of using literature as a teaching tool to enhance the language proficiency of regional level students in Bangladesh. The majority of the students who participated in the study expressed the opinion that incorporating literary texts in the curriculum is necessary to improve their language proficiency. This finding is consistent with Van's (2009) research, which also suggests that the use of literary texts in EFL classrooms can lead to greater engagement and effectiveness.

In addition, while some students may occasionally prefer other forms of reading material, a substantial portion of the student population has a fondness for short stories, poems, and novels, as evidenced by research. This presents an opportunity to improve their language skills through the study of literature. By exploring literary works, students can expand their understanding of various

cultures, traditions, and historical events, which, in turn, fosters their comprehension of different philosophies and ideologies.

Moreover, studies have shown that the majority of students believe that studying literature presents an excellent opportunity to enhance their language proficiency. This is because literature enables them to expand their vocabulary and enrich their ability to use less common words in their writing, which in turn enhances their language competence. Additionally, listening to stories from literary works shared by teachers and peers can also strengthen their listening skills.

In addition, the study of literature can increase one's awareness of utilizing grammar in diverse contexts. Students can have the advantages of learning different sentence structures and applying them to their daily interactions. This practice can also enhance their understanding of numerous idiomatic expressions within the target language, ultimately providing them with opportunities to improve their speaking skills.

Discussion based on the Teachers' Response

The study discovered that when asked about their opinions on literary texts, most teachers believed that literary texts are important, while a small percentage were less enthusiastic. Notably, no teachers stated that literary texts were never important. In response to the second question, a majority of teachers agreed that literature provides language proficiency, with the highest percentage of teachers stating that they always believe this to be true. The third question revealed that the majority of teachers sometimes tell stories from literary texts. In response to the fourth question, most teachers stated that they always instruct their students to write summaries and critical comments on literary texts.

Table 2. Teachers' questionnaires of this study

SL No	Questionnaires	Results or Findings				
		Always	Sometimes	Neutral	Seldom	Never
1	In terms of developing language skills, how significant do you believe the use of literary texts is and how frequently should it be utilized?	50%	35%	5%	10%	0%
2	Do your students derive both enjoyment and language proficiency from literature?	65%	25%	0%	10%	0%
3	Do you enjoy to share literary stories in English to your students?	30%	60%	5%	5%	0%
4	Is it part of your teaching practice to guide your students in writing a summary and overview upon finishing a text?	30%	50%	5%	10%	5%
5	In your opinion, does exposure to literature enhance the ideology and philosophy of your students?	45%	50%	5%	0%	0%
6	Do you believe language and literature are both interrelated and interconnected?	65%	10%	10%	5%	10%
7	Are you encouraging your students to explore diverse literary texts and broaden their reading interests?	75%	15%	0%	10%	0%
8	Do you believe that regularly listening to stories and watching media content can significantly enhance your speaking skills?	60%	30%	5%	5%	0%
9	During your drama classes, do you motivate your students to perform on stage?	10%	40%	20%	30%	0%
10	Do you believe that reading literature enhances the vocabulary of students?	70%	20%	5%	5%	0%

Finally, the fifth question found that a majority of teachers believe that reading literary texts can improve one's ideology and philosophy.

Regarding question number six, the majority of teachers (65%) believe that language and literature are interconnected, while the smallest percentage of teachers hold the opposite view. In response to question number seven, a significant proportion of teachers (75%) encourage their students to study literature. Additionally, the responses to question number eight indicate that watching and listening can enhance students' speaking and listening skills, which is strongly supported by the teachers. Finally, question number ten reveals that a considerable number of teachers (70%) believe that studying literature always leads to an increase in students' vocabulary. This finding represents the highest percentage among all the survey responses.

An open-ended question about the difficulties of teaching English through literature received a variety of comments from teachers. Despite the numerous challenges identified, the study highlights the potential for successful language instruction through literature in Bangladesh. To achieve this, a pragmatic approach and a well-structured curriculum for teaching language through literature are necessary. The research findings provide recommendations for teachers, students, and the authorities responsible for tertiary level education in the country.

Discussion based on the interview with the teachers

Most teachers interviewed agree that teaching language through literature is possible, according to the first question. In response to the second and third questions, they suggest that literary texts are useful resources and recommend their students to read them to improve their reading skills. However, when asked about using electronic devices in the classroom, they expressed a negative response due to the lack of proper equipment. The teachers elaborately explained the benefits of using literary texts in response to the fifth question, stating that they are valuable resources for language teaching. They also emphasized the challenge of selecting appropriate literary texts, and suggested that curriculum builders should consider the needs and interests of their students when making these selections. The researchers found these responses to be important indicators for developing the study, particularly in regards to improving language skills through literary texts.

Discussion based on the research questions

The study comprises four research questions. The first questing is regarding the significance of literature in enhancing language skills. The findings suggest that there are numerous advantages of incorporating literature in language teaching, as evidenced by its positive impact on speaking, listening, writing, and reading skills. Consequently, the study supports the use of literature in language classrooms.

The next question pertains to the advantages of incorporating literary texts into language classroom activities and how it fosters the learners' proficiency. According to this investigation, utilizing literary texts enhances grammatical range, vocabulary, expression, and cultural knowledge. Thus, the study implies a critical examination and reassessment of contemporary teaching approaches and methodologies.

Finally, the third question pertains to the causes underlying the lack of proficiency in literacy resources among students. To address this, the investigation examines the challenges faced in teaching language through literature, which were raised by teachers in section four's open-ended questions. The findings indicate obstacles that arise among teachers, students, and even authorities. Implementing the study's suggested solutions may alleviate the issue of low literacy levels and foster a more effective approach to literary education.

Challenges in using literature as a method for teaching language

- Below are the challenges identified in the last open-ended question.
- Literature not incorporated enough in language classrooms due to curriculum limitations.
- Lack of motivation and inspiration hindering language learning through literature.
- Inadequate teaching methods for incorporating literature into language instruction.
- Difficulty in selecting appropriate literary texts for language learning purposes.
- Insufficient access to digital resources and teaching aids in language classrooms.
- Language teachers need more awareness of the benefits of literature in language instruction.
- Mixed attitudes towards literature as a language learning tool among teachers and students.

- Disregard for literary texts as effective language teaching materials.
- Insufficient focus on language skills development through literary texts.
- Learner capability and interest affecting successful incorporation of literature in language instruction.
- Course overload hindering student interest in reading literature, but teachers can make it more enjoyable.
- Lack of interest from learners in reading literary texts.
- Vocabulary limitations hindering comprehension of literary texts.
- Large class sizes and limited time in curriculum posing challenges for teaching literature.
- Misconceptions among students that literature is difficult to understand.
- Curriculum and syllabus discourage the use of literature in teaching and learning.
- Inadequate teacher training for incorporating literature in language instruction.
- Poor student perception and understanding of literary texts.
- Careful selection of simplified literary texts necessary for effective language learning.
- Limited availability of teaching aids and training for incorporating literature in language instruction.
- Some literature not aligned with modern English language standards.

Conclusion and Recommendations

The English programs of several non-English speaking nations, such as Bangladesh, India, and Saudi Arabia, heavily rely on literature. Nevertheless, language teachers encounter challenges when teaching English through literature. Firstly, there is a scarcity of appropriate materials that teachers can use in the language classroom. Secondly, there is an inadequate analysis of students' needs for implementing literature in the language classroom. Furthermore, curriculum developers have not adequately established objectives for teaching literary texts. Additionally, there is no appropriate method for teaching language through literature. The study also highlights some important role of teachers in using literature as a tool for language instruction. However, the study notes that teachers' willingness and eagerness to incorporate literature into their curriculum can vary. To ensure effective teaching of literature, it is very important to motivate and encourage teachers to teach it with enthusiasm. Inadequate training is also a significant obstacle to the successful implementation of literature in language classes, leading to teacher dissatisfaction. Self-motivation can help teachers maintain their interest and that of their students. To engage students, teachers can employ various activities such as presentations, role-playing, and creative writing. Additionally, incorporating audio-visual presentations in language classes can make literary texts more interesting and enjoyable for learners.

Teachers have the ability to promote the intellectual growth of their students by incorporating literature into their teaching methods. By reading literary texts, students can not only improve their reading skills but also enhance their understanding and use of various words and phrases. Literary texts are often rooted in different cultural, political, and historical contexts, which can aid students in comprehending common phenomena. Furthermore, classroom reading of literary works can also help improve students' listening skills. Engaging in literary drills and exercises can be highly beneficial in improving teamwork, problem-solving abilities, and imaginative and rational faculties among learners.

Choosing appropriate literary texts for students is a challenging task for teachers. It requires careful consideration of the students' interests and level of understanding. The cultural, political, and religious perspectives of a country can significantly impact

students' academic progress. In addition, teachers should consider students' individual needs, including age, gender, and willingness to learn, when selecting appropriate materials. Once the suitable texts are chosen, they can be tailored to the students' level of understanding and comprehension.

The study revealed several notable factors, including the lack of adequate instruments and digital materials in classrooms, as well as the issue of overcrowding class size. These classrooms are not equipped with modern facilities to meet the demands of today's learning needs. Additionally, the number of students in the classrooms is higher than what is considered proportionate. Moreover, the syllabus and curriculum are not properly designed to match the duration of the study. It is essential to reconsider these vital factors and take initiatives to provide modern facilities in classrooms. Curriculum designers should conduct research on current phenomena to identify the best possible solutions to these problems.

The use of literary texts has been identified as a valuable resource in facilitating language teaching and learning. This study conducted in three prestigious educational institutes of Bangladesh, demonstrated the benefits of using classic stories for teaching English at the regional level. These authentic texts provide rich contexts for language use, allowing learners to feel more comfortable and free while also aiding them in learning language in context. In addition, the use of literary works promotes a comfortable and free learning environment, enabling students to delve deeper into the underlying meanings of the texts. As a result, students' grammatical range, vocabulary, and expressive abilities are improved, as well as their understanding of new cultures. Moreover, literature introduces students to universal concerns, thus fostering cultural enrichment and broadening their horizons of knowledge. Through literature, students develop empathy, tolerance, and understanding of world issues, promoting a more compassionate and informed global community. Furthermore, working with literature requires learners to employ their interpretive skills, inspiring imagination and promoting multidimensional language development. Overall, the use of literary texts is a highly effective tool for language teaching and learning.

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