

**TEACHERS' PERCEPTIONS AND PERCEIVED DIFFICULTIES
IN USING LITERATURE IN EFL CLASSES**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Mohan Singh Shaud**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Mohan Singh Shaud** has prepared the research of his M.Ed. thesis entitled “**Teachers' Perceptions and Perceived Difficulties in Using Literature in EFL Classes**” under my guidance and supervision.

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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.....

Mohan Singh Shaud

DEDICATION

Dedicated

to

*My parents **Mr. Jeet Singh Shaud** and **Mrs. Durga Shaud** for their love, affection
and devotion in my academic life.*

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Mohan Singh Shaud

ABSTRACT

This study entitled '**Teachers' Perceptions and Perceived Difficulties in Using Literature in EFL Classes**' aimed to find out the teachers' perceptions in using literature and difficulties and challenges faced by the language teachers in using literature in EFL classes. I used non-random judgmental sampling procedure and collected data from sixty English language teachers teaching at higher secondary level from 30 different private and public schools in the Kathmandu valley through questionnaire. The major finding of the research shows that the teachers had the positive perceptions on using literature in language classes. They viewed that, literature not only helps the teachers to teach language skills but also provides input for critical thinking and becoming socializing. The teachers also reported that lack of trainings and, the syntactic and figurative difficulties inherent in literature as challenge in EFL classes.

The thesis consists of four chapters. The first chapter is an introductory chapter. It includes general background, review of the related literature, objectives and the significance of the study. The second chapter deals with the methodology of the research. It incorporates sources of data, population of the study, sampling procedure, and tools for data collection. The third chapter deals with the rigorous analysis and interpretation of the collected data. The data were analyzed and interpreted by using tables and pie charts. The fourth chapter presents the findings and recommendations of this research. References and appendices form the concluding part of the thesis.

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LISTS OF SYMBOLS AND ABBREVIATIONS

%	Percent
/	Slash
CLT	Communicative Language Teaching
CUP	Cambridge University Press
Dr.	Doctor
e.g.	For Example
etc.	Etcetera
Edu.	Education
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FL	Foreign Language
i.e.	id est (that is to say)
IATEFL	International Association of Teachers of English as Foreign Language
Mr.	Mister
Mrs.	Misses
M.Ed.	Master of Education
MoE	Ministry of Education
NCED	National Center for Educational Development
No.	Number
NELTA	Nepal English Language Teachers' Association
OUP	Oxford University Press
p.	Page
TL	Target Language
T.U.	Tribhuvan University
TPD	Teachers' Professional Development
Viz.	vide licet (namely)

CHAPTER ONE

INTRODUCTION

The present study on "Teachers' Perceptions and Perceived Difficulties in Using Literature in EFL Classes" consists of general background, review of the related literature, objectives and significance of the study.

1.1 General Background

Language teaching is a process the aim of which changes not only from country to country, from culture to culture, and from individual to individual but also from time to time. The problems faced in teaching foreign languages forced the teachers to find out and develop some new methods and techniques. The literature was the main source of input for teaching in language classes as a language teaching material in EFL/ESL classes in the era of Grammar Translation Method. However, with the advent of "Communicative Language Teaching" as it is used in a real life context whenever possible, it has been dropped down the pedestal. Structured drills, which are widely used in especially audio-lingual method, make the process monotonous and these boring activities direct the students to look for new tools materials, other than the text-book, to make the learning more enjoyable and interesting. In this context, Collie and Slater (2009) state, "With the advent of structuralism and audio-lingual method, literature was downplayed and ergo discarded to the periphery". Similarly, Maley (2001) argues:

This attitude towards literature is due to a paucity of empirical research confirming the significance of literary input for language classes. And what exists right now as empirical research on literature and language teaching are confined to action research in small scales (as cited in Khatib, 2011, p. 201).

During that period, views against the use of literature in language classes were created. For instance, literature is beyond the students' comprehension, the language of

literature has no use in practical life and since it is difficult, the students lose interest in learning etc. On contrary to this, the recent trends in language teaching have been changed and the role of literature is considered very much crucial in language learning for some practitioners and language scholars. Literature and language teaching are interlinked to each other even they are treated as different fields of study. They are related to each other in the sense that among the several effective ways of language teaching the literature is one of the main sources of language teaching. Literature is the expression of the feelings, thoughts and emotions in an artistic and creative way. Hence, literature is also considered as the beautiful art in writing. Literature has different genres: poetry, stories, novels, dramas and essays. The use of any one of the genres of the literature helps to teach language in interesting way with the authentic environment.

There is a hot debate among the language practitioners and the scholars regarding the use of literature in language class. There are also varieties of teachers' perception of using literature in language classes. Similarly, the students of Nepal have varying levels of proficiency in English. Some students excel in English, while others face difficulty in their efforts to master the language. Even the literature was introduced; the lack of proficiency among students in Nepal was already a worrying issue to the Ministry of Education.

Another issue that some people might have been worried about is the lack of teachers who are competent enough to teach literature. The situation was that not all the existing English teachers were trained to teach literature, and some have even never studied literature before. Hence, the teachers' ability to use literature effectively comes into question. Other problems on the part of the teachers could be in terms of the amount of time to utilize to teach the literary texts, considering that the component is integrated as part of English language syllabus that it is taught during English lessons.

Lazar (2009) notes,

Many teachers often have very limited time in which to complete a syllabus, and consider including literary texts in a lesson an unnecessary and time wasting distraction, while students themselves frequently lack the interest and motivation to work with such texts (p. 5).

As seen, using literary texts in language teaching is a new innovation, but teaching a foreign language only by using literary texts cannot, of course, be so useful. It is essential to find out what are the perceptions of the teachers towards using literature in language classes and perceived difficulties in implementing the use of literature in language classes. So in this research, these issues will be discussed in context of Nepal.

1.1.1 Literature and Genres of Literature

Literature is an art of expressing one's thoughts, feelings, ideas and emotions in an aesthetic way. Literature is defined by different scholars differently. Literature is defined as the feelings and thoughts in black and white. Literature is the use of language to evoke a personal response in the reader or listener. For Selden (1989), "The Formalists' technical focus led them to treat literature as a special use of language which achieves its distinctness by deviating from and distorting while literary language has no practical function at all and simply makes us see differently" (p.9). Similarly, Barthes (1978) views, "Literature is the question minus the answer" (as cited in Lazar, 2009; p.2). Since it is a science using, as every science does, language as a tool, making use of literary texts in teaching foreign languages it has been one of the methods to be applied since the ancient times.

According to Moody (1971) "Literature is like umbrella term having information on every business". Therefore literature, for being interested in every kinds of written and spoken business, can be defined as expressing a specific subject e.g. literature for child raising, literature for construction, literature for medicine, texts may express the author's style. In this case stylistically written literary texts may have less application

in real life, whereas language use in literary texts is created by the authors and therefore may not suit language classroom purposes.

Literature has different forms referred to as the genres of literature which are briefly mentioned below.

a. Poetry

Poetry is a genre of literature which has unique structure and language. Poetry is a way of expressing the feelings in a melodious way. The part of the pleasure of reading poetry lies in its relation to music. Poems give students the knowledge of stress, rhyme and similarities of the sounds. Poems are culturally resourceful. Due to the deviation of linguistic norm, poetry is different with the other genres of literature. There are different forms of poetry, such as: epic, sonnet, ode, ballad, elegy, lyric, pastoral etc.

b. Drama

Drama is a piece of creative writing which is composed to be performed on the stage and gives entertainment to the audience. According to Jacobus (2001), "Drama is the art of representing the pleasure of others, events that happened or that we imagine happening" (as cited in Awasthi, et. al.2010, p. 67). Drama is associated with theatre. In dramas, when an actor appears on stage; he makes believe he is someone other than himself, much as a child does, much as the primitive people still do. Thus, like play-acting and ritual, drama creates experience by doing things that can be heard and seen. "Drama" in fact comes from a Greek word meaning "things done". And the things it does, as with play-acting the ritual, create a world apart-a world modeled on ours yet leading its own charmed existence.

There are different elements of drama i.e. plot, character, dialogue, setting, conflict and theme. It is found in various forms, they are: tragedy, comedy, tragic-comedy, farce and one act play. The tragedies are plays with sad endings and comedies are the plays with light and happy endings.

c. Short Story

Story is a work of fiction which involves the imagination. Awasthi et. al. (2010) state, "A short story is a short work of prose fiction which usually depicts one character's inner conflict or conflict with others" (p.137). Short stories tend to be less complex than novels. Usually a short story focuses on one incident, has a single plot, a single setting, a small number of characters, and covers a short period of time. The short stories are those that can be read easily in a single sitting whereas novels are those that have long and complicated plot, events and incidents but cannot be finished within a single sitting.

Story has the certain elements; they are plot, character, setting, style and theme. Stories are found in different forms according to their nature. They are myths, legends, fables, parables, fairy tales and folk tales.

d. Novel

Novel is a long narrative writing elevated in style, rich in characters and with a single plot. Novel might be fictional and non-fictional. Novels are written whether with imaginary characters and elements or narrate the true history of someone or something. There are some elements of novel, i.e. plot, character, setting, style and theme.

e. Essay

Scoles (2004) states that the term Essay has come to be used as a catch-all for non-fictional prose works of limited length; but that description of the form turns out to be misleading. He further states that those essays usually go about their business in non-nonsense, matter of fact way, because they are meant to get it done quickly. So, essays are likely to be systematically organized, factually detailed, closely reasoned, and plainly written. Essays may be long or short, factual or fictional, practical or playful. Essays can be persuasive, narrative, dramatic and descriptive.

1.1.2 Literature and Language Teaching

The term literature is defined variously by various scholars. There is no fix word as such so that its definition is confronted within it. It is a great sin one can do if he defines such a broad area with his limited string of words. Literature carries various tastes of human choices, as they are choices from different areas of interest that is science, medicine, sports and arts. It is originated from the very sensitive body part of human beings. Literature can be created from the very creative aspects of human body. Since, the origin is near the place or joy, it exerts seriousness on reader. Literature is not the things that do not touch human great. Literature has very powerful influence on reader. Sanders (2009) views, "Literature shows a greater capacity than any other prose form for combining a love of concrete statement with tendency to dream a sense of reality with lyrical rapture". There are many more written texts in the present world but literature among them is much powerful device to differ from ordinary prose. It is only the literature which combines love in the desert of hate and brings new greenery in the field as dream. Literature is not only a lyric sweetly played in the tune rather it is a day-to-day thoughts and ideas. For this regard, Eagleton (1983) clearly states:

... one can think of literature less as some inherent quality of set of qualities displayed by certain kinds of writing all the way from "Beowulf" to "Virginia Woolf", than as a number of ways in which people relate themselves to writing. It would not be easy to isolate, from all that has variously been called 'literature', some constant set of inherent features... Any bit of writing may be read 'none pragmatically'. If that is what reading a text as literature means, just as any writing may be read 'poetically' if I pore over the railway timetable not to discover a train connection but to stimulate in myself general reflections on the speed and complexity of modern existence, then I might be said to be reading it as literature (as cited in Lazar, 1993, p. 2).

Literature as a whole is a set of qualities displayed by the kinds of writing from the every ancient work Beowulf to the present work of Virginia. It is not the work that is different but its quality that differs from others.

Thus, these all definitions show that literature is a kind of written text which provides multiple flavor of human choice. It means literature is absolutely a legacy from an ancient great literary figure.

Language teaching, on the other hand according to Hason (1998), is "The act of teaching perceived as a demanding task that tests commitment and courage" (as cited in Chaudhary, 2011, p. 5). It is a complex activity which requires a sound knowledge of how to handle the children, teaching strategies, curriculum, institutions, rules and regulations, the availability of materials, the way of handling them and how to facilitate understanding in others, the aim of language teaching is to get flavor from literature written in the best books around the world. As regards this, Richards and Rodgers (2003) view, "The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development those results from foreign language study". Literature offers bountiful materials which set in the social, spiritual values in order to maintain discipline of the students. Since, the mental intelligence reflects the stream of knowledge to cultivate the whole person; it can be gained through literature reading. Furthermore, language teaching helps to introduce language terminology. Language teaching and learning are heavily based on language terminology. Language terminologies already have its stand on literary work. Since, literature carries large amount of literary and language terminology, it supports to clarify language related jargon. To teach language, literary terminologies are highly valued.

So both acts are related to each other as literature plays as an aesthetic waffle in language teaching. Literature provides materials, give choice to the learners, promote interest on them and language teaching applies them in practical field. One of the main aims in the classroom is to teach the students to read literature using the appropriate strategies. This involves them not in reading for some practical purpose, for example, to obtain information, not rather in analyzing a text in terms of what it might symbolically. Literature provides wonderful source material for eliciting strong

emotional responses from our students. Using literature in language classroom is fruitful way of involving the learner as a whole person and provides excellent opportunities for the learners to express their personal opinions, reactions and feelings.

1.1.3 Use of Literature in EFL Classes

This section considers some of the issues underlying the use of literature with the language learners. Literature, definitely, provides provoking feedback to the learners of language. Brumfit and Carter (1986) say, "Literary text involves some sort of engagement by the readers beyond simply being able to understand the meanings of the utterances in the text, and then we need to ask how this engagement is required" (p. 22). Collie and Slater (2009) further add that engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system. Literature enriches our lives because it increases our capacities for understanding and communication. It helps us to find meaning of our world and helps to express it and share it with others.

On the other hand, there are some scholars who stand against the use of literature in EFL classes. The scholars who are against using literature in language classes view that literary texts are far from the conventions of standard English and hence can induce problems for language learning purposes. There is a flow of the views regarding the use of literature in EFL classes.

1.1.3.1 Views in Favour of Using Literature in EFL Classes

Literature is considered as a promising tool for language learning purposes. Scholars in the field have proposed various advantages for the use of literature in EFL classes. What follows is a brief description of what can be considered as the merits of using literature in EFL classes.

a) Authenticity

Literature is inherently authentic and provides authentic input for learning. According to Maley (1989), "Literature deals with non-trivial things which are personally relevant to them". Authenticity is a criterion considered highly essential in the current literature in EFL/ESL which is naturally existent in literary texts. Authenticity can especially be envisaged in drama and novel. In drama we have conversations, expressions of feelings, functional phrases, and contextualized expressions. Similarly, in novels, descriptive writing along with other types of writing adds the imaginative nature of human and hence language is easily etched on our mind.

b) Motivation

Literary texts are very motivating due to its authenticity and meaningful context they provide. The students are highly motivated towards the literary texts since the facts are presented in beautiful and aesthetic way along with the imagination in literature. As a byproduct, the language is learnt. Motivation is one of the elements which can drive the learners to go ahead. Motivation is specially achieved when students are exposed to what they really enjoy. Experiences show that students are highly motivated when they are exposed to literary texts for language learning purposes.

c) Cultural/Intercultural Awareness and Globalization

According to Van (2009), "Literature promotes cultural and intercultural awareness especially in the era of globalization". In the era of globalization, there is a growing concern of universally shared needs and wants rather than individual needs. Since literature deals with universal concepts, there is an urge to grab on literature as an input source for flourishing language learners' competence. Globalization cries for joining hands not only in economy, politics, and sociology but also in language-related fields such as ELT. In addition, Maley (1989) views that literature deals with universal concepts such as love, hatred, death, nature, etc that are common to all

languages and cultures. The similarities and even differences between cultures and languages can further our understanding of the whole world.

d) Intensive/Extensive Reading Practice

Literature is good for extensive and intensive reading. Novels are good for extensive reading purposes. Students can be given a week just to go through a novel without extensive use of dictionary. Such a practice will double up their reading speed and also encourage meaning guessing in reading. Subsequently learners learn how to read a lot in a short period of time. On the other hand, the best literary text for intensive reading purposes can be poetry. Poetry is good for close analysis. In way, students can be assigned to read each stanza closely to delve into the text and dig out hidden meaning expressed through literary elements such as metaphor, simile, allegory, etc. Intensive reading can lead the learners to extract deep meanings embedded in texts.

e) Sociolinguistic/Pragmatic Knowledge

Sociolinguistic and pragmatic competence is two of the main components of the communicative competence models. McKay (2001) states: "Due to its authenticity, literature can develop sociolinguistic and pragmatic knowledge as manifested in communicative competence models".

Hence, special attention is needed to be directed to this component. Literature due to its authenticity is equipped with sociolinguistic and pragmatic information. These two features are more related to 'appropriateness' in language which can be found only in contextualized language such as literary texts especially dramas and plays.

f) Grammar and Vocabulary Knowledge

Literature deals with a potpourri of language types and varieties from slang to formal and various subject matters. Arthur (1968) believes that syntactic knowledge and vocabulary enrichment can be accelerated through literary texts. Similarly, Van (2009)

views that literature involves a profound range of vocabulary, dialogues and prose. Though poetry is usually criticized for its complex and far-fetched syntactic structures, it can simultaneously be a good source for practicing grammatical structures. One such drill is asking the students to change the complex structures in a poem to the standard English structure. Literary texts are the major sources where complex structures such as dangling structure, inversion, subjunctives, etc occur. On the other hand, vocabulary knowledge can be expanded through considerable exposure to literary texts which treat both formal and informal language. Reading short stories and novels is a good exercise for enlarging the vocabulary domain of knowledge.

g) Language Skills

Language teaching consists of developing different language skills: listening speaking, reading and writing. CLT has been practiced as the current approach in the field of language teaching. Quite in line with the principles of CLT, literature is rich with innumerable authentic tokens of language for the development of such skills of language.

For writing purposes, literature shows to set a good ground for writing practice. Having the learners complete a poem or short story in cloze form is very encouraging. Also we can have the students write the end of a story in their own words or narrate a story from the point of view of another character in a short story, or novel. Other similar creative activities can be developed for writing practice.

For speaking purposes, the events in a poem, novel, or short story can be associated with the learners' own experience in real life. Such a practice paves the hot topics for discussion in language classes. Having the students freely reflect on the events and having them critically comment is also facilitative for advancing speaking proficiency.

For listening purposes, the learners can be exposed to the audio versions of the poems, short stories, or novels. Also the musical elements in poetry simulate the learners'

desire for approximating their speaking patterns to the native speaker norms by adhering to the principles of rhythm, rhyme and intonation.

For reading purposes, as above-mentioned, novel and poetry can provide good opportunities for extensive and intensive reading. Also it is good for practicing sub skills including skimming, scanning and finding the main ideas. Reading in literature is a combination of reading for enjoyment and reading for information. Therefore, it bridges the lacks in non-literary texts. In fact, for Shang (2006), "Literature is not only facilitative for language learning purposes in general but it can also accelerate language learning in content-based instruction" (as cited in Lamsal, 2006, p. 6).

h) Emotional Intelligence (EQ)

Reading literary texts foster emotional intelligence. Daniel Goleman is the pioneer in EQ. He believes that IQ and even multiple intelligences did not cater for this aspect of human intelligence. IQ is especially related to human ability to control and manage their emotions and feelings in different situations. An example for EFL/ESL context is how far EFL/ESL learners are able to control their anxiety when it comes to taking high-stake tests. Hence, dealing with affection, feeling and emotion, literature is good source for nurturing our EQ.

i) Critical Thinking

Literature is a good medium for critical thinking enhancement among language learners. Gholson (2002) maintains that literature can bring about changes in the attitudes of the learners. Literature allows students to reflect on their lives, learning, and language. Literature can open the horizons of possibility, allowing students to question, interpret, connect, and explore. Literature among other text types is fertile with ideas to critically look at. Here the role of the teachers' is very significant in developing such higher-order thinking skills. Today, critical thinking is the cornerstone of education particularly at advanced levels of education. Critical thinking prepares us not to take things for granted and to attempt to unravel the hidden agenda

of texts. Critical thinking informs Critical Discourse Analysis in language studies and similar fields in philosophy, sociology, cultural studies, psychology and law.

1.1.3.2 Views against Using Literature in EFL Classes

Taking into account the advantages of literature in EFL, there are some scholars who have posited the possible potholes literature might cause in language classes. The criticisms made include:

a) Syntax

Syntactic difficulty inherent in literary texts makes reading a cumbersome task. This is one of the main criticisms leveled against literature in EFL/ESL. Savvidou (2004) contends that literary texts are far from the conventions of standard English and hence can induce problems for language learning purposes. It is argued that literary texts are loaded with complex structures sometimes miles away from standard English. The irregularity of syntax is particularly evident when it comes to poetry. Poems are usually written in a form deviant from the norms of speaking or even writing and hence they make understanding them a herculean task. Bearing all these arguments in mind, we should remember that this complexity itself can become a source for practice especially for the learners at the intermediate and the above levels. In other words, the syntactic complexity should be given to above intermediate levels so that it becomes a source for language practice.

b) Lexis

Some argue that lexical difficulty of the literary texts adds fuel to the fire. Robson (1989) argues that due to its syntactic and lexical difficulty, literature is seen to be able to do "little or nothing to help students to become competent users of the target language". Some others also argue that literary texts are teeming with old and outdated vocabulary and practiced in today's English. Words such as "thee and thou" are not normally found in today's English. Again there is a counterargument that this is only working in old literature such as that of Shakespeare. Teachers are not obliged to use old literature only. There are so many modern literary texts that can be used as a

sources of input including short stories written by Hemingway and like which are closer to the standard English.

c) Phonetics and Phonology

Similarly, some practitioners believe that literature is replete with instances where there is a deviation from normal phonetic and phonological system. Some words have gone through minor or drastic changes in their pronunciation which might bring about misunderstandings. These inconsistencies can be thorny for language learners. An example is the word 'love' which was pronounced as /luv/ in old English. However, the authors believe even these fluctuations can be intriguing for our language learners and eventually making them aware of these phonetic or phonological changes is revealing.

d) Semantics

Some words have changed semantically including the word 'gay'. Such changes in meaning can also be a hindering point for language learners. Therefore, some scholars consider this as a pitfall in literary texts. Similarly, however, we content that these semantic changes are not considered to block the learners' previous knowledge but an appendix to their earlier semantic repertoire. As long as they are not impeding language learning no harm is expectant from these semantic variations. Nevertheless, the primacy of learning these words should be attended to.

e) Selection of Materials

Literary texts are usually difficult for both the students and the teachers to select. In this respect teachers should be wary about such factors as the learner's language proficiency, age, gender and background knowledge so that children or young adults are exposed to certain types of literary texts in comparison to the adult learners. The learners' gender and background knowledge likewise should come under close scrutiny when it comes to selecting the materials. Also factors related to the text itself should also be considered. For example, is the text old or modern, is it from escape literature or interpretive literature, what is the genre of the work, who is the author,

which dominant literary school does the work allude to, is it short or long, and other similar questions.

Considering all the aforesaid problems built-in literary texts, Carter and Long (1991) argue that these problems can be overcome by selecting an appropriate group of language learners.

f) Literary Concepts and Notions

The concepts and the notions of literature are completely different from the concepts of everyday communication. Such concepts create difficulties to understand the text properly and the students may leave to go through the texts. Maley (1989) views, "Unfamiliarity with certain literary genres and conventions might also bring about certain sorts of problems". Lack of knowledge about literary concepts makes the text bewildering and demanding to understand. A solution to this problem is to select the texts that best suit the learners' current and potential level of literary knowledge doing away with complex literary canons, or teaching these new literary concepts and notions prior to having the learners read the related literary text.

g) Literature and Academic English

Along with McKay's (1982) argument, so many language teachers conclude that literature has little if anything to serve the needs of our learners in academic settings or specialized fields such as biology and zoology where educational goals are given priority over aesthetic values of literary texts. As Maley (1989) clarifies such is not necessarily the case because we can use literature as a motivating tool for instigating the learners to explore different text types. Also as Shang (2006) indicates, literature can even be integrated in content-based instruction classes. Though literature cannot directly serve ESP courses' needs, it can be a positive catalyst for quickening language learning process.

h) Cultural Barriers

It is certain that literature is saturated with certain cultural concepts which hence make understanding literature much frustrating. Currently language teachers and material writers are on the horns of a dilemma about which culture to present, L1 culture or L2 culture. As Tomlinson (2001) mentions that there is a need to humanize the textbooks and one way to actualize this want is to localize the textbooks with interesting L1 topics and themes. However, others take side with the other camp and consider language as culture and culture as language where L2 culture is essential for EFL/ESL. With the rise of English as an International Language, this quandary has become more contentions. However, the authors believe that treating both L1 and L2 culture in a contrastive way will make the differences more elaborate and distinct for the learners. Capitalizing on contrastive cultural studies can be very much illuminating for our language classes and hence respect both cultures.

1.1.4 Problems and Difficulties in Using Literature in EFL Classes

Since, most of the EFL curricula include the literature component in their courses it has been included in compulsory English subjects from school level to the university level in Nepal, too. But the ways of introducing literature in language classes are not clearly mentioned and the teachers are not trained to use literature for the linguistic enhancement of the learners. In such context it becomes the burden for the teachers and beyond their level to the students. Here English is taught as the EFL one where we could find not a limited but a large number of problems in using literature in developing language.

The literature occurred as the problematic way from different perspectives such as subject matter itself, teacher related problems, students related problems and the educational system related problems in Nepalese context. Because of the linguistic problems and the lack of proper pedagogical skills the literature becomes headache for the teachers to make their classes effective ones on one hand. On the other hand, the students having low proficiency in English and Nepali medium instructional system create other difficulties in using literature as it is purposed to be used. In addition, the

prescriptive curriculum without proper directions of the teaching methods and practical implications is extra oil for the lamp to burn it. So the problems and difficulties related to the different concerning area and persons need to be identified and analyzed properly in context of Nepal for bringing real flavor of using literature as an interesting way of teaching language.

1.2 Review of Related Literature

Every researcher needs to observe the fundamental background of the related subject and the past studies. Though a number of research works have been carried out in the field of English language teaching, a very few of them have been conducted in the field of use of literature in language classes. I tried to review some researches which are associated with the use of literature in the language classes here.

Dhakal (1998) carried out the research entitled "A Case Study of Teaching English Language through Literature at Proficiency Certificate Level". The main objective of the study was to find out the importance of using literature in language teaching. The students of proficiency level studying in different education campuses were the main subjects. The questionnaires were used as the research tool. He pointed out that literature is an integral part of language learning.

Jha (1999) carried out research on "Teaching of English through Literature". The main objective of the study was to find out the ways of teaching English through literature. The primary sources of this research were the lecturers involved in teaching English literature in Dhanusha district. The major tools of his study were questionnaires and interview schedule. He concluded with remarks that literature is the indispensable part of language.

Lamsal (2006) carried out a research entitled "A Study on the Strategies in Teaching Story at Secondary Level". The main objective of his study was to explore the strategies used in teaching story at the secondary level. Questionnaire as the main research tool was used in the secondary level English teachers to get the required

information. He concluded that there was no proper use of three stages of story teaching: pre-reading, while-reading and post-reading stages of story teaching while teaching short stories.

Pokhrel (2008) carried out a research on the topic "Strategies Used in Teaching Fiction". His objectives were to find out the 'strategies adopted in teaching fiction at master's level and to enlist some pedagogical implications for enhancing teaching learning process of fiction'. The primary sources of his study were the lecturers involved in teaching English for the students of master's level in Kathmandu. He used observation as the major tool of his study. He recommended that every teacher needs to brainstorm before going through the text and translations should be minimized as it decreases fluency and proficiency. And lecture should be used as a technique but not as a method.

K.C. (2010) carried out research on "Activities in Teaching Short Stories" at lower secondary level. His major objective was to find out 'various activities used in teaching short story and to assure some pedagogical implications'. The primary sources of his study were lower secondary level English teachers and the students of grade eight from both private and public schools. His major tools for his study were questionnaire and observation. He came to logical conclusion that teachers were following teacher centered techniques.

Neupane (2010) carried a research entitled "A Study on Teaching Poetry at Grade Eight". The main objective of the study was to 'identify the activities and problems of teaching poetry'. Questionnaires were the primary research tools. Teachers teaching at Bachelor level in different campuses in Kathmandu valley were the primary sources of data. He found that different English teachers applied different methods and techniques while teaching. It was concluded that there were a large number of problems among them the lack of proper skill to teach literature were the main problems.

Chaudhary (2011) carried out a research on "Teaching Short Story: Problems, Prospects and Methods". The study had the objective to find out the 'perceptions and

attitudes of students and teachers on teaching short story at intermediate level'. Thirty students and twenty teachers were the subjects of the study. The questionnaires were the main research tool. The study found out that teaching short story had its multiple benefits in the ELT classroom.

We can find a large number of theses in the field of English language teaching. However, there are a few such studies in the field of using literature in language classes in the context of Nepal. Only the certain aspects of literature are focused in the previous studies. The problems and difficulties regarding the various areas and different persons are not properly searched. What such studies lacked is they either focused students-related problems or teacher-related problems. But the main problematic area the subject itself, EFL context and the education system-related problems are not properly studied. There is lack of research in the area of teachers' perceptions and the perceived difficulties in using literature in language classes in context of Nepal. So this research in such emerging issue is the first one in the Department.

1.2 Objectives of the Study

This study had the following objectives:

1. To find out the teachers' perceptions towards using literature in EFL classes at higher secondary level.
2. To find out the teachers' perceived difficulties in using literature in EFL classes at higher secondary level.
3. To suggest some pedagogical implications.

1.4 Significance of the Study

Since literature helps as a resource material for language teaching, its importance or value cannot be discarded. Using literature in EFL class has more advantages though there remain some difficulties or challenges while marrying literature in EFL classroom. It is language teachers' ability to marry literature properly in EFL classes. As this study is concerned with teachers' perceptions and perceived difficulties and

challenges that the teachers have in language classroom, it will be quite helpful especially for language teachers regarding the proper linkage between literature and language teaching.

Each and every research study is important for the institutions, scholars, professors, students and the researchers who are interested in the particular areas. This study will reveal the teachers' perceptions in using literature in EFL classes in Higher Secondary level. Similarly, it will also display the difficulties faced by the teachers in using literature in EFL classes. It has great significance in this context. It is not only important for the professionals, novice teachers, researchers of this field, and the students of language classes but also for the other teachers and students who are reading English literature. In Nepal, English is taught as foreign language where there are various perceptions and difficulties realized by the teachers. So, it will be the stimulus for the language teachers and people who are associated with the teaching field for their further research and professional development. It will throw the light on what importance the literature has in language classes and the problems faced by the teachers during its implementation. All in all, the significance of this study cannot be underestimated instead it will be beneficial for the professors, teachers, researchers and students who are related to English language teaching and learning.

CHAPTER TWO

METHODOLOGY

This chapter deals with research methodology that was adopted to carry out the study on **“Teachers’ Perceptions and Perceived Difficulties in Using Literature in EFL Classes”**. The sources of data, population of the study, sample size and other procedures are described below.

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objectives of the study.

2.1.1 Primary Sources of Data

The primary sources of the data were 60 English language teachers teaching at higher secondary level in both private and public schools and colleges of the Kathmandu valley.

2.1.2 Secondary Sources of Data

The following books were used as the secondary sources of data: Brumfit and Carter (1986), Khalid (2003), Byrne (2004), Best and Kahn (2006), Lazar (2009), Collie and Slater (2009), Nunan (2010), Cohen, Manion and Morrison (2010), Kumar (2011), etc. Similarly, other sources of data were journals, articles, research works, reports, dictionaries and websites used to collect sufficient information for the facilitation of the study.

2.2 Population of the Study

The population of the study was English language teachers teaching in both private and public higher secondary schools and colleges of the Kathmandu valley.

2.3 Sampling Procedure

Sixty English language teachers from thirty different higher secondary schools and colleges of Kathmandu valley were selected using non-random judgmental sampling procedure for the sake of primary data collection.

2.4 Tools for Data Collection

The research design of the study was survey type. The questionnaire was used to elicit the required information for the study. The questionnaire of both closed-ended and open-ended questions was used.

2.5 Process of Data Collection

I used the following step-wise methodological procedure to collect the required data:

- i) I prepared the questionnaire including 6 open-ended and 34 close-ended questions.
- ii) I collected the list of the higher secondary schools in the study districts from the respective District Education Offices.
- iii) I selected some private schools and some public schools from the list.
- iv) I visited the selected schools, consulted the administration and English teachers in the schools/colleges.
- v) I informed them about the purpose of the research and requested them for helping me in providing the required information for the study.
- vi) I distributed the questionnaire to them.
- vii) I thanked all of the teachers who provided me the required information and helped in my research study.

2.6 Limitations of the Study

The purposed study had the following limitations:

- i) The study was conducted only in 60 English language teachers selected from 30 higher secondary schools of Kathmandu valley.
- ii) It was limited to the use of literature in language classes: teachers' perceptions and perceived difficulties in context of Nepal.
- iii) It was limited to the data elicited only through the questionnaire.
- iv) It was limited to the teacher, student, management, and literature related difficulties/challenges in the use of literature in language classes.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis, interpretation and discussion of the data obtained from the primary sources. The data were collected with the use of questionnaire that is given in appendix I, consisting of both close ended and open ended questions. The data were collected from 60 English language teachers teaching in different higher secondary schools of the Kathmandu valley. The questions were arranged into two groups to meet the objectives of the study. The collected data were analyzed, interpreted and discussed under the two main headings:

- i) Teachers' perceptions in using literature in EFL classes in context of Nepal,
- ii) Difficulties and challenges faced by teachers in using literature in EFL classes in higher secondary level.

The participants were distributed 5 sets of close-ended questions including a number of sub-questions and 7 sets of open-ended questions. The analysis of the collected data has been carried out both quantitatively and descriptively.

3.1 Teachers' Perceptions in Using Literature in EFL Classes

The teachers have various perceptions regarding the use of literature in EFL classes. There are many fallacies which restrict the use of literature in language classes. Some of the teachers are in favour of using literature and others are against using it in language classes. We find different views regarding the benefits and drawbacks of using literature in language classes. Similarly, there are also a number of views on what should be the purposes of using literature in language classes. I have attempted to analyze, discuss and conclude about the above mentioned issues.

I have analyzed the data in the following sub-headings:

- i) Teachers' perceptions

- ii) Benefits of using literature in EFL classes
- iii) Drawbacks of using literature in EFL classes
- iv) The purpose of using literature in EFL classes

3.1.1 Teachers' Perceptions

One set of closed-ended questions including 15 items was distributed to the teachers in order to elicit their perception regarding the general characteristics of literature and the common misconceptions about using literature in language classes. I have presented the responses provided by the teachers to these questions in Table No. 1.

Table No. 1
Teachers' Perceptions

S.N.	Statements	True		Not True		Don't know	
		No	%	No	%	No	%
1	Literature is inherently authentic and provides authentic input for language learning.	60	100	-	-	-	-
2	Literature brings the culture in EFL classes.	51	85	6	10	3	5
3	Literature focuses only on meaning.	7	11.66	45	75	8	13.33
4	Using literature requires higher knowledge of the target language culture.	43	71.66	12	20	5	8.33
5	Literature disregards grammar teaching.	20	33.33	36	60	4	6.66
6	Using literature in EFL classes is basically an ESL methodology, not EFL.	27	45	33	55	-	-
7	Using literature in language classes requires teachers to have a high proficiency in English.	46	76.66	11	18.33	3	5
8	Language of literature is completely different from the language of everyday communication.	58	96.66	2	3.33	-	-
9	Literature is a very motivational material.	51	85	6	10	3	5
10	Literature is good for extensive and intensive reading.	53	88.33	5	8.33	2	3.33
11	Literature develops sociolinguistic and						

	pragmatic knowledge.	42	70	13	21.66	5	8.33
12	Literature promotes vocabulary power in the students.	36	60	14	23.33	10	16.66
13	Literature is rich with innumerable authentic tokens of language for the development of listening, speaking, reading and writing skills.	41	68.33	12	20	7	11.66
14	Reading literary texts foster emotional intelligence	48	80	7	11.66	5	8.33
15	Literature is a good medium for critical thinking enhancement among language learners.	39	65	17	28.33	4	6.66

(No = number of teacher, % = percentage)

The Table No. 1 demonstrates teachers' understanding of what is involved in literature in relation to language teaching. The table depicts that all 60 teachers agreed that literature is inherently authentic and provides authentic input for language learning. A majority of the teachers 36 out of 60 (60%) supported that literature promotes vocabulary power in the students. Likewise, 39 (65%) teachers took literature as a good medium for critical thinking enhancement among language learners. Most of the teachers (85%) agreed that literature brings the culture in EFL classes. For 48 (80%) of the teachers reading literary texts fosters emotional intelligence. A majority of the teachers (68%) believed that literature is rich with innumerable authentic tokens of language for the development of listening, speaking, reading and writing skills. Forty-two teachers (70%) perceived that literature develops sociolinguistic and pragmatic knowledge. Similarly, more than half of the teachers agreed that literature is a very motivational material and literature is good for extensive and intensive reading.

On the other hand, the teachers viewed the following statements as “not true” about literature. A large number of the teachers (75%) did not believe that literature focuses only on meaning. Fifty-five percent of the teachers disagreed with the fallacy; using literature in EFL classes is basically an ESL methodology, not EFL. A majority of the teachers (60%) did not support that literature disregards grammar teaching. From the above analysis I came to the conclusion that most of the teachers had positive perception on using literature in language classes.

3.1.2 Benefits of Literature in EFL Classes

For making the study more reliable and to get the required information regarding the use of literature in language classes, the teachers were provided an open-ended questionnaire about the benefits of using literature in language classes. In response to this question, the teachers had different concepts. The teachers mentioned a number of benefits of literature in language classes. There is no doubt that literature is beneficial for language learners in learning language effectively. The common views of the teachers drawn from the responses regarding the benefits of literature in language classes are as follows:

-) Literature is a genuine authentic material for language learning which makes students inquisitive, competent in content and skills; and develops critical thinking, emotional intelligence and interpretive abilities on them.
-) It motivates the learners providing pleasure and pleasant situation.
-) It provides a large amount of language exposure to the learners and leads them to outer world and brings native culture in language classes.
-) It enhances vocabulary power, language awareness and multiple ways of language use, creativity and imagination in students.
-) It brings natural, contextual and imaginary environment in the classroom.
-) It motivates the learners towards reading of a variety of reading texts.
-) It provides fun, entertainment and enjoyment to students in learning.
-) It associates language with literary world so as to equip the students with weapons of rational thinking.
-) Literature is a mirror of the society so it makes the students closer to the target society and introduces them with the culture of the society.
-) It provides sufficient information on various world issues.
-) It makes the teachers active and creative

It was found that teachers were aware of the benefits of literature in language classes. Indeed, to the teachers, literature is a motivational, authentic, pleasant, enjoyable and fun material for effective language learning which motivates the learners and develops creativity, critical thinking, vocabulary power and imagination in learners.

3.1.3 Drawbacks of Literature in EFL Classes

Literature is not only beneficial but it has some drawbacks in language classes.

Regarding the drawbacks of literature, the teachers had different concepts and views which have been presented and discussed in this section. Although the teachers had multiple views about the use of literature in language classes, they had common views too. The common drawbacks drawn from the responses are listed below:

-) Untrained teachers and the teachers with low proficiency in literature cannot use it effectively in language class.
-) It is very difficult and challenging to the teachers to select appropriate text for appropriate level of the students.
-) It creates ambiguity in students to deduce meanings because of grammatical and syntactic deviation, images and figurative speech of literary texts.
-) It does not concentrate on the subject matter; as a result the process of language learning may be led out of track.
-) Literature is more focused rather than language. So, it could be difficult to develop communicative competence in students.
-) It seeks the teacher to be more studious, critical, active, competent, imaginary, contextual and psychological to use literature effectively in language classes.
-) The students with limited language knowledge and low proficiency in English cannot understand the literary texts and lost through the texts.
-) Some of the students resist in participating in literature related classes so they may be passive in language learning.
-) The language cannot be learnt consciously and explicitly.

From the above list, it is concluded that there were also a large number of drawbacks of literature in language classes.

3.1.4 The Purpose of Using Literature in EFL Classes

In order to get the teachers' perceptions in using literature in language classes, the teachers were given a question- what could be the purpose of using literature in

language class? A variety of responses are provided by the teachers. The purposes which are considered the most important ones by the teachers are given below.

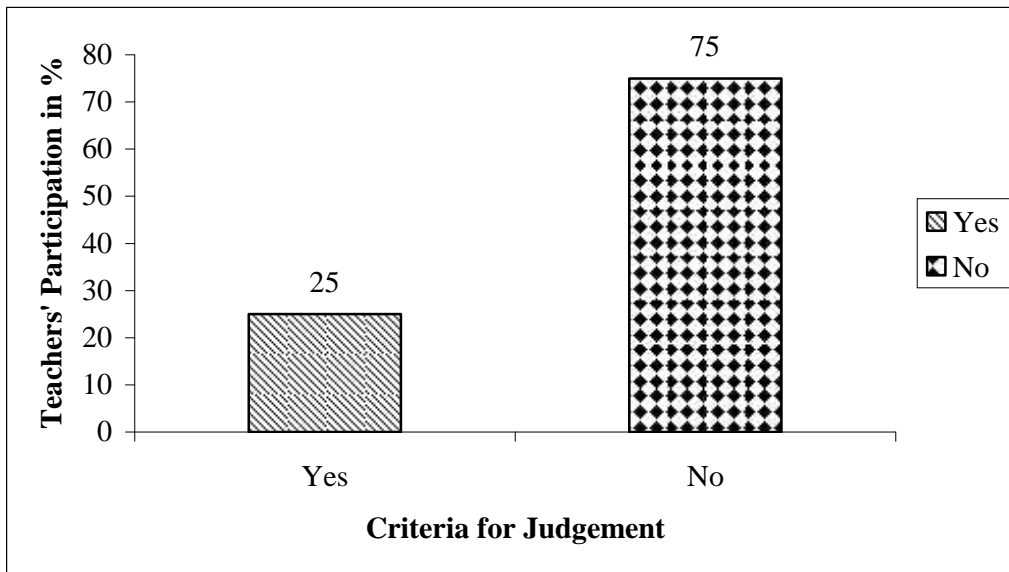
-) Making the language classroom entertaining, interesting and enjoyable.
-) Introducing the students with the target culture.
-) Developing students' interpretive ability, critical thinking, imaginary ability, creativity and vocabulary power in students.
-) Learning idioms, sayings, clichés and phrases of English language.
-) Developing different language skills and aspects through authentic materials of language.
-) Motivating the students for expressing their feelings, emotions and thoughts.
-) Developing literary competence and ability and enjoy the literary texts.
-) Developing the ability to summarize the long text, write the interpretation and tell the gist of the text.

The teachers stated a large number of purposes of using literature in language classes which shows that they were aware of what should be the aim of literature in language classes.

3.1.5 Teachers' Participation in Programs

For the use of any effective way of teaching language the teachers need trainings in the related fields. The teachers' responses regarding their participation in different programs: workshops, special training programs devoted to the use of literature in language classes have been presented in the following Figure No. 1.

Figure No. 1
Teacher Participation in Programs



The above figure shows that among 60 teachers most of the teachers (75%) viewed that they did not participate in any kinds of programs such as workshops, special training programs devoted to use of literature in language classes. On the other hand, only 15 (25%) of the teachers agreed that they participated in such training programs. It is found that a large number of the teachers lacked the trainings on the use of literature in language classes.

The teachers who participated were further asked when, where and how long they participated in such trainings. The responses of the teachers have been presented and discussed below.

Table No. 2
Teachers' Participation in Different Programs

The Programs	Training Organizer	Date	Duration
Literature in language teaching	NELTA	2013	3 days
Teaching language in funny and enjoyable environment	Chitwan	2058	A week
Using literature as a motivational material: a workshop	British Council	2006	One Month

A Two days workshop	Dhangadhi	2065	2 days
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The above table shows that there were only a few programs which are devoted to the use of literature in language classes. The teachers stated that NELTA has organized a three days program, British Council organized a one month program and District Education Offices Dhangadhi and Chitwan have also organized the program on the use of literature in language classes. These training programs were held in different dates.

In response to the query what benefits they earned from these programs, the teachers stated certain benefits that they had. The teachers viewed that they got the chance to share their strategies of using literature with other teachers and learnt others' experiences as well. Similarly, some of the teachers who participated in trainings stated that they learnt conducting group work, pair work for reading literary texts and creating summaries, themes, etc. Likewise, other teachers stated that they gained the skills to develop creative writing through literature in learners. A large number of the teachers viewed that they learnt different strategies of using literature in language classes, how to connect literature in language teaching, how to arouse the students' interest in language learning and using literature for developing vocabulary in learners.

The next section mainly lays out the difficulties and challenges that the teachers encountered in their attempts to use literature in language classes.

3.2 Difficulties and Challenges in Using Literature in EFL Classes

Another major objective of the study was to find out the difficulties and challenges that Nepalese teachers face in using literature in EFL classes. For eliciting the required information to meet this objective, teachers were provided 4 sets of closed-ended questions including several items and one open ended question to respond. The

presentation of the data collected from the teachers, its analysis and interpretation have been described and presented.

The close-ended questions were divided into four categories such as difficulties caused by the teachers, the students, the current educational system in Nepal, and ultimately the nature of literature itself. So, this heading is also divided into four main sub headings to make the study more convenient. They are:

- i. Teacher related difficulties and challenges
- ii. Student related difficulties and challenges
- iii. Difficulties and challenges related to the educational system
- iv. Difficulties and challenges related to the nature of literature itself

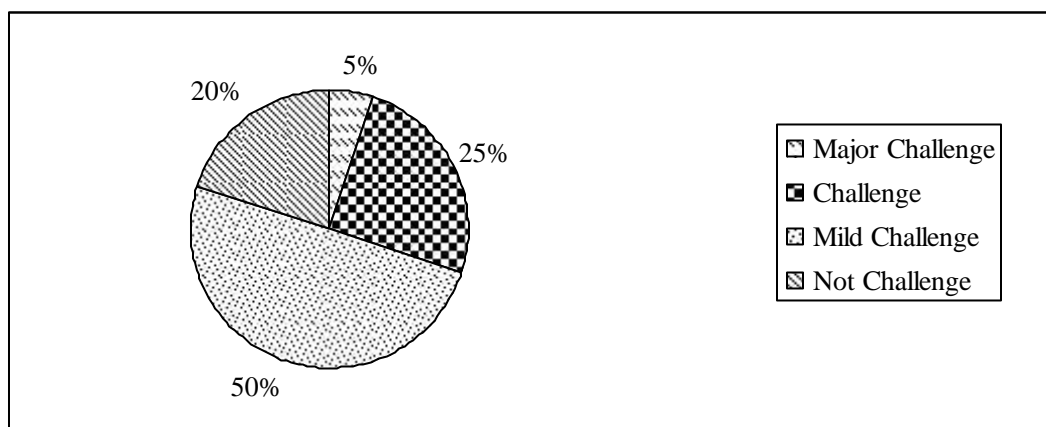
3.2.1 Teacher Related Difficulties and Challenges

The challenges are not only caused due to the students but also due to the teachers as well. If the teacher's do not have proper knowledge in the related subject matter how we can expect effective classes from them. In this category, the questionnaire revealed five major constraints related to the teachers themselves. These reported difficulties involved teachers' insufficient knowledge in literature, lack of knowledge about the target language (English) culture, less opportunities of training, time spent on translating text into Nepali and teachers' misconceptions about using literature in language classes. These categories have been presented in different sub-topics below.

3.2.1.1 Teachers' Insufficient Knowledge in Literature

The responses to the statement "Teachers' insufficient knowledge in literature" provided by the teachers have been presented in the Figure No. 2.

Figure No. 2
Teachers' Insufficient Knowledge in Literature



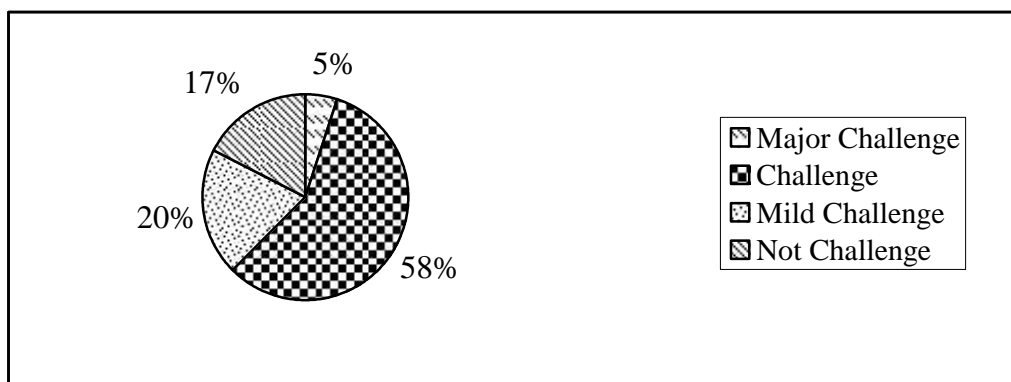
The Figure No. 2 depicts that 50 percent of the teachers reported their insufficient knowledge in literature as a mild challenge while 25 percent of them considered this as a challenge consternating them using literature in their classrooms. Yet, 20 percent of the teachers considered it not a challenge at all. So, it was found that teachers' insufficient knowledge in literature was a manageable challenge in the effective use of literature in EFL classes in Nepal.

3.2.1.2 Lack of Knowledge about TL (English) Culture

Language and culture are closely related. The culture is spoken through literature and language is created by the culture. The Nepali teachers lack the knowledge of English culture as a result they cannot present their language items perfectly reflecting the target culture. So the language classes become less effective and the students are unable to learn language through literature. To what extent the lack of knowledge of target culture affects the use of literature in language classes is tried to find out in under this topic. The data have been presented in Figure No. 3 on the basis of the responses provided by the teachers to this statement.

Figure No. 3

Teachers' Lack of Knowledge about TL (English) Culture

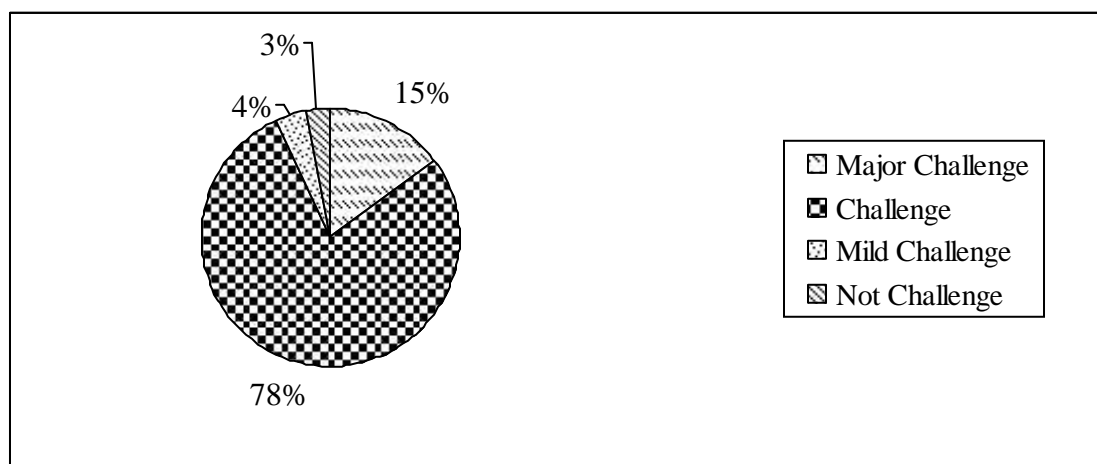


The above figure shows majority of the teachers (58%) stated that lack of knowledge about target language culture was a challenge to use literature in language classes in Nepalese context whereas 20 percent of the teachers viewed this is a mild challenge and other 5 percent of the teachers believed that this was the major challenge. Only 17 percent of the teachers viewed that this was not a challenge to use literature in language classes. Thus, it can be concluded that teachers' lack of knowledge of target language culture seems a challenge in EFL class.

3.2.1.3 Lack of Trainings

Teachers need trainings on the new ways, techniques and methodologies that have been developed in the field of language teaching and learning. In the use of literature also needs teacher training. Based on the responses provided by the teachers to the question regarding the opportunities they had for training related to the use of literature as a means of language teaching, the presentation and analysis have been done in Figure No. 4.

Figure No. 4
Lack of Trainings



The above figure depicts that 78 percent of the teachers considered that lack of training related to the use of literature in language classes was a challenge. Similarly, 15 percent of the teachers viewed that this was a major challenge and 4 percent of the teachers perceived this as a mild challenge. On the other hand, only a small number of the teachers (3%) thought that this was not a challenge at all. The most of the teachers considered this as the main challenge in using literature in language classes. So, among various challenges lack of training also poses difficulties in using literature in EFL classes.

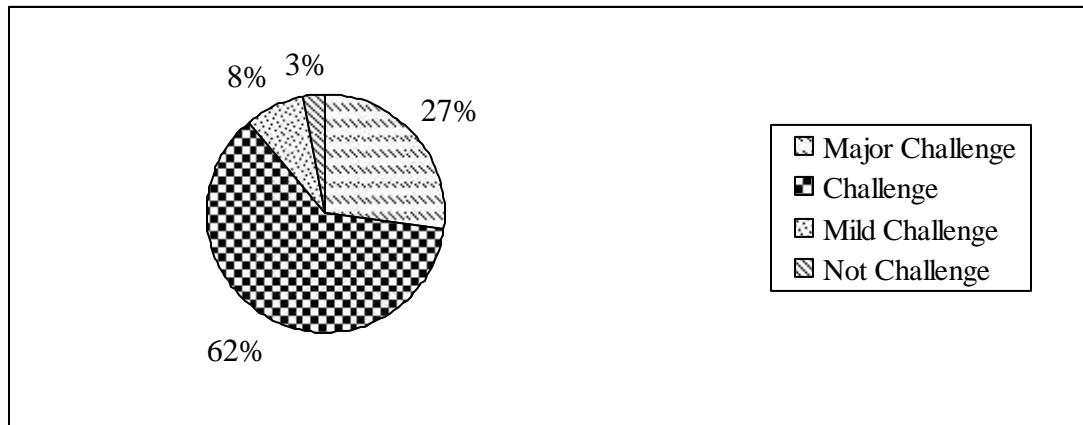
3.2.1.4 Translating the Texts into Nepali

The language teaching in Nepal is dominated by Grammar Translation Method for long period of time. The teachers teach the language translating the texts from English into Nepali and the students also want their English classes in Nepali.

In order to derive the required information about the problems, the teachers were asked about the trends of translating the texts into Nepali to respond. The respondents felt that they spent most of the time in translating the texts into Nepali, which in turn because a constraint for them to use literature as a means of language teaching. Based

on the responses provided by the teachers to this issue, the data have been presented in Figure No. 5.

Figure No. 5
Translating the Texts into Nepali



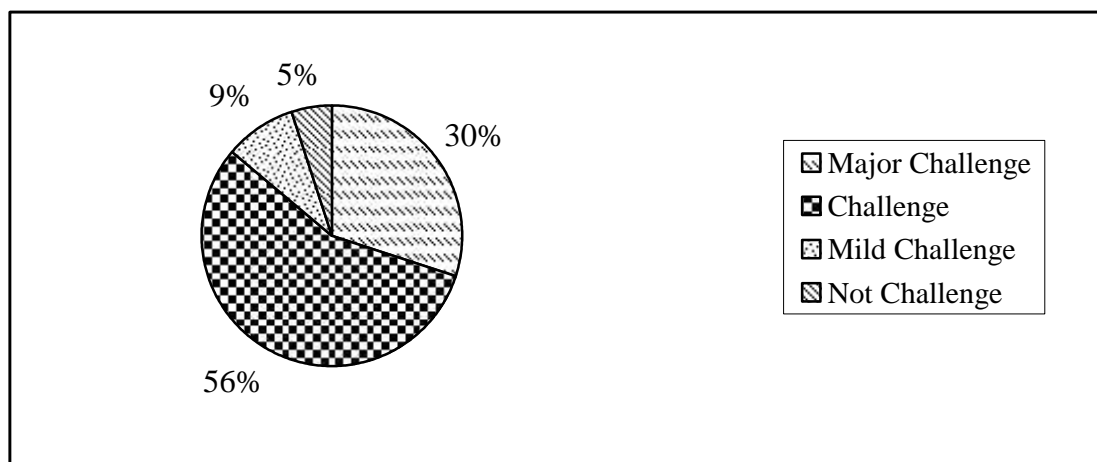
According to Figure No. 5, a majority of the teachers (62%) considered that the trend of translating the texts into Nepali as a challenge, 27% of the teachers responded it as a major challenge and 8% teachers took it as a mild challenge. But only 3% of the teachers viewed that the trend of translating the texts into Nepali was not a challenge at all. It was concluded from the discussion that translating texts into Nepali was a challenge for the use of literature in language classes. But apt use of translation is beneficial in language teaching.

3.2.1.5 Teachers' Misconceptions about Using Literature

Teachers have different views on the use of literature in language classes.

The data collected from the teachers' responses to the misconceptions about using literature in language classes have been presented in Figure No. 6.

Figure No. 6
Teachers' Misconceptions



The data presented in Figure No. 6 revealed that the teachers mostly had strong perceptions regarding what was involved in literature, even though there were some uncertainties with regard to few items. The greater number of the teachers (56%) accepted that the misconceptions regarding the use of literature as a means of language teaching was a challenge, for the 30% of the teachers it was major challenge and 9% of the teachers took this as mild challenge. On the other hand, only a small number of the teachers (5%) took it as not a challenge at all. It was found that the misconceptions regarding the use of literature in language classes was a challenge for effective language teaching and learning.

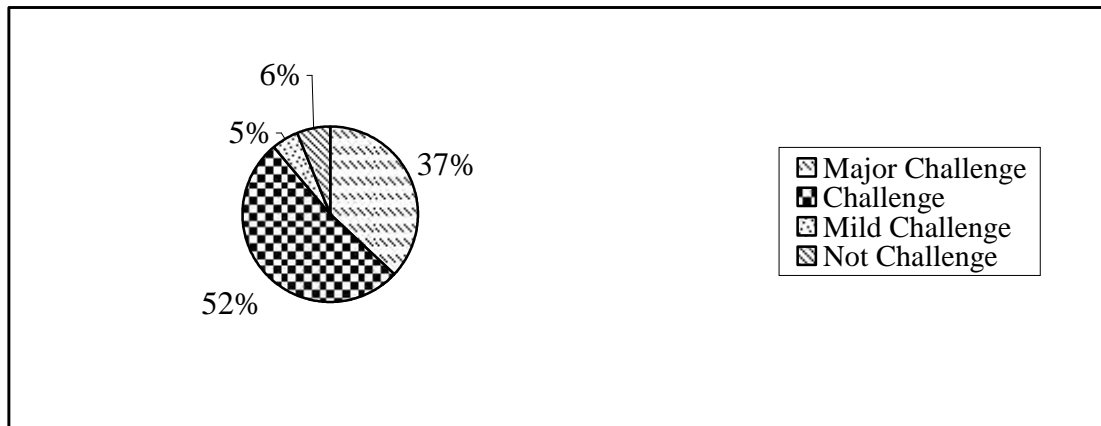
3.2.2 Student Related Difficulties and Challenges

The second major category of constraints is associated with the students. These constraints consisted of the students' low English proficiency, the students' passive style of learning, the students' resistance to participate in literature related classes and the students' perception towards literature only as a matter of entertainment. The data regarding these concerns have been presented and analyzed in different sub-topics below.

3.2.2.1 Students Low English Proficiency

On the basis of the responses provided by the teachers to this issue, the data have been presented in Figure No. 7.

Figure No. 7
Low English Proficiency

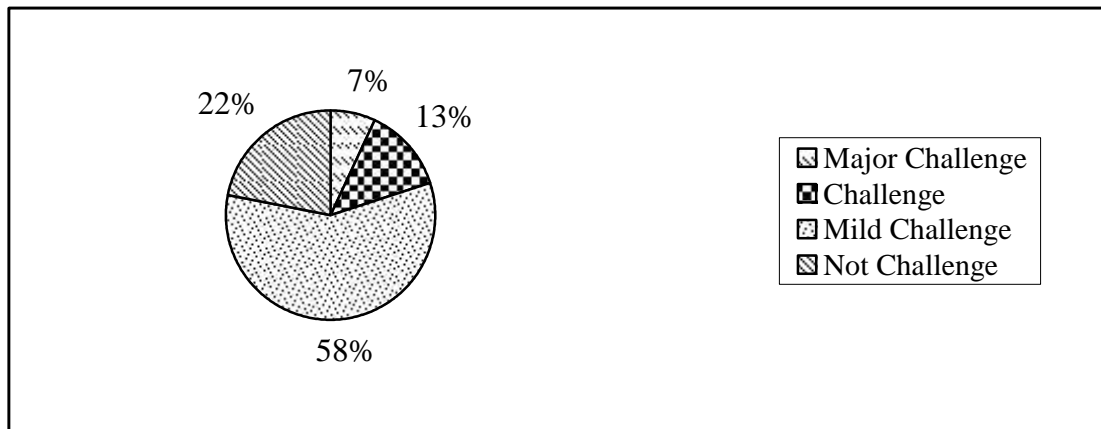


The Figure No. 7 shows that a majority of the teachers (52%) admitted that their learners' low English proficiency was a challenge whereas 37% of them took this as a major challenge and only 5 percent of the teachers took this as a mild challenge. On the other hand, 6% of the teachers believed that this item did not constitute any challenge at all. It was found that low proficiency of the learners is a challenge for most of the teachers.

3.2.2.2 Students Passive Style of Learning

The students are found to be active in some classes and inactive in others. Responses provided by the teachers to the item passive style of learning as a constraint of using literature in language classes have been presented in the Figure No. 8.

Figure No. 8
Students Passive Style of Learning



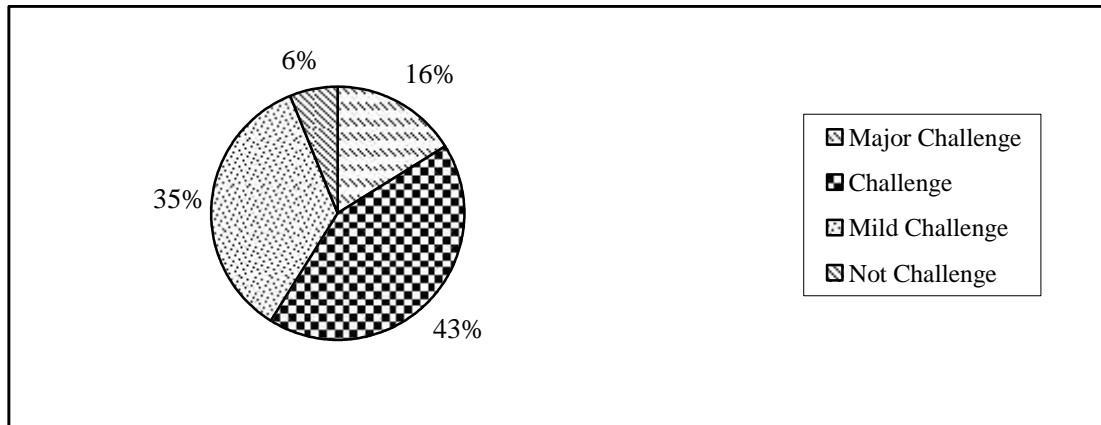
The Figure No. 8 reveals that 58 percent of the teachers experienced that students' passive style of learning stood as a mild challenge. Likewise, 13 percent of the teachers regarded this as a challenge while 7 percent of them chose major challenge as a response. On the other hand, 22 percent of the teachers considered that students' passive style of learning is not a challenge at all. From the above analysis it was concluded that the students' passive style of learning was a challenge. Teachers should train their students on styles and strategies of learning in the literature class to convert the students' passive styles into active one.

3.2.2.3. Resistance to Participate in Literature Related Classroom

Activities

Students' resistance to participating in communicative class activities was also asked to the teachers to respond as there are some students we do not want to go through literature in classes. Based on this item, the responses provided by the teachers have been presented in Figure No. 9.

Figure No. 9
Students' Resistance

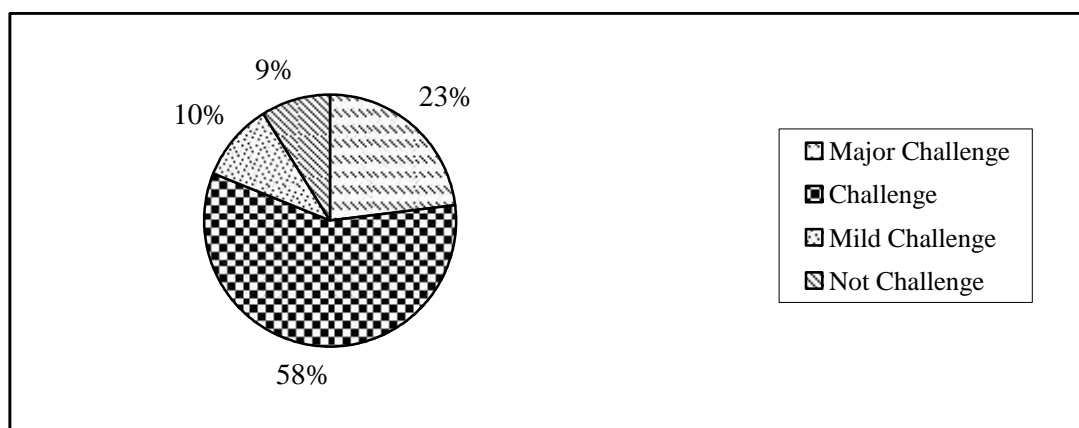


According to Figure No. 9, students' resistance to participate in literature related classroom activities was reported as a significant limitation to utilizing literature in language classes in Nepal. Except 6 percent of the teachers who thought that their students did not resist to participate in literature related classroom activities, most of the teachers (for 43% of the teachers- challenge, 35% of the teachers- mild challenge and 16% of the teachers- major challenge) unveiled that their students reluctance to engage in literature related classroom activities emerge as a challenge in their attempts to use literature in language classes. It was found that the students' resistance to engage in the activities that are based on the literature was a challenge to the teachers to teach language effectively.

3.2.2.4 Treating Literature only as a Matter of Entertainment

Literature is an artistic creation since it was generally believed that literature is only for pleasure not as a means for language learning. Based on the responses provided by the teachers to this item, the data have been presented in Figure No. 10.

Figure No. 10
Literature only as a Matter of Entertainment



A majority (58%) of the teachers viewed that the students treating literature only as a matter of entertainment was a challenge, for 23% it was major challenge and for 10% it was mild challenge. On the other hand, only 9% of the teachers stated that it was not a challenge, students treating literature only as a matter of entertainment.

3.2.3 Difficulties and Challenges Related to the Educational System

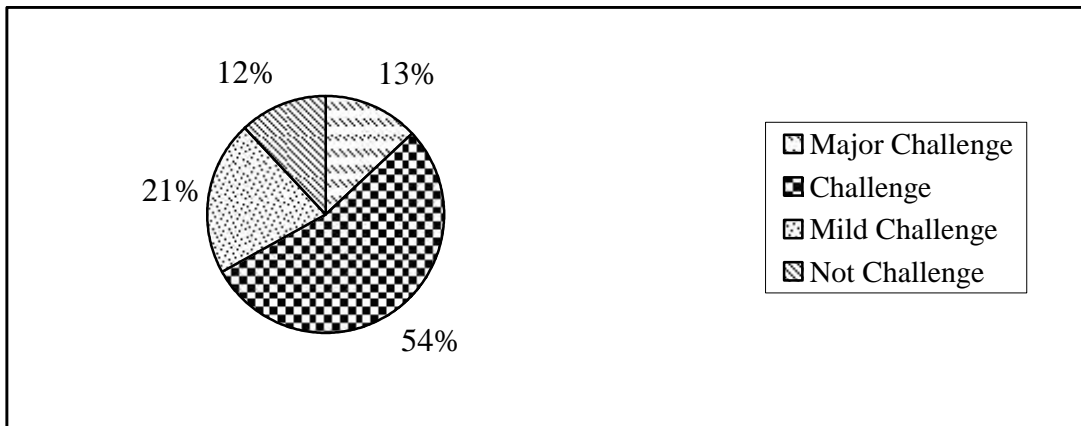
The education system also has a share of making language teaching effective. The policy of education, curriculum, courses of studies and syllabuses should also clearly mention what the benefits of using particular way of language teaching are. When there is explicit vision about the methods of language teaching and proper support from administration then the teaching learning will surely be effective. The third category of difficulties and challenges is related to the current educational system in Nepal. Within this, the four key constraints were listed: lack of support from administration, lack of authentic materials, large classes and irrelevancy between the objectives of using literature, classroom activities and examination. They are presented and analyzed in four different sub-headings below.

3.2.3.1 Lack of Support from Administration

Data have been presented in the Figure No. 11 on the basis of the responses provided by the teachers to this statement.

Figure No. 11

Lack of Support from Administration



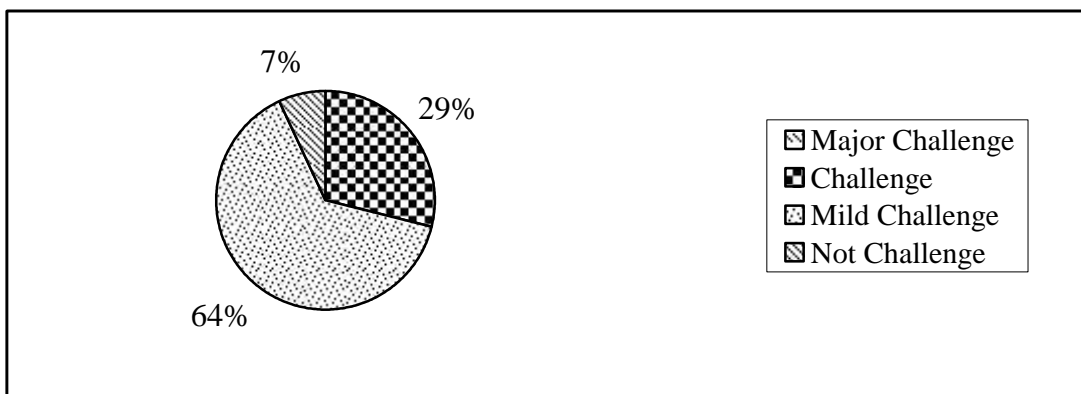
The Figure No. 11 demonstrates that 54 percent of the teachers supported that the lack of support from administration as a challenge. At the same time 21 percent teachers regarded this as a mild challenge. Lack of support was thought to be a major challenge by 13 percent of the teachers where as the remaining 12% of them believed that it was not a challenge at all. So, it can be said that lack of support from administration as a challenge and also poses difficulty while using literature in EFL classes.⁵

3.2.3.2 Lack of Authentic Materials

Materials play vital role in making language classes suitable for effective language learning. Lack of authentic materials is another constraint in educational system to use literature in language classes effectively. Based on the responses, the data have been presented in Figure No. 12.

Figure No. 12

Lack of Authentic Materials

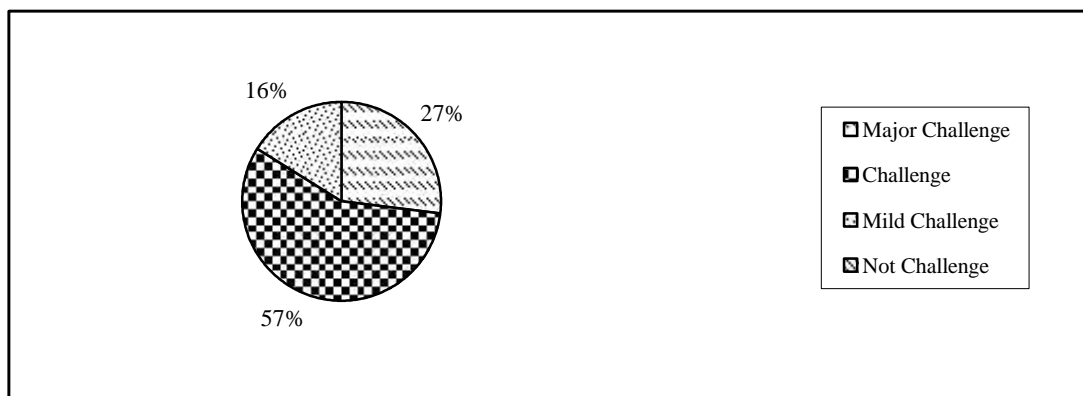


The Figure No. 12 shows that 64 percent of the teachers found the lack of authentic materials in the language classes as a mild challenge. Similarly, 29 percent of the teachers thought that it was a challenge. On the other hand, only 7 percent of the teachers opined that lack of authentic materials was not a challenge at all.

3.2.3.3 Large Classes

Having large classes is one of the key problems the Nepalese educational system has been facing. The data have been presented in Figure No.13 on the basis of the responses provided by the teachers to this issue.

Figure No.13
Large Classes



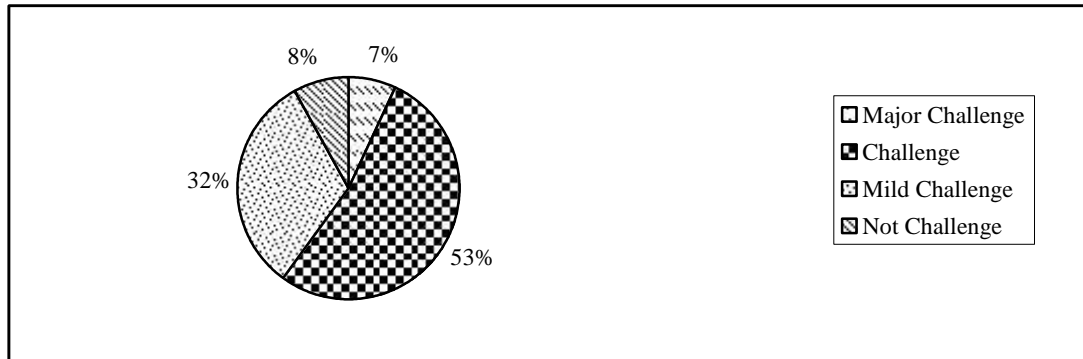
The Figure No. 13 shows that the high number of students in classes was also a concern in the area of literature in language classes. Fifty-seven percent of the teachers considered this as a challenge. Similarly, 27 percent of them thought it as a major challenge and 16 percent of the teachers viewed that it was a mild challenge. It was concluded that large classes where students from diversity as a barrier, preventing them from using literature in language classes.

3.2.3.4 Irrelevancy among the Objectives, Classroom Activities and Examination

The irrelevancy between the objectives of using literature, classroom activities and examination was also taken as the constraint of using literature in language classes.

Based on the responses provided by the teachers, the data have presented in the Figure No. 14.

Figure No. 14
Irrelevancy among Objective, Classroom Activities and Examination



According to the Figure No. 14, 53 percent of the teachers thought that irrelevancy among the objectives of using literature, classroom activities and examination were challenge for them in using literature in language classes. Thirty two percent of the teachers viewed this was a mild challenge, 7 percent of the teachers reported that such inconsistency was a major challenge. On the other hand, only 8 percent of the teachers viewed that such situation was not a challenge at all. It was found that irrelevancy among the objectives of using literature, classroom activities and examination was a challenge in effective use of literature in language classes.

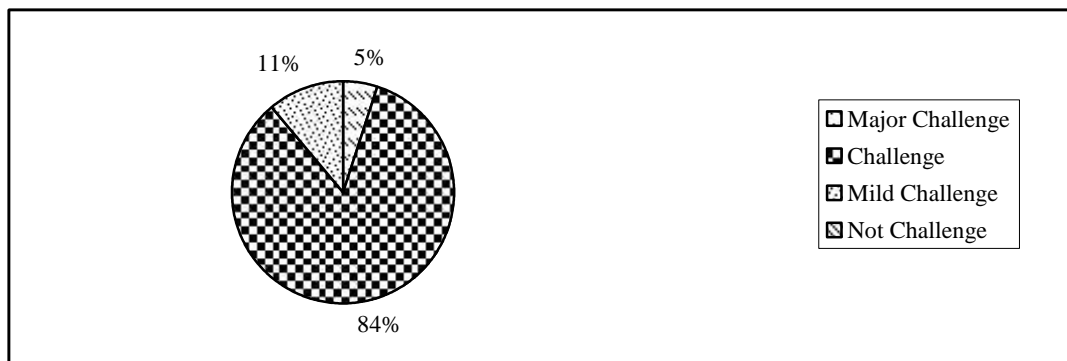
3.2.4 Literature Related Difficulties and Challenges

The fourth and final category regarding the reported difficulties and challenges to use literature in language classes was pertained to literature itself. This category consists of six constraints: syntactic and figurative difficulties inherent in literary texts, lexical difficulties of literary texts, inconsistencies in phonetics and phonology of literary texts, selecting literary texts, irrelevancy of literature to serve the needs of our learners in academic settings or specialized fields and cultural barriers. All these constraints regarding literature related difficulties are presented and discussed under different six sub-headings below.

3.2.4.1 Syntactic and Figurative Difficulties Inherent in Literary Texts

Among various constraints related to literature itself, its syntactic deviation and use of figurative language makes language learning some difficult and challenging. On the basis of the responses provided by the teachers, the data have been presented in Figure No. 15.

Figure No. 15
Syntactic and Figurative Difficulties Inherent in Literature



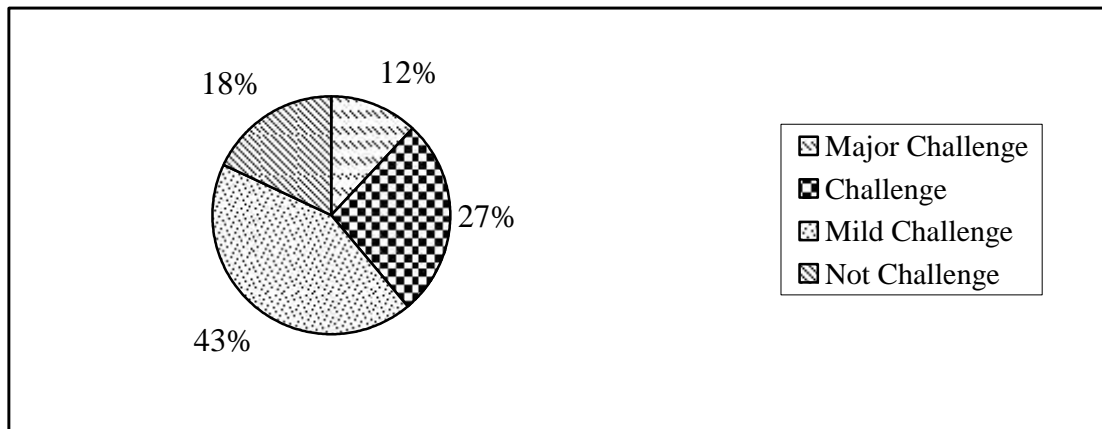
The Figure No. 15 shows that the most of the teachers (84%) revealed that this was rather a challenge, another 5 percent of them noted that this was a major challenge and 11 percent of the teachers stated that this was a mild challenge; there is no teacher who defends this constraint. It was found that the syntactic and figurative difficulties inherent in literature were challenges and thus they pose difficulty in using literature in EFL classes.

3.2.4.2 Lexical Difficulties of Literary Texts

In response to the statement- lexical difficulty of the literary texts adds fuel to the fire in language learning, the teachers have mixed responses. The data have been presented in Figure No. 16 and analyzed below.

Figure No. 16

Lexical Difficulty of the Literary Texts



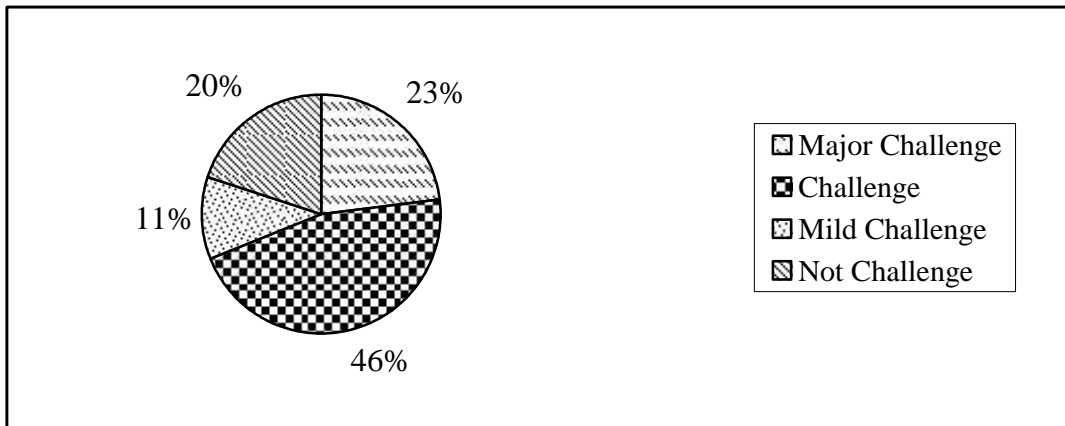
According to the Figure No. 16, forty-three percent of the teachers took that lexical difficulty of literary texts was a mild challenge, for 27 percent of them it was challenge and it was a major challenge for 12 percent of the teachers. On the other hand, for 18 percent of the teachers it was not a challenge at all to use literature in language classes. Literary texts are lexically denser and thus become difficult for the students to comprehend easily.

3.2.4.3 Selection of Literary Texts

There are a number of literary texts in the area of literature which create confusion and difficulty for both teachers and students. Appropriate selection

of literary texts is quite important in using literature in EFL classes. Based on the responses provided by the teachers about the selection of literary texts, the data have been presented in Figure No. 17.

Figure No. 17
Selection of Literary Texts



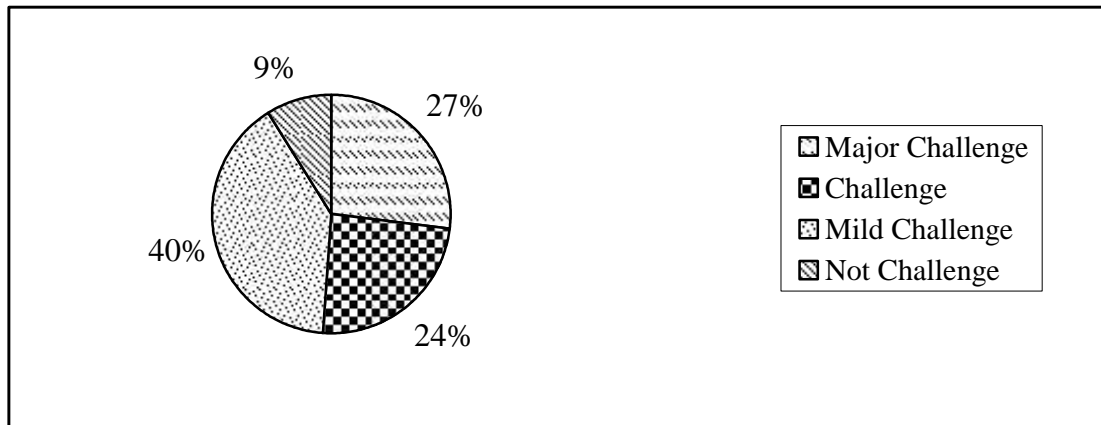
The Figure No. 17 depicts that 46 percent of the teachers viewed selection of literary text was a challenge while 23 percent of them thought it as a major challenge and 11 percent of the teachers viewed that selection of literary texts was mild challenge. For 20 percent of them selection of the literary texts was not a challenge at all to use literature in language classes. From the above analysis, it can be concluded that selection of literary text was a manageable challenge to manage this challenge texts/materials should be selected appropriately considering the local context, level and age of the learners.

3.2.4.4 Inconsistencies in Phonetics and Phonology of Literary Texts

The language of literature is different from communicative language used in language teaching. Not only this much but also we find inconsistencies in phonetics and phonology of literary texts which bring misunderstanding in the learners. The responses provided by the teachers have been presented and analyzed below.

Figure No. 18

Inconsistency in Phonetics and Phonology of Literary Texts

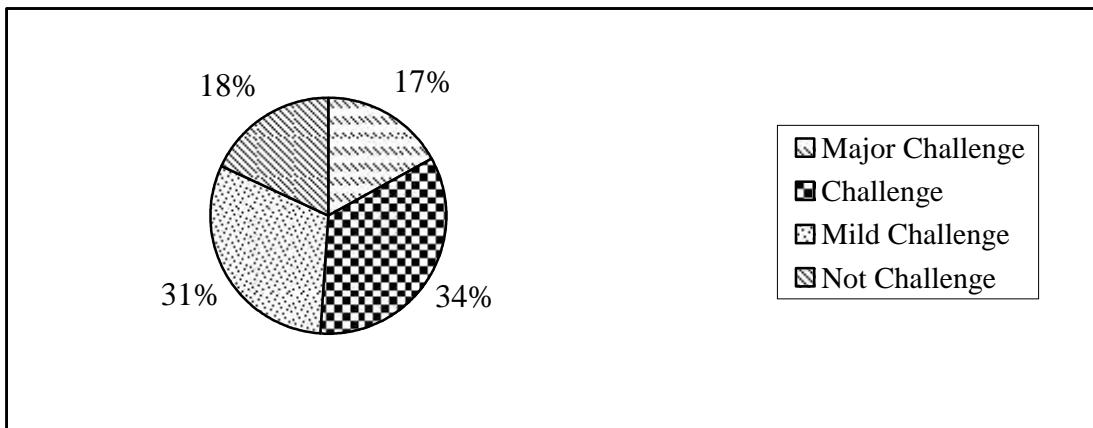


The Figure No. 18 shows that for 40 percent of the teachers, inconsistencies in phonetics and phonology of literary texts were a manageable constraint whereas 27 percent and 24 percent of the teachers took this as a major and normal challenge respectively in using literature in language classes. Nine percent of the teachers viewed that inconsistencies in phonetics and phonology of literary texts was not a challenge at all. It was found from the above discussion that inconsistency in phonetics and phonology of literary texts was a manageable challenge.

3.2.4.5 Irrelevancy of Literature to Serve the Learners' Needs

The use of literature becomes a challenging task for the teachers in Nepal. Different teachers have different opinions of using literature in language classes. Some opines that it is fruitful to use literature for comprehending the learners' needs while others claim that it is infertile. In response to the statement 'literature has little if anything to serve the needs of learners in academic settings or specialized fields', the teachers have various views. The responses have been presented and analyzed below.

Figure No. 19
Irrelevancy of Literature



The above figure shows that 34 percent of the teachers viewed that irrelevancy of literature to meet the needs of learners in academic settings as a challenge, 31 percent of them stated this as a mild challenge and 17 percent of them thought this as a major challenge to use literature in language classes. Remaining 18 percent of the teachers took this constraint as not a challenge at all. From this discussion it can be said that there was not a clear cut view on irrelevancy of literature. So, it was a challenge for some of the teachers but for others it was not a challenge at all.

In order to retrieve further information about the constraints and challenges that the teachers of higher secondary level facing in using literature in language classes, the teachers were asked to mention other potential challenges and difficulties other than the aforementioned that they encountered in language teaching. On the basis of the responses provided by the teachers, the following constraints have been listed:

-) Lack of knowledge of background of the texts and their writers, poets, dramatist and novelist etc.
-) No relationship between English culture and Nepali culture where the texts are set.
-) Teachers take literature as an end itself rather than a means of language teaching and engage themselves in teaching literature not language.

-) Language curriculum does not explicitly introduce the objectives of using literature in language classes.
-) Teaching poetry is a challenging for the teachers and learning for the learners.
-) There is lack of trainings, workshops, seminar related to the use of literature in language teaching.
-) There is no proper selection of appropriate literary texts for the students of particular level and ages.
-) There is gap between teaching literature and language.

To conclude it was found that the difficulties and challenges related to teachers, students, educational system and literature itself were the challenges in the effective use of literature in language classes.



CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Findings

On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized and presented below.

- A. The findings related to the first objective of the study are as follows:
- i. All of sixty teachers (100%) supported that literature is inherently authentic and provides authentic input for language learning.
 - ii. Most of the teachers 51 out of 60 (85%) agreed that literature brings the culture in EFL classes.
 - iii. A large number of the teachers (80%) perceived that reading literary texts fosters emotional intelligence.
 - iv. Most of the teachers (70%) argued that literature develops sociolinguistic and pragmatic knowledge in learners.
 - v. A majority of the teachers (68%) believed that literature is rich with innumerable authentic tokens of language for the development of reading, writing, speaking and listening skills.
 - vi. A majority of the teachers (65%) agreed that literature is a good medium for critical thinking enhancement among language learners.
 - vii. A majority of the teachers (60%) supported that literature promotes vocabulary power in the students.
 - viii. A majority of the teachers above fifty percent supported that literature is a very motivational material it is good for extensive and intensive reading.

- ix. Most of the teachers (75%) did not agree that literature focuses only on meaning.
- x. A majority of the teachers (55%) disagreed that using literature in EFL classes is basically an ESL methodology, not EFL.
- xi. A large number of the teachers (60%) did not believe that literature disregards grammar teaching.
- xii. Most of the teachers (75%) stated that they did not get any opportunity to participate in special training programs, workshops and seminars devoted to the use of literature in language classes. Although 25% of the teachers participated in such different programs they were not clear and confident about what they learnt from these programs.
- xiii. Most of the teachers expressed their awareness towards the benefits and drawbacks of using literature in language classes.

B. The findings related to the second objective of the study are as follows:

The findings under this category are presented in different four subcategories:

- a. The findings of teacher related difficulties and challenges in using literature in language classes are:
 - i. Fifty percent of the teachers claimed that their insufficient knowledge in literature as a manageable challenge for effective language teaching through literature.
 - ii. Only 15 teachers (25%) stated that the lack of knowledge about target language culture was a challenge to use literature in language classes in Nepalese context.
 - iii. A majority of the teachers (78%) considered that lack of training related to the use of literature in language classes was a challenge in the use of literature in language classes.
 - iv. A majority of the teachers (62%) considered that the trend of translating the texts into Nepali as a challenge.

- v. The greater number of the teachers (56%) accepted that the misconceptions regarding the use of literature as a means of language teaching was a challenge.
- b. The findings of students-related difficulties and challenges in using literature in language classes are:
- i. A majority of the teachers (52%) admitted that their learners' low English proficiency was a challenge.
 - ii. Fifty-eight percent of the teachers experienced that students' passive style of learning stood as a manageable challenge.
 - iii. Students' resistance to participate in literature related classroom activities was reported as a significant limitation to utilizing literature in language classes in Nepal.
 - iv. A majority (58%) of the teachers viewed that the students treating literature only as a matter of entertainment was a challenge.
- c. The findings of administration-related difficulties and challenges in using literature in language classes are:
- i. Fifty-four percent of the teachers supported that the lack of support from administration as a challenge.
 - ii. A majority of the teachers (64%) found that lack of authentic materials in using literature as a manageable challenge.
 - iii. Fifty seven percent of the teachers considered that the large classes were the challenge in using literature for effective language teaching.
 - iv. A large number of the teachers (53%) thought that irrelevancy between the objectives of using literature, classroom activities and examination was a challenge for them in using literature in language classes.
- d. The findings of literature-related difficulties and challenges in using literature in language classes are:
- i. For most of the teachers (43%), lexical difficulty of literary texts was a manageable challenge.

- ii. Majority of teachers (46%) viewed that selection of appropriate literary text was a challenge.
- iii. Most of the teachers (84%) revealed that syntactic and figurative difficulties inherent in literature were a challenge in the use of literature in teaching language.
- iv. The teachers also stated that inconsistencies in phonetics and phonology were a manageable constraint to use literature in language classes.
- v. The teachers pointed out a number of other challenges they encountered in their language classes.

4.2 Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study.

- A. The recommendations made from the findings in section A are as follows:
 - i. The use of literature as a means of language teaching and learning should be continued.
 - ii. The use of literature should have motivational purposes.
 - iii. The teachers should be provided with ample opportunities to participate in special training programs, workshops and seminars devoted to the use of literature in language classes.
 - iv. The concerning departments and organizations like department of education, NCED, NELTA etc. should organize such programs to develop skills in teachers to use literature in language classes for effective teaching.
 - v. The methods and ways of using literature in language classes should be included in different types of Teachers' Professional Development (TPD) trainings for effective language pedagogy.
- B. The recommendations made from the findings in section B are as follows:

- i. The teachers should document their own teaching, update them with new trends in the use of literature, and change them with the context.
- ii. The selection of the literary texts should fit the level and age of students of the students.
- iii. Teacher education should include self-directed learning as a process of teachers' professional development.
- iv. The trainings, seminars and conferences in teacher development should focus on the benefits and appropriate use of literature in language classes.
- v. The proper use of literature as a means of language teaching in lower level should also be clearly mentioned.
- vi. The language curriculum should fix the objectives of using literature in language classes.
- vii. Consistency should be maintained in objectives of using literature in classroom and questions in examination.
- viii. Suitable materials should be suggested to include in curriculum for the effective use of literature in language classes.

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Appendix- I
Questionnaire

Dear Respondents,

This questionnaire is a research tool for gathering information for my research entitled "**Teachers' Perceptions and Perceived Difficulties in Using Literature in EFL Classes**" as a partial fulfilment of Master's Degree in English education under the guidance of **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education, T.U., Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. I sincerely assure that your responses will remain confidential and used only for research purpose.

Researcher
Mohan Singh Shaud

Name:

Name of the School/College:

Qualification:

Post:

Please answer the following questions based on your thinking at this time

(There is no correct or best response to the questions):

Part I: Questions pertaining to the teachers' perceptions regarding to the use of literature in EFL classes:

1. What is your view regarding the use of literature in EFL classes? (Please check one).

- a. Literature is inherently authentic and provides authentic input for language learning.

True	Not True	Don't know

b. Literature brings the culture in EFL classes.

True	Not True	Don't know

c. Literature focuses only on meaning.

True	Not True	Don't know

d. Using literature requires higher knowledge of the target language culture.

True	Not True	Don't know

e. Literature disregards grammar teaching.

True	Not True	Don't know

f. Using literature in EFL classes is basically an ESL methodology, not EFL.

True	Not True	Don't know

g. Using literature in language classes requires teachers to have a high proficiency in English.

True	Not True	Don't know

h. Language of literature is completely different from the language of everyday communication.

True	Not True	Don't know

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i. Literature is a very motivational material.

True	Not True	Don't know

j. Literature is good for extensive and intensive reading.

True	Not True	Don't know

k. Literature develops sociolinguistic and pragmatic knowledge.

True	Not True	Don't know

l. Literature promotes vocabulary power in the students.

True	Not True	Don't know

m. Literature is rich with innumerable authentic tokens of language for the development of reading, speaking and listening skills.

True	Not True	Don't know

n. Reading literary texts foster emotional intelligence.

True	Not True	Don't know

o. Literature is a good medium for critical thinking enhancement among language learners.

True	Not True	Don't know
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2. List out any five benefits of using literature in language classes.

- i.
- ii.
- iii.
- iv.
- v.

3. List out any five drawbacks of using literature in language classes.

- i.
- ii.
- iii.
- iv.
- v.

4. What should be the purpose of using literature in language classes? Mention in points.

- i.
- ii.

iii.....

iv.....

v.

5. Have you ever participated in any kinds of programs such as workshops, special training programs, devoted to the use of literature in language classes?

i. Yes

ii. No

6. If yes, When

Where

How-long

7. How did you benefit from the program? What did you learn from it?

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Part II: Questions pertaining to perceived difficulties/ challenges in using literature in language classes in Nepal.

1. Please indicate how big an issue these challenges are by circling the following response scale.

4= Major challenge

3= Challenge

2= Mild challenge

1= Not a challenge at all

a. Teacher-related difficulties and challenges :

i) Teacher's proficiency in literature is not sufficient.

1 2 3 4

ii) Teachers lack the knowledge about the target language (English) culture.

1 2 3 4

iii) There are few opportunities for teachers to get trainings related to using literature as a means of language teaching.

1 2 3 4

iv) Teachers have misconceptions about using literature in EFL classes.

1 2 3 4

vi. The teacher of English spends most of the time on translating text into Nepali language.

1 2 3 4

b. Student-related difficulties and challenges:

i) Students have low level English proficiency.

1 2 3 4

ii) Students resist participating in literature related classes.

1 2 3 4

iii) Students take literature only as a matter of entertainment.

1 2 3 4

iv) Students have the passive style of learning.

1 2 3 4

c. Difficulties and challenges related to educational system:

i) There is a lack of support from administration.

1 2 3 4

ii) Teachers lack essential materials to teach literature.

1 2 3 4

iii) Classes are too large for the effective use of literature in EFL classes.

1 2 3 4

iv) Lack of the relationship between the objectives of using literature, classroom activities and examination.

1 2 3 4

d. Literature related difficulties and challenges:

i) Syntactic difficulty inherent in literary texts makes reading a cumbersome task.

1 2 3 4

ii) Lexical difficulty of the literary texts adds fuel to the fire in language learning.

1 2 3 4

iii) Inconsistencies in phonetics and phonology of literary texts bring misunderstanding in the learners.

1 2 3 4

iv) Selection of the literary texts is challenging.

1 2 3 4

v).. Literature has little if anything to serve the needs of our learners
in academic settings or specialized fields

1 2 3 4

vi) Cultural barriers make understanding literature much frustrating.

1 2 3 4

2. Please mention any other potential challenges/difficulties you might
encounter in using literature in language classes.

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Thank you for your kind co-operation.