

# Using Literary Texts in Teaching English as a Foreign Language

Netra Gywali

Lecturer

English Department

Janamaitri Multiple Campus, Kathmandu, Nepal

Email: netragyawali23@gmail.com

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## ABSTRACT

*The present study investigates the effectiveness of using literary texts in teaching English as a foreign language in Nepal. The objective of this study is to explore the multiple advantages of literary text in language teaching. Adopting a qualitative design, the study collected data from eight teachers from four private schools of Mahalaxmi Municipality of Lalitpur district of Kathmandu Valley. The data were obtained through semi-structured interviews and interaction with the teachers. After the interview and the Interaction, it was known that the literary texts were effective resources for teaching and learning English. They have been used for various purposes such as comprehension questions, vocabulary, various aspects, skills, and levels of language. Moreover, the study also identified some challenges, such as students' lack of sufficient exposure to literary texts and their prior knowledge, limited time and resources, the need for teachers to develop appropriate pedagogical strategies, exam-oriented mentality of parents, students, and administrators should be changed. The study concludes that incorporating literary texts in EFL teaching in Nepal can be a valuable resource for enhancing students' language learning outcomes, developing communicative and linguistic competence, and fostering their creative and critical faculties as well as intercultural understanding. It is expected that the paper will be very useful for the concerned teachers, students, administrators, and parents.*

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**Keywords:** Literature, linguistic competence, communicative competence, intercultural awareness, pedagogy,

## Introduction

Language is a tool for thinking and literature is a tool for critical thinking. This statement is very popular among scholars, so it shows that there is a very close relationship between literature and language. They are interdependent for their progress and development. The use of literature as a tool for language teaching has been an area of interest for scholars and practitioners for several decades, and it has been recognized as an important resource for developing learners' communicative competence, critical thinking skills, analytical skills, and cultural awareness (Collie & Slater, 2000; Cruz, 2010; Marasini, 2019). In the context of Nepal, where English is taught as a foreign

language, the potential of literature to enhance students' language proficiency and cultural awareness has received increasing attention (Bista, 2011; Regmi, 2022).

Since the early 20th century, Literature has been used in language teaching primarily as an effective tool for teaching students using examples of vocabulary and grammatical structures using the Grammar-Translation Method (Alan & Alan, 2007). However, as the communicative approach to language teaching emerged in the 1970s and 1980s, literature's role in language teaching significantly changed. In this approach, literature is used for providing authentic language input, so it became socially and situational appropriate and useful to develop linguistic and communicative competence to the learners (Collie & Slater, 2000).

Additionally, by using literature' learners' critical thinking and analytical skills can be enhanced, and learners develop highly intellectual skills like analyzing and interpreting the text appropriately, rather than only memorizing vocabulary and grammar rules (Marasini, 2019). Literature can also help students develop intercultural understanding and consequently promote cultural awareness exposing learners to different cultural perspectives (Cruz, 2010).

The task-based and content-based approaches further developed the use of literature in language teaching. In the task-based approach, literature is used as a means of engaging learners in meaningful tasks that require the use of language in context, developing learners' language skills, and promoting their communicative competence (Collie & Slater, 2000). In the content-based approach, literature is used as a vehicle for teaching subject matter content while also developing language skills (Collie & Slater, 2000).

However, the implementation of literature in language teaching also poses challenges. One of the primary challenges is the lack of appropriate materials, which may hinder teachers from effectively integrating literature into their curriculum (Timsina, 2021). Moreover, rote learning has been given priority rather than developing the learners' communicative and linguistic competence. Such practice may create problems for the effective use of literature as a resource for language teaching (Regmi, 2022). Therefore, it is very essential to provide teachers with suitable training for effective pedagogy to enable them to use literature impressively in their classrooms, promoting learners' cultural awareness, critical thinking, and analytical skills.

### **Purpose of the study**

The main purpose of this research was to investigate the effectiveness of using literary texts in English language teaching classes and, explore how a language teacher helps students develop their communicative and linguistic incompetence. Specifically,

how literature has been used by the teachers in English language classes in Nepal, and to explore their experiences, and perspectives regarding the use of literature in English language classes.

### **Research Questions**

To organize my study systematically and coherently, as the guiding principles, the following research questions were set to achieve the purpose,

- How have literary texts been used by the teachers in English language class?
- How does literature support the development of linguistic competence and communicative competence?
- How does literature help to teach language skills (listening, speaking, reading, and writing) aspects, (Grammar, Vocabulary, pronunciation, and language functions) and levels (phonology, morphology, semantic, syntactic, and pragmatic?)
- How can literature be useful to enhance higher-ability skills, like critical thinking, creative writing, and intercultural understanding?
- What are the problems faced by the teachers while teaching English in Nepal?

### **Review of Literature**

The researchers and scholars have been quite interested in the use of literature in the field of English Language Teaching (ELT). Literature is regarded as a significant resource for language learners as it provides authentic language input and enhances language skills such as listening, speaking, reading, and writing (Alan & Alan, 2007). Additionally, literature can enhance the skill of intercultural understanding, helping students reflect on various cultural beliefs, values, and traditions of a particular culture (Cruz, 2010).

Collie and Slater (2000) provide an important resource book that provides various activities and ideas for integrating literature in teaching language. Their book stresses the significance of creating a highly motivational learning environment that encourages learners to offer an appropriate situation for them to use language meaningfully in the contexts. Literature can be used to develop language skills, such as listening, speaking, reading writing as well as critical thinking, analysis, and interpretation, moreover, it can be used to explore the social and cultural context to make learning situationally appropriate.

Regarding the case of Nepal, the literature has been used in language teaching for a long time. Bista (2011) stresses the essential role of literature in developing students' communicative competence and intercultural understanding. He emphasizes

the significance of literature in providing learners with authentic language input that reflects the diversity of Nepali culture and society. Additionally, literature can be used to enhance students' analytical skills and critical thinking by inspiring them to ponder over the multiple themes, messages, and motifs inherent in the multiple layers of literary works. Gower and Pearson (1986) guide how to teach reading literature to language learners. They explore various approaches and methods for helping students understand and analyze literary texts. A key aspect of their book is demonstrating how literature can enhance language acquisition by exposing learners to rich, authentic examples of the target language.

Lazar (1993) also examines the role of literature in language teaching. Unique to this work is its focus on guiding teachers and trainers in developing effective literature-based lesson plans and activities. It offers concrete suggestions for selecting appropriate literary works, designing tasks, and linking literature to language learning outcomes. A strength is its practical orientation aimed at equipping instructors. Bassnett and Grundy (1993) take a broader view of the relationship between language and literature. Their text considers how literature both shapes and is shaped by the languages that produce it. In addition to discussing literature in language teaching, they analyze literary translations and survey the linguistic features of different genres. Their interdisciplinary lens provides useful sociocultural context regarding the dynamic interplay between a nation's literature and the language it is written in.

Similarly, Cruz (2010) stresses the importance of literature in ELT, asserting that literature can be used as an effective tool to promote intercultural understanding. He suggests that teachers can use literary works to expose learners to a range of cultural perspectives and worldviews, which can help develop their intercultural competence. Additionally, literature can be used to enhance learners' understanding of multiple aspects of various cultures.

Marasini (2019) conducted research on the use of literature in language teaching in Nepal and found that it is an invaluable tool for teaching language skills and (grammar, vocabulary, and pronunciation) in context. He argues that literature provides a rich source of language input that can be used to develop learners' language proficiency and communicative competence. Furthermore, the use of literature in language teaching can enhance learners' motivation and engagement by providing them with meaningful and authentic language input that reflects their interests and experiences.

However, despite the potential benefits of using literature in language teaching, teachers in Nepal face several challenges in implementing it in their classrooms. Regmi (2022) conducted research regarding the use of literature in language teaching in Nepal and discovered the various challenges faced by several teachers: including a lack of

effective training and sufficient resources, scanty availability of appropriate materials, and exam-oriented mentality of the students. Moreover, some teachers often prioritize rote learning over communicative competence, which can hinder the development of learners' language skills and critical thinking abilities. Timsina (2021) also identified several challenges faced by teachers in Nepal, including the lack of qualified teachers, inadequate resources, and a focus on rote learning rather than communicative competence. However, he suggests that the integration of literature in language teaching can help to overcome these challenges and promote language learning that is both meaningful and engaging. He argues that teachers can use literary works to develop learners' critical thinking, analytical skills, and cultural awareness, which can contribute to their overall language proficiency and intercultural competence.

In conclusion, the current research significantly advances the field by providing empirical evidence on the utilization of literary texts for English language teaching in the Nepali educational setting. While previous studies primarily discussed the potential benefits, theoretically, this study conducted interviews with teachers to gain valuable insights into real-world applications and experiences. The findings not only support existing literature on the effectiveness of literature in developing linguistic competencies and cognitive abilities but also shed light on Nepal-specific challenges faced by educators, which were previously addressed only briefly. By capturing both the advantages and nuanced barriers at the ground level, this research offers valuable empirical evidence that goes beyond theoretical discussions, providing practical guidance for policy revisions and pedagogical improvements within the Nepali context. The study validates existing theories while identifying localized applicability, limitations, and strategies to address them, and the mixed methods design strengthens the conclusions by triangulating teacher perspectives with established frameworks. Ultimately, this research makes an important original contribution through primary data collection, contextual relevance, and pragmatic recommendations, effectively addressing the gaps left by previous studies lacking local empirical exploration. By enhancing our understanding of literature integration in English language teaching, this research significantly contributes to the field and informs future practices.

### **Methodology**

The study used a phenomenological research approach to describe the meaning that eight English teachers derived from using literature in their language teaching. The research was qualitative as it aimed to explore the teachers' experiences and perspectives on incorporating literature into English instruction at the secondary level.

The researcher purposively selected eight teachers from four private schools of Mahalaxmi Municipality, Lalitpur District. To gain a reliable perception of the teachers' views, the researcher designed an interview schedule comprising eight open-ended

questions. The teachers were asked to share their experiences and perspectives on the issues of using literary texts in a language class.

The researcher visited the schools and respective subject teachers with the data collection tools. He briefly explained the purpose of the study and built rapport to facilitate familiarity and trust between researchers and participants. Then, the designed questions were asked to the teachers in a systematic order. On the basis of their answers, the data were collected. He edited and properly organized the collected data and interpreted them thematically.

## Results

The findings are based on the collected data from the eight open-ended questions. Among the eight teachers, only one of them gave her different views regarding the effectiveness of literature in teaching language. She does not enjoy literature in a language class as it cannot be used properly in real communicative situations. She argued that it is complex to understand the meaning and explain it and she was not interested in participating in the conversation. Actually, the real cause of her dissatisfaction was not identified. However, the other seven teachers expressed their views positively regarding teaching language through literature. The result is based on the data provided by those seven active participants.

In response to my question regarding the value of literature for developing listening and speaking skills one of the participants kept her opinion like this, "Literature provides numerous opportunities to 'practice listening and speaking through reading stories aloud, discussing what they read with classmates, acting out plays, and explaining their understanding to the teacher.' Engaging with literature in these interactive ways gives students plenty of chances to strengthen their communication abilities." In her opinion, we can see that literature can be a valuable asset regarding the enhancement of listening and speaking skills as it provides the chance to various sounds, pronunciation, stress, and intonation exposing the various genres of literature.

Based on my question one of the interviewees answered, "Literature greatly aids the development of reading and writing abilities in numerous ways. It helps students improve as readers through exposure to different genres and practicing comprehension. Literature also enhances writing as it encourages students to strengthen expression by analyzing texts and experimenting with literary devices in their own work." Overall, engaging with high-quality literature furnishes students with rich and authentic material to advance both their reading and writing skills." It is obviously mentioned that literature supports the development of reading and writing skills, I found that literature is very

beneficial in strengthening these abilities in several ways. Literature helps to improve reading skills by exposing students to different types of writing styles and genres. When students read various literary works, they get to practice comprehending what they read. This builds and improves their comprehension abilities. Literature also enhances writing skills by encouraging students to analyze texts closely. By studying how authors express ideas and use literary techniques, students learn how to strengthen their expression in writing. They can experiment with techniques like figurative language or descriptive details in their writing

Based on my question regarding the development of vocabulary using literary texts one of the participants answered, "Literature is an excellent resource for developing vocabulary due to the way it exposes learners to new words through enjoyable readings of paragraphs, discussions with peers, and analysis of literary elements. Engaging with various texts provides multiple chances to encounter, learn, and actively use unfamiliar terms in context."

Literature can be an excellent resource for developing vocabulary. When students read literature, they are exposed to new words in an enjoyable way through stories, discussions with peers, and analyzing literary elements. This gives multiple chances to encounter, learn, and use unfamiliar words in context. This helps students learn vocabulary in a memorable way.

In response to my question about literature, another participant replied, "Literature effectively supports grammar development by exposing students to a variety of texts that serve as models of 'correct grammatical structures, which helps strengthen their own command of rules through observation and emulation in the analysis as well as original writing'."

The answer obviously reflects the value of literature to provide effective support for the development of grammar. When students read different texts, they serve as models of correct grammar structures. This helps strengthen students' understanding of grammar rules through observation and applying them in their own analysis and writing.

"Reading literary texts requires analyzing themes and symbols in-depth, cultivating critical thinking as students must make inferences, recognize bias, and interpret concepts. Literature also presents multiple perspectives that prompt examining issues from different angles. Analyzing an author's craft hones analytical skills, teaching how language shapes meaning. Formulating and defending interpretations through discussions strengthens reasoning as students consider various viewpoints. Overall, literature epitomizes open-ended problems that cultivate flexible, higher-order thinking over simplistic answers."



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“Through its use of figurative language, poetic forms, and vivid expression, literature demonstrates language’s potential for creativity, imagery, and artistic vitality by depicting human experiences and natural beauty eloquently.’ By crafting words carefully across genres and cultures, literature ‘highlights language as a diverse, rich creative medium and fosters an appreciative view of its musical, imaginative possibilities beyond bare functionality.’”

Through literary devices like figurative language, poetry, and vivid expression, literature demonstrates language's potential for creativity, imagery, and artistic vitality in depicting human experiences and nature. Literature highlights language as a diverse, rich medium by carefully crafting words across genres and cultures. This fosters an appreciation of its musical and imaginative possibilities beyond basic use.

As I asked how literature can be an effective resource for creative writing one of the interviewees answered, “Students can be creative when reading literature by using their imagination to envision themselves as characters or predict future plotlines, exercising creative thinking. They can also draw or visually represent scenes from the story to express their own interpretations creatively. Responding to open-ended questions or making connections through original poems, songs, art or stories allows innovative expression of insights sparked by the literary work.” In the Answer one can easily perceive that

Students can use their imagination while reading literature by envisioning themselves as characters or predicting plots, exercising creative thinking. They can also draw or visually represent scenes from stories to express their own interpretations creatively. Responding to open-ended questions or making original connections through poems, songs, art or stories allows innovative expression of insights sparked by literary works. The school library lacks a sufficient number of simplified version books for students. This makes it difficult to incorporate literature lessons as there is limited reading material available at appropriate levels.

When I asked about the general problems regarding the use of literature in a language class, one of the participants enumerated the following problems

"We do not have enough simplified version books available in our library.”



"The limited class time period"

"Teachers are not receiving sufficient training"

"The exam-oriented mentality of both students and administrators hinders the focus on developing analytical skills through literary texts as the priority is on completing syllabus units."

"The poor salaries demotivate language teachers"

In spite of various advantages, there are several impediments to effectively incorporating literature into language classrooms. Constrained class periods make it hard to devote sufficient time for in-depth discussion and analysis of texts. The majority of the teachers lack proper training on creative pedagogies that develop critical thinking through literary study. Both students and administrators focus excessively on exam results rather than skill-building, lowering the priority of literature. Furthermore, low teacher salaries discourage developing literature-based lessons requiring extensive planning beyond textbooks. With heavy syllabi pressures and inadequate motivation due to poor pay, practices like insightful text dialogues and assessments get neglected. Overall, the constraints of time, insufficient training, exam priorities, and low incomes present hurdles to optimally harnessing literature's educational benefits.

### **Discussion**

The study found that literary texts were effective resources for developing various language skills among students. Teachers used activities like reading aloud, discussions, and role-plays around literary works to help enhance reading comprehension, vocabulary building, grammar learning, and pronunciation. Literature also supported the improvement of communicative and linguistic competence by exposing learners to authentic language usage. Moreover, studying literature effectively cultivated higher-order thinking abilities in students through developing critical analysis, interpretation, and examining different perspectives. This promoted flexible thinking. Literary works further sparked students' imagination and creativity, providing avenues for innovative engagement and creative expression of ideas. Engaging with literature additionally helped build cultural awareness by presenting diverse cultural themes, traditions, and worldviews through skillfully crafted language. However, some challenges in implementing literature-integrated pedagogy included limited teaching resources, time constraints due to the syllabus-driven curriculum, lack of proper teacher training, and an exam-focused approach that prioritized syllabus completion over skill-building, according to interviews with English teachers.

The findings indicate that when integrated strategically, literary texts can effectively enhance holistic language development among students. By exposing

learners to rich vocabulary, grammar and discourse patterns in an authentic manner through literature, linguistic competencies are nurtured. The interactive activities employed around literary works aid the development of critical language skills through a communicative approach. Moreover, literary analysis cultivates higher-order thinking abilities by promoting flexible creative thinking beyond rote learning. The results also demonstrate that literature fosters cultural awareness and appreciation by imparting intercultural understanding through skillfully crafted language. While challenges in implementation were reported, the overall positive experience of teachers interprets that with adequate resourcing and alignment to standards, strategic integration of literature has the potential to enrich learning outcomes and abilities. Addressing constraints remains important to realize this potential for a well-rounded enhancement of both linguistic competencies and 21st-century cognitive skills through the strategic usage of literature in ELT pedagogy.

The results meaningfully inform all the research questions. Regarding how literary texts are used by teachers to develop language skills, the finding that teachers employ activities like reading aloud, discussions, and role-plays around literature to impart diverse abilities relates directly. In elucidating how literature supports linguistic and communicative competence, the result that it aids these through authentic input in context lends support. The question of enhancing language skills, aspects, and levels at different levels is addressed by the cultivation of understanding syntax, semantics, etc. as well as higher-order thinking. That literature fostered abilities like analytical skills and cultural awareness by prompting interpretation confirms expectations regarding enhancing thinking skills. Additionally, the identification of challenges like limited resources and training needs associated with examining issues faced by teachers, thus providing empirical support for the hypothesized enriching role of literature in ELT by meaningfully addressing all objectives while also recognizing current limitations experienced as informed by teacher perspectives.

The results strongly align with prior research finding literary texts valuable for language learning, as seen in studies highlighting their capacity for teachers to develop skills through engaging activities (Collie & Slater, 2000), enhance cultural learning (Cruz, 2010; Bista, 2011), and support proficiency growth through rich authentic input (Marasini, 2019). However, this study uniquely validated such benefits empirically in Nepal's specific ELT setting beyond conceptual discussions, thereby addressing gaps. Moreover, unlike broad previous studies that did not examine context-specific challenges, it identified uniquely Nepali issues like scarce resources and time limits faced by educators, offering original localized insights. While echoing established literature recognizing literary analysis for improving higher-order thinking alike Marasini (2019), the mixed results provided a well-rounded analysis validating theory while also elucidating real practical constraints a valued contribution given the lack of prior

contextualized empirical understanding. Hence, the findings resonated key theoretical positions on literature's developmental role for language learners while differing through its applied research approach and illumination of on-ground implementation nuances in Nepal.

The study had some limitations that should be acknowledged, such as a small sample size of only 8 teachers from 4 schools, which restricts generalizability. Additionally, as a qualitative study relying solely on self-reported interview data without objective verification, responses could not be independently validated. The convenience sampling from a single municipality versus random selection also limits representing diverse contexts across Nepal. Moreover, excluding student and administrator perspectives leaves out valuable stakeholder viewpoints. The cross-sectional research design capturing a snapshot versus longitudinal exploration also constrains understanding changes over time. Known issues like self-reporting and social desirability biases with interviews were unaddressed as well. While providing initial understandings, these limitations related to the modest sample, lack of triangulation, selective sampling frame, omission of other stakeholders and cross-sectional design qualify conclusions and indicate avenues for improved methodological rigor in future explorations to develop more robust insights regarding this important topic.

The results have important theoretical implications, providing empirical support for conceptualizations of literature as an authentic resource that can foster communicative language teaching skills development, corroborating theories around its usage. The findings also validate schema theory by demonstrating how literary texts build cultural schema and intercultural understanding, an aspect previously underexplored. Additionally, results endorse transactional theory by illustrating literature promotes higher-order thinking by interpreting various sociocultural perspectives. Moreover, identifying contextual challenges offers framing that enhances sociocognitive theories examining external factors impacting skills enhancement using literature. Insights into holistic proficiency gains also align with skill-based language theories emphasizing literature's capacity. Furthermore, validating interactive learning through activities corroborates sociocultural perspectives on collaboration and meaning-making. Thus, the study offers empirical, cultural, and applied nuances enriching understanding within multiple theoretical frameworks analyzing this resource's potential and constraints, meaningfully furthering conceptualization of its role in diverse pedagogical environments

The results carry useful practical implications, such as providing insights that can guide the development of standards-based literature lesson plans and training programs for teachers to effectively employ interactive activities uncovered. Furthermore, understanding challenges indicates a need for adequate infrastructure support and resources for schools adopting literature-based pedagogy. The findings also validate

the literature's suitability for competency-based curriculum reform by authentically promoting multiskilling abilities. Additionally, the results support critically evaluating literary selections to ensure cultural relevance, learning objective alignment, and age-appropriateness. Highlighting multitudinous benefits provides the rationale for prioritizing literature's inclusion in education policies, funding initiatives, and professional development by stakeholders. Recognizing developed proficiencies also builds the case for assessing the literature's role in testing and evaluation. Finally, communicating these implications more widely helps actualize literature's full potential through refined implementation catered to Nepal's unique context, thereby strengthening applied literacy in meaningful and sustainable ways.

In conclusion, the key findings provide meaningful empirical support for leveraging literary texts in ELT within Nepal's educational context. Specifically, literature was shown to effectively develop diverse language and higher-order thinking skills when integrated into communicative activities, with teachers recognizing its cultural and cognitive benefits. However, resource shortages informing necessary support structures were uncovered. Significantly, the blended results validated theoretical frameworks while contextualizing real considerations, offering valuable contextualization. Coupled with practical implications like standards-aligned lesson planning and policy guidelines, the research confirms literature warrants enhanced inclusion into 21st century competency curricula given its rich, engaging ability to facilitate proficiency development. By addressing opportunities and challenges through an empirical investigation of literature's multilayered utility specifically for Nepal, this study fills important gaps and adds context-specific understanding.

Its conclusions underscore literature's elevated role through addressing both implementation and barriers as crucial for advancing literacy - a study significance that cannot be understated for meaningful development in the region. Based on the findings, recommended actions include developing standardized national literature curriculum guidelines and lessons aligned to learning outcomes and assessments to facilitate scalable implementation. It is also important to provide literature-based teaching training and resources through programs like in-service workshops, online modules, and mentoring to address the challenges uncovered. Additionally, funding school libraries and digital repositories for affordable access to suitable literary works reflective of diverse cultures would help. Advocating policymakers around integrating literature into high-stakes testing could further incentivize its regular use. Moreover, conducting large-scale mixed-methods studies across varied demographics and locales would help generalize benefits and uncover additional influencing factors. Encouraging collaboration between educators, authors, and experts to continually evaluate selections would also boost relevance and skills-focus. Leveraging community support through associations, institutions, and volunteer programs to provide supplemental resources

and activities like literature circles and competitions beyond the classroom could further enhance motivation and interactive learning. Comprehensive multi-pronged solutions addressing gaps through stakeholder involvement can strengthen literacy development in meaningful and sustained ways.

In conclusion, addressing the gaps identified through targeted, evidence-based interventions has the potential for a significant impact on literacy development in Nepal. While this study provides initial support for the literature's educational benefit, realizing its full promise demands addressing resource, implementation, and evaluation challenges hampering scalable progress. Standardizing guidelines, training programs, enhanced access to suitable works, and community involvement can help optimize literature pedagogy. Leveraging these strategies empowers educators and incentivizes lasting reform. Most importantly, recognizing literature's value through high-stakes assessment inclusion signifies its commitment to 21st-century proficiencies. With further rigorous investigation and multi-sector collaboration, literature is well-positioned to dramatically elevate literacy standards if its evidenced potential is effectively unlocked. Ultimately, prioritizing these solutions demonstrates the recognition that literacies must continually evolve to remain timely and transformational for all learners.

### **Conclusion**

This study explored the effectiveness of using literary texts in teaching English as a foreign language in Nepal. The findings revealed that literature is an invaluable resource that helps achieve the goals of communicative competence and critical thinking. It provides authentic contexts for learning language skills, aspects, and levels. Literature enhances learners' higher-order thinking skills and intercultural understanding. However, there are several challenges in implementing literature, such as lack of sufficient exposure, limited time and resources, the exam-oriented mentality of students, administrators, and parents, etc. To overcome these challenges, learners need more exposure to literary texts. Teachers require proper training for better pedagogical strategies. Curriculum and materials need to be developed. An integrated approach to curriculum and exams can foster a meaningful learning environment.

Collective efforts of teachers, administrators, students, and guardians are essential to maximizing the benefits of literature. Literature deserves a paramount place in EFL teaching for enhancing language proficiency and lifelong learning skills. Though the study was small scale, it provides insights into the situation of using literature for EFL teaching in Nepal.

Further research on a large scale is recommended to explore more advantages and challenges and suggest specific strategies for implementing literature. Stakeholders should work to bring literature to the core of EFL teaching thereby achieving the

vision of communicative competence, critical thinking, cultural awareness, and global citizenship. The study concludes that literature is an invaluable pedagogical tool if implemented effectively in the EFL classroom with a proper vision and collaborative effort. Its integration can enhance the language learning outcomes contributing to learners' holistic development.

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