

Literary texts as a source of teaching material in ESL/EFL classrooms in India Universities

Abstract:

This research article investigates the integration of literary texts as teaching materials in ESL/EFL classrooms within Indian universities. It explores the potential of literature to enhance language learning by improving vocabulary, grammar, reading, writing, and critical thinking skills, while also promoting cultural awareness. The study highlights practical strategies like integrating literature with language activities, using available resources. Despite these benefits, the implementation faces challenges such as selecting age-appropriate and culturally relevant texts, addressing varied student proficiency levels, and overcoming limited resources and teacher support. The study concludes that while significant obstacles exist, the incorporation of literature in ESL/EFL education holds promise for a more engaging and comprehensive language learning experience. These challenges can be addressed through curriculum reforms and professional development of teachers. If enough resources are available, higher education in Indian universities certainly looks promising and bright. Though the scope of the study is vast, the present study is restricted to the higher education in India.

Key words: ESL/EFL education, literary text, language learning, holistic development, teaching material

1. Introduction:

All language teachers are concerned about the use of teaching material in English classrooms as it marks the first step of teaching. Teachers try to prescribe such a material that will give enough opportunity to students to test their language proficiency in which primary focus remains on the development of LSRW skills. A scholar Bell says that the problem of which teachers tend to be most aware when faced by a multilevel class is that of providing challenging, useful activities for all class members simultaneously. (1) Therefore, it is the primary objective of all language teachers to select the material that inspires students to speak, read and write as and when necessary. Further Bell emphasizes that teachers should ask questions like, what can these students achieve in the time available? What do they need most? Which of those needs can I cover, given the limitations of the class? What objectives are reasonable to set and hope to have fulfilled? What progress will have to be shown in order for the students and me to judge this class to have been a success? (1,27,28,29) Most of the answers to these questions can be found in literature which is significant source of study material for language learning.

The integration of literary texts into ESL (English as a Second Language) and EFL (English as a Foreign Language) classrooms has garnered significant interest in recent years.

Multilingual and culturally rich country like India offers ample of scope to integrate it in ESL classes. Wide range of genres such as poetry, drama, fiction, and non-fiction, provide a diverse and rich resource for language teaching. First of all, literary works are authentic writings which can fulfill language needs in terms of phonetics, morphology, semantics and syntax. Simultaneously, these literary texts can shape the minds of the students and prepare them for future part of their lives. A researcher Kramersch opines that many arguments have been made in recent years for including literary texts in readings taught in language classes. More than any other texts, it is said, the piece of literary prose or poetry appeals to student's emotions, grabs their interests, remains in their, memory, and makes them partake in the memory of another speech community.(2)The main argument that Kramersch is making is the ability of literature to represent the particular voice of a writer among many other voices of the community. They offer not only linguistic input but also cultural, emotional, and intellectual stimulation, which is crucial for language acquisition. Keeping in mind this aspect of literature, English teachers can select ESL teaching material from the literary texts that can lead to improve student's proficiency of English and can also contribute to the holistic development of students. This article tries to explore the potential of using literary texts as teaching material in ESL/EFL classrooms in India, examining their benefits, challenges, and the pedagogical strategies that can enhance their effectiveness. Though the scope of research is vast in this field, I am restricting my focus to ESL classrooms in Indian universities.

2. Background of the study:

2.1 The Importance of English in India's Educational and Professional Sectors

English holds a significant position in India's educational and professional circle, which functions as a connecting or bridge language in multi lingual country like India. The historical legacy of British colonial rule established English as a critical language of administration, education, and commerce. Post-independence, India adopted a bilingual education policy, recognizing English as an associate official language, alongside Hindi and various regional languages. As per the report of(3), English touches nearly all aspects of the social and personal life of every individual in India, as it is widely used in a range of fields including of state administration, legislation and the judiciary, trade and commerce, public services, education and social media. In the educational sector, English is often the medium of instruction in higher education and is a compulsory subject in most schools across the country. Proficiency in English is associated with access to quality education, as many prestigious institutions, such as the Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs), conduct their courses primarily in English. English language skills are necessary in education as they enable students to access a wealth of knowledge and resources. They facilitate understanding and engagement with academic subjects taught in English-medium institutions. (4)Moreover, English language skills are a significant determinant of academic and professional success, providing students with opportunities for higher education abroad and access to vast repositories of knowledge and research predominantly available in English.

Professionally, English is the lingua franca in many industries, including information technology, business, law, and medicine. The globalized nature of these fields necessitates a workforce proficient in English to communicate effectively with international clients, partners, and colleagues. Research shows a correlation between ease of doing business and level of English proficiency. Over three quarters of employers in English-speaking countries judge candidates' English language skills in the job interview. (5) In the corporate world, English proficiency is often linked to career advancement, higher salaries, and better job prospects. The benefits of 'Englishnization,' as Neeley calls it, are significant; relatively many companies have systematically implemented an English-language policy with sustained results. (6) It is not only a tool for day-to-day communication but also a marker of social mobility and professional competence. In this context, the role of ESL/EFL education becomes crucial.

Enhancing English language teaching through innovative methods, such as incorporating literary texts, can significantly impact learners' language proficiency and overall educational experience. Literary texts, with their rich language and cultural contexts, offer an engaging and immersive way to learn English. It makes the process of learning more meaningful and enjoyable for students. It also helps to develop critical thinking, empathy, and a deeper understanding of human experiences, which are essential skills in both academic and professional realms. According to Carroli, literature can play a special role in second language learning. He further says that stemming from an individual's imagination yet emerging from the particular cultural world and beliefs that have formed the writer, literary texts integrate the salient aspects of language learning: language in its multifaceted variations and different perspectives on the culture studied. Literary texts therefore have the potential to promote language and culture learning at a deep level. (7) In this way, it is needless to say that literary texts can offer much more to students along with language learning.

2.2 Qualities of good ESL teaching material

Before moving on to highlight the importance of literary texts in ESL classrooms in India, it is necessary to know the features of good ESL teaching material. I am trying to list down some aspects that are considered while selecting the teaching material for ESL classrooms. Following factors are considered primarily for ESL teaching material as per (World TESOL Academy)

1. Teaching material should align with learning objectives.
2. It should be relevant to students.
3. It should be authentic.
4. It should be appropriate to age and competency level of students.
5. It should also be inclusive.

In addition to these factors, linguistic, cultural, pedagogical role, length, face validity and genre are also noticeable (9)

The above factors point out the necessity to choose the right teaching material as it makes teaching and learning fruitful and meaningful activity. According to Dar, course materials are the way the curriculum is delivered to the classroom, and they play an important role in achieving curriculum goals and language dynamics. The language development process will be easier when the materials used in language teaching are interesting, suitable for language development, and related to the subject learned. (10) The main purpose of course material is to develop competency level of students and enhance their communication ability. While working on communication skills of students, holistic development can take place and literary texts fulfill this criterion.

3.1 Literature Review

Using literary texts as teaching material in ESL/EFL classrooms has always attracted scholars, researchers and teachers alike. Rabb Khan & Alasmari documents how different language skills can be learnt successfully using literary texts and shows the significance of literary texts in English language teaching program. (11). At the same, Chalikendy argues that literature can be used as an effective source for teaching English language and the target culture. (12) Literary texts can develop communication skills of students in a meaningful context. (13) Simultaneously, Teranishi other scholars explore multiple approaches to literature and language education and say that it is fast growing area. (14) Geoff Hall points out with salient examples, some major ongoing developments and demonstrates the need of literary texts in ESL by conducting surveys. (15)

Janice Bland explains wide range of educational benefits in addition to language benefits in her book. (16) while Hismanoglu further highlights the cognitive, linguistic, and cultural benefits, suggesting that literary texts can significantly enhance language education by promoting critical thinking and interpretative skills. (17) Sharma proposes how English literature assists as both content and language for ELT. Furthermore, it quests to answer many queries concerned with the relationship between language and literature. (18). Activity based case study is carried out by Waheed and emphasized the significance of literature in enhancing writing skills of students. (19) According to Chouhan literature in a language classroom provides enough space for the learners to comment, justify and mirror themselves and points out the importance of the use of literature at all the stages of language learning. (20)

There is some amount of research work done in the area of using literary texts as a source of ESL teaching material. All these works have focused on general aspects; however, I am trying to explore the integration of literature in Indian Universities, especially in higher education, where English is studied mostly as a compulsory language.

3.2 Research Objectives

1. To assess the effectiveness of literary texts in ESL/EFL teaching in Indian universities

- To identify benefits and challenges faced by teachers and students in the present scenario in India.

3.3 Methodology

This research employs a mixed-methods approach to evaluate the effectiveness of literary texts as teaching material in ESL/EFL classrooms in India.

3.3.1 Data Collection:

Surveys and questionnaires are distributed to ESL/EFL teachers and students across various educational institutions in India. The questionnaires include both closed and open-ended questions to gather quantitative data on the usage, benefits, and challenges of using literary texts, as well as qualitative insights into personal experiences and perceptions. At the same time, semi-structured interviews were conducted with a selected group of teachers and students to obtain in-depth qualitative data.

3.3.2 Data Analysis:

Section	Category	Details
Section 1: Demographic Information	Age	Predominantly 18-25 (60%), followed by 26-35 (20%), under 18 (10%), 36-45 (5%), and 46 and above (5%)
	Gender	Majority male (58%), female (42%)
	Education	University (53%), College (30%), School (10%), Other (7%)
	Position	Mostly students (82%) and teachers (18%)
Section 2: Use of Literary Texts in ESL/EFL Classrooms	Frequency of Use	Often (45%), Sometimes (30%), Always (15%), Rarely (5%), Never (5%)
	Types of Texts	Short stories (67%), Poems (23%), Novels (3%), Plays (2%), Essays (5%)
Section 3: Perceived Benefits	Enhanced Vocabulary and Grammar	Agree (50%), Strongly Agree (30%), Neutral (15%), Disagree (5%)
	Improved Reading and Writing Skills	Agree (55%), Strongly Agree (25%), Neutral (10%), Disagree (10%)
	Foster Critical Thinking	Agree (60%), Strongly Agree (20%), Neutral (10%), Disagree (10%)
Section 4: Challenges Faced	Promote Cultural Awareness	Agree (57%), Strongly Agree (25%), Neutral (8%), Disagree (10%)
	Challenges	Varied proficiency levels (40%), Limited resources (30%), Selecting age-appropriate texts (20%), Selecting culturally relevant texts (10%)
Section 5: Pedagogical Strategies	Strategies	Debates and discussions (50%), Creative writing (20%), Role-plays (15%), Multimedia resources (10%), Group projects (5%)

Section 6: Additional Feedback	Additional Support Needed	More multimedia resources, teacher training workshops, and access to diverse literary texts
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3.3.3 Interpretation:

The survey indicates that the use of literary texts in ESL/EFL classrooms is relatively common, however restricted mostly to short stories. Systematic efforts are needed to increase other forms of literature in ESL classes. The majority of respondents who studied literature in ESL classes believe that literary texts enhance vocabulary, grammar, and critical thinking, as well as promote cultural awareness. However, challenges such as varied student proficiency levels and limited resources are notable barriers. Debates and discussions are considered the most effective pedagogical strategies. To improve integration, additional resources and teacher support are necessary. Overall, while the benefits of literary texts in language learning are recognized, addressing the highlighted challenges could further enhance their effectiveness.

4.1 The Role of Literature in Indian ESL Classrooms:

A. Enhances Vocabulary and Grammar Comprehension

Literary texts are often rich in varied vocabulary and complex grammatical structures. They expose learners to words and phrases that may not appear in everyday conversation or standard textbooks. It is stated that pieces of literature present rich language with a variety of linguistic features such as lexis, discourse and syntax. Such texts guide the learners to understand various structures and functions of sentences concerning discourse and syntax. (19) This exposure helps learners expand their vocabulary and understand the nuances of word usage in different contexts. Words and grammar are often better understood and retained when learned in context. Literary texts provide a natural context for language, allowing learners to see how words and grammatical structures function within sentences and larger narrative structures. Arabati opines that while reading the textual lesson, students start discussing at the literal level with direct factual questions concerning plot construction, setting, and characters that can be answered with reference to the textual piece of writing. (13) This contextual learning enhances comprehension and retention. Literature often includes idiomatic expressions, colloquialisms, and cultural references that are essential for achieving fluency and understanding native speakers. Encountering these in literature helps learners become more familiar with such expressions and their appropriate usage.

B. Improves Reading and Writing Skills

Engaging with literary texts requires students to understand and interpret complex narratives, descriptions, and dialogues. Hişmanoğlu feels that the student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. (17) This practice improves their reading comprehension skills, including the ability to infer meaning, understand themes, and analyze characters and plot

developments. Literary texts serve as excellent models for writing. By studying different writing styles, genres, and techniques used by authors, learners can improve their own writing skills. After conducting case study, Mazhar Hameed observed that teaching novels lets students develop their sentence structure, lexical chunks, vocabulary, word use, proper order, and use of articles and prepositions.(21) They learn how to structure sentences, develop paragraphs, use literary devices, and convey ideas effectively. Literature often inspires creative writing activities, such as writing poems, short stories, or character analyses. These activities encourage learners to use their imagination and creativity, further developing their writing skills and confidence in expressing themselves in English.

C. Fosters Critical Thinking and Interpretative Skills

Literary analysis requires students to examine and interpret various elements of a text, such as themes, symbols, characters, and plot structures. This analytical process develops critical thinking skills, enabling students to make connections, draw inferences, and evaluate different interpretations. During the case study by Nijabat, feedback of a teacher is that literary texts did a great deal in exposing students to an English speaking environment, deeply. It made them aware of its different social and cultural background and it raised their knowledge and understanding of the English language, its slang, and idioms in a native like way. (22) Understanding literature involves interpreting meanings that are not always explicit. Students learn to read between the lines, recognize subtext, and appreciate the use of figurative language and literary devices. Shukri & Mukundan (23) opine that critical thinking can also be fostered when students are exposed to various or even conflicting views and ways of life being portrayed in the literary passage.(23) This interpretative practice enhances their ability to understand and analyze complex texts. Literary texts often present conflicts and dilemmas that characters must navigate. Analyzing these scenarios encourages students to think about problem-solving strategies and moral and ethical considerations, fostering a deeper understanding of human behavior and societal issues.

D. Promotes Cultural Awareness and Empathy

Literature provides insights into different cultures, traditions, and historical contexts. By reading texts from various cultural backgrounds, students gain a broader perspective on the world, understanding the diversity of human experiences and viewpoints. As Rodríguez & Puyal state that the use of literary texts can promote reflection on cultural differences, develop understanding of the home culture, and consequently enhance more tolerant and open attitudes towards other cultures.(24) Engaging with characters and their experiences in literary texts fosters empathy. Students are able to see the world from different perspectives, understand others' emotions and motivations, and develop a deeper sense of compassion and empathy for people from different walks of life. Students displayed an increase in cultural awareness, particularly when they came across sensitive issues such as gender and personal beliefs.(25) Many literary

texts address social, political, and historical issues, providing students with a deeper understanding of these topics. This awareness helps students become more informed and socially conscious individuals, capable of critically engaging with the world around them.

4.2 Present status of ESL/EFL course material in Indian universities:

Many universities in India continue to rely on traditional ESL/EFL textbooks, which cover fundamental aspects of grammar, vocabulary, reading comprehension, and writing skills. Thomas observes that the methodologies that are now used in language instruction, especially in India, are lacking in both quality and quantity, and it is quite improbable that they can ever gain widespread popularity. (26) These materials should be standardized and used across various courses to ensure a consistent learning experience. In most of the Indian universities, English is studied as a mandatory subject at UG level in the form of 'Compulsory English' in traditional courses like Arts, Science or Commerce. The main focus of English in these courses remains on development of proficiency level of English language. Simultaneously, improving communication skills, and working on critical thinking ability is the area of attention. There is no uniform standard for ESL/EFL course materials across universities, leading to a disparity in the language proficiency of graduates from different institutions. There is an increasing trend towards incorporating literary texts, such as poems, short stories, and novels, into the curriculum however local literature is used in a limited way. Incorporating local literature and contexts can enhance engagement of students as they can relate it with their lives. However, this is not widely practiced, leading to a sort of disconnect between students' cultural backgrounds and their learning materials.

Apart from traditional courses, 'Business Communication/Communication skills are prescribed in various professional courses such as Engineering, BBA, BCA or allied courses. Many professional courses, such as MBA, engineering, law, and medicine, now include mandatory business communication modules. These courses are designed to equip students with the necessary skills to communicate effectively in their respective fields. In some universities, business communication is offered as an elective, allowing student from various disciplines to enhance their communication proficiency. Courses are designed to cover all aspects of communication, ensuring that students develop a well-rounded skill set. Many programs incorporate practical exercises such as role-plays, presentations, and group discussions to simulate real-world scenarios. However, some universities, particularly in rural areas, lack the infrastructure to support advanced communication training, such as audio-visual aids and digital platforms. Also, there is a need for more faculty members with specialized training in business communication.

4.2 Practical Implications of literary text in ESL classroom at UG level in Indian university:

1. Beginners level classroom

Following is a poem ‘Dawn at Puri’ composed by Jayant Mahapatra. I have made an attempt to elaborate how it can serve as a rich source of material for various ESL activities for **beginners’ level** in an Indian university setting.

<p>Endless crow noises A skull in the holy sands tilts its empty country towards hunger.</p> <p>White-clad widowed Women past the centers of their lives are waiting to enter the Great Temple</p> <p>Their austere eyes stare like those caught in a net hanging by the dawn's shining strands of faith.</p>	<p>The fail early light catches ruined, leprous shells leaning against one another, a mass of crouched faces without names,</p> <p>and suddenly breaks out of my hide into the smoky blaze of a sullen solitary pyre that fills my aging mother:</p> <p>her last wish to be cremated here twisting uncertainly like light on the shifting sands</p>
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Lesson Plan: Analyzing Jayant Mahapatra’s ‘Dawn at Puri’

Objective: Students will learn new vocabulary, reading skills and develop critical thinking.

Activity Type	Description
Pre-Reading Activity	Discussion: Ask students about temples and rituals in India. - Have you ever seen or heard about a temple in India?
	Vocabulary Preview: Introduce key words with definitions and visuals: (Skull, widow)
Reading Activity	Read Aloud: Teacher reads the poem aloud slowly, with clear pronunciation. - Students listen and follow along with their own copy of the poem.
Post-Reading Activities	Comprehension Questions: - What sounds do you hear at the beginning of the poem? (Answer: Crow noises) - What is in the sand? (Answer: A skull)
	Discussion Questions: - Why do you think the women are waiting to enter the temple?
	Group Discussion: Discuss Indian culture shown in the poem. - What do we learn about Indian temples?

2. Advanced level classroom

Following is the opening section of an essay written by GauriViswnathan with the title ‘Masks of Conquest: Literary Study and British Rule in India’. I have made an attempt to elaborate how it can serve as a rich source of material for various ESL activities in an Indian university setting.

Masks of Conquest: Literary Study and British Rule in India

Gauri Viswanathan

The tension between increasing involvement in Indian education and enforced noninterference in religion was productively resolved through the introduction of English literature. Significantly, the direction to this solution was present in the Charter Act itself, whose 43d section empowered the governor-general-in-council to direct that “a sum of not less than one lack of rupees shall be annually applied to the revival and improvement of literature, and the encouragement of the learned natives of India.” As subsequent debate made only too obvious, there is deliberate ambiguity in this clause regarding which literature was to be promoted, leaving it wide open for misinterpretations and conflicts to arise on the issue. While the use of the word *revival* may weigh the interpretation on the side of Oriental literature, the almost deliberate imprecision suggests a more fluid government position in conflict with the official espousal of Orientalism. Over twenty years later Macaulay was to seize on this ambiguity to argue that the phrases clearly meant Western literature and denounce in no uncertain terms all attempts to interpret the clause as a reference to Oriental literature.

It is argued, or rather taken for granted, that by literature, the Parliament can have meant only Arabs and Sanskrit literature, that they never would have given the honorable appellation of a learned native to a native who was familiar with the poetry of Milton, the Metaphysics of Locke, the Physics of Newton; but that they meant to designate by that name only such persons as might have studied in the sacred books of the Hindus all the uses of cusa-grass, and all the mysteries of absorption into the deity.

The first rumblings of discontent with the policy of supporting Oriental seminaries came well before the time of James Mill, but from his official position with the East India Company as examiner of correspondence he succeeded more than anyone else in stirring up debate on the wisdom of encouraging an apparently non utilitarian system of learning. In a dispatch to the governor-general-in-council of Bengal dated February 18, 1824, he called attention to the state of the Madrassa (Mohammedan College) in Calcutta and the Hindu College in Benares set up during the tenure of Warren Hastings. Recalling the ends proposed at the time, “to make a favourable impression, by our encouragement of their literature, upon the minds of the natives,” he charged the government with failure to reach the intended objectives, particularly that of utility. Mill questioned whether Oriental poetry was a worthwhile objective for establishing

colleges in the first place, for “it has never been thought necessary to establish colleges for the cultivation of poetry, nor is it certain that this would be the effectual expedient for the attainment of the end [of utility].” While Mill’s dispatch commended the government for making all possible attempts to achieve the desired goals, its central thrust was that the original aim of imparting Oriental learning was fundamentally erroneous and that the great end should have been “useful learning.”

Lesson Plan: Analyzing Gauri Vishwanathan’s ‘Masks of Conquest: Literary Study and British Rule in India’

Objective: Students will improve their reading comprehension, vocabulary, critical thinking, and discussion skills through the analysis of the essay "Masks of Conquest: Literary Study and British Rule in India" by Gauri Viswanathan.

Activity Type	Description
Pre-Reading Activity	<ol style="list-style-type: none"> 1. Vocabulary Preview: Provide a list of challenging words from the essay (e.g. espousal, dispatch, rumblings of discontent). 2. Context Discussion: Briefly discuss the historical context of British rule in India and its impact on Indian education.
Reading Activity	<ol style="list-style-type: none"> 1. Guided Reading: Divide the essay into manageable sections and assign each section to different groups. 2. Comprehension Questions: Provide a set of questions that guide students to think critically about the text. Example questions (What was the main argument presented by Macaulay regarding the promotion of literature in India?)
Post-Reading Activities	<ol style="list-style-type: none"> 1. Group Discussion: Form small groups and ask them to discuss the following questions (Do you think the introduction of English literature was beneficial or detrimental to Indian education? Why?)
Language Focus Activities	<ol style="list-style-type: none"> 1. Grammar and Syntax: Select complex sentences from the essay and have students break them down to understand their structure. 2. Paraphrasing Exercise: Have students paraphrase key paragraphs to practice conveying the same ideas using different words and sentence structures.
Homework Assignment	<ul style="list-style-type: none"> • Reflection: Ask students to reflect on how the themes discussed in the essay relate to their own experiences with education

With the help of these activities, students will improve their English language skills and will gain a deeper understanding of the historical and cultural context of the material.

4.3 Challenges in the Implementation of Literary texts in ESL/EFL in Indian Universities

Implementing literature as a core component of ESL/EFL instruction in Indian universities presents several challenges that need to be addressed to maximize its effectiveness. These challenges can be discussed as follows:

1. One of the primary challenges is choosing literary texts that are both age-appropriate and culturally relevant. The diverse backgrounds and proficiency levels of students mean that a text that resonates with one group may not be suitable for another.
2. Literary texts often contain complex language structures and themes. Striking a balance between challenging students and ensuring the material is accessible can be difficult.
3. Many universities, especially in rural areas, lack access to a wide range of quality literary texts. This limitation hampers the ability to provide diverse and rich literary experiences to students.
4. Budget constraints can restrict the acquisition of new books, digital resources, and other supplementary materials necessary for a comprehensive literary curriculum.
5. Many teachers may not have received specialized training in using literature to teach language skills. This gap in professional development can result in ineffective instruction and underutilization of literary texts.
6. Traditional teaching methods may not be suitable for the interactive and interpretative nature of literary studies. Teachers need to be adept at using student-centered and innovative pedagogical approaches to engage students effectively.
7. Conventional assessment methods focusing on rote learning and grammar may not capture the nuanced understanding and critical thinking skills developed through literary studies. There is a need for more formative and performance-based assessment techniques.
8. Inadequate access to digital resources and technology can limit the use of multimedia tools that enhance literary studies. The digital divide between urban and rural institutions further exacerbates this issue.
9. The support from university administration is crucial for the successful implementation of literature-based curricula. Lack of administrative support can result in insufficient time allocation and resources for literary studies.

5 Conclusion

This research has tried to demonstrate that literary texts can significantly enhance vocabulary, grammar comprehension, reading and writing skills, and critical thinking abilities. Incorporating it in Indian universities as ESL/EFL teaching material would result in the holistic development of students. Furthermore, students will be introduced to diverse cultural contexts of India and will be culturally aware. However, the implementation of it in ESL/EFL education also comes with its challenges. Selecting age-appropriate and culturally relevant texts is often difficult, given the diverse proficiency levels among students. Additionally, limited resources and support for teachers can impede the effective use of literary materials. Despite these challenges, the potential benefits make it essential to be implemented. The current status of ESL/EFL course materials in Indian universities reflects a blend of traditional and modern resources. While progress has been made, there is a need for standardized, high-quality materials. At the same time, selecting local literature is crucial to make the students more attached to it. Enhancing teacher training and updating curricula to reflect contemporary trends and cultural contexts are also essential steps forward.

In conclusion, literary texts hold substantial promise for ESL/EFL education in India. By addressing existing challenges and adopting effective pedagogical strategies, educators can harness the power of literature to develop students' language skills and cultural competence, preparing them for successful communication in a diverse and interconnected world.

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