

EFL TEACHING-LEARNING UTILIZING ENGLISH LITERATURE: A SOURCE OF EXPLORING THE WORLD OF ENGLISH

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ABSTRACT: *The universal truth is that language whatever is meant for communication either written or spoken and each language has its own niceties and subtleties loaded with social and cultural norms. The present study specifically focuses on the teaching and the learning of not only English language skills but also the importance of English literature, i.e. prose, poetry, peculiarities, weird, quirks, and bizarre of English language have also been encompassed. Now the question arises, how all this can be utilized in EFL classroom. The best possible answer is the use of different forms of literature in the target language. Another important point is that the selection of different literary texts, poems and other helping material have been suggested as a model according to the level of ESL learner, i.e. under graduate students. Some model texts and couplets have been given in Table-1 and Table-2. It would be appropriate to provide a suitable modern literary text to improve the language skills and competency, critical thinking, stylish and effective communication either written or spoken as closer to native speakers as possible. All this is possible through well- thought, well-planned, well-presented pieces of literary work and S-S and T-S interaction. The most important are motivation and the roles of teachers and students toward an overall success.*

KEYWORDS: EFL, teaching-learning, literature, prose, poetry, peculiarities, weird, quirks and bizarre aspects.

INTRODUCTION

The more we read the more we learn and this is possible through literary texts either prose or poetry. The EFL learners may learn a lot through critical study of different styles of writing by different writers. The teacher and the taught will experience an inter-play between EFL basic skills of listening, speaking, reading, writing and a variety of literary texts. Vocabulary and reading skills advance rapidly by the exposure to challenging literature. Literary selections need to be fairly well-balanced so that the content is interesting to read for the EFL learners. The literary works used in English lessons through literature preferably should often teach virtues and positive character traits. The type of interactions and the type of language that arise from classroom discussions about literature, as well as the views of the teachers and the learners seem more fruitful. The reactions that learners have in incorporating literature in their

language lessons are linked to the type of approach and type of task that are used by the EFL teachers in the classroom.

There is “some guidance through the wealth of available materials and support, to provide a platform for sharing ideas and experiences and to explore some areas that are at the cutting edge of what is, for many teachers, the most powerful instrument in their school bag: literature as a tool for language learning” (Duff, A & Maley, A., 2007). Some recent research in the area proves that the use of literature in the ELT classroom is enjoying a revival for a number of reasons. The role of literature in the ELT classroom has been re-assessed with a view literary texts provide rich linguistic input. Literary texts can be studied in their original forms or in simplified or abridged versions. A number of stories in English have been written specifically for learners of other languages.

In addition to undergraduate level there is a wide range of ideas for using stories and poems at secondary level. Generally, the material is based on authentic texts specifically designed for secondary EFL learners. This may engage and motivate the learners at this stage and at the same time develop their understanding of important themes that add to their personal, social and emotional development. It will definitely prove a base for the use of English literature at advance levels. Ultimately all this practice of reading literature by the renowned authors proves helpful in the continuous process of personality development and teaching the meanings of a successful life.

Conceptual Framework

Learning whatever is a continuous and well-graded process from early stage through tertiary levels. Literature can help learners to develop their understanding of other cultures, awareness of similarities and difference to develop tolerance and understanding. At the same time literary texts can deal with universal themes such as religion, culture, ephemeral world and eternal life, empathy, love, war and loss that are not always covered in the simple language course books. Tomlinson (1998: 4) states that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. In addition, Murray and Christison (2011: 140), state that learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews. Learning also refers to a relatively permanent change in behavior as a result of practice or experience. The researchers have seen how in many cases writers comment on the division between language departments and literature departments, between language teaching and literature teaching.

The research in the area of the present study is already at the cutting edge. The attachment to literature allows people to develop new ideas and ethics, and can help individuals to present themselves as educated members of a society. Today, literature in second language classes has a very important linguistic input for students and it is a valuable source for learners' motivation. English literature has an immense scope and significance in the process of teaching-learning English language. It is one of the old approaches to learn English through literature. Many theoretical shifts have occurred while teaching English through literature. This idea is

supported through the statement: “English Lessons through Literature is a challenging and comprehensive program that retains the hallmarks of Charlotte Mason methodology while also including some classical methodology. The coverage of grammar, although introduced earlier than Mason recommended, should prove helpful to those concerned about the Common Core and standardized tests” (Jo, Kathy, 2017). But the teacher and the taught should accept this challenge for better output of EFL teaching-learning.

What do we understand by literature? John McRae (1994) distinguishes between literature with the classical texts e.g. Shakespeare, Dickens - and literature which refers to popular fiction, fables and song lyrics. The literature used in ELT classrooms today is no longer restricted to canonical texts from certain countries e.g. UK, USA, but includes the work of writers from a diverse range of countries and cultures using different forms of English. It gives quite extensive world-view on religious, social, cultural and political perspectives. This is the demand of the present swift era for sharing knowledge that may prove helpful developing welfare societies in the world.

There are two types of texts – representational and referential (McRae, 1994). Literature is representational encompassing the whole social fabric of a society. On the other hand only communication skills enjoy referential language at one level and tend to be informational. The representational language of literary texts involves the learners and engages their emotions, as well as their cognitive faculties. Literary works help learners to use their imagination, enhance their empathy for others and lead them to develop their own creativity. They also give students the chance to learn about literary devices that occur in other varieties of authentic material. Duff and Maley (2007) stress that teachers can cope with many of the challenges that literary texts present, such as assessing the suitability of texts for any particular group of learners. Duff and Maley (2007) also emphasize the importance of varying task difficulty as well as text difficulty. Pulverness (2003) provides some useful advice: Maximize pre-reading support. The teachers can introduce the topic or theme of the text, pre-teach essential vocabulary items to arouse the interest and curiosity of the EFL students taking care of students’ level of background knowledge.

Even in the US and other western world, there is the division between language teaching-learning and literature at university level, a phenomenon which Kramsch & Nolden (1994: 28) call ‘the institutionalized dichotomy between literary studies and language training’, as well as the division between the focus on language learning in the initial stages of an undergraduate degree, and literature learning in the later years of study. There is some tentative agreement that these divisions are beginning to be bridged. There has been a move towards integrating language and literature and at least some of the differences have begun eroding. Literature enjoys a higher profile in contexts of EFL teaching and learning.

Moreover, Hall also identifies the rise of a view which sees literature ‘as potentially playing a role in facilitating the learner’s access to this English using culture’ (Hall 2005: 55). In addition to this view Belcher & Hirvela (2000) show how, initially, composition and literature tended to be taught by the same people at the time when the two areas emerged as subjects worthy of

academic study, and the two subjects have diverged and converged over the years. However, they suggest that reading and writing only information-based texts may in fact prevent students from developing the ‘array of rhetorical and linguistic resources’ that they need for their writing. Vandrick (2003) discusses the objections to the use of literature, such as the difficulties it might present, the lack of relevance of literature as preparation for academic writing genres, and the lack of motivation.

The existing research illustrates the importance of two factors: the role of the teacher, and the role of the task and the role of the EFL learners. There are three important questions: (i) the evidence for affective involvement; (ii) the contribution of literature discussion to language development; and (iii) the students’ perceptions of the use of literature (Kim (2004). In language teaching-learning, content and method are the most important aspects. Secondly, the importance of the teacher, the task and the EFL learners in the literature-language classroom is to be realized. Moreover, a balanced combination of both learner-centered and text-centered approaches may prove more fruitful and productive.

Significance of the Study

The present study is significant being a novel addition to the existing research on the importance of teaching-learning of English through literature, i.e. prose – either novel or plays and poetry and all this practice will definitely result in EFL learners’ critical thinking, creativity, social and cultural awareness and then efforts toward overall betterment of our social life. Different genres of literature whatever exhibit beauties, peculiarities, niceties and subtleties of language.

Research Questions

The main research questions of the study are as follows:

- (1) What is the relationship of EFL teaching-learning and the target language literature?
- (2) How can the teacher and the taught explore the world of English through English literature which is not possible with limited EFL course content?

Objectives

The objectives of the study are to:

- (1) explore and determine the inevitable relationship of EFL teaching-learning and the English literature,
- (2) find out beauties, niceties, subtleties and peculiarities of English language in prose, poetry and authentic material,
- (3) suggest selection of: literary texts, methods/techniques, teachers and students’ roles toward overall success.

METHODOLOGY

Time, space and financial constraints dictated the present study to be limited to “descriptive method”, for maximum exploration of the relevant available material. Some selected data of prose, poetry and some authentic texts have been displayed in appropriate tables in the

following section on data collection and data analysis with explanation for the ease of the readers.

Data Collection and Data Analysis

In poetry and literature, imagery is the use of figurative language to evoke a sensory experience in the reader. When a poet or an author uses descriptive language well, they play to the reader's senses, providing them with sights, tastes, sounds, internal and external feelings, and even internal emotion. The relevant available data have been collected, displayed and analyzed from Table-1 to Table-3, in the light of the research topic, the research questions and the objectives of the study with promising conclusion as follows:

Table-1: Prose

S/No	Text and Explanation cum Students' Activity (<i>The teachers and the students can add/differ, as this is something subjective not objective</i>)
	Elucidation: What is a prose text? It is the standard style of writing used for most spoken dialogues, fictional as well as topical and factual writing, and discourses. It is also the common language used in newspapers, magazines, literature, encyclopedias, broadcasting, philosophy, law, history, the sciences, and many other forms of communication.
1	"A coward dies a thousand times before his death, but the valiant taste of death but once." William Shakespeare, "Julius Caesar" Explanation: The first part of the quotation says that, "Cowards die many times before their deaths," just for a moment think of how someone can actually "die many times" before he actually dies. Shakespeare is using death as a metaphor to convey how a person feels inside when he runs away from a challenge and hardships of life. That person "dies" a little inside each time. The second part of the quotation says that, "The valiant never taste of death but once." Shakespeare says that a valiant person dies only once, which probably means when he actually and physically dies. The death has not been used as a metaphor in this part of the quotation. He is saying that a person who is not afraid to face the challenges and hardships of life doesn't "die" inside like the coward does. So, when this brave and valiant person physically dies, this is the only time he or she will know death because he has never been afraid to face the challenges of life. ...
2	First, let no one rule your mind or body. Take special care that your thoughts remain unfettered... Give men your ear, but not your heart. Show respect for those in power, but don't follow them blindly. Judge with logic and reason, but comment not. Consider none your superior whatever their rank or station in life. Treat all fairly, or they will seek revenge. Be careful with your money. Hold fast to your beliefs and others will listen. (Eragon by Christopher Paolini) Explanation: The author gives certain instructions to use our intellect and don't go blindly for success in life. ...
3	"The curves of your lips rewrite history." (Oscar Wilde, "The Picture of Dorian Gray")

Explanation: When Wilde first published this novel about a morally challenged dude named Dorian who sells his soul in exchange for never getting old. Instead of his body getting wrinkles and age spots, a magic oil painting does his aging for him. This quote comes from a love letter that an admirer writes to Dorian. But at the point in the novel when Dorian remembers this, he's disgusted with the way he wasted his endless youth. So remembering a compliment about his beauty makes him angry. . . .	
4	"The principles of Islam teach us to be messengers of peace—to be like water, gentle enough to wash away tears and strong enough to drown hatred. To be Muslim is to protect the weak, the orphan, the beggar, the disabled of all races and cultures. A. Helwa, "Secrets of Divine Love: A Spiritual Journey into the Heart of Islam"
Explanation: In a word Islam is 'peace' in entirety. . . .	
5	"I took a deep breath and listened to the old brag of my heart; I am, I am, I am." (Sylvia Plath, "The Bell Jar")
Explanation: Esther's trying to calm herself down and reassure herself of her place in the world. Unlike Joan, she's still alive ("I am, I am, I am"); the brag of her heart is its beat, which not only proves her literal life, but also mirrors a sense of stability that is increasing within her. . . .	
6	"She wasn't doing a thing that I could see, except standing there leaning on the balcony railing, holding the universe together." (J. D. Salinger, "A Girl I Knew")
Explanation: This perfect lady is like a universe for a man with true love. . . .	
7	"If it will do you any good, Mr. Carton, if it would make you happier, it would make me very glad!" "God bless you for your sweet compassion!" (Charles Dickens, "A Tale of Two Cities")
Explanation: If it will make you happy, Mr. Carton, I would be glad to. God bless you for being so kind. It means compassion is always appreciated. . . .	
8	"And now that you don't have to be perfect, you can be good." (John Steinbeck, "East of Eden")
Explanation: What Lee is basically saying is that to be perfect and to be good are mutually exclusive. No one is pretending to be perfect, and by pretending you are lying, which, you know, isn't good. So you hear this when someone is telling you it's okay to make mistakes, and to be yourself - human and fallible. . . .	
9	"There are more things in Heaven and Earth, Horatio, than are dreamt of in your philosophy." (William Shakespeare, "Hamlet")
Explanation: There are more things in heaven and Earth, Horatio. A phrase used by the title character in the play Hamlet, by William Shakespeare. Hamlet suggests that human knowledge is limited: There are uncountable things in heaven and Earth, Horatio than are dreamt of in your philosophy. . . .	
10	"America, I've given you all and now I'm nothing." (Allen Ginsburg, "America")
Explanation: Allen Ginsburg seems pessimistic and expresses his point of view and questioning, "America when will we end the human war?" . . .	
11	"It might be that to surrender to happiness was to accept defeat, but it was a defeat better than many victories." (W. Somerset Maugham, "Of Human Bondage")

Explanation: Happiness is like victory. . . .	
12	“In spite of everything, I still believe people are really good at heart.” (Anne Frank, “The Diary of Anne Frank”)
Explanation: Generally all people in the world are good at heart. . . .	
13	“She was becoming herself and daily casting aside that fictitious self which we assume like a garment with which to appear before the world.” (Kate Chopin, “The Awakening”)
Explanation: Some people like appearance but that fictitious appearance is not appreciated anywhere. . . .	
14	“There are darkneses in life and there are lights, and you are one of the lights, the light of all lights.” (Bram Stoker, “Dracula”)
Explanation: The addressee is the only light of hope. Mina, being an excellent heroine, transcribed all of Lucy's diary entries using a typewriter, so she hands the neat pages to the good doctor. Van Helsing is so delighted that he offers her a glowing, if slightly melodramatic compliment, "There are darkneses in life and there are lights, and you are one of the lights, the light of all lights." . . .	
15	“You don’t have to live forever, you just have to live” (Natalie Babbitt, “Tuck Everlasting”)
Explanation: Life of this world is short lived and don’t be materialistic. . . .	
16	“Writing is communicating with an unknown intimate who is always available, the way the faithful turn to God.” (Ariel Levy, “The Rules Do Not Apply”)
Explanation: A writer can communicate with the readers any time the way man can return to Allah any moment and he will be listened. . . .	
17	“One must be careful of books, and what is inside them, for words have the power to change us.” (Cassandra Clare, “The Infernal Devices”)
Explanation: Love books; even a single word, phrase or sentence may revolutionize one’s life if he is the best reader following the principle of unlearning and learning. . . .	
18	“If you live to be a hundred, I want to live to be a hundred minus one day, so I never have to live without you.” – A.A. Milne, Winnie The Pooh
Explanation: A man with pure love does not wish to live alone without his beloved even for a single day. . . .	
19	“The heart dies a slow death, shedding each hope like leaves until one day there are none. No hopes. Nothing remains.” —Arthur Golden, Memoirs Of A Geisha
Explanation: The pains of losing the dear ones, suffering and hardships in this life result in gradual exhaustion and weakness of emotions and heart. . . .	
20	You may be one person to the world but you may also be the world to one person. (Audrey Hepburn)
Explanation: You may be not only so important for someone but also the whole universe for him/her, (here someone means who have sincere love for you and you are the most cherished one for him or her). . . .	
21	“There is no greater agony than bearing an untold story inside you.” —Maya Angelou, I Know Why the Caged Bird Sings

Explanation: If we want relief and relaxation then must share our pains and problems whatever with our dear and closer ones. . . .	
22	“People think being alone makes you lonely, but I don’t think that’s true. Being surrounded by the wrong people is the loneliest thing in the world.” — Kim Culbertson, <i>The Liberation of Max McTrue</i>
Explanation: The important advice is that it is better to be all alone instead of the company of wicked group of people that may ruin one’s life. . . .	
23	“Nowadays people know the price of everything and the value of nothing.” (Oscar Wilde, <i>“The Picture of Dorian Gray”</i>)
Explanation: “Price” and “value” are two different phenomena but people especially in the present era value price/money and not value(s). . . .	
24	“A heart is not judged by how much you love; but by how much you are loved by others” – L. Frank Baum, <i>The Wonderful Wizard of Oz</i>
Explanation: If you want to judge the inner beauty of your “self” then see how much you are loved by how many people. . . .	
25	“If you are one of those people who has the ability to make it down to the bottom of the ocean, the ability to swim the dark waters without fear, the astonishing ability to move through life's worst crucibles and not die, then you also have the ability to bring something back to the surface that helps others in a way that they cannot achieve themselves.” —Lidia Yuknavitch, <i>The Misfit's Manifesto</i>
Explanation: This is some sort of motivation for the people, if they can be of any use to the weak and helpless then they must help them in all possible ways. . . .	

Analysis: The texts given in Table-1 “Prose” have some interesting examples from English prose bearing a galaxy of literary colors for the readers especially EFL learners where they can interact and share their ideas in the classroom. They can read and write their views and comments. In this way they can improve their basic language skills, i.e. listening-speaking, reading and writing with literary taste under the supervision and guidance of the English instructor. Different aspects of our social, cultural, religious, political life, personality development and meaning of life can be touched upon in the classroom:

(a) **Personality Development:** The texts shown against serial number 1, 2, 8, 12, 13, 14, 24 and 25 of the “Table-1, Prose” reflect different aspects of ‘personality development’.

(b) **Religion:** Some religious aspects have been touched upon in the texts given in serial number 4, 9, and 16.

(c) **Past, Present and Future:** There is just one example given against serial-3 of the table that people should learn lesson from their past for better present and meaningful planning for the future.

(d) **Social Life:** Different colors of social life have been depicted in the text given in serial 7, 10, 11, 21 and 22 of the table.

(e) **Social Culture:** The culture of books, their reading to understand meaning of life (serial-17) and at the same time the culture of politics (serial-10) and the culture of wealth (serial-23) have been pointed out.

(f) **Life and Death:** The cycle of life gets completed by the inevitable reality of death which has been referred to in serial 5, 15 and 19 of the table.

(g) **True and Selfless Love:** This aspect is the core of romantic poetry and has slightly been depicted against serial 6, 18 and 20 of the table given above.

Table-2: Poetry

S.No	Couplet/Lines with Explanation cum Students' Activity (The teachers and the students can add/differ, as this is something subjective not objective)
	<p>Elucidation: Poetry has been around for almost four thousand years. Like other forms of literature, poetry is written to share ideas, express emotions, and create imagery. Poets choose words for their meaning and acoustics, arranging them to create a tempo known as the meter. Some poems incorporate rhyme schemes, with two or more lines that end in like-sounding words. Today, poetry remains an important part of art and culture. Every year, the United States Library of Congress appoints a Poet Laureate to represent the art of poetry in America.</p> <p>What are the best religious poems in English literature? Obviously religious faith – and, indeed, religious doubt – has loomed large in English poetry, whether it's in the devotional lyrics of John Donne and George Herbert or the modern, secular musings of Philip Larkin in 'Church Going'.</p>
1	<p>"Beauty is Truth, Truth is Beauty" (John Keats, "Ode on a Grecian Urn")</p> <p>Explanation: Keats' concluding line to "Ode on a Grecian Urn" represents much of his thinking and the ideas behind Romanticism. As he is staring at this "urn", the speaker is engaged in a quest to understand the ideas of truth, beauty, love, and identity. In short both "truth" and "beauty" have pure aesthetic charm and delight. ...</p>
2	<p>"It does not do well to dwell on dreams and forget to live, remember that." (J.K. Rowling, "Harry Potter and the Sorcerer's Stone")</p> <p>Explanation: Living in real life and living on dreams are two different extremes. ...</p>
3	<p>"Good nature and good sense must ever join; To err is human, to forgive, divine." (Alexander Pope, "An Essay on Criticism")</p> <p>Explanation: But the Bible says something quite different. It pulls you up with a start. Colossians 3:12-13, written by the Apostle Paul, says: "Clothe your-self with a holy way of</p>

life. Compassion, kindness, humility, gentleness and patience. Put up with one another. Forgive. Pardon any offences against one another, as the Lord has pardoned you.” The only person who can afford the luxury of un-forgiveness is the person who never needs forgiveness. And we all need God’s forgiveness for the wrong we have done. No-one is perfect. ...	
4	The miles between us can't keep us apart, Because we will keep each other close at heart. (Amber S. Pence, “Forever Friends”)
Explanation: The distance and wide spaces cannot separate people because their hearts are united and nothing can influence their unity. ...	
5	People I loved, Have come and have gone, But the world never stopped, And we all carried on. (Pat A. Fleming, “The True Meaning Of Life”)
Explanation: The reality of this ephemeral world is that things and people so dear to us come and go (united and departed) but the play of life is in constant motion. We are constantly busy in the business of life. ...	
6	And how much more kindness, And love I can show, Before the Lord tells me, It's my time to go. (Pat A. Fleming, “The True Meaning Of Life”)
Explanation: This worldly life is short. Extend maximum possible compassion, kindness and love to the people before the death angel visits you. ...	
7	You may write me down in history With your bitter, twisted lies, You may tread me in the very dirt But still, like dust, I'll rise. (Maya Angelou, “Still I Rise”)
Explanation: Maya Angelou is a Black lady but so determined and courageous in defending herself, her rights, her social life and all declaring that let my opponents treat the way they like but she would rise higher and higher like a dust storm. ...	
8	"Tis education forms the common mind, Just as the twig is bent, the tree's inclined." (Alexander Pope, "Epistles to Several Persons")
Explanation: There is a related comment of the mid-16th century, 'a man may bend a wand while it is green and make it straight though it be never so crooked,' but the current form comes originally from Alexander Pope's Epistles to Several Persons (1732): "Tis education that forms the common mind, Just as the twig is bent the tree's, the tree's in inclined". In a word education shapes an adaptable, flexible, and caring personality the way branches of a tree bent down when they bear fruit. ...	
9	A true friend we can turn to When times are good or bad. One of our greatest blessings, The man that we call Dad. (Karen K. Boyer, “Silent, Strong Dad”)

Explanation: These lines show the role, honor and dignity of a father. All fathers and mothers are pure blessing for their children in the world. . . .	
10	<p>In life there are people that will hurt us and cause us pain, but we must learn to forgive and forget and not hold grudges. In life there are mistakes we will make, but we must learn from our wrongs and grow from them.</p> <p>In life there are regrets we will have to live with, but we must learn to leave the past behind and realize it is something we can't change. God holds our lives in his hands. He holds the key to our future. Only he knows our fate. He sees everything and knows everything Everything in life really does happen for a reason: "God's Reason" (Angie M. Flores, "Faith And Courage In Life")</p>
Explanation: A beautiful and comprehensive description of human life, wherein people hurt one another, but the sinners should be forgiven, should learn from their mistakes, don't stuck in the past as we cannot change our past, Allah Almighty is there and knows all, we must trust in Him. . . .	
11	T.S. Eliot, "Ash-Wednesday"
Explanation: The first long poem Eliot composed after his conversion to Anglo-Catholicism in 1927, the six-part sequence Ash-Wednesday is about Eliot's struggle to cleanse and purify himself so that he might be renewed and find deeper spiritual fulfillment. Using Dante and Biblical tropes of stairwells, gardens, and bones being picked apart by leopards, the poem is at times frustratingly abstract (there is lots of wordplay around 'the Word', i.e. the Word of God) and at other times, marvelously vivid. Ash-Wednesday is the great modernist religious poem in English. . . .	
12	John Donne, "A Hymn to God, the Father"
Explanation: His 'Hymn to God the Father' offers something nicely representative of Donne's style in his best religious verse. Donne is not aiming to sing God's praises uncritically: rather, he wishes to ask God about sin and forgiveness, among other things. The to-and-fro of the poem's rhyme schemes, where its stanzas are rhymed "ababab", reinforces this idea of question-and-answer. The poem is a sort of confessional, containing Donne's trademark directness and honesty, and sees him seeking forgiveness from God for his sins, while also confessing that he will continue to sin (he cannot help it) and that he fears death – another sin to add to the list. Donne then seeks reassurance from God that he will be forgiven and will reach Heaven. . . .	
13	George Herbert, 'The Collar'.
Explanation: George Herbert (1593-1633) is one of the greatest devotional poets in the English language, and 'The Collar' one of his finest poems. Herbert's speaker seeks to reject belief in God, to cast off his 'collar' and be free. (The collar refers specifically to the 'dog collar' that denotes a Christian priest, with its connotations of ownership and restricted freedom, though it also suggests being bound or restricted more generally. Herbert, we should add, was a priest himself.) However, as he rants and raves, the speaker comes to	

	realize that God appears to be calling him – and the speaker duly and dutifully replies, the implication being that he has recovered his faith and is happy to bear the ‘collar’ of faith again. ...
14	Henry Vaughan, ‘They Are All Gone into the World of Light’.
	Explanation: The Welsh metaphysical poet Henry Vaughan (1621-95) is best known for his 1650 collection, <i>Silex Scintillans</i> (‘Sparks from the Flint’), which established him as one of the great devotional poets in English literature. ‘They Are All Gone into the World of Light’ is about death, God, and the afterlife, and the poet’s desire to pass over into the next life – the ‘World of Light’ – to join those whom he has lost. ...
15	Alfred Lord Tennyson, “In Memoriam”
	Explanation: ‘There lives more faith in honest doubt, Believe me, than in half the creeds’. These lines from this long 1850 elegy for Tennyson’s friend – perhaps his finest achievement – strike to the core of the greatness of Tennyson’s poem, which, as T. S. Eliot said, was a great religious poem not because of the quality of its faith, but because of the quality of its doubt. By the end of this long cycle of moving poems, Tennyson has conquered his doubts and his faith in God has been restored. ...
16	Philip Larkin, “Church Going”
	Explanation: A meditation on the role of the church in a secular age, written by a poet who described himself as an ‘Anglican agnostic’, ‘Church Going’ is one of Larkin’s most popular poems from <i>The Less Deceived</i> . In the poem, the speaker of the poem visits a church on one of his bicycle rides and stops to have a look inside – though he isn’t sure why he stopped. The title carries a double meaning: both going to church (if only to look around, rather than to worship there), and the going or disappearing of churches, and the Church, from British life. ...
17	Christina Rossetti, “Good Friday”
	Explanation: This poem was published in Christina Rossetti’s 1866 collection <i>The Prince’s Progress and Other Poems</i> . The poem is about Rossetti’s struggle to feel close to Christ and the teachings of Christianity, and to weep for the sacrifice he made. Like Tennyson’s <i>In Memoriam</i> above, the poem reflects many Victorians’ difficulties in reconciling Christianity with the new worldview influenced by recent philosophy and scientific discoveries. ...
18	“I have spread my dreams under your feet; Tread softly because you tread on my dreams” (W. B. Yeats, “Aedh Wishes for the Cloths of Heaven”)
	Explanation: This short poem was written for Maud Gonne, the woman Yeats loved for many years and viewed as his chief muse. They never married, although Yeats asked her on several occasions. The gist of this poem, one of Yeats’s most popular poems, is straightforward: if I were a rich man, I’d give you the world and all its treasures. If I were a god, I could take the heavenly sky and make a blanket out of it for you. But I’m only a poor man, and obviously the idea of making the sky into a blanket is silly and out of the question, so all I have of any worth are my dreams. And dreams are delicate and vulnerable – hence ‘Tread softly’. ...
19	‘Tis better to have loved and lost Than never to have loved at all.” (Alfred Lord Tennyson, “In Memoriam A.H.H)

Explanation: It was written by Alfred, Lord Tennyson, about his (probably purely platonic) friendship with Arthur Henry Hallam who had died suddenly of a cerebral haemorrhage. The poem, entitled In Memoriam A.H.H., took Tennyson seventeen years to write, revealing how deeply his friend's death had affected him. . . .	
20	Begin on the journey to save your soul Begin the rest of your life to achieve what should be your life's goal This is the last book and these will be the last words that will ever be given This is the last book so repent and all can still be forgiven (Zaighum Sharif, "The Last Book – Islamic Poem about the Quran")
Explanation: Here 'saving soul' means to go for eternal success in the life after death. Life has some purpose and it is not meaningless. All newborn babies are innocent whoever and wherever they born. Here the message is that in their life they can choose the way that leads to the eternal success. If someone is entrapped by the materialistic things of this world, no problem right now repent, study the Holy Qur'an and follow its true guidance, surely your past sins will be forgiven. . . .	

Analysis: The lines/couplets given in Table-2 "Poetry" encompass mainly the most important aspects of human life such as religion, social and cultural life, compassionate people with good heart, ethnic/racial differences, the importance of education and parents as pure blessing endowed by Allah (SWT). For the ease of the reader the detail is as follows:

(a) **Religion:** Some aspects of truth and its delight, spiritual life, man's cleansing and purification, man's repentance and forgiveness by Allah (SWT), belief in God, the 'World of Light' after death, Tennyson's return to God, Church in British life, have slightly been touched upon in the texts given in the table against serial numbers – 1 , 11-17 and 20.

(b) **Man's Life:** Different stages and angles of human life such as – only dreaming is no life; whatever happens the business of life would never stop; doing good deeds before death; a realistic description of man's life in this world have been depicted in the table against serial number 2, 5, 6 and 10.

(c) **True Love:** The poet wishes to give his beloved everything but being poor he is helpless except that he can spread his dreams under her feet expecting acceptance by the lady (serial number 18). Secondly, Tennyson dear friend's death deeply affected his life and he says only death is the solution of a tragic and painful life (serial number 19).

(d) **Good Heart and Compassion:** The people need to be compassionate and forgiving because everybody is with more or less sins. Allah (SWT) also forgives our sins (serial number 3). Secondly, people have good heart except a few (serial number 4).

(e) **Racial Differences:** Maya Angelou is a Black lady but so determined and courageous in defending herself. All are children of Adam hence equal. Race, color, riches cannot make one superior. The standard of superiority is only “piety” (serial number 7).

(f) **Education:** Education develops, refines and shapes our personality. We get meaning of our life through education (serial number 8).

(g) **Parents are Blessing:** There is only one example of the role of a father, his struggle, love and care for his children and family. At the same time mother’s matchless love for her children cannot be ignored



Figure-1: Literature (Prose and Poetry): depiction of life on this earth.

Table-3: Peculiarities, Weird, Quirks and Bizarre in English language

S.No	English Peculiarities, Weird, Quirks and Bizarre with examples and Comments
	<p>Elucidation of the terms:</p> <p>Peculiarities: Distinctive features, <i>strange</i>, unusual, peculiar not conventional, e.g.</p> <p>Weird: <i>Strange</i> and different, beyond what is normal, e.g.</p> <p>Bizarre: Quite <i>strange</i> in appearance, e.g.</p> <p>Quirk: Idiosyncrasy and peculiar aspect(s), <i>something strange</i>, e.g.</p> <p>How these peculiarities came about are as organic and ever evolving as the English language continues to adapt to our ever changing world. Native speakers take these types of expressions in stride generally not even thinking about the</p>

	actual word structure being used. These peculiarities can be maddening for someone trying to learn English however.
1	One chops “down” a tree, but then chops “up” firewood. Comments: English can be a confusing method of communication even for native speakers. Trying to explain the different uses of “up” and “down” to a non-native speaker of English can be one of the more daunting exercises one can subject himself to.
2	English can be weird through: cough, rough, bough, thorough, thought, though Comments: Then imagine why a new learner might be confused when being confronted with words that have “ough” in them. The fact that “ough” can be pronounced many different ways. While other words are spelled differently but pronounced the same way, such as cell and sell, wheel and weal, gnu and knew. Then there is the classic there, their and they’re.
3	“root” or “rout”, “reed” or “read”, “tear or tier” , “meet or meat” either, content, tear, dove, invalid, desert and sewer. Comment: Further confusion arises from words that are spelled differently but are pronounced the same or vice versa. However, English has some drawbacks, which bring it a bad name. English spellings and pronunciation are highly irregular making the language difficult to learn. Take for example the symbol (a). It is used with different pronunciation in words alone (a-l-o-n-e), art (a-r-t), and (a-n-d), all (a-l-l), age (a-g-e). For a common pronunciation, there are two different spellings (c-e-l-l) and (s-e-l-l).
4	gnat, knife, aisle, debt, soften and dumb. Comment: Then we find ourselves in a special little minefield, the world of words that have a silent letter in them.
5	(Blood and flood sound like cud or mud); (good, hood, stood, wood) versus (shook, brook, crook, look) all sound alike; (food, boot, mood, scoot, roof and hoof all have a long “u” sound but (floor and door have long “o” sounds). Comment: These differences in pronunciation are really confusing not only for L2 learners but natives also.
6	Buffalo buffalo Buffalo buffalo buffalo buffalo Buffalo buffalo. Comment: This sentence is grammatically correct because buffalo is a noun, a hooved animal that is sometimes incorrectly called a bison, it is a city in New York State and it is also a verb that means to intimidate or overawe someone. So to paraphrase this sentence so that it does not hurt your brain, here goes. “ <i>Bison from Buffalo, New York, that are intimidated by other bison in the community also intimidate other bison in Buffalo.</i> ”
7	If ‘womb’ is pronounced as /woom/, ‘tomb’ as /toom/ then the word ‘bomb’ should be pronounced as /boom/.
8	For at least 26 major languages of the world the name of one fruit is “ananas” but only in English the name of this fruit is “Pineapple”.
9	“I never said she stole my money.” In English this expression has seven different meanings because of ‘word-stress’.
10	According to Madhukar N. Gate, it has taken thousands of words from other languages such as French, Latin, German, Greek, and so on. We can even find Sanskrit words in English. For example: Guru and Pundit are two Sanskrit words

	used in English. Similarly, The word Negro caused some offense and was changed to Black person.
11	English grammar is quite simple, in many languages nouns have grammatical gender which makes some verbs and adjectives change. This doesn't happen in English. The adjective 'big' is used with all nouns such as man, woman, child, book etc. as well as applying to both singular and plural nouns.
12	Counting large numbers in English is very simple. For example, twenty-one, twenty-two, twenty-three, etc. forms a series. The next one is thirty-one, thirty-two, twenty-three etc. In other languages, numbers are unrelated and have to be memorized.
13	Phrasal verbs are usually confusing, e.g. put to, put through, put about, put across, put aside, put at, put away, put back, put down, put forth, put forward, and so on.
14	Another feature of English is its sense of equality. Pronouns you, he, she are applicable to all persons irrespective of their age and status. In many other languages, these pronouns take different forms, sometimes causing great inconvenience.
15	English is full of Contronyms – the words that have two opposite and contradictory meanings, e.g. the word “clip” has to meanings – ‘to cut apart’ and ‘to attach together’; the word “bat” ‘a cricket bat’ and ‘a bird’; the word “tear” ‘to rip’ and ‘shed tears while weeping’, and so on.

CONCLUSION

EFL learners’ reading and then their discussion on the literary text(s) prove more substantial and fruitful than simply answering grammar or vocabulary questions. The students realize that they are exploring the whole world and its related phenomena in addition to their language skills. They also acknowledged developments in their critical attitude towards their reading. This indicates students’ overall positive response, their involvement and enthusiasm. The EFL learners who have been exposed to literature, given the opportunity to read literature and critically respond to it, they feel and experience an overall development in their personality and knowledge due to world-wide exposure. An important point in this context is the ability of the EFL teachers to go for teaching method(s) that suit to the level of the students and as the situation demands.

The role of the teacher is to construct group activities that will provide the learners a chance to go for different literary interpretations. Literary texts provide opportunities for multi-sensorial classroom experiences and can appeal to learners with different learning styles. Literary texts offer a rich source of linguistic input and can help learners to practice the four skills, i.e. listening, speaking, reading and writing in addition to grammatical structures and new vocabulary. Literature gives a worldwide exposure to the EFL learners to develop their understanding of the universal phenomena. In addition to language skills the students learn a lot about linguistics, cultures, personal growth, reasoning, critical thinking, creativity, through

literary texts. This is how the utilization of literature in classroom can be more motivating than merely referential communication.

For an authentic conclusion of conclusion the researchers refer to Duff and Maley (2007) who stress that teachers can cope with many of the challenges that literary texts present, if they ask a series of questions to assess the suitability of texts for any particular group of learners such as (i) Is the subject matter likely to interest this group? (ii) Is the language level appropriate? (iii) Is it the right length for the time available? (iv) Does it require much cultural or literary background knowledge? (v) Is it culturally offensive in any way? (vi) Can it be easily exploited for language learning purposes? Teachers can exploit literary texts in a number of ways in the classroom. For example, pre-reading tasks, interactive classroom activities on the text, follow up activities and home assignments.

Suggestions and Recommendations

Firstly, further research in different areas related to the present study such as how can the so called rigid dichotomy of language and literature be overcome. The researchers and educationists want to witness the pleasant occasion when Language and literature shake hands in the same classroom, with the same teaching material, the same teacher and the same students. Secondly, the course material for teaching language through literature needs to be developed for different levels of students. Thirdly, the educationists need to understand how to go about training the teachers who will be competent and confident in confronting the issues involved in using literature in the language classroom such as: (i) text selection relevant to the level of the learners, (ii) the selected text should match to the students' interest, (iii) level of difficulty of the text and classroom time should be justified and (iv) the learners and teachers should not be offended by the textual content either prose or poetry.

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