Learning English language through literature: Insights from a survey at university level in Bangladesh

Md. Ashrafuzzaman[a] , Iftakhar Ahmed[b], Mariam Begum[c]

[a]Bangabandhu Sheikh Mujibur Rahman Digital University, Bangladesh
[b]Mawlana Bhashani Science & Technology University, Bangladesh
[c1] University of Dhaka, Bangladesh

Abstract

This study intends to focus on the application of English literature in developing four language skills and language areas like vocabulary, grammar and pronunciation of undergraduate English learners in Bangladesh. The study also pays attention to the role of different genres of literature (i.e. poetry, short fiction, drama and novel) in the way of language teaching-learning process. Data were collected from university students and teachers through qualitative approach. The study revealed that respondents enjoyed learning English language through literature which played a significant role in developing four skills. Moreover, by reading literature, they have got interesting resources with authentic context which have provided a strong motivation for language learning. Literature readers can use authentic models for the norms of language use. It helps to enrich vocabulary and develop analytical and interpretive skills of a learner. In addition, reading literature in native languages was helpful to understand the inner meaning for the respondents. Most of them opined that, grammatical competence would be a prevalent factor to understand literature. They agreed that without having basic knowledge on grammar, a learner might face difficulties to learn a particular language thoroughly. Hence, they identified literature as a potential tool for communicative language teaching approach.

Keywords: Literature; English Language Learning; Grammar; Genres; Language Skills

1. Introduction

English literature is used in the EFL classroom at universities in Bangladesh. Different genres of literature such as drama, epic, poetry, novel and nonfiction are given importance in English curriculum. Hişmanoğlu (2005) emphasized the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation). Primarily this study aims to focus on the application of English literature in developing four language skills of the university level English learners. Then, the use of literary passages in teaching a foreign or second language will be discussed broadly. Moreover, the study will

---

[1] Corresponding author.
E-mail address: ashraf@edu.bdu.ac.bd

also concentrate on the issues in terms of vocabulary and grammar. Lastly, this might be able to enhance the opportunity to incorporate literature more in the curriculum.

1.1. Background of the Study

Language is an inevitable element of human life (Ashrafuzzaman & Alam, 2017). No communication happens without language and English has become an imperative language in which people from all around the world can communicate. In this world of globalization, English language skills can provide plenty of opportunities. Having a good command over English Language gives learners a handful of opportunity to enjoy their life and career. (Sultana & Ashrafuzzaman, 2016; Babu et al., 2014; Roshid & Webb, 2013; Ehsan et al., 2011; Coleman, 2010; Ainy, 2007).

Linguists opine that there is an intimate relationship between language and literature (Violetta-Irene, 2015). According to Brumfit and Ronald (1986), literature is 'an ally of language'. Moreover, Maley (1989) identified some of the causes for recognizing literature as a forceful resource in the way of learning language: universality, non-triviality, personal relevance, variety, interest, economy and suggestive power, ambiguity etc. Sage (1987) stated that the use of literature in language teaching might be a valuable and interesting strategy. Furthermore, Mason and Krashen (2004) observe that literature is a more interesting medium than traditional methods in teaching language. Learners can attain various features of a particular language from literary works. Literature exposes learners to a wide range of vocabularies, grammar, and pronunciation. Literature familiarizes learners to the practical use of language and universal themes related with human psyche. There are numerous ways to utilize diversified literary texts in language learning that are fruitful and less intimidating. Shahid (2016) opined that literature can be used as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation).

The theories in language teaching-learning have been changed over time due to the influence of linguistic, psychological, educational and political perspectives derived from "a mixture of assertion, theory, observation and experiment" (Hall & Cook, 2012, p. 272). Developing new methods and techniques is a challenging task for foreign language teachers. Communicative Language Teaching Approach welcomes the use of real-life situations in using language whenever possible. Structured drills used in audio-lingual method make the teaching process monotonous (Gangola, 2015). In the grammar translation method, literature was the central component. Literary texts of the target language were read and translated, used as examples of good writing and "illustrations of the grammatical rules" (Duff & Maley 1990). However, for last two decades, literature has been considered as an influential tool in foreign language teaching and curriculum (Babaee & Yahya, 2014). Duff and Maley (1990) also specified that for the last two decades, the use of literature has been regarded as a precious instrument in language teaching.

1.2. Rationale of the study

In recent years, literature has become a basic component and source of authentic texts of the language curriculum. It provides real life materials and acts as a beneficial complement to such materials. Brumfit and Carter (1986:15) affirm the point that a literary text is an authentic text which we can respond to straightforwardly. Among language educators, there has been a hot debate regarding how, when, where, and why literature should be incorporated in ESL/EFL curriculum. Vigorous discussions have been projected for how literature and ESL/EFL instruction can be combined for the benefits of students and teachers. This has led to a flourishment of interesting ideas, learning, and improved instruction for all. Many teachers consider the use of literature in language teaching as an interesting and worthy concern (Sage 1987, p.1). Besides, a number of language learners prefer to read novels, poetry, short stories etc.

in their native languages. Reading a full novel in a second language can be extremely nerve-racking and overwhelming (Jewett, 2017). Such a text firmly grasps the reader's thoughts and makes scopes for the examination of language as well (Gangola, 2015).

Literature helps students to build up interpretative abilities. It is an excellent source for increasing students' abilities to infer meaning and to make interpretations (Gangola, 2015 & Lazar 1993). Literature in a language classroom provides opportunities for the learners to comment and rationalize themselves. By using a literary text, a language class can be made sparkling and inspiring (Violetta-Irene, 2015). In addition, it can play a vital role in the grammar translation method. Literature of a target language was read, translated, and used as samples of good writing and "illustrations of the grammatical rules" (Duff & Maley 1990, p. 3). It also enables students to get familiar with universal issues. According to Collie and Slater (1990), literature offers a bountiful and extremely varied body of written material that deals with ongoing human issues (Gangola, 2015). By means of integrated approach in teaching, students can find out the skills for each grade level in the context of quality literature. Reading authentic books instead of basal stories makes reading more striking to students. This creates a deeper understanding in grammar, mechanics of writing, vocabulary, spelling, and other language skills (*Teacher Book*, 2018).

However, a large number of language experts have questioned why and how literature should be embodied in language curriculum. Many language instructors have faced several troubles while teaching language through literature. First, there are a small number of appropriate pedagogical materials used for teaching language with the help of literature. Second, there have not been sufficient ground works in the field of literature for teaching in the language curriculum. Third, no adequate purposes have been found to define the significance of literature in language classrooms (Babaee & Yahya, 2014). This study will be helpful for policy makers, curriculum specialists, students and teachers to realize the benefits of literature for developing English language skills at the university level in the context of Bangladesh.

In this paper, importance of using literary texts and appropriate source of literature, efficiency of teaching strategy in the language classroom will be taken into the account.

1.3. Literature review

Literature has been a subject of study at different levels of education in many countries, but in recent time it has been given much emphasis in the EFL classroom (Kaşlıoğlu & Ersin, 2018). The use of literary texts in foreign language teaching has greatly increased over the last few years. The role of literature in the language classrooms was questioned during the period of 1960 to 1980. The 1970's and early 1980's approaches were communicative and emphasized on practical functions of English language. During the 1980's there was a comeback of interest in literature and language teaching. The interest in literature as a valuable tool in language teaching was raised two decades ago (Hall, 2005; Duff & Maley, 1990). It is in line with the communicative approaches as it considers authentic communicative conditions in the way of teaching second language (Sanz & Fernández, 1997). A couple of writers such as Brumfit and Carter (1986) and Lazar (1993) stated that language used in literature is an ordinary language including linguistic qualities such as metaphors, similes, poetic lexis, and so on. We cannot consider these features as literature specific because they also appear in common language application.

Literary texts must be chosen according to the learners' requirements, goals, life experiences, cultural background, and language level. According to Collie and Slater (1987), a work must not exceed student's reading proficiency. Interest, appeal, and relevance are all important. The following are to characterize Collie and Slater's approach to choose literary texts:

- Implementing various student-centered activities such as role-plays, interview, questionnaires, pair work, group work, opinion sharing, information gap, visuals and others.

- Introducing the assets of knowledge with the group as it can prop up individuals' feedback and understanding. Group members must conduct a task within a short period of time that occurs on a page of literary text.

- Sharing opinions at the time of working individual or group might be a great way for the introvert students to be more open.

- Using target language that may be helpful to convey effective response either non-verbally or by partial language skills.

- Combining language and literature.

Collie and Slater (1990) and Maley (1989) stated four main causes which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. Moreover, other factors such as-universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are a powerful resource in the classroom context.
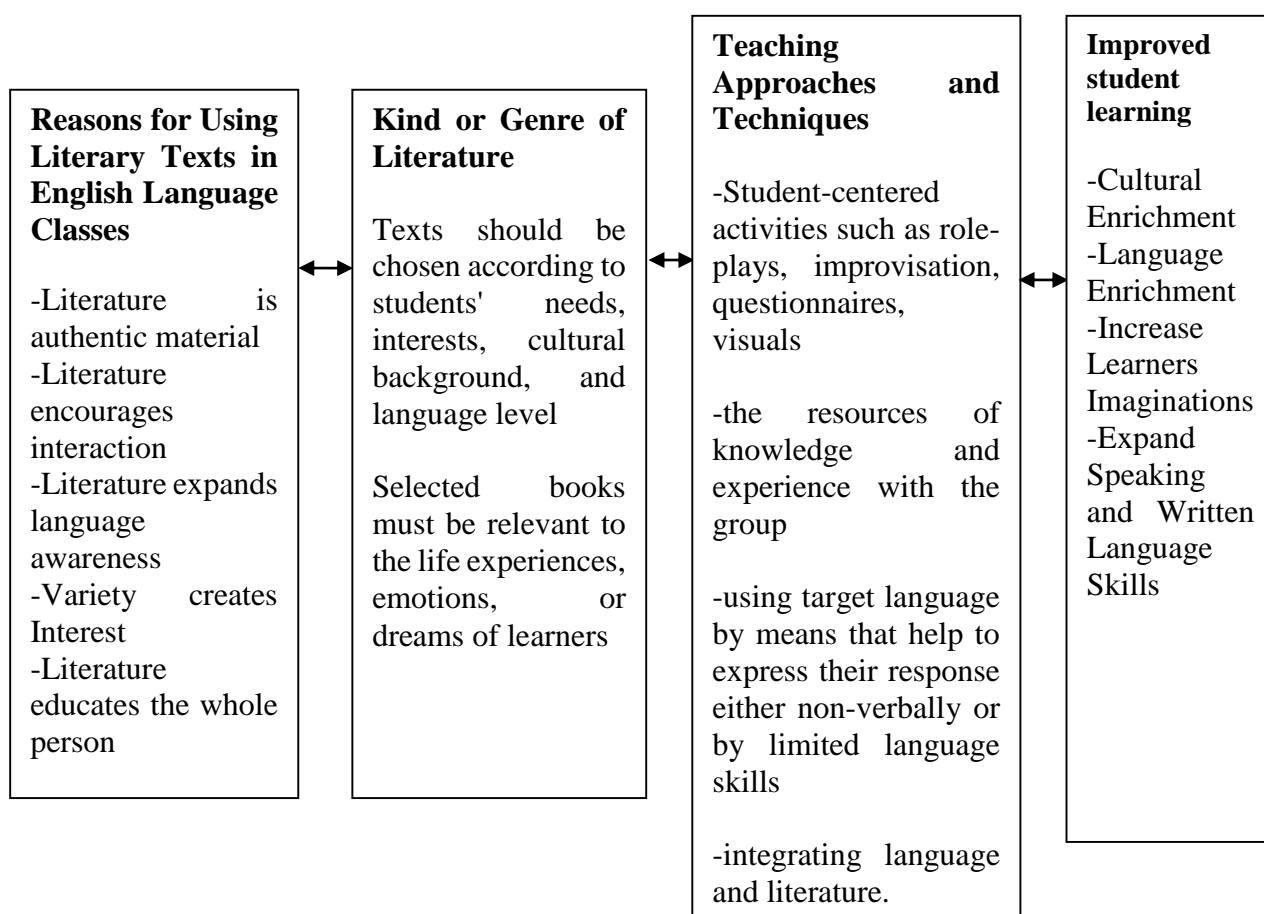
Carter and Long (1991) described three models for using literature: the cultural model, the language model and the personal growth model. Each model is a representation of different propensities in relation with methodology and classroom practice. They also expressed that literature is indispensable for personal development.

- The literary text is regarded as a product in the cultural model. Learners get acquainted with the different cultural and artistic heritage through literature.

- Students build up their language through inventive exercises of literature. The main aims are based on learners and their actions.

- The personal growth model is the basis of the students' engagement with literary texts. Students learn via literature as to how to welcome and appraise cultural artifacts. It is more student-centered replica with impetus aims.

Duff and Maley (1992) suggested many appealing actions for teacher trainers, practicing teachers, and teachers who are interested in using literary texts in ELT. The key aim of Maley's approach is to use literary texts as a resource for stimulating language activities. They also advice the teachers to involve students in the group concerning literary texts. Dymešová (2006) stated that literary texts are important at three levels: linguistic (texts are full of different styles, registers, genres), methodological (literary texts manufacture interlinkage among learners), and motivational (the sensation of literary texts is a strong motivator).

Helton, Asamani and Thomas (1998) illustrated the educational benefits of novels as follows: arising learners' imagination, attaining problem solving ability, developing oral and written language skills. It serves a holistic learning approach so that learners can get involved with reading process promptly. On the other hand, David Hill (1993) presented three stages approach: these are- raising-awareness, text contact and aftermath stage. This approach is conductive to making learners more insightful and motivated to learn language. The authors Clandfield & Duncan (2005) viewed that literature is an authentic material for language learning due to its educational value along with encouraging social interaction among learners. Overall language has been changed according to geographical location, different social contexts, different   social settings and professions. In this case literature makes the students familiar to a wide range of language varieties such as sociolects, regional dialects, jargon, idiolects etc. Hence, literature incorporates sociolinguistic aspects in the way of teaching target language

(Shahid, 2016) and educates the learners to grow professionally (Carter & Long, 1991; Van, 2009; Yeasmin et al., 2011). This study has developed the 'conceptual framework for studying language learning through literature' by reviewing different literatures and sought out these features in this study.

Reasons for Using Literary Texts in English Language Classes	**Kind or Genre of Literature**	**Teaching Approaches and Techniques**	**Improved student learning**
-Literature is authentic material -Literature encourages interaction -Literature expands language awareness -Variety creates Interest -Literature educates the whole person	Texts should be chosen according to students' needs, interests, cultural background, and language level Selected books must be relevant to the life experiences, emotions, or dreams of learners	-Student-centered activities such as role-plays, improvisation, questionnaires, visuals -the resources of knowledge and experience with the group -using target language by means that help to express their response either non-verbally or by limited language skills -integrating language and literature.	-Cultural Enrichment -Language Enrichment -Increase Learners Imaginations -Expand Speaking and Written Language Skills

Figure 1. Conceptual Framework-Language Learning Through Literature

The conceptual framework represents the relationship among literary texts and language learning, reasons for using literature in English classes, teaching-learning approaches, methods and development of language skills of students. This framework also focuses on literature, effective teaching of language, students choice, benefits of different genres of literature (i.e. poetry, short fiction, drama and novel) for teaching-learning process and problems faced by language teachers within the area of teaching English through literature. In this study the researchers intend to explore the application of English literature in the way of developing four language skills (reading, writing, listening and speaking) of the learners at university level in Bangladesh and use of literary passages in teaching a foreign or second language will be discussed broadly.

1.4. Research questions

Research Questions of the study are:

1. To what extent is literature necessary for developing language skills of the students?

2. How can literature be used effectively in language teaching?

3. Which genre of literature is interesting to the students for enhancing their language skills?

2. Method

This research was qualitative in nature. For the convenience of the research and conducting this study, the researcher mainly collected open-ended items data from the respondents through open-ended questionnaire and semi-structured interview schedule from students and teachers respectively.

2.1. Sample / Participants and Instrument(s)

Thirty students were selected purposively who were studying English in the public and private universities. Six teachers were selected purposively who were teaching in the public and private universities. For the convenience of the research, open-ended data were collected by conducting interview of the respondents. An open-ended questionnaire and a Semi-structured interview schedule were developed for this research to collect in depth data. The open-ended questionnaire and interview schedule had questions on learning English language through literature.

Sample	No of Respondents	Sampling Techniques	Data Collection Instruments
University Students (Public)	15	Purposive	Open-ended questionnaire
University Students (Private)	15	Purposive	Open-ended questionnaire
University Teachers (Public)	03	Purposive	Semi-structured Interview Schedule
University Teachers (Private)	03	Purposive	Semi-structured Interview Schedule

2.2. Data collection and analysis

The collected Primary data were transcribed and developed into categories and sub-categories or themes of information and composed into narratively that portrayed general explanation (Creswell, 2008). During data collection and analysis, the researchers used checklist for clarification during conversations with the respondents. The researchers ensured that data had been analyzed and coded accurately. This was done through relentless coding and re-coding in order to highlight patterns that emerged from the research. The thematic approach was applied to analyze the collected data as well as to enter the depth of the research. Ethical consideration was ensured in every step of this research by the researcher.

3. Results

3.1. Importance of learning English

Most of the respondents (n=27) stated that English is the most important language for communicating with people globally. It is nearly impossible to contact people of foreign countries without knowing English. Skills in English are the principal conditions to establish and maintain relation with people from other countries. Students also mentioned that English has broadened the door of higher education both in home and abroad. Most of the countries require a certain level of score in IELTS and TOFEL as a prerequisite for higher education. Students emphasized that having English skill is essential to get a good job and to maintain a day to day life. Most students said that they found it interesting to learn English. In interviews one respondent said,

"I like to learn English. Because it helps me to know the worldwide occurrences daily, to communicate with the foreigners, to earn higher education, to make a good personality and to get a good job"

English also opens door to get scholarship opportunities provided by countries and promotes business around the world. Students also focused on learning English because without English it is impossible to use the internet as a medium of learning, communicating, business and entertainment.

Students (n=18) indicated that applying for a job in the global market, skill in English is given the topmost priority. It is always great to learn a new language.

3.2. Purpose of learning English

Students (n=14) mentioned that one of the main purposes of learning English is to make a great score in IELTS or TOEFL exam which will help them to apply for scholarship to pursue higher study. Again, another purpose of learning English is to get more marks in academic examinations because academic instructional language is English. If they want to earn higher CGPA, then there is no alternative to learning English. Students cited that to understand English literature, proficiency of English is the prerequisite. One of the students said,

"By learning English, I can communicate with people of other countries. I think it is necessary to get a good job, to read English newspapers, magazines, journals, books or listen English News, songs or watch English movies, to cope with the updated world, to get higher education".

Students quoted that English is an international language. Companies are becoming more global as they have to deal with wide range of countries and English is listed as an essential skill for more and more jobs. Hence, to get a good job it is necessary to learn English.

Students indicated that to pursue higher study abroad, travel in many countries, expand business network, communicate with foreign buyers, watch favorite movies and TV shows we need to learn English. One of the students mentioned,

"To develop communication skill, to get into higher education, to read books of famous authors, to watch Hollywood movies English is essential. But the main purpose is to get prepared for gaining a standard position in this world of competition and smartness"

One of the teachers said, "My purpose for learning English is to outsmart other research associates involved in the literature study that occupies my interest".

Communication through speech is quite important in all spheres of our life like education, culture, sports, business and moreover dealing with foreign delegates. As English is used in most countries around the world as the international language, learning English has become a demand of this era.

3.3. Difficulty in English language skills: listening, speaking, reading and writing

Most of the students (n=17) stated that speaking is the most difficult skill in English and some students (n=9) reported that they find Listening the most difficult one. One of them said,

"Speaking is the most difficult part in English in my opinion. Because, for me English is not my native language and I am not capable to speak enough English. Whenever I tried to speak English publicly in the past, I felt an extreme sense of shyness defeating my confidence".

One respondent observed,

"After speaking, listening is more difficult one. Because whenever I tried to listen an English audio clip, I found that most of the speakers were too good at English and I could not recognize their pronunciation at all. After that writing is the difficult one and reading seems easier than any other skills in English."

Some students reported that they found listening most difficult. Whenever, they listened, they hardly understood the pronunciation and as a result they became unable to identify the meaning. According to one of the students,

"Listening is more difficult than others out of these four skills. The reason is native English speakers have different pronunciation in different continents. So, I find listening skill a bit difficult".

Another student added,

"I think, listening is the hardest part in English. Because there is almost 30-40 speaking accents in English. And some of the accents are very difficult for me to understand".

Overall, the respondents identified some reasons behind difficulty of speaking English. During writing or reading something, they get enough time to rearrange and modify it, but while speaking with fluency and spontaneity, there is no time to think. If they are not an expert it will surely be tough to continue smoothly.

One of the students opined, the listening skill is more difficult in English. The reason behind this is, as a Bangladeshi he does not know the perfect pronunciation of many words. Due to this while watching movies, songs or listening to any lecture in English language, it becomes very difficult for him to understand. Sometimes he does not understand many words and as a result he later skips them. His family is from a middle class and he was also a student of Bengali medium. Thus, he did not get much scope to develop his listening skill. That is why, the teacher must use lucid language in the classroom so that the learners can perceive the lectures easily. The learners can enhance their listening skills gradually by following the lectures of the course teacher.

On the other hand, one student viewed that writing skill is more difficult than any other language skills like listening, speaking and reading because, by following some simple formula, anybody can speak English. Again, continuous practice of listening to English enhances the capability of listening itself and in the same way anyone can develop a habit of reading through a limited knowledge whereas writing language requires a thorough knowledge about the literature and grammar itself, proper and correct use of words, framing of sentences and moreover the feasibility of the writings which is more complex than any other language skills.

3.4. Easiest skill in learning English: listening, speaking, writing and reading

Most of the students (n=18) thought that reading and writing skills were facile to adapt in English. One of the students stated,

"I found that reading is the easiest skill to learn among other English language skills. If anyone reads English more and more, he/she can get an idea about the language rules of English literature. Even if anyone read English newspapers regularly it will be very helpful for him or her to learn English"

Students agreed that they achieved this skill without great effort because it does not require any grammatical rules and reading skill is practiced from childhood according to text books of primary level. Due to this reason, it is considered as easy going. Another student said,

"I think reading is the easiest skill. You can get a lot of time to think and understand. If any word or sentence seems tough to understand you can also take help from dictionary".

As stated by one of the participants, "I think writing is the easiest skill in learning English language. One can express his thought easily by writing in their own way".

One student mentioned that during writing, he does not need to talk or listen, for this reason there is no possibility of word skipping or pronunciation. Another one told, "I have similar preferences for the difficulty level of all the communication skills."

Only a few students (n=3) noticed that listening skill is the easiest as it provides a true picture of using words, expressions, pronunciations, intonations and correct practice of diphthongs. This does not only help a learner about framing of sentences but also provides an idea about grammar.

3.5. Preference between literature and grammar

Most of them (n=21) stated that, studying and having sound understanding of literature depends on grammatical skills. Both are parallel to each other. The infrastructure of wordplays in literature depends on the very sole of its acceptance through punitive grammatical legislation.

Another reason for not preferring literature to grammar is without having the basic grammatical knowledge a learner will face huge difficulties in learning a language if he/she directly switches into literature.

Some students preferred (n=9) literature to grammar. One student opined,

"No, prefer literature to grammar. Grammar is very hard to me, while reading literature any specific rules would be a burden to me for understanding English or the main theme of the literature".

One of the students mentioned,

"I prefer literature because that is adventurous. Grammar is totally a boring subject to me".

3.6. Views on reading literature written in native language

Most of them (n=23) indicated that it is much unimpeded to comprehend the meaning of literature which is written in native language. They responded positively about reading literature in native language. One student said,

"Of course! As reading literature written in my native language can be done swiftly. I can understand the scenario of the written stories and I can easily feel the situation and be acquainted with the real environment".

Another student stated,

"My likings depend on the quality and subject matter. It doesn't matter if it is written in my native language or not, I adjudicate literary text by its rhetoric and insights".

3.7. Role of literature in developing language skills

All the respondents (n=30) agreed that literature can play significant role in developing language skills. All of them were highly benefitted by practicing literature towards developing their dexterity. They also mentioned that it was enjoyable to learn English language through literature because it didn't create any pressure to learn. Another student mentioned,
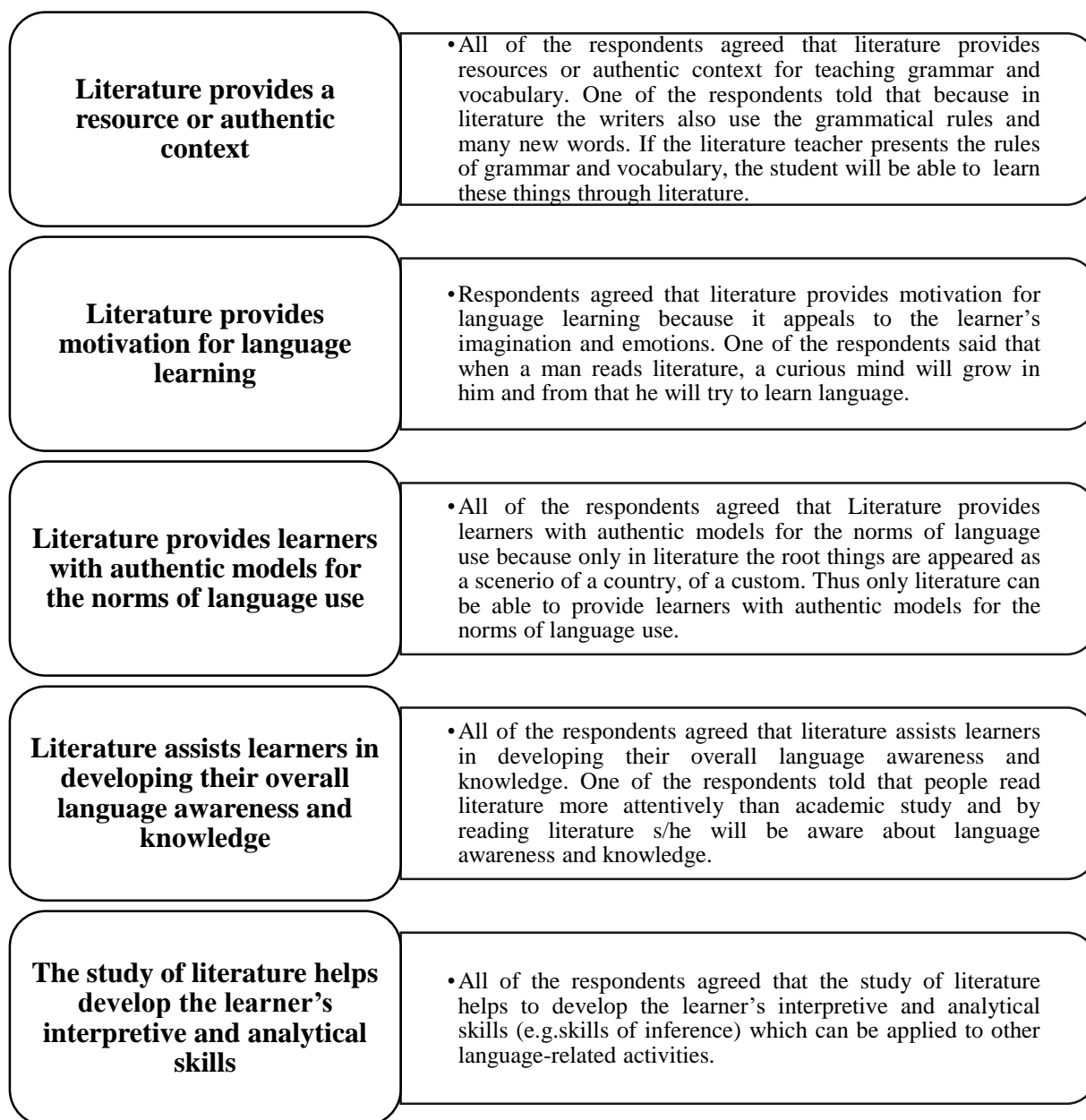
"It enriches my vocabulary and exhibits my communication skills. A good poet or novel laureate doesn't necessarily have better language skills. Commoner's dialectics do not define someone's skill".

One participant described,

"I think literature could be helpful to develop my English language skills because whenever I read literature in English, I try to find out how the writers make the sentences, what they used in those sentences by which they made the sentences more attractive and the answers to these questions help me to develop my language skill".

Students agreed that, when they read literature, they can find out content and understand theme. According to respondents, Literature is very essential to develop English language skills. In literature, we come across with many vocabularies which we add in language skills. Through literature, students

can practice reading & writing skills. It can also enrich their vocabulary. Speaking skill can be also improved by literature if the respective teachers make the class interactive. One respondent told that, the course teacher might conduct question-answer session, viva, presentation, debate to make the class more interactive.

Literature provides a resource or authentic context	• All of the respondents agreed that literature provides resources or authentic context for teaching grammar and vocabulary. One of the respondents told that because in literature the writers also use the grammatical rules and many new words. If the literature teacher presents the rules of grammar and vocabulary, the student will be able to learn these things through literature.
Literature provides motivation for language learning	• Respondents agreed that literature provides motivation for language learning because it appeals to the learner's imagination and emotions. One of the respondents said that when a man reads literature, a curious mind will grow in him and from that he will try to learn language.
Literature provides learners with authentic models for the norms of language use	• All of the respondents agreed that Literature provides learners with authentic models for the norms of language use because only in literature the root things are appeared as a scenerio of a country, of a custom. Thus only literature can be able to provide learners with authentic models for the norms of language use.
Literature assists learners in developing their overall language awareness and knowledge	• All of the respondents agreed that literature assists learners in developing their overall language awareness and knowledge. One of the respondents told that people read literature more attentively than academic study and by reading literature s/he will be aware about language awareness and knowledge.
The study of literature helps develop the learner's interpretive and analytical skills	• All of the respondents agreed that the study of literature helps to develop the learner's interpretive and analytical skills (e.g.skills of inference) which can be applied to other language-related activities.

Figure 2: Role of literature in developing language skills

Students (n=30) also revealed that literature gives them much pleasure and enrich their vocabulary. And they can learn new and complex words through the books. Literature deals with intellectuality that helps to get familiar with new vocabularies, metaphors and also the pattern of representing ourselves. Literature is the practical use of a language. Reading literature means practicing a language.

3.8. Reading literary books except academic books

Most of the students (n=27) except a few responds positively that they prefer to read literature books than academic books. One of them said, "I read other literary books except my academic books".

One of the students said,

"Most often I read books in my native language because it is easier for me to understand the writer's thoughts. I recently read Shankhanil karagar (Humayun Ahmed), My friend Rashed (Muhammad Jafar Iqbal), Around the World in Eighty Days (Jules Verne)".

Some read political theory, criminal psychology and Basic English books. Recently some of them read the woman in white, Little women, The way we live now etc. Mythology by Edith Hamilton, A brief history of time by Stephen Hawking, The Time Machine by H. G. Wells, The Girl on the Train, Social Engineering, Bangladesh: Politics, Economy and Civil Society, The Alchemist, Power of positive thinking and sapiens, Anatomy of the State by Murray Rothbard, Atlas Shrugged by Ayn Rand, Maps of Meaning by Jordan Petersen, Cleopatra by Henry Rider Haggard, Angels and Demons by Dan Brown and The Da Vinci Code by Dan Brown are also widely read by the students.

One of the teachers added,

"This is a tough question to ask. Being a Faculty, I have to read a lot for work. Sometimes, I find pleasure while reading for work. Otherwise, reading for pleasure seldom happens these days".

He also added,

"It is possible if all skills are consciously involved. For example, if we are discussing *Great Expectations* in a class, we can plan our classes in such a way that the learners are accumulating four basic skills of language while reading it".

3.9. Interesting genre of literature

All the respondents (n=30) mentioned that their favorite genre of literature is novel both in English or in their native language. They found it more interesting and helpful than any other segment of literature towards learning English.
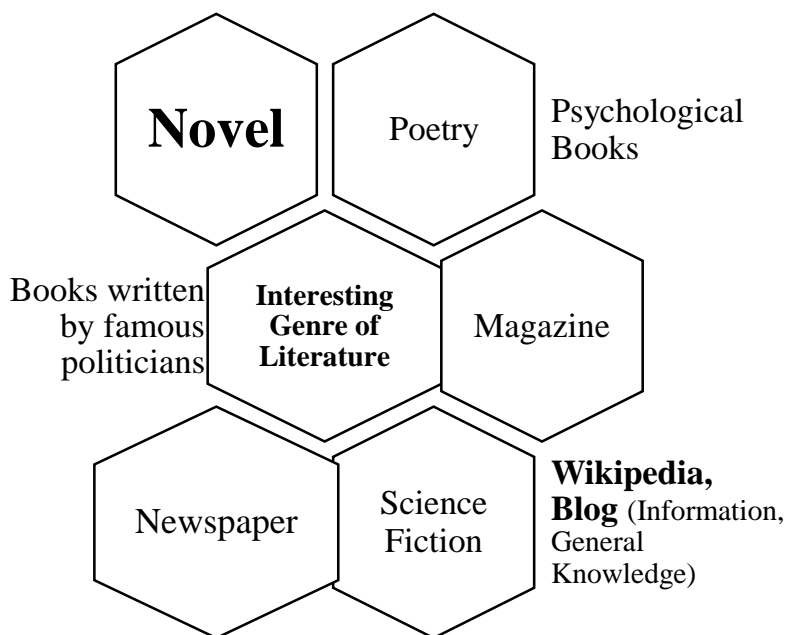

Figure 3: Interesting genre of literature

Another popular genre was science fiction. All the participants read newspapers and magazines and popular blogs regularly. Some of them read Wikipedia to collect information and enrich their general knowledge. Books written by famous politicians are also largely read by the students. Only a few students respond about reading psychological books. Poetry is another genre in which students are devoted to.

3.10. Hours spend for reading literature in a week

The entire respondents (n=30) stated that they spend 5-8 hours in reading literatures in a week. One of the students said,

"The percentage is not so good. I spend seven or eight hours in reading literature in a week".

Only a few mentioned about spending around 5 hours in a week. One student said that he spent 6-8 hours in a week for reading literature. All the students read newspaper daily that consumes about 3 hours in a week. Another student stated,

"I try to read newspaper every day. I started to read novel some days ago and now I completed only 3 of them".

3.11. Literary texts in syllabus

All the students except one stated that literary texts are included in their syllabus. One of the students mentioned,

"Yes, there are some books in my university syllabus that are included literary texts and by reading those we can develop our language skills".

Another student declared,

"There is English Composition course in our Department. And, every Department in our university runs that type of courses".

One student consented to that literary texts were not enough for their level. Teachers also supported these statements and gave importance to include more literary texts in the curriculum at higher level.

3.12. Literature taught in class

Data were collected from thirty students studying English in different private and public universities. Several students (n=18) stated that literature was taught in classroom as part of their syllabus. Some mentioned, "Yes, literature is taught in my class". Only a few students responded negatively, "No, literature is not taught in my class".

According to one of the teachers,

"To be honest, I like to teach literature because that is my area of interest. Teaching literature provides me with open discussion opportunities and later I can jot down diverse ideas from all in the class".

3.13. Effective approaches and methods of teaching language through literature

Respondent teachers considered different methods and techniques in case of different topics, students' need and environment. Respondents preferred to use conversation, role play, open discussion, debate, writing creative assignment and attempt to engage them in classroom activities as much as possible. One of the respondent teachers posited,

"Free discussion session regarding a text might break the inertia among the students. I try to engage them in presentations, discussions and sometimes, writing creative assignments for that purpose. I personally prefer to experiment with different techniques depending on the needs of the   students. Sometimes, I try out kinesthetic approach and attempt to engage them in classroom activities as much as possible. Other times, I go for illustration and repetition of the unknown words and expressions. And free discussion sessions in the class also work. But whatever I do, I try to make sure that the learners are feeling engaged in the class."

Another respondent teacher said,

"We can plan a lesson before starting a text, putting emphasis on the basic skills of language. Besides, students' engagement in the tasks is very important. Well, it depends on which kind of literature we are discussing. But yes, there are certain texts through which language or grammar teaching can be done."

3.14. Impact of reading literature on enriching language skills

Students gave positive response about impact of reading literature on enriching language skills. One of them said,

"As a result of reading literature, I have noticed my improvement in my language skill. Like before reading literature, my speaking skill was not up to mark however after reading I found that my skills in learning language have improved. Now my sentences are more attractive than before, and vocabulary has enriched day by day".

Moreover, reading newspapers helps to improve reading skill and understand theme or content entirely and offers to learn a wide range of vocabulary.

One participant added, "Yes. I have noticed improvements in my language skill after reading literature. It has enhanced my fluency in reading and writing. Various books of famous authors and journals helped me to foster my efficiency."

Another student explained that watching movie helped her to learn about sentence formation, appropriate structure with several phrasal verbs.

One student explained about a novel, how it assisted to enhance language skill. He said,

"I have noticed definite improvement in my language skills after reading literature like Hamlet of William Shakespeare. In that drama, Prince Hamlet fell into a difficult situation to decide what to do and thus he expressed his feelings by uttering the sentence, 'To be, or not to be-- That is the question'. It taught me how differently and how creatively people can express their feelings in terms of words".

One of the students mentioned that out of four language skills listening is developed after reading literary. Other students said about reading skill. Few of them said about speaking skill. "In my opinion, reading skill is more developed by reading literary texts and of course reading and if there is any skill named understanding, then it could be improved".

After reading literary texts, speaking skill is developed out of four language skills because, it enriches our vocabulary and helps us to use the texts in expressing different feelings in different situations while speaking.

3.15. Most challenging genres of literature

Most of the students expressed that novels seemed a difficult genre of literature to comprehend. They also found poetry as one of the challenging one. One of them said,

"I have found the poetry challenging and difficult. By reading poems sometimes I can't unearth the main theme by the poets".

Students also opined that translating sentences within a short period of time is difficult. One of them mentioned,

"I think, 'Translation' is the most difficult genre of literature as most of the stories, dialogues and texts of the literature depend on time, place and person to translate correctly and portrait the true picture. However, choice of words is a big factor in making the readers understand about the situation what was created by the original writer".

3.16. Literature as Important communicative language teaching tool

All the respondents supported the statement that literature can be the most important tool for communicative language teaching. By reading literature, one can acquire knowledge of English language which is very important for communicative language approach. Respondents believed that

Literature favored them to promote their speaking and understanding ability by inspiring critical thinking and imagination. Moreover, they got an opportunity to grasp a variety of typical words and dialects and acquainted with diversified culture, norms and values of different countries.

They said one of the main components of literature is newspaper for developing language skill. They said, "Yes, by reading newspaper we develop basic English knowledge and know applying word in appropriate place".

Conversational texts within the literature act as a powerful tool for understanding the ways to communicate with each other in different contexts. It acts as a practicing tool as well.

3.17. Respondent self-rating as an English user in the scale of 1 (poor) to 10(excellent)

Total number of respondents of this study is 30. Almost all of the students (n-28) rate themselves around 6-8 in the scale of 1 (poor) to 10 (excellent). On the contrary, one of them said, "I would rate myself 4 as an English user in the scale of 1 (poor) to 10 (excellent)". Another one student mentioned, "I would rate myself 5 out of 10 as an English user".

3.18. Biggest anxiety in English language abilities

Most of the respondents stated that their biggest concern is speaking skill as well as writing. As they have to use grammar correctly, a single grammatical error may hamper the whole sentence. Students stated,

"We should be concerned about this issue. We can be better at English skills by finding enough scope to practice every skill of this language, by giving the scope of practicing with the Standard English known people, by holding workshops, seminars and competitions on English language".

One of the respondents added that his biggest concern in English Language ability is correct pronunciation. They also consider English as a medium of academic study and communication with foreign people.

4. Discussion

4.1. Role of literature in developing language skills

English is taught in Bangladesh as a foreign language (Begum et al., 2005; Banu, 2002; Ahmed, 2007). Respondents mentioned that it was enjoyable to learn English language through literature and agreed that all of them were highly benefitted by practicing literature towards developing their language skills. They also agreed that literature provides a resource or authentic context, provides motivation for language learning, deliver learners with authentic models for the norms of language use, assists learners

in developing their overall language awareness and knowledge, helps to develop the learner's interpretive and analytical skills and enriches vocabulary This finding is similar to the finding from Butler, 2006 and Gangola, 2015 studies. Finally, respondents reported that their biggest concern in English language abilities was speaking skill. They agreed that after reading literary texts, speaking skill is more developed out of four language skills. Moreover, the inclusion of literature in ELT classrooms has been viewed as a beneficial process as it contributes to students' linguistic development, appreciation of different cultures, personal involvement, and individual growth (Carter & Long, 1991). Babaee and Yahya (2014) added that literary texts help the students to activate their imagination and develop their emotions.

All the students acceded that literature could play a significant role in developing language skills. And all of them were highly benefitted by practicing literature towards developing their language skills. They also mentioned that it is enjoyable to learn English language through literature. Most importantly it does not feel like learning. They are learning unconsciously while going through literature, and it does not create any pressure to learn. Erkaya, 2005; Butler, 2006 also found that literature can enhance L2 learners' critical thinking skills, which is another indispensable component for academic success. Similarly, existing literature on L2 learning through literary texts has demonstrated that literature can play a positive role in L2 learning (Hess, 2006; Cho, Ahn, & Krashen, 2005; Kim, 2004; Hall, 2005; Ghosn, 2002; Hadaway, Vardell, & Young, 2002; Reid, 2002). As Obediat (1997) states, literature helps students to acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners. Literature also helps students to exhibit interpretative abilities (Lazar, 1993; Gangola, 2015). Literature can be an effective and inspiring source for learning to write while studying English as a second language (Shahid, 2016). Alam and Ashrafuzzaman (2018) stated that contextual reading plays a very significant role in keeping vocabulary into students' mind as teachers' lectures, reading books.

Moreover, most of them opined that, studying and having sound understanding of literature depends on grammatical skills. They prefer grammar to literature in the way of learning a language as they think that learners will face huge difficulties if they directly switch into literature without having sufficient knowledge in basic grammar.

4.2. Interesting and useful genre of literature

Most of the students read literary books except academic books and their favorite genres of literature are novel, poetry and science fiction. Jewett (2017) also found that, Students evaluated the most important types of literature to be novels, short stories, factual texts and a mixture of different types of texts. They respond positively about reading literature in native language because it helps to understand the highlighted meaning. Most of the respondents indicated that it is much easier to read the literature which is written in native language. They respond positively about reading literature in native language. It's also helping understand the highlighted meaning. Collie, Slater (1987) stated that using target language by means that helps to express their response either non-verbally or by limited language skills.

4.3. Effective approaches and methods of teaching language through literature

Respondents stated that literature can be the most important tool for communicative language teaching. It can make lessons more fruitful and interesting. Respondent teachers considered different methods and techniques in case of different topics and students' need. Respondents prefer to use conversation, role play, open discussion, debate, writing creative assignment and attempt to engage them in classroom

activities such as reading literature genres, debating in English, talking with the friends or teachers in English, watching English movies, programs, songs, lectures etc. Ashrafuzzaman et al. (2010) also found that English teachers apply many useful and participatory techniques to ensure teaching learning process fruitful and productive. Collie and Slater (1987) approach identified that helping students to explore their own responses to literature by activities shared in groups. Conversational texts within the literature act as a powerful tool for understanding the ways and means to communicate with each other based on different situations and in different perspectives. While selecting literary texts, teaching methods and techniques to be used in language classroom, the students' language proficiency, interests, age, sex, etc. should be considered so that students do not feel bore with inappropriate materials. Custodio and Sutton (1998) explain that literature can open horizons of possibility, allowing students to question, interpret, connect, and explore. Violetta-Irene, 2015 also stated that by using literary text language classroom can be turned into a lively and motivating place.

4.4. Difficulty in English language skills: listening, speaking, reading and writing

Most of the students stated that reading and writing skills are the easiest skill to acquire and speaking is the most difficult skill in English and some students reported that they find Listening as the most difficult one. After reading literary texts, speaking skill is more developed out of four language skills because, it enriches our vocabulary and helps us to use the texts in expressing different feelings in different situations while speaking. Most of the students stated that speaking is the most difficult skill in English and some students reported that they find listening as the most difficult one. The learners can easily enrich their listening skill if they pay attention to the class lectures delivered by the course teacher in the literary class. Moreover, the teacher must make the class interactive so that the students can enhance their speaking skill.

4.5. Purpose of learning English

Respondent teachers and students agreed that learning English is emergent for communicating people globally. Knowing English would make significant difference among students, especially considering globalization issue. Ashrafuzzaman (2018), Sultana and Ashrafuzzaman (2016), Babu et al., 2014; Ehsan et al., 2011; Coleman, 2010, EIA Study 2b3b (2011) also found that Knowing English would make significant difference to the lives of students, especially considering the fact that today's world is global village where English language is the medium of communication. English is given the topmost priority in competitive job market. Most of the students recognized that they could more easily communicate with foreigners because English is used to communicate in most places around the world. Moreover, communication through speech is quite important in all the spheres of our life like Education, Culture, Sports, Business and moreover dealing with foreign delegates. As English is used around the globe as international language, now-a-days learning English has become a matter of time demand to lead a prosperous life.

5. Conclusions

Literature plays a significant role in effective teaching-learning process whether English is regarded as a second or foreign language. It provides students with an incomparably rich source of authentic material. In Bangladesh, literature is a monumental part of education which acts as determinant factor for student's personal development. In addition, it helps them to understand different cultures and society, and provides them with insight into history, people's behavior and attitudes. Literary texts help the students to activate their imagination and develop their emotions. Furthermore, findings of the study recommend that curriculum should be redesigned by compiling more literature and adding student

centered teaching methods. However, there is lack of objectives defining the role of literature in ESL /EFL. Students prefer to read novel, poetry and science fiction and a mixture of different types of texts which are most beneficial for developing their language skills in accordance with the textbooks they use. Teacher has an important role in teaching English through literature. They should select the appropriate language teaching methods, teaching techniques, and classroom activities which ought to be relevant to the aim and objectives of teaching-learning activities along with academic text. Selected books must be relevant to the life experiences, emotions, or dreams of learners. For this reason, both pre-service and in-service training should be included for their professional development.

6. Ethics Committee Approval

The author(s) confirm(s) that the study does not need ethics committee approval according to the research integrity rules in their country (Date of Confirmation: 26.10.2020).

References

Ahmed, F. (2007). *The Effectiveness of Teaching Speaking Skill in Bangla Medium Schools at the Secondary Level: A Comparative Study,* (Unpublished Master Thesis), IML, Department of English, University of Dhaka.

Ainy, Salma (2007). *Use of literature in Developing Learner's Speaking Skills in Bangladeshi EFL contexts.* PhD thesis, University of Nottingham, Retrieved on September 26, 2018 from http://eprints.nottingham.ac.uk/14033/1/446394.pdf

Alam M. A. & Ashrafuzzaman, M. (2018). Learning Vocabulary at Tertiary Level: Strategies, Techniques and Materials, *The Online Journal of New Horizons in Education (TOJNED)*, 8(3), 109-117.

Ashrafuzzaman, M. & Alam M. A. (2017). Style of Students' Use of Language on Facebook, Messenger and Email at Tertiary Level in Bangladesh, *Prime University Journal*, Dhaka: Bangladesh, 11(2).

Ashrafuzzaman, M. (2018). Impact of In-service Training on English Teachers' Classroom Practice at Primary Level. *Journal of Language and Linguistic Studies*, 14(3), 77-103.

Ashrafuzzaman, M., Babu, R. & Begum, M. (2010). Strength, Weakness, Opportunity and Threat (SWOT) Analysis of Using Technology in ELT at Primary Level. *NAEM Journal*, 6(11), 70-76.

Babaee, R., & Yahya, W. R. B. W. (2014). Significance of Literature in Foreign Language Teaching. *International Education Studies*, *7*(4), 80-85.

Babu, R., Ashrafuzzaman, M., Begum, M. & Hossain, I. (2014). English Language Learning Journey of Rural Students: Cases from Bangladesh, *NAEM Journal*, 9 (18), Dhaka, Bangladesh.

Banu, L. F. A. (2002). *Influences of Teachers' Perception on Teaching-Learning Activities of English at Secondary level: An Explorative Study*, (Unpublished Master's thesis), Institute of Education and Research, University of Dhaka.

Begum, M., Roshid, M. M., & Banu, M. S. (2005). Developing English language skills. Dhaka: Media Wave.

Brumfit, C. J., & Ronald, A. C. (Eds.). (1986). *Literature and Language Teaching*. Oxford: Oxford University Press

Butler, I. (2006). A bright future? Integrating language and literature for first-year university students. In A. Paran (Ed.), *Literature in language teaching and learning* (pp. 11-25).

Carter, R., & Long, M. (1991).*Teaching Literature*. Harlow: Longman publications.

Cho, K. S., Ahn, K. O., &Krashen, S. D. (2005). The effects of narrow reading of authentic texts on interest and reading ability in English as a foreign language, *Reading Improvement, 42*(1), 58-64.

Clanfield, L., Duncan, F. (2005). *Using literature in the EFL/ ESL classroom*, Retrieved from http://www.onestopenglish.com/teacher_support/Methodology/Archive/teaching-materials/literature_efl_esl.html

Coleman, H. (2010). *The English Language in Development.*British Council.

Collie and Slater, (1987). *ASA University Review,* Vol. 5 No. 2, July–December, 2011

Collie, J. and S. Slater. 1990. L*iterature in the Language Classroom: A Resource Book of Ideas and Activities.* Cambridge: Cambridge University Press.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating Qualitative and Quantitative research.* New Jersey: Merrill Prentice Hall.

Custodio, B. and M. Sutton. 1998. "Literature-Based ESL for Secondary School Students", *TESOL Journal, 7*(5), 19-23.

Duff, A., &Maley, A. (1990). Literature. Oxford: Oxford University Press.

Dymešová, P (2006). <u>The Use of Literary Texts in Primary Class, Unpublished Diploma Thesis</u>, retrived on   28   April   2019 fromhttps://is.muni.cz/th/f9jgb/The_use_of_literary_texts_in_primary_classes_Pavlina_Dymesova.doc

Ehsan, M. A.; Shahrear, H. & Ashrafuzzaman, M. (2011). Gender Equality and Discrimination among the English Language Learners at Primary Level Education in Bangladesh, *NAEM Journal*, 7 (13), 53-59.

English in Action [EIA]. (2011). Study 2b3b (2011): *Perceptions of English Language Learning and Teaching among Primary and Secondary School Teachers and Students Participating in EIA.* Research Report, Dhaka, Bangladesh: EIA.

Erkaya, O. R. (2005). Benefits of using short stories in the EFL context. *Online Submission, Asian EFL Journal, 8.* Retrieved October 1, 2008, from http:// www.asian-efl 169 journal.com/pta_nov_ore.pdf

Gangola, N. S. (2015). Teaching language through Literature: An innovative approach, *International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS), 1*(3),18-22

Ghosn, I. K. (2002). Four good reasons to use literature in the primary school ELT. *English language Teaching Journal, 56*, 172-79.

Hadaway, N. L., Vardell, S. M., & Young, T. A. (2002). *Linking science and literature for ESL students.Book Links, 2*(2), 31-36.

Hall, G. (2005). *Literature in language education*. New York: Palgrave Macmillan.

Hall, G., & Cook, G. (2012). Own language use in language teaching and learning. *Language Teaching, 45*, 271-308.

Helton, C.A, J.Asamani and E.D.Thomas(1998). "*A 'Novel' Approach to the Teaching of Reading".* Tennessee State: Tennessee State University, p.p: 1-5, Available Internet Address: http: // www.nade.net / documents / SCP98 / SCP98.19.pdf

Hess, N. (2006). The short story: Integrating language skills through the parallel life approach. In A. Paran (Ed.), *Literature in language teaching and learning* (pp. 27-43). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Hişmanoğlu, M. (2005). Teaching English through literature. *Journal of Language and Linguistic Studies, 1*(1), 53-66.

J. Collie and S. Slater, (1987). *Literature in Language Classroom*, Cambridge: Cambridge University Press.

Jewett, M. (2017). *Learning Language Through Literatur*e, retrieved on September 24, 2018 from https://www.verbling.com/articles/post/learning-language-through-literature

Kaşlıoğlu, Ö., & Ersin, P. (2018). Pre-service teachers' beliefs about literature integration in English language teaching classrooms. *Journal of Language and Linguistic Studies, 14*(3), 213-232.

Kim, M. (2004). Literature discussions in adult L2 learning. Language and Education, 18(2), 145-166.

Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers*, Cambridge: Cambridge University Press.

Maley, A. 1989. "*Down from the Pedestal: Literature as Resource" in Literature and the Learner: Methodological Approaches*. Cambridge: Modern English Publications.

Mason, B., & Krashen, S. (2004). Is Form-Focused Vocabulary Instruction Worth While? *RELC Journal, 35*(2), 179-185. http://dx.doi.org/10.1177/003368820403500206

Obediat, M. 1997. "Language vs. Literature in English Departments in the Arab World" in English Teaching Forum.

Reid, S. E. (2002). *Book bridges for ESL students: Using young adult and children's literature to teach ES*L. Lanham, MD: The Scarecrow Press Inc.

Roshid, M. M., & Webb, S. (2013). From workplace learning to work integrated learning for English communication skills: Professional development in an international business sector. In J. Greenwood, J. Everatt, A. H. Kabir, & S. Alam (Eds.), *Research and educational change in Bangladesh* (pp. 115-134). Dhaka: University of Dhaka.

Sage, H. (1987).*Incorporating Literature in ESL Instruction*. New Jersey: Prentice-Hall Inc.

Sanz, M., & Fernández, C. (1997). *Principios Metodológicos de los Enfoques Comunicativos*. Madrid: Fundación Antonio Nebrija.

Shahid, M, A. (2016). *Teaching English Language through Literary Texts, The Creative Launcher: An International & Refereed E-Journal in English*, 1(1), retrieved on September 21, 2018 from http://www.thecreativelauncher.com/upload/3.%20Md.Shahid.pdf

Sultana, S., & Ashrafuzzaman, M. (2016). Teachers Efficiency in Using Materials in English Classrooms: Cases from Elementary Grades of Bangladesh, *The Online Journal of New Horizons in Education (TOJNED)*, 6(4), 211-222.

Teacher Book (2018). *Learning Language Arts Through Literature, The Blue Book - 1st Grade Skills Teacher Edition,* Common Sense Press, retrieved on September 24, 2018 from https://www.commonsensepress.com/store/c2/Learning_Language_Arts_Through_Literature.html

Van, T. M. T. (2009). The relevance of literary analysis to teaching literature in the EFL classroom. *English Teaching Forum, 47*(3), 2-9.

Violetta-Irene, K. (2015). The use of literature in the language classroom: Methods and aims. *International journal of information and education technology*, *5*(1), 74.

Yeasmin, N., Azad, A.K., & Ferdoush, J. (2011). Teaching language through literature: Designing appropriate classroom activities. *ASA University Review, 5*(2), 283-297.

Edebiyat yoluyla İngilizce öğrenmek: Bangladeş'te üniversite düzeyinde bir anketten elde edilen bilgiler

Öz

Bu çalışma, Bangladeş'teki lisans öğrencilerinin kelime dağarcığı, dilbilgisi ve telaffuzları gibi dört dil becerisinin ve dil alanlarının geliştirilmesinde İngiliz edebiyatının uygulanmasına odaklanmayı amaçlamaktadır. Çalışma aynı zamanda farklı edebiyat türlerinin (yani şiir, kısa kurgu, drama ve roman) dil öğretme-öğrenme sürecindeki rolüne de dikkat etmektedir. Veriler, üniversite öğrencilerinden ve öğretmenlerden nitel yaklaşımla toplanmıştır. Çalışma, katılımcıların dört becerinin geliştirilmesinde önemli bir rol oynayan edebiyat yoluyla İngilizce öğrenmekten keyif aldığını ortaya koydu. Dahası, edebiyat okuyarak, dil öğrenimi için güçlü bir motivasyon sağlayan otantik bağlamda ilginç kaynaklara sahip oldular. Edebiyat okuyucuları, dil kullanım normları için özgün modeller kullanabilir. Kelime dağarcığını zenginleştirmeye ve bir öğrencinin analitik ve yorumlama becerilerini geliştirmeye yardımcı olur. Ek olarak, ana dillerde edebiyat okumak, katılımcılar için içsel anlamın anlaşılmasına yardımcı oldu. Çoğu, dilbilgisi yeterliliğinin edebiyatı anlamak için yaygın bir faktör olacağını düşünüyordu. Dilbilgisi hakkında temel bilgiye sahip olmadan, bir öğrencinin belirli bir dili tam olarak öğrenmede zorluklarla karşılaşabileceği konusunda anlaştılar. Bu nedenle, edebiyatı iletişimsel dil öğretimi yaklaşımı için potansiyel bir araç olarak tanımladılar.

Anahtar Sözcükler: Literatür; İngilizce Dil Öğrenimi; Dilbilgisi; Türler; Dil becerileri

AUTHOR BIODATA

Md. Ashrafuzzaman is an Assistant Professor in the Department of Education at Bangabandhu Sheikh Mujibur Rahman Digital University, Bangladesh (BDU). He is also responsible as the Head of the Department. He is awarded MPhil degree in English Language Education at Institute of Education and Research (IER), University of Dhaka (DU). He has also completed his BEd (Hons.) and MEd from IER, DU. He has been working for about Eleven years in the field of teaching and educational research with different organizations. He has conducted research on teachers' training program, underprivileged children's education (sex worker, transgender and slum children), English language education, classroom practice, teaching methods and techniques, assessment and feedback practice and ICT in education.

Iftakhar Ahmed is working as an Assistant Professor (English) in the Faculty of Life Science at Mawlana Bhashani Science & Technology University. He has completed his Bachelor of Arts and Master of Arts in English from Jahangirnagar University. Teaching, developing materials and conducting researches on language and linguistics are his prime areas of interest.

Dr. Mariam Begum was a professor at the Institute of Education and Research, University of Dhaka. Presently she is an adjunct faculty in a public University. She has got honours and Master degree in English from Rajshahi University. She received her PhD in Education from the University of Dhaka. She provides consultancy services to various national and international organizations. She has published articles in national and international journals. Her area of interests includes teacher education, teacher training, curriculum design and professional development.