

TEACHING LANGUAGE THROUGH LITERATURE

A Thesis Submitted to the Department of English Education

In Partial Fulfilment of the Master of Education in English

Submitted by

Devendra Raj Tiwari

Faculty of Education

Tribhuvan University

Balkumari College

Narayangarh, Chitwan, Nepal

2013

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Foreign language teaching includes some of the most complex problems. English language teaching in Nepal stands to this fact. One of the fields of these problems is concerned with the situation in which language teaching occurs; other important areas are the materials and technique of selection and presentation. This is the report of the study that has been made in the connection with the evaluation of the different genres of literature particularly poem, story and play in English language teaching. For various limitations, the observation, investigation and field research of this study have been confined only to two institutions of Nepal. It is experimented only in grade XI. It has also been weighed, considered and analyzed in the recent and current ways of thinking about studying foreign language.

In nutshell, the following points are stated and explained to give an introduction to the present study. English language teaching learning is not a recent implementation in curriculum rather it's a historical link closely associated with the British rule in India. This event has brought the Nepalese people in contact with one of the six official languages of UN. Vast knowledge of modern science and technology is found in this language. Because of the indispensable value of worlds' language for both communicative as well as educational purpose, English has become very much essential for people in Nepal. It is necessary for the international communication and acquisition of modern science and technology for higher education in the various fields like politics, economics, law, culture, and philosophy etc. The teaching of English should be useful, efficient, effective and systematic for its learners. It is obvious that the language is the primary medium of human communication whether written or spoken. The study of Grammar; Semantics, Syntax, Morphology Lexicon etc can be done with the help of literature. The present topic of the research is for them who are interested to learn English and the main idea lies in how to provide the easiest way to do this with the help of literature.

1.1.1 Language and Literature

Language and literature have been tried to associate in the pages of different books. It must be discussed from classroom point of view to compare between them. It is found that they are not mutually exclusive.

Literature and Language are intricately attached. Taylor,J.(1994.p211) contends that the roots of what we call literature are in everyday stories, dramas, rhymes songs, rhetoric and flow of language in relationship. Similarly, Halliday,M.(1996,p.2) opines the same in this regard. He states that" Literature springs from our inborn love of storytelling, of carrying words in pleasing patterns, of expressing in words in some special aspects of our human experience". They mean to say that literature is part of our life and literature is always under the cover of language. The value in the use of language is its literature, and if it has no value in use it has essentially no value at all. Thus literature is the soul of language. By studying literature, our range of the use of language increases.

Literature brings us back to realities of human situation, problems, feelings and relationship. The writers of literature, being less tied to fact than historian or the scientist, have more scope to comment on the facts, to arrange them in unusual way and to speculate not only what is, but on what ought to be or what might be. By studying literature our experience naturally expands. So with the expansion of our experience, our competency in the field of use of language also increases. In this regard, Cadlin (1998, p.91) contends that" although language and literature may appear to be distinct from the point of view of the teacher they do not necessarily appear so to the learner for whom literature is language". Nelson Brook (1960, p.91) considers "dichotomy between these two terms is like dichotomy between a child and a man. He states that Literature presupposes language though reverse is not true. Childhood without manhood is common place, but manhood without childhood is unthinkable". Therefore, Jha, A.K.(1983,p.66) states that" actually opposition between language and literature is bound to cause incalculably harm to the interest of language and literature". Thus language and literature are complementary to each other.

At times questions arise, which is literary writing and which is not? On this regard Lohani, S.etal.(1988,p.55) argues that "Literary passages are different from mindless passages manufactured for teaching particular item". Whereas Brumfit, C.J. and

R.A(1991,p8) state that" there is no such thing as literary language which can be recognized and isolated in the same way, for example, the language of newspaper, or the language variety of weather forecasting". It is in fact, in this context, a serious task to draw the water- tight compartment what is literary and what is not. It depends sometimes on writer's power of observation and analysis, integrity with which he handles the subject and his sensitivity to words are indicated. Basically, we accept the fact that literary language is relative than absolute. Some literary texts exhibit more linguistic features associated with literature than others. Literary language is therefore not completely separate from other forms of language. When distinction has to be made, we may agree with Brook, who states that the distinction between language and literature is then, at button a distinction between art and fine art thus, it can be concluded that the literature is a Vehicle of language.

1.1.2 Literature in the Curriculum

It has been much discussed on whether literature should be part of Curriculum in ESL/ EFL Course. On this regard Verghese, C.P.(1995,p.40) argues that "it is necessary for us to whom English is a Second language to learn the grammar of the language". It has been that due to structural complexity, literature little contributes to the teaching of grammar. Similarly, Povey (as cited in verghese 1995,p.114) contends that" Literature will increase all language skills because it will extend linguistic knowledge by giving evidence extensive and subtle vocabulary usage and complex and exact syntax". Literature should be used with students because it motivates, it is a stimulus for acquiring language, students enjoy it and it is fun. It is found in many syllabuses and the like Lazar, (1993,p19) " before 1970, the ELT Syllabus of Nepal was based on grammar translation method" The picture was changed in 1970; When Allan Davies introduced a new syllabus, which has remained in similar spirit till today. Today, literature can be found included in the syllabus. Alan Doff (as cited in shrestha 1983,p.49) borne realizing that" English language courses were just like special English literature courses for native speakers, points out that I am afraid your present course, your present methods, your Present examination, all presume unjustifiably that English is the first language". Today, literature is taken as an important component in English language teaching and therefore has special place in Curriculum.

Language is the expression of human personality in words, whether written or spoken and literature is a vehicle of language. Although there are both positive and negative views for placing literature in the language classroom and ELT curriculum, literature is found in every language courses of the world.

1.1.3 Literatures in ELT

Ideas related to literature in ELT are the matter of discussion. Some of the issues, which underlie learners' attitudes to language learning and its relation to the literature, can be dealt one by one.

Many language experts ignore the role of literature in a language class-room. They think, there must be basic language skills before introducing literature. Literature can be introduced only in advanced stages to promote linguistic competence to avoid any reverse effect. Many other language experts are in the favor of integrating language and literature in the language classroom. On this regard, Brumfit and Carter(1991,p.6) state that" we believe that there is no such thing as literary language. Similar ideas can be traced from these lines . . . the best road to language proficiency lies in its literature, nothing is so emotionally gripping so that it is . . . remembered for a long time" (Nissani and Lohani(1988,p.6). mentions that "there is no other way of acquiring a sophisticated command of language except through assiduous study of literature and language but no doubt the job must be done in a right order".

The three models of Carter and Long clarify our confusion. These models are cultural, language and personal growth. The cultural model focuses that students absorb the foreign culture through literature. Thus it is placed in the study of humanities and social sciences all over the world.

Literature, its contents and information enhance the learners to be aware with culture. The cultural model also focuses on different uses of language in a given text which is known as language model. Literature can be useful resource in teaching vocabulary and structure. It makes aware of creativity of language. There is no doubt that literature is made out of language. Literary texts offer wide range of styles, registers etc. of texts at many levels of difficulties. The personal growth model focuses on learners' engagement

in the reading of different literary works. Discussing on this very issue Carter and Long (1991, p.9) state "stimulating students to learn literature is helping them to grow as individuals as well as in their relationship with the people and the students around him". These three models satisfy the queries to the teaching of literature in the language class-room.

The appropriacy of literature depends on the needs, interests, culture and level of the learners. The text must be enjoyable and meaningful. In this case reading is likely to have lasting and beneficial effect upon the learners' linguistic and cultural knowledge. Thus, there must be specific selection of literature relevant to the life experiences, emotions, sentiments or dreams of the learners. The language can bridge both linguistic and cultural gap. Foreign students may not enjoy a text due to cultural and linguistic gap. Interest of the learners, appeal to the text, and relevancy with the culture, all are equally important. There must be main target in appropriate matching between a particular group of learners and the prescribed literature, questionnaires on tastes and interest can be useful for the selection of the literary text.

The way literature is presented in the class-room has a number of features. The teacher can deal a traditional class room role. He can act as imparting information about the author and background to the work and so on. Complexity of the language can turn the teaching of literature into massive process. In that situation, the teacher has to face the difficulties of detailed comprehension through explanation and even sometimes by translation. The teacher can do more to sharpen students' response to the literature by little guidance on how to do so and the questions must be genuinely open ended to receive natural and original answer. The students' centered approaches may give more positive result.

It is found that role-play, creative writing, improvisation, questionnaires, visual aids etc. can stimulate for active participation of the students. The availability of a variety of activities helps the teacher to concentrate to understand the weaknesses of students in particular skill and areas. The printed matter cannot be appealing for the readers.

Teachers should try to exploit the emotional dimension of the literature, which is very integral part. Shared activities can help the students to find a way into author's universe.

Keeping forth his view regarding the basic obstacles in the teaching of literature Halliday, M.(1996,p.183) states that" there are more problems in teaching literature than the contribution it makes. Therefore . . . the teaching of literature to learners for whom English is a secondary language is necessarily a different job from the teaching of language". He says since one of our main goals as ESL/EFL teachers is to teach grammar of the language, some of the common problem in using literature in a language class-room must be discussed in order to understand and find out the better and effective ways of teaching. Linguistic difficulties are the syntactic complexity, lexical density and discourse organization etc. The learners, sometimes, do not grasp the meaning of idioms due to the lack of language competence. It seems that using literature in the ESL/EFL class room is to load down the students with its structural complexity and its unique use of language (Mackey, W.F.1976,p.191)" Sometimes target language cultures frustrate the student. Both lengthy and shorter texts create problems .Lengthy texts are problematic due to difficulties in comprehension and shorter due to lack of required supportive materials".

Literature can incorporate a great deal of cultural information. It provides valuable authentic material by reading literary texts, students develop linguistic competence. Literature fosters personal involvement in the readers. It shows variety also. No doubt it is important for the language class room but there are many obstacles to comprehend it. Among them few are linguistic difficulties, cultural gap and lengthy text. A teacher can make the literary texts useful by selecting appropriate passage in the language class-room and by implementing them through classroom activities.

1.1.4 Benefits of Literature-Oriented Teaching

A language teacher, in a language institute uses literary texts with classes. This is a matter of analysis because there is no specific examination to do so and very limited time is available in the class room to complete the prescribed course. It is seen that the term teaching of literature mostly suggests critical appreciation. Throwing clear light on this particular issue John Pattison (as cited in Verghese,1996, p.15) sates " learning to read literature must be distinguished from studying it".

"Similarly, Mackey, W.F.(1976,p.21) argues that "literature in the classroom have to functions they are studying of literature and literature as a resource. Study of literature means critical appreciation , commentary etc. students of literature try to focus the study on plot and characterization assuring the language competency in advance".

Putting forward his view Lazar,G(1993,p.24) contends that "literature itself is the content of the course which concentrates on areas such as history and characterization of literary movements the social, political and historical background to a text, literary genres and literary devices ".

On the other hand, literature is a vehicle of language. The benefits of literature teaching can be dealt under different headings.

Literature enjoys a beautiful and varied body of written substances. It is important because it provides matters related to fundamental human issues. Though its meaning does not remain same, a literary text surpasses both culture and time for the readers of any place or different phases of history. Literature is also 'authentic' material. It is seen that most of the work of literature are not directed for the teaching of language. But in recent course, they are quite rightly placed and arranged. Students are exposed to the language of literature according to the context of course and classroom. Learners have also to cope with language intended for native speakers and therefore they acquire familiarity with various linguistic forms use and conventions of the written mode with narration, irony, exposition etc. literature is the soul of language and the best use of language is found in its literature. Irrespective of culture and religion, the themes literature deals are common such as love, death, nature, separation, belief.

1.1.5 Cultural Aspect

Literature makes students to know the culture of the target languages. The following lines of Jhon F. Povey (as cited in Verghese 1995, p.114) throw clear light on this issue

Literature is a link towards that culture which sustains the expression of any language. American literature will open up the culture of this country (America) to the foreign students in a manner analogous to the extension of the native speaker's own awareness of his own cultures.

The freedom of the culture is transferred to the learners via language and literature. It can also be justified from the following lines by Brumfit and Carter (1991, p.25)

In second language and foreign language teaching there are at least three distinguishable major aims. Many teachers use literature to assist the development in the language competence in the language. Although the texts being used are literary and some of the response of readers will be discussed in literary terms, prime intention is to teach language; not literature.

Many language learners cannot deepen their concept of life of different places by visiting these places. They can develop their concept through literature. The world of play short story is of course a created one and sometimes exaggerated also. Still it provides complete context in which characters from many social backgrounds can be depicted. A reader can find out their feelings, emotions, thoughts, customs, possessions behaviors etc. by the help of literary text.

1. 1.6 Language Competence

Lazar, G (1993, p.23) affirms that "students are encouraged to draw on their knowledge of familiar grammatical, lexical or discourse categories to make aesthetic judgment of the text". Learners, encountered with the literature, familiarize the various use of grammatical structure and they develop their intimacy with unique use of language. Extensive reading increases a teacher's receptive vocabulary and facilitates a more active form of knowledge. Sometimes it is objected that literature does not give learners the kind of vocabulary they really need. The language of literary text is not typical of

the language of daily life, the language of Shakespeare's play is not found today, but the teachers can make a judicious choice of the text to be read and it can be considered as the supplement to other texts or materials learners familiarize themselves with many aspects of written language. They are formation and function of sentences, the variety of possible structure, and the different ways of connecting ideas. By these they broaden and enrich their own writing skill. A literary text can also serve an excellent means for oral work.

1.1.7 Individual Involvement

Literature fosters personal association also. Literary text must operate a rule based system and socio-semantic system. It is seen that the process of learning is very often analytical where as it appears superficial at the level of individuality a reader focuses his attention beyond the mechanical aspects of the foreign language system when she engages herself imaginatively with the literature. The learner feels very close to certain characters, events, and starts sharing emotional responses. The language becomes transparent. But the reader must be well motivated and engaged with the text tactfully for the productive result. The learners always relate the literary texts to their own environment, situation etc. It is . . . because it deals with ideas, things, sensation and events either from the part of reader's experience or which they can enter into imaginatively they are able to relate their own lives.

1.1.8 Figurative Aspect

The compressed quality of literature produces suggestion, ambiguity and unexpected density of meaning figurative language offers new dimensions of perception in a way that can be startling and exhilarating. One of the great strengths of literature is its suggestive power which suggests many ideas with few words. It is suggestive and associative also. It generates different meanings to different people in different contexts learners become more creative and adventurous as they associate themselves with the variety and richness of language and the class thus becomes a place for interactive discussion.

1.1.9 Developing the Skills

Literary texts offer in a language course can speak of a wealth of different skills through various exercises, tasks and activities. Literary works are now becoming increasingly available on cassettes in spoken form. It provides extensive listening practice.

There are many advantages in introducing literary text in the language classroom. Through literature, students can be made familiar with fundamental human issues, various linguistic forms etc. The universality of literature is the next important aspect. Because of the involvement of the students in naturally. Figurative aspects of literature make the students creative. Students can develop their reading, writing, listening and speaking skills with the help of appropriate literary texts.

1.2 Statement of the Problem

The problem to which this work has been directed is the general survey of the existing relation between language and literature in the light of some of the recent views on foreign language teaching and learning. It has been observed that the teaching of language by the basic rules of grammar is a difficult task as literature contains diverse use of language in an appropriate way can be made easier. The primary advantage of using literary texts by various authors or periods is that they represent different linguistic conventions and styles of language. In the other words, the varieties of language found in literature provide an interesting basis for language teaching. Literary texts can be exploited by a language teacher in an effective way. Furthermore, literature represents a good example of connected discourse which a teacher can demonstrate and teach his students in the contextual use of language.

The present study will therefore try to relate literature to English Language Teaching (ELT) in particular by showing that the language of literature has an important impact to the teaching of English in Nepal. The status of English in Nepal is that of first

foreign language, therefore, the choice of literary texts must depend on the needs and levels of average Nepalese students. The focus of attention has been mainly on the role of literature in ELT. For this suitability, selection, gradation and presentation of literature in prescribed text books can be taken as the major factors and their use in the class room will be studied.

1.3 Rational of the Study

Various research work have been carried out to find out the students problem in literature by different researchers. They focused on different literary work by utilizing the literary forms but this study is different from other researchers which focused on how language and literature can be integrated among the students and the purpose of this study was to make the research work more specific. Literary text offered in a language course can speak of a wealth of different skills through various exercises task and activities. Literary works are now available in cassette player, tape, internet etc. So I felt that this study would be helpful to the all English teachers and students who are interested in this field, similarly it would be equally helpful to the text book writers and curriculum developers to consult need of students and teachers advance towards the language.

1.4 Hypothesis

The research work will try to prove the importance of literature in the teaching of English language. Most of the language teachers as well as learners believe that literature is a by product of language and neglect the role of literary texts. But, here it is intended to show that through literature it is easier to learn and use language in more effective ways.

1.5 Purpose of the Study

The study had the following objectives:

- a. To study and analyze the connection of language with literature at higher secondary level.
- b. To evaluate the effectiveness in attending the goal while teaching language through literature.
- c. To analyze how language and literature can be integrated among the students.
- d. To identify the existing methodological problems in using literature in the language course.

1.6 Significance of the study

The topic of this research is significant for the teaching and learning of English in Nepal. More specifically the work can help in the framing of more balanced English curriculum incorporating both language and literary texts and in writing of text books which include simple literary pieces familiar to students. This study can also result in better teaching situation and can help to improve the language proficiency of students.

1.7 Delimitations of the Study

The proposed study had the following limitations.

- a. The study was limited to a grade eleven in two academic institutions of Nawalparasi district.
- b. The study was limited within the 60 students and 20 teachers.
- c. The study was based on literary forms i.e poems, essay, play, short stories etc.

CHAPTER - TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of the Related Literature

Very few studies have been carried out on textbook analysis under the Department of English Education. The research works, which have been done in the field of this study, are mentioned here.

Lamichhane (1999) carried out a research on the topic "An Analysis of new English Textbook for grade VIII." The main objectives of his study was to find out whether the language materials used in the new English textbooks are sufficient to meet the objectives set out in the curriculum for developing spoken and writing skill. He has found out that the text book is appropriately designed from the point of view of gradation of vocabulary, developing communicative skill and writing as mentioned in the Curriculum; moreover the textbook is based on psycholinguistic principles. He also studied about the physical aspect of the textbook.

Barakoti (2001) studied "Errors by Committed by PCL Second Year Students in Writing Free Ccomposition". It was found that the students had committed errors in sentence construction, spelling and organization of thought. It shows that the students do not give proper attention to writing, comparing to other language skills.

Bhattarai (2001) made an evaluation report of the existing English textbooks for grade VI-X which is based on textbook analysis in brief. This report was a part of Benefit Monitoring and Evaluation Program (BMEP) . It has shown that many defects found in the textbooks such as paper in an inferior quality, covers are dull, binding is weak etc.

Adhikari(2004) Carried out the research to analyze the Link English Course for PCL first year and grade XI. He attempted to analyze the Link English Course on the

basis of its linkage between the SLC English syllabus with the first year university English Syllabus and the first year of the Higher Secondary Level and in terms of the performances made by the students.

This present research is to show the relationship between Language and Literature. These are mutually exclusive and vice versa? But many experts have expressed their different opinion on this subject matter; this is going to be cited in the following lines.

It has been a subject of discussion and debate among experts whether literature should be prescribed in the class room or not. Halliday is not in favor of prescribing literature in the class room. He contends that the teaching of literature to learners whom English is a secondary Language, is necessarily a separate job from the teaching of language and that to maintain this, and implies no denial of the values or importance of the literature.

He further puts forward to a great many teachers of English both in Britain and Abroad; teaching of English still means the teaching of literature but there are still many scholars who are in favor of using literature as their tool for linguistic competence. Likewise, Widdowson, H.G. (1984,p.172) in exploration in applied linguistics-2 argues

... the useless language of the text book can have some pedagogical value as a device for demonstration and it can provide repetitive practice in the subconscious assimilation of linguistic forms. These advantages cannot be denied, so this text book cannot of its nature develop the procedural activity so essential to language use and learning. It can contribute significantly to both the process and purpose of learning because it is a significant use of language.

In the similar fashion, keeping Indian context in mind, Varghese, C.P (1995,p.170) opines

Literature shouldn't be excluded from the syllabus for teaching English as a second language and that a meaningful programme of English literature as well as Indian literature in English properly graded to suit the student's level of comprehension has certain definite advantages which not only include actual orientation so necessary for learning a

second language but also enables students to a sound exposure to good English

Whereas Nissani and Lohani (1996, p.6) write "Nothing is written as well as first rate literature; nothing is so emotionally gripping so that it along with some of the phrases and construction used to express it is remembered for a long time" From aforementioned views, it can be said that there conflicting opinions regarding the teaching of literature in a language class-room. The present study has tried to show the importance of literature in the language teaching learning program.

2.2 Implication of the Review for the Study

In the process of conducting a research study, literature review of related topics supports and provides guideline to carrying out a research systematically. During research time the researchers reviewed various books, thesis, articles, and journals to the research. Literature review is ongoing process that doesn't end until it is completed. The major purpose of review the literature is to determine what has already been done that relates to the problems of research. The review tells the researchers what has already been done and what still needs to be done and will form the basis for the justification of my study:

-) It avoids duplications, limits the study, helps to identify and analyze the relationship between the literature and language.
-) It makes the study useful.
-) It gives an understanding of research of methodology and research technique.
-) It helps to select appropriate research design and provides convincing arguments for why research project of problem is needed.

Kumar, R. (2006, p.30) presents the following function of the literature review.

-) It provides theoretically background of our study.
-) It reviews the means by which we establish the links between what we are processing to examine and what has already been examined. In other words it helps us to refine our methodology.
-) Through the literature review we are able to show how our findings have contributed to the existing body of knowledge in our profession.

-) It enables to contextualize our findings.
-) Literature review is one of the ways of getting and expanding knowledge in the process conducting research for the first time. At that time it's very helpful to researcher in the related fields and makes his\ her study very easy. It gives a clear way and proper idea about the research to accomplish research work.

2.3 Conceptual Framework

Conceptual Framework consists of issues and relationship between language and literature in which the study is done. It becomes the basis of the study a research problem. Teaching language through literature is a complex phenomenon, for this the systematic procedures are essential. This research is done to simplify the teaching method through literature for the acquisition of language.

Learning second language means to gain mastery over the four language skills and proper implications of the aforementioned skills in the classroom activities and develop the commercial abilities.

The research set out objectives to study and to analyze how far language acquisition in teaching through literature. To study and analyze how language and literature are integrated. The main domain of the research work is to establish the relationship between language and literature.

While carrying out the researcher use secondary sources of data to complete the study. The population of the study was 60 students and 20 teachers from both Janak Higher Secondary School and Janata Higher Secondary School.

CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Introduction

This study, as already declared, is directed towards the practical fields i.e. towards the institution at which the activities have been studied. The methodology of the study has necessarily been associated with the four major points, the research design, the sample, the data collection procedure and the data processing procedure. The research design, structures, and strategy, I used carrying out the study from its initial step to the final is more or less descriptive. Efforts have been made to make the study scientific as far as possible. The data collecting activity of this study has been directed towards taking ordered information from the reality and transferring it into some recording system. The data have been examined and analyzed for patterns before drawing the conclusions. A time schedule is also prepared to complete the work smoothly and systematically. After studying the prescribed texts of Grade Eleven at Higher secondary level, few pieces as a sample have been analyzed in the class room. The various educationists of Nepal and in particular the language teachers have been consulted to search out their opinions on this topic.

3.2 The Research Design

The research design or the plan, structures, and strategy used in carrying out the study from its initial step to the final one is more or less descriptive. It is a survey of the teaching of English through literature at the institutions selected. Yet attempts have been made to make the study scientific as far as possible. Although it is a descriptive research concerned mainly with fact finding, it is more or less scientific in approach. It follows a theoretical basis and tries to see its application in the practical fields of inquiry.

3.3 Source of Data

To accomplish the study, the researchers use and consult the secondary source of data the researchers collected differ events from the students and the teachers of the higher secondary level at different times studying at Janak Higher Secondary School, Gaidakot and Janata Higher Secondary School. The researchers consulted various books articles journals, thesis and related materials to make the study authentic. Some of them are Adhakari (2004), Bhattarai (2001), Brook (1960), Carter (1989), Doff (1960), Halliday (1996), Harmer (1983) etc. were taken for the secondary sources of data.

3.4 Population and Sample of the Study

Due to the limitation of time and limited requirement of the assignment as mentioned in the chapter one this study is confined to the Hither Secondary Level of two different institutions. The sample of those two institutions is supposed to represent the institutions of Nepal. This covers twenty English language teachers and sixty students taking part in the teaching of English through literature.

3.5 Sampling procedures

The researchers applied random sampling procedures to select required sample population. Two levels were selected for the two different institutions for sampling procedures i.e. sixty students and twenty teachers were selected randomly to show the relation between language and literature.

3.6 The Data Collection Activity

The data collecting activity of this study, which is the link to the world of reality for the investigator, has been directed towards taking ordered information from the reality and transferring it into some recording system. The data thus collected have been examined

and analyzed for patterns before drawing the conclusions. This unit of the section focuses on the techniques used for collecting data from the institutions on the two main points: the tools and their handling.

3.7 The Tools for Data Collection

Three major tools have been used for collecting the data from the world of reality. (i.e. From the institutions selected). They are interview, questionnaires and worksheets.

3.7.1 The Interview

With a view to obtain complete data, an interview schedule has been used to get information from the teachers. As in the preparation of the questionnaires the main points regarding the need and use of the questions of the interview schedule have first been weighed and considered as well as tried out before implementing the tool. As far as possible, the questions have been framed in language insuring effective communication between the interviewer and the respondent. Leading questions and questions arousing suspicion or resistance have also been avoided. The final form of questionnaires for the interview is given in Appendix-A.

3.7.2 The Questionnaires

As the tool of questionnaire is one of the most popular and convenient data collecting instrument, the present study has used questionnaires, filled by the students taking part in the teaching of English through literature. Concentrating on the very issue Salinger and Scholarly, (1993, p.172) argue that " in second language acquisition research, questionnaires are used mostly to collect data which are not easily observed such a attitudes, motivation and self concepts".

- A) After making thorough study in connection with the two problematic areas of the present study - (a) the relationship between the benefit and the problem; and (b) the objective of the data needed , the questions have been formulated with adequate consideration on the following major points.

- i. As far as possible the questions have been made clear and specific in accordance with the level of the respondents.
 - ii. The type of a question has been decided keeping into account three main points- the ego of the respondents, the nature of the answer and frame of reference in the investigator's mind. Biased and leaning questions have been avoided as far as possible.
 - iii. The questions have been limited to a single idea or single reference, as far as practicable.
- B) The questionnaires have been arranged according to the need of main topic. They start from the general to the specific, go from easy to the difficult and contain minimum of open-ended questions that require most thought and writing generally at the end of each of them.
- C) After selecting a sample of individuals' representative of the population toward which the questionnaires were eventually intended, the pre-test was administered under conditions comparable to those anticipated in the final study in order to make appropriate additions, deletions and modifications to the questionnaires before visiting the institutions selected. The final form of the questionnaire to be filled by the student has been given in Appendix B.

3.7.3 The Worksheet

As the tools of questionnaire and interview are indirect the investigator has to depend upon others to inform him about things they have experienced. It has also been desirable to use some additional tools like worksheet for gathering the first hand and practical information. The worksheets bring the researcher into first-hand contact with the reality although it is time consuming and expensive. With a view to obtain more original data, worksheets have been used to get information from the students. While preparing the worksheets the main points concerning the need and use of worksheets have first been analyzed. After that only, they were introduced in the, class-room. The worksheets based on different language based approaches have been prepared in order to test all the language skills of the students. They were introduced to the students' while teaching different literary texts of *The Magic of Words*. The final forms of worksheets are given in Appendix C.

As in the preparation of the questionnaires the main points regarding the need and use of the items of the worksheet have first been weighted and considered as well as tried out and then implemented.

3.8 Use of the Tools

After preparing the tools for collecting the data the institutions selected were visited first to fix the date for introducing worksheets. At this stage, oral interview was recorded from the teachers so that they could be studied for further activities. After analyzing the interview by the teacher the worksheets have been formally distributed as mentioned in the Appendix C. While using the tool of worksheets, attempts have been made to ensure that the investigator's presence does not affect the teachers and the students' from what used to be normal as well as regular class-room proceedings. Efforts have also been made to ensure that the investigator records his observation consistently without being biased as far as possible. Just after the completion of the activities, the questionnaire-sheets to be filled by the students were distributed to fill them in the class.

3.9 The Data Processing Procedure

After the Data collection has been completed the data latent in the research tools (i.e. interview questions, worksheets and the questionnaires) have been processed from their raw or unprocessed form to an understandable presentation. The data processing procedure of this study mainly consists of organizing and tabulating data for bringing them into a presentable form.

3.9.1 The Organization

The data latent in the tools have been rearranged and organized before presenting to the readers. All the answer for each question in the questionnaires has been fitted into four, five or six possible answer categories. This has been done taking bank questionnaire

sheets for listing all the responses for each question. The same technique has been used in organizing the data latent in the worksheet and interview schedule, too.

3.9.2 `The Tabulation

After organizing and tabulating the data as mentioned above, they have been presented in the following section.

CHAPTER-FOUR

RESULT AND DISCUSSION

4.1 Literature in the prescribed Text-book at Higher Secondary Level

Three specific text-books are prescribed in Grade Eleven of Higher Secondary Education Board (HSEB) from 1998/99 academic year. They are *The Magic of Words* edited and compiled by S.P. Lohani and R.P. Adhikari, *Link English* by S.P. Lohani and R.P. Adhikari, *Meaning into Words* (Intermediate) students' book and workbook edited by Adrian Duff, C. Jones and K. Mitchell. Apart from these books a dictionary is also prescribed in the same level. Out of hundred marks, *The Magic of Words* carry thirty five marks. The discussion is associated with *The Magic of Words*, which incorporates varieties of literature i.e. Play, poem, essay, short story.

4.1.1 The Magic of Words

According to editorial board of *The Magic of Words*, this book is based on the idea that reading is an informational as well as recreational activities, and that a good selection of well written texts should sensitize the readers towards developing an intelligent awareness of some of the most important issues involved in living. The syllabus states that this book is for extensive reading and says this book contains interesting reading materials of human values and exposes students to various written models. It also provides students exercises for improving their writing skills (course of study 2054). According to the syllabus the questions set in exam are short and long answer questions, questions on comprehension and vocabulary, grammar and language use, composition, essay writing, note making, summary writing fill in the gaps etc. Questions will be set to test students' knowledge of the content of the text book and their communicative competence. An attempt has been made to find out the effectiveness of literature of *The Magic of Words* in the classroom context.

4.1.2 Objectives

According to the syllabus the specific objectives of the course of Higher Secondary Level are to give students a short 'Link' course to serve as a kind of bridge or a refresher course between English at secondary and higher level; to teach English for functional, academic and communicative purpose and to provide students interesting reading materials for pleasure, information and knowledge. A text book providing interesting, challenging and informative reading materials incorporating necessary ingredients of a course in vocabulary and comprehension building a question bank, grammar work can be of beneficial in learning and teaching situation of English of two Professors to work out such a composite course for grade Eleven of Higher Secondary Level. The literature of this book can be used successfully in the actual classroom context. The literary materials have been selected from different ages especially from modern age with highly imaginative value and appeal. These passages are written by authors from different parts of English speaking world. The care has been taken to maintain variety in terms of theme and style.

4.1.3 Materials

The Magic of words is organized in six units according to the theme. All units collectively present an intelligent treatment of useful concepts, values, subjects and fashions of contemporary world. Unit one is a 'Link' unit which incorporates stories related to supernatural elements and psychology. This unit recapitulates reading, writing, listening, speaking and grammar activities for revision. It also makes the learners ready for the study of important and complex themes presented in the rest of the units. Unit two incorporates chapter related to men, women and children. This unit exploits family relationship in different aspects. It also tries to show children, adolescent and adult associated in different interpersonal activities. Unit three is related to ecology and environment. This unit forcefully and logically shows how the environment is threatened. It also recommends the essentiality to protect it for the earth and its inhabitants. Unit four deals with Identity, Gender and Ethnicity. This unit is directly related to the major problems of identity, power racial discrimination,

communal feelings etc. Unit five deals with humor and the concluding unit magnifies intensity of pain, vanity, dignity, beauty of life and death.

4.1.4 Exercises

Almost all chapters are followed by exercises which are designed to help or direct the readers. The exercise comprises four major areas of language learning; word study, comprehension, grammar, composition. The entire lesson is followed by an exhaustive glossary and notes.

4.1.5 Reading Comprehension

The book can serve as a reading comprehension course. It can work as a tool to improve reading efficiency. To facilitate such a use, the lessons have been indicated by line number of progressively increasing length. Each lesson can be set for reading in the class-room. Comprehension can be tested with the help of the short answer questions, which cover the contents of the whole lesson. If the book is being used as a course for improvement in reading efficiency, it will be necessary to ask each student to maintain her record of reading speeds and comprehension scores achieved progressively in each lesson studied in the class. Both short answer questions and long answer questions are aimed at cumulatively helping students to grasp all the relevant details, points covered in the lessons.

4.1.6 Word Study

It is often found that foreign learners have limited command on vocabulary in English. This not only creates problem in reading, writing, speaking and understanding English, but also discourages learning. A comprehensive attempt has been made to put a part on glossary and note which contains a comprehensive list of words. This part is to help the students to consolidate his command of basic words he may have already learnt, to learn the meaning of many new useful words from the concerned chapters as well as from related semantic areas. This part has been devised for the purpose of dictionary use, word-meaning and phrases.

4.1.7 Grammar

The exercises in grammar are designed to provide revision and consolidation of students learning at the early stages. The first unit incorporates this exercise only a limited number of items are dealt with in this part. An attempt has been made to include as many as possible of those areas of the grammar of English which are known to pose problem to the average Nepalese learners. It follows the core area of syntactic pattern.

4.1.8 Composition

Topics for these exercises have been kept as close to the contents or forms of the relevant lessons. Care has been taken to provide scope and opportunity for an exercise of creative and imaginative thinking on the students' part. When these topics are taken up for work in larger classes, the teacher asks the individual students to supply composition points which can be written out on the blackboard. The whole class can then be asked to work out the fuller compositions with the linguistic and conceptual help.

4.1.9 Student Participation

The entire course has been devised to facilitate maximum students' participation. Without it any learning or teaching program is frustrating and in fruituous experience. Discussion questions in the exercise are placed especially for this purpose. The teacher can make the students participate through rhetorical strategies.

The main reasons for teaching English Literature at Higher Secondary Level are to improve students English, to teach students about the literature and culture of other countries, to develop student's critical thinking abilities and to encourage students to read for pleasure.

The compulsory English Courses at Grade Eleven Comprises thirty five percent of total marks. It is based on *The Magic of Words* edited and compiled by Shreedhar P. Lohani and Rameshwor P. Adhikari. In this book there are five stories of the supernatural, three other stories, five poems, one play and seven essays. This book is divided into six thematic units. Sixty classroom hours are prescribed to teach the

literary texts of this book. At the end of this course, Students should be able to understand the meaning of the texts and answer questions from a given passage they should be able to relate the passage to wider themes.

4.2 Literary Texts in the Classroom

In this section different perspectives on literature and language teaching are discussed. They are explored in the class room with the help of various language based approaches.

4.2.1 Perspectives and Approaches

There will be no longer any uncertainty about it in the class room when the teacher knows clearly what to teach. Literature serves various practical communicative skills in language teaching learning program. For this the various functions of teaching of literature must be identified

William Little wood discusses five perspectives and their pedagogical implications they are language structure in use, stylistic variation, subject matter (content), and appreciation and work in time and place. The main core of the linguistic system is the same whether it is used for spoken gossip or for written literature . Literature certainly gives example of language structure in use which should appear in the classroom activities and it can involve reading with exercises on grammar analysis and explanation. Widdowson points out two levels of linguistic knowledge. He contends that usage involves knowledge of linguistic rules whereas use entails knowing how to use these rules in effective communication. The former refers to Chomsky.N (1995, p.20) urges that" idea of competence and latter the performances. Literature creates its own subject matter by creating characters, episode and situations". Odell,L (1981,p.170) states that" the more specific contribution of literature begins at the level of subject matter: The episodes, situations and character created by literary work ". Literature as a resource allows a variety of levels of study. The following statement by Odell, "1981, p.183) clarifies the issue

The study of literature allows a variety of emphasis and perspectives. Only if we become clear about what literature has to offer and what specific pupils require can we begin to discuss its role and select appropriate methods and texts.

This means language-based approach includes techniques and procedures with the study of literary text. Carter.R.etal (1989,p.110) remarks "in the teaching of a foreign language, opportunities should be sought for more extensive and integrated study of language and literature that is commonly the case at present".

Class room activities involving techniques should be explored connecting them with literary texts. Thus Students are helped to develop a response to literature through examining the linguistic evidence in the text Lazar.G. (1993, p. 25). "Different skills can be attained through various language-based approaches like reading, matching, gap filling, prediction summary and debate; these approaches can be performed through practical activities in the class-room".

4.2.2 Practical Activities Based on Language

Practical activities illustrated in this section have been applied to the students of Grade Eleven in two institutions. Literary text of *The Magic of Words* has been used in the Classroom. Some of the worksheets introduced during these activities are given in Appendix C. For convenience this section is dealt in three separate phases. They are pre-reading activities, reading activities and post reading activities.

4.2.3 Pre-reading Activities

The pre-reading activities can color the feeling of students about the total work. They approach the work with curiosity and excitement. A sense of adventure and supportive atmosphere for the work should be created. For this the students must be attracted into the literary without delay through different activities. The students must be convinced that the task is easy to tackle. Due to difficult words or syntactic structure or new type of work many students find the pre-reading activities quite daunting. It can be managed through orientation on possible difficulties before the work is touched. Main theme

must be identified before the work is begun. After this the pre-reading activities may be rewarding.

4.2.4 The Sketch

The teacher can set the scene and magnify students' interest by demonstrating a sketch related to the text. He can ask questions about the text, its plot, characters, style etc. and force the students to think on these. For example; Rudyard Kipling's story The Gardener which shows the shallowness of society can be taken. The teacher can ask the students various questions to describe the persons, scene etc from the sketch which can be prepared very easily by sketching the scene of cemetery in which a man working with a plant and woman talking to the man can be shown.

4.2.5 The Title

The teacher can explain that the title of the story is from the works of famous English poet. He can recite few lines from the poem. Before starting The Gardener she can say to the class that the name of the next story he is going to start constitutes two words of the poem. The Mad Gardener's Song by Lewis Carol. The students can be asked to predict which two words constitute the story's title. The teacher can use the sketch mentioned in the previous sub-unit as a hint for the convenience of the students. After this the reading of the story can begin.

4.2.6 Preparing the Mood

Photographs, magazine pictures and newspaper pictures can be useful for the students to the central situation, theme occurring in the text. For instance, before reading The Recurring Dram retold by Arlo T Janssen students can be shown photographs, pictures related to ghost and can be asked to answer which photograph creates the horrifying effect. This can make them aware of their concept related to supernatural elements and predict that the story will be about supernatural.

4.2.7 Implementing the Theme

The teacher can select the central theme from the text and can work on it in the class before handling the text. For example in The House Call retold by Arlo T Janssen the main character meets a dead girl, who is in a form of ghost. Before teaching this story, students can be asked to imagine that they meet a person whom they knew and had died many years ago. The students can be asked to write the notes about their feeling within few sentences. They can share their feelings. After this, they can be asked to read the story. The students develop the habit of predicting by this kind of activity. Their imaginative quality also fosters.

4.2.8 Core Words/Sentences/Extracts

The teacher can select core words or sentences or extracts from the first part of the text. Students can work for possible narrative links between the words or sentences or extracts. Then the story is formed orally or in written form. It produces contextualized framework for the imagination to work on. Worksheet can be used for core words. It is taken from The House Call.

4.2.9 Biographical Sketches and Photographs

The teachers like to talk about the author. There are many activities related to this. They can be helpful after the completion of the text as follow-up material. The teacher can collect sketches, photos, object relevant to the author's life. These can be demonstrated in the class-room. The teacher can ask the students to form the meanings or ideas of the items. This kind of activity promotes the imaginative quality of the readers through visual-aid materials.

4.2.10 To predict the Missing Information about the Author

The teacher can give biographical information but can omit some facts of the author's life. The student can be asked to identify the missing parts. This activity activates students' curiosity about the author. Worksheet 2 is based on Rabindranath Tagore, which can be used during the teaching of Malini.

4.2.11 Key words

The purpose of this activity is both linguistic as well as literary; it can also sensitize students to the way an author presents a description. The activity makes them aware of lexical patterning and structure of the particular literature. This activity can be used in the initial phase of any work. The teacher can encourage students to extract words under the number of headings i.e. mood, movements, feelings etc from the ongoing literary text. This activity is based on a language based approach called matching.

4.2.12 Establishing the Right Sequence of the Dialogue

This activity is suitable in the beginning of the plays. It can enhance the curiosity and excitement of the learners at the same time provides the valuable phonological practice in stress and intonation patterns. The teacher can ask four students to participate. He can give each one a card typed one dialogue from the first section of the play but not in order. Each participant reads the card. The students must place the four readings in the right sequence which should make sense. The teacher can also ask the students about the character of the play on the basis of mentioned activity. The process can be continued ahead for the next section. This activity is based on reading, a very common language based approach.

4.2.13 Forecasting

After reading the first section, the class is asked to study a range of possible continuation of the story. The list of prediction can be supplied. The students have to select one of the authors. Choices are compared and justified. This activity forces the students to think what comes next.

4.2.14 Matching the Openings

The teacher can take few opening paragraphs from short stories with fairly similar beginnings. He can ask the class to respond to the contrast. The exercises make the student more aware of the particular features of an author's prose style. It also develops

the students' power of description in English. Further this kind of activity enhances the matching capacity of the students.

4.2.15 Reading Activities

Activities mentioned in this unit can encourage the students to explore and express their individual response to the literary work. Majority of the activities can be kept under skills heading but many of them integrate various language skills. These activities reflect our intention to use literature as a stimulating factor for oral work. These activities can help the students' wholesome language competency as well as develop entertaining intimacy with the literature. Literature provides contexts for writing activities. Activities mentioned in this unit are in a form of game, discussion etc. developed into multi skills exercises. They are controlled and creative.

4.2.16 Writing Complete and Meaningful Sentences

Instead of question and answers, a teacher can use the format of incomplete sentences for variety and linguistic practice. Worksheet 3 is an example of an extremely simple worksheet for Tagore's Malini. Students can be asked to provide straight- forward answers to complete the sentences. In doing so, they practice the second conditional forms. 'If he did . . . he could . . . or he would . . . '

3.2.17 Comparing Summary

The teacher can write two or three summaries of a section. Students can be asked to select the best one and justify the reason of their selection. Summaries can be different in terms of key points, interpretation and style.

4.2.18 Incidents not in Order

Ordering worksheets give most of the facts needed to make sense of the literary text. Students have to find the right order. A puzzle element to the students can appeal and extra element of challenge can be added. The jumbled list of certain number of events

of a literary text can be included which must be traced and discarded. One or two key events can be left to be supplied by the students. Worksheet 4 gives an example for A Worn Path written by Eudora Wetly.

4.2.19 Selecting the Best View

The teacher can give a series of different interpretations of a literary text. He can ask the students to sort these into order of importance. They can be asked to justify their order. Worksheet 5 provides an example from The Recurring Dream.

4.2.20 Value Judgment

The teacher can go beyond basic comprehension and consider some of the moral or aesthetic issues raised by a particular text. It is means of drawing attention to the special areas the teacher might wish to highlight. Comparison and value judgments can prove a stimulus to analysis and extend students range of literary response. Worksheet 6 is based on the last section of Malini. Before working on this worksheet the teacher must be assured that everyone has understood the basis of what happens in this section. The section is crucial one for plot, characterization and theme. Students can be asked to respond to a set of statements in order of importance. The choices can be compared, discussed and justified. It can be best done in a group. It can be of wide – range and illuminating.

4.2.21 Language Worksheet

Homework sometimes presents vocabulary or other language problem. The work sheet designed can make reading easier for the student. The teacher can highlight metaphorical language. The worksheet depends mainly on the actual text, its level of difficulty, its particular stylistic qualities etc. The simplest way to help students with literary text that have difficult words, expression or structures is to give them simple definitions for problem words or simplified rephrased sentences which they can be asked to match with more complex original. In Worksheet 7 an example from Malini is given. Modern colloquial sentences are in jumbled order. The teacher can ask the

student to match with complex original. Sometimes the literary text provides context for language work.

4.2.22 Review

The teacher can ask the students to explain their knowledge of the character with progressive reading. He can ask them to compare the later view with the earlier one. The view of the students change with the progress of the text.

4.2.23 Forecasting

The teacher can ask the students to predict the likely cause of events near the beginning, then again at the later stages of their reading. This provides momentum and it can take the form of oral work. For example at the end of Malini, work sheet 8 can be introduced in the class. The stress laid on facts train students to be attentive to the possible consequence of events in the literary text.

4.2.24 Decision Points

The teacher can ask the students to write a sentence or paragraph in answer to a question at certain points. An example can be provided like this.

Why did X make this decision?

Why did Y take this step?

Why did X change his mind?

The teacher can collect the points and put among the students for the discussion. They can share their ideas and review.

4.2.25 Reducing the Summary

The teacher can divide the students into four groups. He can ask each group to write summary of a part of a literary text with in hundred words. Then the summary can be passed to the next group to make it half. In similar way, the half summary can be passed to another group to make it half. After the third exchange the number of words

can be found in twenty five words. All four groups can be involved in all four summaries and final versions can be discussed.

4.2.26 Formation of Dialogue

In this activity the teacher can ask the students to write a dialogue. It can explore students' view of a character or fictional situation. Students can be asked to consider a scene of a play in which there is no speech available. They can be asked to imagine the conversation and then write it. For example, a character arrives in on the scene, having just been with someone else. Students can be asked to write the previous conversation which is not in a literary text.

4.2.27 Inner Mind

The teacher can make the students aware of the creative interplay within it between outer play of action and appearance and the inner world of thought and feelings. The student should understand both imaginary world and narrative codes created by an author. The student creates this complex world of imagination. The teacher can ask the student to write the inner dialogues parallel to outer dialogue. Worksheet 9 for Malini can make this activity more visual, concrete and interesting. 3.2.2.2.13 Jumbled reading and listening

This kind of reading or listening creates a gap in the narrative. Different groups can be given different section of the text and by consultation with each other most reconstitute a complete narrative.

4.2.28 Parallel Reading

Chapters theme can be examined thoroughly through the medium of other chapters or resources also. These can be done by comparisons, contrast or parallel drawn out among different literary text. For example, central theme of The Recurring Dream concerns the supernaturalism. Same theme appears in The Lost Doll, The House Call and The Loving Mother. The teacher can ask the students to establish as many as they can among similar kind of literary work.

4.2.29 Making Inferences

Literary text gives only partial image of situations leaving plenty of room for inferences. In Eudora Welty's A Worn Path, we know very little of Phoenix Jaction's background or early life. The teacher can give a set of questions for discussion can be sparkled by asking the student to make inferences about missing aspects with justifications. The teacher gives a set of questions.

What was Phonix Jaction like in her youth ?

How does Phonix pass her time?

Did she often get in trouble?

4.2.30 Group Discussion

Many literary texts provide controversial issues that can give rise to interesting discussion. A class debate can take place. For example, a teacher can announce that the motion is: this class believes in supernaturalism, while going through The Recurring Dream.

4.2.31 Fantasy

This activity can extend learners 'understanding and critical thinking of characterization, with in the text. Teacher can ask the students to speculate about how particular character would behave and what they would do, feel or say, in an imagined situation which is not part of the work itself. The teacher can discuss all the options for example, in a literary text with a female hero, the student can be asked to imagine what differences, if any, a male equivalent would make to events and relationships. This exercise can be used while teaching Malini or A Worn Path.

4.2.32 Post Reading Activities

The activities mentioned in this unit force every student to develop individual sense to keep literary work alive. By these activities sharing views and reviews of the students

can be encouraged. Integration of language skills can be found in this unit. These activities can be used after the completion of the work.

4.2.33 Sketch Designs

The teacher can ask the students to make a sketch for the work they have completed. It can crystallize their total response to the literature and develop their artistic quality. Students can also find out relevant photographs, cartoons and sketches from newspapers, magazines etc. They can prepare symbolic designs with the help of geometrical instruments. It can develop their imaginative representations of the work. Students can share their views and can discuss on individual preparation in the classroom.

4.2.34 Conditional Sentences

The teacher can ask the students to imagine the situation in different conditions. This activity can give rise to useful language work. The teacher can ask the following questions. What if circumstances had been different? What alternative choices could have made? The topic require past conditional and past models like if A had happened, B would have resulted or could have made, might have. . . etc.

4.2.35 W/H Questions

It is a traditional way of asking questions. But it is useful and enjoyable exercise. By this exercise overall view of the text can be built. It can be asked by straight-forward questions. Who said this? Where? When?

4.2.36 Narrating the Work

This activity can provide valuable oral practice. Much of the vocabulary needed will be known during this activity and by using it, active lexis of the learners can be practiced. This narrative skill allows them to use different tenses, link words etc.

4.2.37 Listening Comprehension

The teacher can record a talk between two people about the work. One or more errors of fact or of sequencing can be introduced in the talk. Students can be asked to point out errors as they listen. The teacher can record the critical commentary on the work and he can ask the students to make a list of few points which can be asked to expand in to a paragraph later on the teacher can present the work with some key words or expressions deleted and students can be asked to supply those deleted things.

4.2.38 Summary Writing

The class can be divided into many groups each containing five students. Each person in a group can write the first sentence and then can pass to the next member of the same group. He can write the second sentence. In this way, each group will have their own summary of five sentences. The class can discuss each summary. Next way is that a summary of the work can be given in five sentences with three choices for each sentence thus in total fifteen sentences. Students can choose the best of the three in each case and present their complete summary. Comparison of options can arouse discussion about the bases for their particular choice in each case. Worksheet 10 can be used for this activity. It is from Speaking of Children by Barbara Holland.

4.2.39 Brief Message

After the completion of the literary text, the teacher can ask the students to write short letter, postcard letter or telegram assuming them as one of the character from the text. They can write to another character of the same text or to their own mother or to the principal. This activity involves them to practice different registers. It can extend their understanding of plot, character and so on. The students have to fit an appreciation of literary works within a limited space. The teacher can ask the students to write a postcard letter to Michael from the side of Helen while teaching The Gardener.

4.2.40 Identifying the Best Idea

This activity builds student's confidence in the value of their own response. It is a discussion based on open-ended multiple choice. The teacher can provide a list of ideas about a character or an event or a theme. He can ask the students to select one. After selecting the best ideas, the teacher can ask the students to explain the reasons behind their choice. They can be asked to give reason for rejecting other ideas. This activity can produce a very lively discussion. For example, in The Gardener, the teacher can ask the question; who the gardener is? He can supply the following ideas and can ask to select the best one.

- a. The gardener is Michael.
- b. The gardener is the ghost of Michael.
- c. The gardener is really a gardener.
- d. The gardener is Michael's real father.
- e. The gardener is God.

4.2.41 Transformation of the Text for Different Audience

This activity is appropriate for an advanced level student or for bright students only. The teacher can ask the students to write the literary text for different audience. For example, for a child or for an adult etc. Many bright students can take this transforming work as their challenge.

The class-room is a microcosm of the English language teaching. This concept becomes stronger when the association between the study of language and literature is considered. Students realize that the created world of fiction shows social interaction in contextualized situations. Literary text provides materials with emotional feedback by maintaining intimacy with the life of learners. Therefore literary texts can be taken as more significant aspects of language teaching-learning program to improve the four basic skills through appropriate class-room activities. Worksheets based on different language based approaches can provide suitable treatment for different perspectives.

4.3 Analysis and Interpretation of Data

Interview, worksheets and questionnaires are the means by which various data required for this research have been collected. Data are presented and analyzed in the section after the process of arranging, organizing, summarizing and synthesizing. One of the aspects involving collection of techniques of English language teaching i.e. language teaching through literature is described. Thus the research is purely descriptive in nature. The benefits of literature in the language teaching are purely descriptive in nature. The benefits of literature in the language teaching and its pedagogic implication, both are explored in this research. The major issue is to explore how the teachers and students experience literary texts from the point of view of language teaching-learning program. Both positive and negative opinions/arguments are given to highlight obstacles, objectives and significance of the topic. Data analysis refers to the shifting, organizing, summarizing and synthesizing the data so as to arrive at the results and conclusions of the research (Sleiger and Slohamy 201). Everything is followed according to norms and trends of Data Analysis.

4.3.1 Analysis of the Interview of Teachers

Twenty different questions related to the hypothesis were asked to ten different teachers of different institutions teaching at Higher Secondary Level, Grade Eleven. These questions incorporate various aspects of the topic. The list of the questions for interview is given in Appendix A and the list of teachers who participated is given in Appendix E. The first question to the teachers is whether literature is effective in the teaching of language and why. Most of the teachers gave affirmative answer. According to them teaching language means teaching the four skills i.e. listening, speaking, reading and writing. All these can be attained by teaching poem, story, play etc. and therefore teaching of literature can be related to the teaching of language. Similarly, language is intrinsic quality of literature and therefore the teacher should always remember this because literature is learnt through study, appreciation and imagination. Many teachers agreed that literature motivates in the language teaching program because it provides interesting teaching material for the students.

Furthermore, they said that literature is essential to make the lessons interesting and language and literature cannot exist in isolation because literature gives motivational language teaching materials that assist the students to acquire language skills. Likewise, according to them literature is the best field of application of language and they have strong relationship and it acquaint students with the best use of language.

Very few teachers rejected the concept- of language teaching through literature because according to them literature involves the teacher in such a way that they forget the feeling of language at the same time literature contributed less to speaking skill. Few of the teachers mentioned that the language teaching should be easy and literary lessons should be properly graded and texts need language oriented exercises. They further stated that language competence is a primary requirement whereas their acquaintance with literary texts is secondary. Interests of students may be broadened by the teachers who can easily motivate to be voracious readers. Some of them said that they need teaching-aid materials and the teachers should be trained while introducing a new course. Majority expressed their view that though there seems to be a void between language and literature teaching, each of them in isolation is not effective; therefore there should be a happy marriage between language and literature. They admitted the fact that the right methodology in ELT class is essential by integrating literature and language skills.

The second question is what kind of literature should be prescribed for Nepalese students and whether the literature written by foreign writers can help Nepalese students effectively. In the same question another possibility was added and that was whether our local literature are creative available in English translation can be used for more beneficial result. Most of the teachers replied that the purpose of course at Higher Secondary Level, Grade Eleven is to provide the students good materials for language teaching and others replied that the purpose is to provide the students different culture for various information for the sake of language teaching. Nobody said that it is only for teaching culture. Both of these answers suggest that the selection should provide all language, information and culture.

Further they added that literature written by foreign writers can expose the language information and culture of respective countries but feedback by teachers is essential for the right kind of interpretation. Nearly all the teachers admitted that our local literature are creative available in English translation can be much more beneficial for Nepalese

students because of their previous and familiar background regarding the culture. They also mentioned that it can encourage the local writers to write in English. The majority of the teachers said that abridged and simplified versions written by either foreign or local writers are the most suitable for the Higher Secondary Level students because only then students can understand and assimilate the texts. The answer clearly suggests us that there should be good selection of text and the success of the teaching depends on the text selected. Always maximum care should be taken according to the average level of the students otherwise selection can pass over the head of the learners. Texts should be presented in simplified syntactic structure by means of vocabulary control. The questions what to teach, whom to teach and why to teach must be in the mind of the framers of syllabus and the language teachers. Texts corresponding the culture of the students can enhance them to learn the language but texts by foreign writers are also essential due to many reasons.

The third question was what the major obstacles in teaching through literature are. Many teachers said that language difficulty is the main problem whereas few said that cultural implication and context create main problems. Some teachers stated that lengthy literary pieces seem too much to tackle and extracts do not spark much interest in their students. One teacher told that it is very difficult to manage both bright and dull students in same class-room because bright students are so keen and race ahead and finish the chapter out of step with the general pace of the class. Nearly all of the teachers agreed that they face all linguistic, cultural and conceptual difficulties. They also admitted that difficulty of range of experience is major obstacle.

The fourth question was what the benefits of literature-oriented text are. Most of the teachers agreed that it is motivation which forces the students to read and motivation comes from interesting reading materials only. All of them agreed that literature works as a resource. According to them it provides universality, non triviality personal relevance, variety, interest, economy and suggestive power, ambiguity, valuable authentic material, cultural feedback, linguistic structure etc.

In the connection with the question; How do you manage with the vocabulary of the literature? Do you teach new words in advance? Most of the teachers said the vocabulary should be taught contextually because teaching words one by one can be time consuming and boring activity. They said that it is good to give students to guess the contextual expressions and can best be understood. Very few teachers agreed that

they prefer pre-teaching vocabulary. The answers clearly indicate that teaching vocabulary covers an important aspect of language teaching but it should be taught contextually and pre-teaching vocabulary should be avoided.

The sixth question was; What according to you is the most important matter to give time in teaching? Most of the teachers said that they spent more time on contents and information of the texts. They said that literature embodies information of various sorts and by importing the information to students language skills can be developed. Some of them also gave emphasis on grammar and critical commentary. The answers suggest that if the purpose of teaching is to develop language skills, emphasis must be given on content or may be on grammar and if literature teaching is for teaching special literary skills, emphasis must be given on literary features. Thus it can be said that while planning lessons based on literature the teacher should give emphasis on its content the most and only then on language exercises.

Many teachers provide background before handling the literature. When the teachers were asked the question on this issue, many replied that information about the author, background of the lesson, cultural information must be provided before the texts because literature speaks itself. They said that background motivates the students and make easier to digest the text. The responses try to explain that it is essential to provide some background information about the passage. Information about the author, social, historical, political background must be presented while teaching any literary text.

The teaching of literature is difficult. When the question on this issue was asked most of the teachers mentioned that teaching of literature is really difficult but at the same time interesting in comparison with the teaching of grammar. They said that it is difficult to our students due to their basic problems in language competence but interesting due to various information. From these comments, we can arrive at the conclusion that the teaching of grammar can't be ignored because a knowledge of grammar is useful to a foreign language learners but it should not be taught like a tradition.

The ninth question was about the importance of story in the language teaching-learning program. Most of the teachers interpreted short story as one of the valuable genres of

literature. They said that short stories are often an ideal way of introducing students to literature in the foreign language class-room and they can be read entirely within one or two class lessons. According to them short stories are less daunting for a foreign reader to tackle or to reread on his own and are more suitable when set as home tasks. They stated that students get that feeling of achievement at having come to the end of a whole work much sooner. Further they added short stories offer greater variety than longer texts. One of the language teachers mentioned that when there is no fixed syllabus, a teacher can select different short stories, so that there is greater chance of finding something to appeal to each individual's states and interests. He also admitted that they are especially valuable for teachers with shifting classes. Many teachers said that they are so brief that if we are not careful, they may be less involving for the foreign reader. Few teachers explained that short stories are extremely compressed and economy of language and imagery can be found in it.

Therefore, the compression of language and imagery can make it difficult for foreign readers to appreciate the quality of the work. Teachers further added that care and preparation are needed for successful presentation of short stories. They said that rereading is a key element in the full appreciation of short stories because its concision and full richness is hardly ever revealed in a first reading. The teachers enjoy teaching story the most because it is easy to motivate the students for it and students easily participate in the discussion because they understand this form easily. This genre creates its own context and interest.

The tenth question was about the importance of poem in the language teaching. The teachers stated that poems offer a rich, varied repertoire and are a source of much enjoyment for both teacher and students. They said that there is the initial advantage of length because many poems often are well suited to a single class-room lesson. Most of the teachers stated that poem often explore themes of universal concern and embody life experiences, observations and the feeling evoked by them. Teachers further added that their brilliant concision and strong imagery combine to powerful overall effect. They said that poems are sensitively tuned for language learners because of their vital areas of stress, rhythm, alliteration, assonance etc. According to the teachers, reading poetry enables students to experience the power of language i.e. more standard written sentence structure and lexis. They said that poetry can lead naturally on to freer and creative written expression. Many teachers said that poems are capable of producing strong response from the students and this memorable intensity motivates further

reading of poetry in foreign language. One of the teachers, teaching in a language institute, said that when the teaching comes to select poems to share with the students, he will need to take into account which poems are suited to their interests, language and maturity levels. He said all poems are not serious or complex and there are many written in a lighter vein or with a fairly simple narrative structure and both of these are well-suited to language learners, especially in the basic levels. Few teachers said that learner can be given help with the personal and linguistic resources and by this they will be able to attain the fuller enjoyment of a poem that comes from a sense of sharing the poet's created world and reader's new created meaning. For this a range of group activities must be conducted to arouse the learners' curiosity and make them involve in the poem's theme. Teachers admitted that they enjoy teaching poetry because it is enjoyable to teach due to flow of ideas. They said that there is no chance of monotony in teaching poetry.

When the teacher were asked about the role of play in the language teaching-learning activities most of them took it as valuable genre because of its dramatic quality. They said the play offers opportunities both of useful language transfer and of insights into contemporary social, political or cultural aspects. They also added that a play may engage students in complicated adult dilemma. Teachers said that they enjoy teaching play because there is a well-knotted plot in play and imaginative world in plays can be compared with the real world characters.

Students enjoy stories the most. They also enjoy play and poetry. But they try to escape from essay. What is your opinion regarding this? It was the twelfth question for the teacher. They said that although essays provide the best chance for language competency and offer maximum information, it is very difficult to motivate students for this genre due to straight-forward concept and lack of plot.

When the teachers were asked whether reading aloud is essential, most of the teachers stated that it is a complex process involving many physical, intellectual and emotional reactions. According to them reading aloud is necessary in a language class-room because it is related to pronunciation and attention is drawn to stress, intonation and practice of individual sound. They also said that by this, information can be conveyed very easily to others. They mentioned that reading aloud has many advantages it is

compared with reading aloud which has many advantages if it is compared with reading silent because many students find reading silently difficult and the teacher cannot tell whether the students are reading and understanding at the same time their reading speeds are found different. On the other hand, according to them, reading aloud allows the text to be read well and students can concentrate and find it easy to understand a text when it is read well.

The next questions were related to the text-books prescribed at Higher Secondary Level, Grade Eleven, It was mainly associated with The Magic of Words. The questions were what in your opinion is the major fault regarding the text-books? Prescribed for this level? Do you think the items selected in the book cope with the purpose, level and duration of the course? Would you like to tell something about The Magic of Words? There were not fixed types of answers for these questions. All the answer attempted to summaries in the following way, collectively. Many teachers commented that the course designed for compulsory English at this level is not very feasible for the students due to too much Englishness. They said that these books are not feasible for second language learners whose background is not English. They admitted that The Magic of Words is better planned and methodized but it does not correspond to the standards of SLC and there is evidently a big gap between the two levels. They commented that in selecting books and chapters, the framers of syllabus, have betrayed the prevailing standards of our students. They also stated that there is laxity in selection of the course contents. According to them the planning is easier but execution is surely irksome. They said that orientation of syllabus must be in keeping with the view the fact the they are not only meant for teacher but also for students. On the other hand many teacher consider The Magic of Words in a affirmative way their comments are as follows. The lessons are cross-culture and lessons related to the respective culture make them on grasp the right and contextual use of the terms. The contents are interesting and linguistic structures are contemporary. It contains language and literature activities with writing and grammar exercises. Some of the teachers said that exercises in The Magic of Words are factually and linguistically, suitable for the learners. They said that the exercises demand language and literature practices. Some of the teachers said that students of average level can't cope with some of the exercises related to writing commentary and some of the exercises are

linguistically complex. One of the teachers stated that course of this level needs to be revised taking out the difficult passage and exercises and introducing easy passage that meet the students level. If same course is to be taught, question like critical commentary must be avoided. Another teacher said that stylistic analysis is also important. The students should be made familiar with the style. use of language and sentence structure.

The seventeen question was about the activities which the teachers prefer in the class-room to maintain the momentum. Nearly all the teachers accepted that the lecture and explanation are the methods of teaching and pair work and group work are the devices of student groupings. The answers show that lecture method is commonly used because it is easier, cheaper and less time consuming but to maintain attention in lectures and to force the students to think for themselves class discussion. Group work and pair work are essential which can be taken as student-centered teaching methods.

When they were asked if they face any personal problem while teaching literature, most of the teachers said that teaching is not merely delivering lectures but communicating to the students rightly and making them understand properly but when the average standard is low, the teacher may have to face difficulty in class-rooms. Naturally class-room is so bulky and their ignorance of simple structures so irritating that the teacher fails to impart the just things. They said that our students generally make up their minds just to pass the examination any how and very few make cross questions and take the things for granted. Few of them said that it is impossible to complete the mentioned course in one academic year. It seems that there is really a big gap between SLC and Grade Eleven. Prescribed course must be revised and teachers need orientation classes on how to deal the text-books.

The nineteenth question was whether they teach any others books, texts apart from The Magic of Words. Most of them said that it is impossible due to the limited time. They said that the text-books are themselves voluminous and it is very difficult to complete the prescribed course in one academic year. Few of them told that they prescribe additional and relevant books and chapter to the bright students only. The last question was related to teaching aid materials essential to teach

literature. Most of the teachers are found totally ignorant with any kind of teaching materials. But few mentioned about films, slide, cassettes etc. Only few of them use visual aids, maps, slides, pictures or real objects in the class-room while teaching literature. It seems that there should be a regular training programme, seminars and workshop on different aspects of the text-book prescribed for Grade Eleven. HSEB should provide or help the teachers to use various teaching-aid materials.

4.3.2 Analysis of Questionnaires for Students

The learner is one of the most important factors in language teaching-learning activities. Twenty questions relevant to language teaching-learning programme were asked to twenty students of two different institutions. These questions are related to various aspects of the subject. The following table illustrates the questions, points and results. Questionnaire is given in Appendix B and the institutions selected for the case study is given in Appendix D.

Table 1
Summary of Responses

S.N	Questionnaire	Responses	No. of Responses
1	Which of the following do you like the most to read?	a) Play b) Essay c) Story d) Poem e) Novel	4 - 10 4 2
2	Which of the following do you think is the most effective to develop English Language?	a) Play b) Essay c) Story d) Poem e) Novel f) All	- - - - - 20
3	While teaching literary text, my teacher spends most of the time in . . .	a) Grammar b) Vocabulary c) Subject	4 2 10

		Matter d) Commentry/ Interpretatio/ Appreciation	4
4	What kind of question does your teacher ask while teaching literature?	a) Yes/No Question b) Wh Question c) Short Question d) Long Question e) All	3 3 2 2 10
5	Which language skill does your teacher use in the language classroom?	a)listening b) Speaking c) Reading d) Writing	2 7 3 8
6	Does your teacher ask you to read aloud while teaching play, Poetry and story?	a) Yes b) No	14 6
7	If you are asked to write any of the following which genre will you select?	a) Play b) Essay c) Story d) Poem e) Novel	2 5 10 2 1
8	Mention which of the following do you dislike?	a) Literature b) Grammar	4 16
9	I think that the literature prescribed in our text help us to develop our ...	a) Grammar b) vocabulary c) Understanding d) All	1 1 1 17

10	What is your opinion is the major problem with the chapters included in The Magic of Words?	a) Complicated Theme b) Complicated Vocabulary c) Complicated Sentences d) Lengthy Texts e) All f) None	1 1 1 1 16 -
11	Does your teacher maintain clarity or expression while resending the lesson?	a) Yes b) No	8 12
12	Does your teacher give background information on the text such as historical, cultural, political etc.?	a) Yes b) No	12 8
13	Does your teacher help to understand the plot, character, incidents, setting. etc.?	a) Yes b) No	12 8
14	Which method does your teacher apply while teaching literature? -	a) Lecture b) Discussion c) Group Work d) Pair Work e) All f) None	76 3 2 2 - -
15	Does your teacher provide linguistic guidance? If yes, Which one?	a) Practice on Grammar b) Practice on Structure c) Teaching of New vocabulary d) All	3 1 1 15

16	Does your teacher give you a chance to participate in language exercises orally?	a) Yes b) No	7 13
17	Mention which of the teaching-aid material/s is supplied by the teacher in your classroom?	a) Audio b) Visual c) Audio-Visual d) Handouts e)All f) None	- 5 - 5 - 10
18	Which of the activity do you like the most?	a) Group work b) Pair Work c) Individual Work d) All e) None	3 2 1 15 -
19	Which part of the exercise do you find difficult tin The Magic of Words?	a) Comprehension Question b) Composition Question c) Grammar d) Vocabulary	- 15 1 4
20	What is the major fault in your teacher of English literature regarding teaching?	a) Lack of Convincing Power b) Pronunciation c) Fluency d) Lack of Proper Idea Regarding the Text e) Lack of Exact Teaching Method f) All g) None	2 2 2 2 3 9 -

Students at Higher Secondary Level are curious and delighted in learning English in spite of their poor language background. Students in the context of our country learn English as a foreign/second language. Most of the students of this level have poor educational background and have least achievement in pronunciation, grammar, vocabulary, discourse, skills etc. There is a big gap between the syllabuses at SLC and Grade Eleven. What the students are expected to have learnt is unlearnt. The first question asked to the students was "Which of the following do you like the most?" The alternatives for choice were play, essay, Story, Poem and Novel. Ten respondents preferred story. Four respondents selected play, another four selected poem and two liked novel whereas not a single student was for essay. Students who preferred story gave the reasons as follows. Stories are funny and interesting to read. They give the reasons as follows. Stories are funny and interesting to read. They give right knowledge of different objects and are romantic in subject matter. Students selecting play claimed that dramas are interesting because of amusing dialogue and actions and students selecting poem said that poem possesses musical quality and therefore they like it. No one liked the essay because they found it monotonous. It seems the story is the most powerful genre at this level due to their amusing quality. The second question was "Which of the following do you think is the most effective to develop English language?" Five alternatives were given to the students for choice. All the twenty respondents replied that story, poem, play, essay and novel equally contribute to develop English language. This response clearly defines that students prefer every kind of literary text in the class-room if compared with grammar or any other kind of means of language. They also believe that at these genres are equally important in the language class-room to develop their English. The third question was "What does your teacher spend most of the time in, while teaching the literary texts?" Ten respondents replied that their teachers spend most of the time of the subject matter of the text. Four respondents replied that their teacher spend most of the time in the teaching of commentary, interpretation or appreciation of literature. Another four respondents replied that their teachers give maximum time for vocabulary. The respondents replied that their teachers give maximum time for vocabulary. The responses show that the teachers believe that the teaching of the subject matter of the text is the most important task in the language class-room and it should get the highest priority. Other choices like commentary, grammar and vocabulary can be taken as the complementary process in the teaching

of the subject matter. The responses clearly satisfies the statement of verghese.C.P (1995, p. 95)" ... the teachers should first of all pay attention to its content and theme and then only to language exercises"

The fourth question was 'What kinds of question does your teacher ask while teaching literature?' Three respondents replied that the teachers ask them yes/no questions, three respondents replied that the teachers ask them w/h question, two respondents replied that the teachers ask them long questions. Ten respondents replied that take every kind of question secondary. All type of questions should be asked according to heed of the students and context of the literature. Most of the students are not interested to do the exercise in the book whereas they are required to work continuously to attain all the language skills. Therefore the role of teacher is great to encourage the students by asking various questions repeatedly.

The next question was "Which language skill does your teacher use in the language class-room?" Eight, seven, three and two respondents replied that their teachers use writing, speaking, speaking, reading and listening skills respectively. It proves that writing plays vital role in the teaching of literature. Our examinations are totally based on our writing skills. Therefore this skill is the most demanding one.

Writing skills recapitulates the learners acquisition of language very easily and effectively.

The sixth question was "Does your teacher* ask you to read aloud while teaching play, poetry and story?" Fourteen respondents replied that their teachers ask to read aloud whereas six respondents answered that they do not ask them to read aloud. The responses show that this method allows the text to read well. The teacher should be a good reader and should pronounce and stress the words correctly. He should make the text interesting by varying the speed and the tone of the voice.

Students find easy to understand the text when it is read aloud. Students follow the sentences silently when the teacher reads aloud. This activity does not help the students to develop their own reading skill. Thus students should be asked to read aloud in the class-room. It allows the teacher to listen to the students read and the teacher can assess the ability of the students' reading skill. Reading aloud to a whole class helps the students develop their own reading skill. Thus students should be asked to read aloud in the class-room. It allows the teacher to listen to the students read and the teacher can assess the ability of the students' reading skill. Reading aloud to a whole class helps the

students develop their self-confidence. Reading aloud to a whole class helps the students the ability of the students' reading skill. Reading aloud is advantageous if we compare this method with reading silently. In silent reading the teacher cannot say whether they are reading or pretending. Many students cannot enjoy and concentrate in reading silently. Students read at different speeds and therefore many finishes while others are still reading. Thus the responses shown in this question prove that the teachers are using effective method. They realize that reading is a complex process involving physical, intellectual and emotional reactions.

The seventh question was related to the question no One. It was "If you are asked to write any one of the following genre what will you select?" options were play, essay, story, poem and novel. Two, five, ten, two and one respondents like to write play, essay, story, poem and novel respectively again prove that the story is the most effective form of literature at this level of language learning. They do not enjoy reading essay if we examine the responses of question no. one but they enjoy writing it if we see the responses of this question.

Next question was associated with the basic concept of this research. Students were asked whether they dislike literature or grammar. Sixteen respondents replied that they dislike grammar whereas four respondents replied that they dislike literature, Literature motivates the students a lot because of variety, cultural enrichment, personal involvement, lively class-room activities, different information etc. whereas grammar does not provide these aspects and forces students to command the basic rules or structures. It is seen that the students enjoy and participate actively when literature is taught whereas feel sleepy and found escaping when grammar is taught in the language class.

The tenth question was "What in your opinion is the major problem with the chapters included in The Magic of Words?" Options were complicated theme, complicated vocabulary, complicated sentences, lengthily texts, all and none. One, one, one, one and sixteen respondents replied for the five options respectively whereas three were none who took the book without any problem. These responses clearly suggest that The Magic of Words designed for Grade Eleven is not much feasible due to its too much Englishness. It does not correspond to the standards of SLC and Higher Secondary Level. There is a big gap between the two standards. Our students are second language learners and the book seems complicated due to poor background of our learners.

The next question was related to the teachers' clarity of expression. Twelve respondents replied that the teacher's clarity of expression was not satisfactory whereas eight respondents showed positive response. The teacher's clarity of expression is essential. This also shows the teacher's personality. It withholds students' enthusiasm in the language class-room. The teacher's expression arouses the curiosity of the students which help them to grasp the contents easily'. The responses show clarity of expression to communicate the text more effectively.

The twelfth question was "Does your teacher give background information on the text such as historical, Cultural, Political etc." Thirteen respondents replied in favor and seven respondents replied that their teachers do not give sufficient background information on the text. Background information is must in understanding the text. This information work as the catalyst in the teaching of literature. The responses show that the most of the teachers understand the value of background information.

The next question was also associated with the twelfth questions. The question was whether their teacher helps to understand the plot, character, setting, incidents etc. Twelve respondents gave affirmative response whereas eight gave negative response. The figure suggests that the teachers help the students to understand plot, character, setting etc while teaching literature. This means they understand the difficulties of students and try their best to interpret the literary lessons. This can enhance the students to grasp the content and they can enter into the text easily. The fourteenth question was concerned with methodology. Students were asked "Which method/device does your teacher apply while teaching literature?"

Seven, six, three and two respondents replied that their teacher apply lecture, discussion, pair work, group work respectively, Two respondents replied that their teacher apply all the methods while teaching. Responses show the lecture method is mostly used in the class-room. In this method students do not have to think for themselves and do not develop their language abilities. In this method many students do not have to think for themselves and do not develop their language abilities. In this method many students can be placed in a single class-room and it is cheap to resource. Much information can be put over quickly. But students find difficult to maintain attention in this method. This method does not provide feedback and there is no interaction between students and teacher. In this method the teacher cannot learn from the students, who may have new ideas on the subject. In fact students do not practice language and do not produce anything new. Actually lecture, explanation, discussion

are the method of teaching and pair work and group work are the devices of students groupings. Whatever the method is success depends on students' achievement in the lesson they are taught. For better language class-room situation at the methods and devices should be used simultaneously as the need of the students and demand of the text.

The next question was "Does your teacher provide linguistic guidance? If yes, which one?" Three, one and one respondents replied that teacher give linguistic guidance like practice of grammar, practice on structure, and teaching of new vocabulary respectively. Fifteen respondents replied that their teachers provide every type of linguistic guidance. Linguistic guidance of their teachers provides every type of linguistic guidance. Linguistic guidance of the text should be explained with the help of layouts and exercises after every chapter. Practice on grammar and structure and the teaching of vocabulary can be taken as essential part in EFL/ESL class. The responses suggest that the most of the teachers understand this thing.

A sixteenth question was "Does your teacher give you a chance to participate in language exercises orally? Thirteen respondents replied negatively whereas seven positively. By these responses, it is clear that the teachers avoid student-centered teaching methods whereas students should actively participate in the lessons. If students do not actively participate, they cannot develop their language skills and they will not be encouraged to think for themselves. Students can be involved actively in lessons through class discussion, group work and pair work.

A seventeenth question was related to teaching-aid material. The students were asked to tick the materials supplied in the class-room by their teachers. Ten respondents replied that not a single teaching aid material was supplied during the session. Five respondents replied that handouts were given to them whereas rest of the five respondents replied the visual-aid materials like chart of photographs were demonstrated in the class-room. It was found that audio or audio-visual materials were not used at all. The responses clearly show that teachers are not using teaching-aid materials sufficiently. The reasons might be their lack of idea of lack of physical facilities or lack of sufficient time. But there is no doubt that even lecture method can be made better by using visual aids, maps, slides, pictures, real objects etc.

The next question was concerned with class-room activities. The students were asked which of the activity they liked the most. Three respondents selected group work, two respondents selected pair works whereas one respondent selected

individual work. Fifteen respondents replied that they like all the activities performed in the class-room. The responses show that students like students like students-centered teaching methods.

The nineteenth question was related to the exercise of The Magic of Words. Fifteen students found composition questions difficult to tackle and one respondent found grammar work quite complicated whereas four respondents replied that they find vocabulary difficult. This means students of average level can't cope with some of the exercises related to writing commentary.

The last question was related to their teacher of English literature. Two respondents replied that teacher lack convincing power. Two respondents replied that their teacher have problem with pronunciation, two stated that their teacher do not have right kind of fluency, two mentioned that their teachers lack proper idea regarding the text. And three respondents answered that their teachers lack exact teaching method. Nine respondents appreciate their teacher in every way. The responses show that although many teachers have more than average competence regarding teaching, few teachers should work hard to cope with the level.

4.3.3 Analysis of Class-Room Worksheets

To evaluate the importance of literary texts in the language class-room many student-centered activities were conducted at Higher Secondary Level. Grade Eleven in two institutions. Both language structure in use and content were considered as the important perspectives in the class-room. Thus different activities aim at these perspectives. Various useful language-based activities that may be used in the teaching of literature in the language class-room were introduced to develop reading, writing, speaking and listening skills. Worksheets were taken as the tools of research. The bases of these worksheets are different literary texts from The Magic of Words. Evaluation is presented in Table 2. Matching exercises invite the students for fitting different parts together.

Harmer.J (1983, p. 163) introduced a term 'discovery technique' for this activity. He writes, "The use of simple matching activities like these as a prelude to repetition and practice allows the students more involvement than presentation led by the teacher".

Realizing these fact worksheets 1, 7 and 9 were introduced in the class-room". Carter and Long (1991, p.75)". "...one aim of matching exercise is to enable students to use responses to the parts to build up sensitivity to the Whole". Worksheet I produces contextualize framework for the imagination to work on; worksheet 7 forces the students to think on metaphorical language whereas worksheet 9 provides them to relate the text with their imaginative quality. In worksheet I reading and speaking skill were examined. Two students were found excellent, five good, seven average and six poor. This suggests that the speaking skill of the average students is below the standard. In worksheet 9 two students were found excellent, six good, six average and six poor. It denotes that writing skill of average students meet the required standard.

Table 2
Evaluation of Worksheets

Work Sheet	Language based Approaches	Skills	Excellent	Good	Average	Poor
1	Matching and prediction	Reading and Speaking	2	5	7	6
2	Gap Filling	Reading	1	7	7	5
3	Gap Filling	Writing	2	4	6	8
4	Jigsaw	Reading	8	4	4	4
5	Forum	Speaking	2	4	4	10
6	Forum	Speaking	2	4	4	10
7	Matching	Reading	10	7	1	2
8	Prediction	Writing	3	3	7	7
9	Matching	Writing	2	6	6	6
10	Summary	Reading	9	6	3	1

Gap filling is another useful activity analogous to prediction. "Prediction of individual words or sequences of words, rather than stretches of text" (Chapter 112). In this exercise, words are deleted but deletion is not made at random. Every deleted word or expressions perform a story literary job as each word has a significant place in the structure. Gap filling makes students aware of immediate context and text as a whole. Thus the students have to go through the text closely. Worksheets 2 and 3 introduced in the class-room verify the importance of this exercise. Worksheet 2 forces the students to search information related to the author whereas worksheet 3 checks the use of language. In worksheet 2, reading skill of the students was examined. One student was found excellent, seven good, seven average and five poor. This means average students meet the required level. In worksheet 3, writing skill was examined. Two students were found excellent, four good, six average and eight poor. The figure shows that average students are below the standard.

Jigsaw is exercise in which students have to reorder the text which has been scrambled. In this exercise, there is individual involvement in the text as each learner has to attempt the exercise individually, interaction can be seen taking place between learner and teacher. Worksheet 4 provides a very good example of Jigsaw exercise. This worksheet forces the student to make the sense of whole literary text. Worksheet 4 examines students reading skill. Eight students were found excellent, four good, four average and four poor. The figure shows that most of the students are above the average in their reading skill.

Debate is an exercise suitable for the advanced level. Students develop their communicative skills with the help of this activity. Students are given a situation and asked to find a solution. Harmer, J (1983, p. 192) divides such activities into "reading a consensus, discussion, relying instructions. Communicative games, problem solving, talking about yourself, solution and role play". Therefore Carter, R. et al (1989, p. 115) "The exercise is one which leads itself small group-based activity with groups being allocated to defend either one of the propositions even if this may not be their own personal views." . Worksheet 5 and 7 are designed for this purpose. Both of these worksheets examine the speaking skill of the students. In worksheet 5, two students were found excellent, four good, five average and nine poor. The figures denote that average students possess poor speaking skill.

Prediction is a type of gap-filling at different levels. It can range from word level to discourse level. The former can be used at the lower level and the latter for the advanced level. Exercises on prediction are easy to construct and are enjoyable.

However, "this requires careful preparation before the story is read in the class" (Chapter 112). The teacher can stop the reading at key points and invite response as to how the narrative will develop. It can be done after every paragraph also. Worksheet 1 and 8 were used as a sample for this exercise. As Carter, R. et al. (1989, p. 112) says: But the texts with a strong plot component, where the next step in the action can be significant to force readers to predict. And the best narrative will contain the seeds of their own development so that readers have to read back as well as project forward. Worksheet 1 provides a contextualized framework for the imagination and worksheet 8 trains students to be attentive to the possible consequence of the events in the literary text. In worksheet 8, three students were found excellent, three good, seven average and seven poor. This means the writing skill of average students is below the standard.

Summary is important because it is useful in checking the students' initial understanding of the text and their language ability. Carter, R. et al. (1989, p. 113) says summary writing is 'a strategy designed to focus attention on the overall point or the meaning of the story' (113). This activity encourages students to engage themselves in the task. Worksheet 10 gives a brief idea of this activity. In this worksheet nine students were found excellent, six good, three average and one poor. The figures denote that the reading skill of the average students is above the standard.

CHAPTER-FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

As stated earlier in the opening section of this report, the purpose of the present study was an attempt to add a step towards an area of studying and evaluation the role of literature in ELT prevalent at Higher Secondary Level of the nation in the light of some of the recent and current ways of thinking about and studying foreign languages. The purpose was simply an attempt to add a step towards the aforementioned said area because, due to various limitations, the study has been confined to two institutions. A study like the present one therefore needs further investigation, observation and field research in order to draw solid conclusions on a broader level.

5.1 Summary

Literature has an important place in language teaching-learning programme. There are different opinions for this. Some say that literature is a soul of language. They also claim that it is a vehicle of language. But many reject these ideas and recommend literature for upper level only. They say that for language competency literature should not be placed in the EFL/ESL curriculum. This research is an attempt to prove that through literature language can be taught effectively. For this Higher Secondary Level, Grade Eleven is taken as the experimental level.

Chapter one presents the plan and strategy of the report. Objective of the work was fixed according to the hypothesis. Today, the integration of language and literature is one of the major issues in English teaching-learning programme. In this report the issue is explored at Grade Eleven of Higher Secondary Level. First hand data are collected through interview, questionnaires, practical activities and worksheets. The work covers two institutions, sixty students and twenty teachers only.

Chapter two presents the role of literature in ELT and review of the literature and conceptual work which has been above mentioned.

Chapter three describes the literary component of the past and present is observed. The purposes of teaching literature in the language class-room have been discussed. The teacher must be clear regarding what to teach. This makes uncertainty the least. Appropriate methods and texts can make the task easier. Thus the selection of the literary texts is important. The basic obstacles in the teaching of literature were discussed. Cultural gap, linguistic difficulties, conceptual difficulties, lengthy text etc are taken as the major obstacles. In the same chapter benefits of literature-oriented teaching were also given. Among them authentic material, cultural interest, individual involvement, cultural aspect etc. are the major.

Chapter four deals with the use of literary texts at the Higher Secondary Level Teaching. The brief Description of the course at this level is given. The Magic of Words is described in detail. On the basis of these, various practical activities in the class room where given. The practical activities are presented in three phases; they are pre-reading reading and post reading. Different perspectives on literature and language teaching were also analyzed. The teacher must be clear with what and whom to teach. He can easily make the literature motivating to the students in the class-room. Chapter Five deals with the summary, conclusion and implication on the basis of policy level and practice level.

5.2 Conclusion

One the basis of the present study, a number of findings relevant to the purpose of the study can be drawn. For convenience, they have been placed separately under the following heading It seems that there is a gap between theory and practice.

5.2.1 Literature and Language Teaching Programme

Literature is found useful in ELT. It provides varied, interesting and motivating substance. In a language class the questions what to teach, whom to each and why to teach must be in the mind of the teachers. The literary texts prescribed in this level are to develop language. They can help the students to attain all the skill. Teachers were found giving sufficient background information at the time of teaching literary text but

their clarity of expression was found poor. It seems that there is a big gap between SLC and Higher Secondary Level. Therefore most of the students were found weak in the language class-room. Students were found to sit in the language class-room only to pass the examination

5.2.1 The Magic of Words

The textbook containing interesting and varied materials is found effective in the language teaching-learning programme. The Magic of Words is well planned in content and method. but average students were found the text problematic due to cultural and linguistic gap. Exact matching between the learning and the prescribed literary texts was not found. Most of the students found The Magic of Words problematic due to its complicated theme, foreign culture, difficult vocabulary, sentence structure etc.

5.2.2 Literature in Curriculum

Story was found the most interesting genre and essays the least enjoyable. Students were found enjoying the essay writing but neglecting reading it. Story was found interesting due to its motivating nature, poem due to its musical nature and play due to its dramatic quality. It was found that sufficient linguistic guidance of the language was given during the teaching of literary texts in the language class-room. New vocabularies were found taught contextually.

5.3 Implications

On the basis of the study and its conclusion the searcher has put the following implications at different level.

5.3.1 Policy Level

1. Proper guidance and monitor is essential to the language teachers and students.
2. The literary texts written by Nepali writers should be implemented in the language classes.
3. The curriculum development center should design and encourage teaching many subjects in English.
4. Text book writers should include many exercises and activities of various types of free writing with different models.

5.3.2 Practice Level

1. Literary text seems highly essential in the language -learning programme.
2. Local creative literature available in English translation can be of great benefit for the students.
3. Literary texts can be made fruitful through class-room activities.
4. Students-centered teaching is highly effective in ELT. A teacher should conduct pair work, group work etc. instead of only delivering lectures.
5. Teacher should give equal emphasis on all the skills of language.
6. Teaching-aid should materials should be used in the language class-room.
7. It is recommended to conduct the class-room activities in three phases. They are pre-reading activities, reading activities and post reading activities.
8. Language - based approaches like gap-filling, matching, jigsaw reading summary, prediction and group discussion can be taken as the measures to improve all four skills of the students.
9. Worksheets based on literature can be very useful in the language class-room.
10. It seems highly essential to link the course of SLC with Grade Eleven for better results in the future.
11. Text-books of Higher Secondary Level, Grade Eleven need revision to meet the needs of Nepalese students.
12. Prescribed teaching hours have to be increased.
13. It is highly recommended to keep the class-size small.

14. It will be rather rewarding to make an arrangement for a resource centre, containing sufficient, varied and up-to-date teaching-aid materials in each district.
15. Adequate provision has to be made for workshop sessions and short-term training for the teachers.

5.3.3 Further Research

Further research suggests that teaching language through literature is a beneficial aspect in the teaching learning activities. There are some other areas in which other researcher can find the base by studying this research. The current research can provide the essential information in the teaching learning activities mainly teaching language through literature.

REFERENCES

- Adhikari, T.R. (2004). *The link English course between the SLC and first year university English syllabus*. An Unpublished M.Ed. Thesis. T.U. Kathmandu.
- Allen, J.P.B. and S.Pit C. (1975). *The edinburgh course in applied linguistics*. Vols. II & III. London: OUP.
- Bassnett, S. and Peter, G. (1993). *Language through literature*. London: Longman.
- Bhattarai, B. (2001). *Analysis of the existing English text books for grades VI to X*. An Unpublished M.Ed. Thesis. T.U. Kathmandu.
- Billows, F.L.(1961). *The techniques of language teaching*. London: Longman.
- Brook, N. (1960). *Language and language learning practice*. New York: Harcourt, Brace and World Inc.
- Brumfit. C.J and Carter R.A.(1991). eds. *Literature and language teaching*. Hongkong:ELBS.
- Cadlin(1998). "Teaching manual." *The Magic of Words*.
- Carter, R. and Long, M.(1991). *Teaching literature*. New York: Longman.
- Carter, R. et al.(1989). *Literature and learner: methodological approaches ELT document 130*. The British Council.
Bhaktapur: HSEB.
- C. D. C. (2054). "Course of study of compulsory English in Proficiency Certificate Level." Kathmandu: TU.
- Chomsky, N (1995) Aspects of theory of syntax
- Doff, A. and Maley, A. (1960). *Literature*. London: Oxford University Press.
- Doff, A.(1988). *Teach English*. London: Cambridge University Press.
- Halliday, M.(1996). *Linguistic science and language teaching*. Vol. I. London: ELBS.
- Harmer, J.(1983). *The practice of English language teaching*. London:Longman.
- Jha, A. K.(1983). "*Language, linguistics and literature: Some pedagogic considerations*" Education Quarterly. XXVIII. No. 2 : 64-69.
- Kumar, R.(2006) Research methodology.India
- Lamichhane, R.P.(1999). *An analysis of new English text book for grade VIII*. An Unpublished M.Ed. Thesis. T.U. Kathmandu.
- Lazar, G.(1993). *Literature and language teaching*. London: CUP.
- Lohani, S. P. and Adhikary, R.P.(1997). *The magic of words*. Kathmandu:

MK Publisher.

- Lohani, S. et. al.(1988). "*The second national convention of tribhuvan university: A General Report*" Curriculum Development Quarterly 23: 23-67.
- Mackey, W.F.(1976). *Language teaching analysis*. 9th ed. London: Longman.
- Malla, K.P.(1977). *English in the Nepalese Education*. Kathmdndu: Ranta Pustak Bhandar.
- Nissani, M. and Lohani, S.(1996). *Adventures in English*. Kathmdndu: Ekta Books.
- Odell, L.(1981) *The process of writing and the process of learning*
- Shrestha, R.(1983). "English as a second language/English as a foreign language: Its pedagogy and the Nepalese context". *Contributions of Nepalese studies*. Vol.II.No. 1. 46-59.
- Taylor, J.(1994)."Teaching poetry in the secondary school." *Teaching English* (ed.) Susan Bindley. London: The Open University. 208-215.
- Tarugott, M. and Pratt, L. (1980). *Linguistics for student of literature*. London: Harcourt Brace Jovanoviceh.
- Varghese, C. P.(1995). *Teaching English as a second language*. New Delhi: Sterling Publisher Pvt. Ltd.
- Widdowson, H.G.(1984). *Explorations in applied linguistic*. 2. Hongkong: Oxford University Press.

APPENDIX -A

Interview of teachers

Name-

Institute-

Date-

Qualification-

Faculty-

Experience-

Training-

Please try to answer the question in brief and to the point.

1. Is literature effective in the teaching of language? Why?
2. What kind of literature should be prescribed for Nepalese Students? Can the literature written by foreign writers help Nepalese student effectively? How? Can't we use out local literature and creative available in English translations? What are the benefits?
3. What are the major obstacles in the teaching of English through literature?
4. How do you manage with the vocabulary of literature? Do you teach new words in advance?
5. What according to you is the most important matter to give time in teaching?
6. Many teachers provide background before handling the literature. Why?
7. Teaching of literature is difficult. How?
8. What is the importance of story in language teaching programme?
9. What is the importance of poem in language teaching programme?
10. What is the importance of play in language teaching programme? 11. Students enjoy story the most. They also enjoy play and poetry. However, they try to escape from essay. What is your opinion regarding this?
12. Is reading aloud essential? If yes, why?
13. What are the ways to check whether students understood the text or not? Please specify the ways.
14. While teaching literature how do you manage with linguistic guidance?
15. Can you tell something about The Magic of Words?
What in your opinion is the major fault regarding the text book prescribed for Higher Secondary Level?
Do you think the items selected in he text book cope with the purpose, level and duration do the course?

What are the chapter do you think is not suitable in The Magic of Words according to the level of Hither Secondary Level teaching in Nepal? Why?

16. What activities do you prefer in the classroom to maintain momentum?
17. Do you face any personal problem while teaching literature? Can you specify?
18. Do you teach any other books, texts apart from The Magic of Words? Why?
19. What kinds of teaching-aid materials do you think are essential to teach literature?

APPENDIX - B

Questionnaire for Students

Name:

Date:

Age:

Level

Faculty:

Institute:

Please tick the best answer in your opinion.

1. Which of the following do you like the most to read?
a) Play b) Essay c) Story d) Poem
2. Which of the following do you think is the most effective to develop English Language?
a) Play b) Essay c) Story d) Poem
3. My teacher spend most of the time in
a) Grammar b) Vocabulary c) Subject Matter
d) Commentary/Interpretation/Appreciation
4. What kind of questions does your teacher ask while teaching literature?
a) Yea/No Questions b) Wh Questions
c) Short Questions d) Long Questions
5. Which language skill does your teacher use in the classroom?
a) Listening b) Speaking c) Reading d) Writing
6. Does you teacher ask you to read aloud while teaching play, poetry and story?
a) Yes b) No
7. If you are asked to write any of the following, which genre will you select?
a) Play b) Essay c) Story d) Novel
8. Mention which of the following do you dislike?
a) Literature b) Grammar
9. I think that the literature prescribed in our text help us to develop our
a) Grammar b) Vocabulary c) Understanding d) All
10. What in your opinion is the major problem with the chapters included in The Magic of Words?
a) Complicated Vocabulary b) Complicated Sentence
c) Lengthy texts d) Complicated Theme e) All f) None

11. Does your teacher maintain clarity of expression in presenting the lesson i.e. Story, Poem etc.
a) Yes b) No
12. Does your teacher give background information on the text? Such as historical, cultural and Political etc
a) Yes b) No
13. Does your teacher help to understand the plot, character, incidents, setting and narration?
a) Yes b) No
14. Which method does your teacher apply while teaching?
a) Lecture b) Discussion c) Group work d) Pair work e) All
15. Does your teacher provide linguistic guidance? if yes, which one?
a) Practice of grammar b) Practice on structure
c) Teaching of new vocabulary d) All
16. Does your teacher give you a chance to participate in language exercise orally?
a) Yes b) No
17. Mention which teaching-aid a material is supplied by the teacher in your classroom?
a) Visual b) Audio c) All d) None
18. Which of the activity do you like most?
a) Group Work b) Pair work c) Individual Work d) All e) None
19. Which part of the exercise do you find difficult in The Magic of Words?
a) Comprehension b) Composition
c) Grammar d) Vocabulary Questions
20. What is the major fault in your teacher of English Literature regarding teaching?
a) Lack of convincing power b) Pronunciation
c) Fluency d) Lack of Proper idea regarding the text
e) Lack of exact teaching method e) All f) None

APPENDIX - C

Classroom Worksheets: Some Sample

Name of the student:

Date:

Age:

Level

Faculty:

Institute:

Please complete the following worksheet. Read the instruction for each worksheet carefully.

Worksheet 1

In pairs, make up a story (orally). It should contain elements listed below. Be ready to tell your story to other pairs.

Principal characters for your story:

Dr Emil Braun, Head Surgeon

Eida, A patient suffering from pneumonia

Aldelheid, Elda's daughter

Element to include in your story:

- The Doctor heard the weak but clear voice of child * answer. "My mother is very, very sick. I think she's dying."
"And thank you, child" he-answered." You are a very obedient little girl to let your mother send you out on a cold, rain rainy night like this." "Yes, it was, Dr. Braun, "She said, trying to smile. "I came back to Berlin three months ago, right after my little girl....."
"Your little girl is so much bigger, Elda," he interrupted. "How time passed!"
"My little daughter died of the flu in September. If this a the Twenty-sixth"
She continued, "Heide passed away just three moths ago today, three days after her seventh birthday."

A cold chill went down his spine when he felt the shawl and found that it, too, was damp.

'A child' refers to Adelheid

'She' refers to Elda

Worksheet 2

Make guesses to fill in the details about Rabindranath Tagore.

Rabindranath Tagore, poet, novelist, dramatist, short story writer, essayist, philosopher and commentator on international affairs, was awarded the Nobel Prize for Literature in 1913. Tagore was just 35 when he made his debut on stage. He played the leading role in a comedy based on Moliere's *Le Bourgeois gentilhomme*, written by his brother. When he was twenty he staged his first play in the family house in Calcutta. After that, he independently wrote and produced plays that were quite distinct from the main body of Bengali drama. Tagore's plays achieved a kind of lyrical action, a rhythmic treatment of emotions that moved round one idea. He was impressed more with idea than action, more with idea than action. He said to himself that the main principle in his plays was 'the play of feeling and not of action.' He was knighted in 1915 - an honor which he resigned in 1919 as a protest against the Amritsar massacre by the British. In 1901, Tagore founded near Bholpur, the school to blend Eastern and Western Philosophical and educational systems.

Worksheet 3

Read the beginning to Act II from *Malini*, then complete the following sentences.

1. Supriya would like Malini to teach him because if she did so
2. Malini says that if Supriya is convinced by her idea, he
3. Supriya requests the king to judge Kemakar properly. If he could have his request fulfilled, he
4. King says to Supriya, as he has said many times before, that it would be very nice for Kemakar if he

Worksheet 4

Here is a list of eight events in the journey of Phoenix Jackson, as we know it so far. Put them in right order as it happened.

- a) She is pushed into a ditch by a dog.
- b) She takes some money after it fell out of the hunter's pocket.
- c) She gets her dress caught in a thorn bush.
- d) Phoenix meets a hunter.
- e) Phoenix reaches the town and asks a lady to tie her shoelaces.
- f) He points his gun at a phoenix but she is not scared.
- g) She finds a scarecrow in her way.
- h) She crosses the log. Worksheet 5

I sort these interpretations into order of importance.

- a) When kim dreams, she sends her thoughts to the old man in the house. This means when kim is dreaming, the old man thinks he is seeing a ghost.
- b) When kim dreams, her spirit leaves body and visits the house of the old man. This mean's kim's spirit, then appears to the old main in the form of a ghost.

Worksheet 6

Arrange these statements according to probability. Justify your answer.

- a) King will forgive Kemankar.
- b) King will kill Kemanker.
- c) King will put Kemanker in prison.
- d) King will anyhow convince Kemanker. Worksheet 7

In group A original complex sentence are given. In group B modern simple sentences are given. Match the sentence of group A with group B.

- | Group A | Group B |
|---|--|
| a) My daughter, storm cloudes are gathering over the king's house | 1. My daughter, it will rain very soon.
2 My dauUhter very soon the palace will
3. My daughter, it is rainy season.
4. My daughter, Public gathering against the place. |
| b) The moment has come for me, | 1. I will face problem in near future.
2. I will have to leave the palace.
3. My life is like dew drop.
4. My life is full of problem. |

and my life, like the dewdrop
upon lotus leaf, it
face problem.

Worksheet 8

Complete these sentence.

- 1. I think King will
- 2. I think Kemankar will not be killed because.....
- 3. I think the state will face problem due to
- 4. I think malini will

Appendix D

Institution selected for the study

- Janak Higher secondary School, Gaidakot, Nawalparasi.
- Janata Higher Secondary School, Harkapur, Nawalparasi.

Appendix E

Teachers Interviewed

1. Teacher 1, Janak Higher Secondary School.
2. Teacher 2, Janak Higher Secondary School.
3. Teacher 3, Janak Higher Secondary School
4. Teacher 4, Janak Higher Secondary School.
5. Teacher 5, Janak Higher Secondary School.
6. Teacher 6, Janata Higher Secondary School.
7. Teacher 7, Janata Higher Secondary School.
8. Teacher 8, Janata Higher Secondary School.
9. Teacher 9, Janata Higher Secondary School.
10. Teacher 10, Janata Higher Secondary School.