CHAPTER - ONE

INTRODUCTION

This study is about the 'Challenges of Teaching Novel at Higher Secondary Level. The major aim of this research work is to find out the challenges of teaching novel at higher secondary level. The introductory part of this research work sheds light on general background, statement of the problem, objectives of the study, research questions, significance of the study and delimitations of the study.

1.1   General Background

Literature refers to piece of writing that is valued as work of art, especially novels, plays and poems. It is creative and innovative use of language. Literature is the area of study which involves and engages in the exploration of creative use of language. It is the representation of various authentic uses of the language. Literature can be used to express human feelings, emotions and thoughts. It enables the learners to find meaning in the world and to express it. However, literature demands from learners and teachers higher skills than ordinary reading and writing. It is a part of the target culture and has value as part of the learners' general education. It involves emotions as well as intellect which adds to motivation and may contribute to personal development. It creates interests, stimulates and provokes the imagination on the part of the readers.

Literature has been defined variously by various scholars. According to Collie and Slater (1987, p.2),

> "Literature speaks to the heart as much as to the mind provides materials with some emotional colour that can make fully contact with the learners own life and can thus counterbalance the more fragmented effects as many collections of tests used in the classroom."

Similarly, Lazar (1993. P.1) states:

a) Literature is feelings and thoughts in black and white.
b) Literature is the use of language to evoke a personal response in the reader or listener.
c) Literature is a word of fantasy, horror, feelings visions . . . put into words.
d) Literature means … to meet a lot of people to know other different points of view, ideas thoughts, minds …to know ourselves better.

By observing above mentioned definitions, we can conclude that literature is an art of writing which is the reflection of society. It is the expression of human thoughts, feelings, emotions and imaginations announced artistically through language.

Literature includes various genres, viz. poetry, story, drama, essay, novel, etc. novel is one of the important genres. It has become one of the successful and effective aspects of teaching literature.

Novel is one of the genres of literature. It is an extended work of fiction. It is quite a lengthy piece of work in comparison to other forms of literature. It is a long imaginative and narrative work of art. Abrams (2005, p.197) refers to 'novel' as "a great variety of writing that have in common only the attribute of being extended work as fiction written in prose." From this definition, we can say that it is a lengthy form of prose that tells a story. Therefore, it can be understood as a long story. Novel may consist of the words higher than sixty-seventy thousands. It differs from other forms of literature interms of length, characters and language. Plot, characters, setting, style and theme are the essential elements of a successful novel.

In the present major English curriculum of Higher Secondary Level in Nepal, novel has also been included to be taught like other genres of literature. There might be various strategies used by the teachers while teaching. Therefore, the

attempt of this study will be finding the challenges of teaching novel at Higher Secondary Level.

1.2   Statement of the Problem

Novel is one of the written sources through which the learners can have access to authentic materials. In teaching novel in the classroom, one of the main issues is regarding its selection.After a novel or an abstract is selected, the other challenges may appear in designing the activities or presenting the central idea to the learners. A novel is a lengthy form of prose. It exposes the complexities in the use of language and its plot. Similarly, there is problem of giving the critical appreciation of the novel, creating context to general ideas and evaluating etc. And teachers do not follow three procedural stages viz. pre-teaching, while-teaching and post-teaching in the novel classroom. The novel *Great Gatsby* is written on the basis of American culture so that it is difficult contextualize in Nepalese context. Therefore, teachers may have problems in teaching novel to the learners. Most of the teachers are still found to be using Grammar Translation Method and Lecture Method while teaching novel. They do not use project work, group work, pair works, etc., while teaching.So teaching may not be effective and students cannot develop creative and imaginative power.Thus, teaching novel is difficult task. Therefore, an attempt has been made to shed light on the challenges of teaching novel in the classroom.

1.3.   Objectives of the Study

The objectives of my research study were as follows:
   i)   To find out the challenges of teaching novel at higher secondary level.
   ii) To suggest some pedagogical implications.

1.4. Research Questions

The following research questions were used for research hypothesis:

i) What types of challenges do English teachers face while teaching novel at higher secondary level?

ii) How can English teachers minimize these problems in ELT classroom?

iii) What are the activities that seen relevant to teach novel at higher secondary level?

1.5. Significance of the Study

This research work entitled "Challenges of teaching novel at Higher Secondary Level" studies the problems of teaching and learning novel. In fact, novels are appropriate materials to teach English and to be familiar with English language and culture as well. Thus, it is highly beneficial to the students and English language teachers teaching at higher secondary level. This study will be helpful to the teachers, experts, syllabus designers, textbook writers, trainers to prepare text books and syllabus in accordance with the needs and interest of the learners and those who are directly and indirectly related to teaching profession.

1.6. Delimitations of the Study

This research study had the following limitations.

i) This study was limited to the schools of Kathmandu district.

ii) This study was only limited to major English courses of Grade Twelve.

iii) This study was limited to find out the challenges of teaching novel.

iv) Only questionnaire was used as research tool.

v) Only twenty teachers and twenty students were taken as respondents.

1.7.   Operational Definitions of the Key Terms

The key terms of this research have been defined in following way:

Challenge: A new or difficult task that tests somebody's ability and skills.

Literature: Piece of writing that is valued as work of art, especially novels, plays and poems.

Milieu: The social environment that you live or work in

Novel: Novel is a story long enough to fill a complete book in which the characters and events are usually imaginary

Research: Research is work that involves the studying something and trying to discover facts about it.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section deals with the review of the related theoretical literature, review of the related empirical literature, implication of the review of the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

This section includes the following theoretical reviews on language and literature.

2.1.1 Literature and Language Teaching

Literature is an inseparable tool for teaching and learning of language. It is a key to language teaching. Teaching literature means teaching language through literature. Literature cannot be taught in isolation. Different aspects of language can be taught through literature. Literature exposes a variety of inputs to the language learner. It is the part of language without which language teaching can be incomplete. There are two way relations between language and literature. A literary language is a variety of language. The literary figure expresses thoughts, feelings, emotions, imaginations, etc. through different genres of literature.

Literature plays a significant role in the language classroom by providing motivating materials and various communicative activities. It can be regarded as a rich source of authentic materials. It exposes a variety of linguistic input to the learners. Literature enhances different skills, abilities and proficiency in language. According to Collie and Slatter (1987, p.2), "Literature is a more significant part of language teaching program and using in such a way to further the learners master in four basic areas of language like: listening, speaking, reading and writing." Thus, it is literature which helps the language

learner to encounter with different varieties of language, culture, and lifestyles of men. Therefore, a language learner must learn the target language literature. A learner can find out the feelings, emotions, thoughts, and customs, etc. of the target group with the help of literature. Thus, language is incomplete without learning literature.

2.1.2 Use of Literature in Language Classroom

Literature is one of the most important tools for teaching and learning a language. It is a key to language teaching. It is a text that contains various phrases, culture specific vocabularies, context specific language use, and source of linguistic input. Use of literature in language classroom is beneficial and effective. Literature should be introduced in the language classroom because it is motivating, stimulus for language acquisition. It provides authentic materials to the students to enjoy it. It is highly valued. It expands the students' language awareness, encourages students to talk about their opinions and feelings. Similarly, it develops students' interpretative abilities. It is a valuable resource for language teaching.

Collie and Slater (1987, pp.3-5) give following reasons for using literature in the language classroom:

a)   Valuable authentic materials

Literature provides authentic texts which offer a bountiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues, and is enduring rather than ephemeral. Students gain additional familiarity with many different linguistic uses, forms and conventions of the written mode with iron, exposition, argument, narrations and so on. It incorporates a great deal of cultural information.

b)   Cultural enrichment

Literature is a created course yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. A reader can express his/her thoughts, feelings, customs and possessions. It is perhaps best seen as a complement to other materials used to increase the foreign learners' insights into the country whose language is being learnt.

c)   Language enrichment

Literature helps learners to learn many functions of the written language and it increases learners' receptive vocabulary. It facilitates the transfer to a more active form of knowledge. Literature provides a rich context in which individual lexical or syntactical items are made more memorable. The extensive reading is required in taking a novel or long play to develop the students' ability to make inferences from linguistic clues and to deduce meaning from context.

d)   Personal involvement

Literature fosters personal involvement in readers. Engaging imaginatively in literature enables learners to shift the focus of their attention beyond more mechanical aspects of the foreign language system. When a novel, play or short story is explored over a period of time, the result is that the reader begins to inhabit the text. Reader is well motivated.

Similarly, Lazar (1993, Pp.15-19) gives following reasons for using literature in the language classroom:

a) Motivating material
b) Access to cultural background.
c) Encouraging language acquisition.
d) Expanding student language awareness.
e) Developing students' interpretative abilities.
f) Educating the whole person.

2.1.3 Genres of Literature

Literature is an art of writing which is the reflection of society. It is the expression of human thoughts, feelings, emotions and imaginations announced artistically through language. There are different genres of literature such as poetry, drama, short story, essay and novel. They are described as follows:

a)   Poetry

Poetry is one of the genres of literature. It is the deviated form of language. It is a creative art of language. Ideas and feelings are expressed beautifully in poetry. It is the process of sharing the feelings and emotions in verse or words. According to William Wordsworth, "Poetry is the spontaneous overflow of powerful feelings". There are different forms of poetry such as, epic, sonnet, ode, ballad, elegy, lyric and so on.

b)   Drama

Simply speaking, drama is a form of literature that is meant to be performed on a stage by actors in which they take the roles of character to perform the indicated action and utter the written dialogue. According to Jacobus (2001, p.1), "Drama is the art of representing the pleasure of others events that happened or that we imagine happening".

Drama is associated with the theatre. It can be metaphorically compared to a tapestry. There are different elements of drams i.e. plot, characters, dialogue, setting, conflict and theme. It is found in various forms.They are tragedy, comedy, tragic-comedy and farce.

c)   Short story

According to Awasthi et al. (2010, p. 137), "A short story is a short work of prose which usually depicts one character's inner conflict or conflict with others". That means it is a type of fiction which involves a single character

struggling within self or in the external world. However, it may also consist of two to three characters. A short story is distinct from other forms of literature in terms of its length, magnitude and language. That is, it is written in simple language. However, they may consist of diverse styles. They may be centered on several types of the themes. If it is longer than fifty or higher pages (50-100), it is called a novella. Plot, character, setting, style and theme are the major components as short story.

d)   Novel

Novel is one of the genres of literature. It is an extended work of fiction. It is lengthy form of prose that tells a story. Therefore it can be understood as long story. It is a long imaginative and narrative work of art. It may consist of the words higher than sixty-seventy thousands. It differs from other forms of literature in terms of length, characters and language. Plot, character, setting, style and theme are the major elements of novel.

e)   Essay

Awasthi et al. (2010, p. 376) defines the term, "Essay has since come to be used as a catch-all for non-fictional prose works of limited length; but that description of the form turns out to be misleading". An essay is a genre of literature. It means a written argument readable in one setting. The basic quality of essay is to be persuasive. The ideas in essays are presented in the form as developmental sequences providing some sort of support. It is separated from other forms of literature in many ways. To make some instances, it differs from a poem in the use of verses.

Similarly, it differs from drama in that a drama is staged. It can be long or short, factual or fictional, practical or playful. There are some forms of essays, such as dramatic essay, poetic essay and narrative essay.

2.1.4 Novel and its Elements

Novel is one of the genres of literature. It is an extended work of fiction. However its length is not determined and critics have not made a consensus on how long it should be. According to Cuddons (1991), "The length of novels varies greatly and there has been much debate on how long a novel should be" (as cited in Awasthi, et al. 2010, p. 279). It is long imaginative and narrative work of art. Abrams (2005, p.197) refers to novel as "a great variety of writing that have in common only the attribute of being extended work as fiction written in prose."

Based on Abrams, we can identify the following features of the novel, an extended narrative or fictional prose which differentiates it from short story or novel.

a) It permits a great variety of characters.
b) It has a relatively long and often complex plot(s).
c) It permits ampler development of milieu.
d) It has multiple characters.
e) The story in the novel usually develops through the thoughts and actions of its characters.

By analyzing the given points, in short, we can say that it differs from other genres of literature in terms of length, characters, and language. Just like other forms of the literature (drama, poetry short story, essay, etc.), a novel also consists of some main elements. They are described as follows:

a)   Plot

In general, plot can be taken as the series of events or organization of the event. According to Awasthi et al. (2010, p. 279), "The novel's story is called its plot". The plot also refers to its underlying meaning. It is the heart of novel. It has a complex plot. The plot of a novel is the narrative and thematic development of the story that is what happens and what these events mean and

those narratives of events emphasis falling on causality. By this discussion, it is a series of events that depends on one another not a sequence as unrelated episodes.

b)   Character

Simply speaking, character is a person who is involved in the novel. Characterization is an important aspect of novel which provides blood and heart for it. A novel has diverse characters often many in numbers.In novel, there are the persons who have hopes, fear, strengths, weakness and kinesthetic features etc which make the novel dynamic, flexible and enjoyable.

c)   Setting

According to Awasthi et al. (2010, p. 280), "Setting of a novel refers to the time and place as actions that make up the fictional world created by the author". It is an essential part of the novel of a complete work.Time can be the historical period, seasons, months, day or nights. The place can be real or fictions or combination of the both. It can be a city, country, desert, forest, university, hospital or even a single house or room. The setting also refers to the mood and atmosphere which determine the characters conflicts and destinies.

d)   Style

According to Awasthi et al. (2010, p. 280), "Style is the characteristic manner of expression in a novel. It refers to the way the author makes uses of the language or literary devices. The author may have used the words or phrases with different styles. It allows the author to shape how the reader experiences the work. Style includes the writers' choice of words, figures of speech. Broadly speaking, there are three types of style: simple, complex and mid style.

e)   Theme

Simply speaking, in a novel, theme is the central ideas that it carries. It is the heart of the novel. It provides the main idea that the author expresses in the

novel.It is the foundation and purpose of the novel. They are the focal points of the novel. In sum theme of the novel is a totality of the subject matter, the author's techniques and actions of the characters.

2.1.5 Types of Novel

Novel is a genre of literature. It is an extended work of fiction. There are several types of novel. Being based upon Abrams (2005), following are the types of novel:

a)   Realistic Novel

This type of novel represents complex characters operates in a developed social structure and interacts with other characters. It focuses on the customs, convention and ways of thinking and valuing social class.

b)   Social Novel

Social novel emphasizes the influence of social and economic conditions of an era on shaping characters and determining events.

c)   Historical Novel

Historical novel began in 6th century by Sir Walter Scott. It took its setting, some characters and events from history but makes the historical events and issues more crucial for the central characters and narrative.

d)   Nonfictional Novel

Nonfictional novel uses a variety of novelistic techniques such as deviation from the temporal sequence of events and descriptions of participant's states of minds. It gives a clear description of recent happenings and people.It is not only based on historical events but often on personal interviews with the chief agents.

e)   Psychological novel

Psychological novel was written by Samuel Richardson for his *Pamela*. It was the story of a sentimental but shrewd young woman who got success in becoming the wife a wild young gentleman.

f)   Epistolary Novel

Epistolary novel is written in the form of letters Novelists have preferred alternative devices for limiting the narrative view point to one or another single character. The epistolary technique is still occasionally received in writing novel.

2.1.6 Using Novel in the Language Classroom

Though it may be any sorts of literature, the language learners are exposed to authentic communicative events. Therefore, a novel cannot be separated from such aspects of language use. A novel is similar to short story in many respects. The differences exists in terms of chronological sequences of events and the style used a novel has large caste as characters, highly complicated plot, narrative told from different perspectives and the highly self conscious styles adopted by an author. Using a novel in the classroom may benefit the language learners and the teachers in a number of ways. However there can be several problems in using the novel. Following lazar (1993, pp.90-91) we can discuss upon the following problems:

a) Problems in coping with the length of the novel

In using a novel, the classroom may create the problem in the adjustment of time. Therefore, it is best to choose the novel that is fairly short. Similarly, the students might do most of the reading a novel at home, so that the other activities can be practiced during the class time. If the time is too short or the

novel is very long, the learners might be divided into groups and then given the task. Moreover, only the selected chapter can be used in the classroom.

b) Problems in coping with the volume of unfamiliar vocabulary

The other problem in using a novel in the classroom is with its dictions or vocabulary. Even, it may consist of the local words. Therefore, the learners may have difficulties in understanding the text.In order to solve such problems a teacher can select simpler texts from the novel. Similarly, the learners might be given in the home tasks related to the overall comprehension of the chapter.The solution can be guessing the meaning from the context. Maybe,if a teacher has time, somekind of glossary might be prepared and provided to all the students.

c) Problems in adopting the activities to use with the novel

Not all the sorts of activities can be used in practicing language through novel in a class. Since a novel is a lengthy work, it can be used in a class over a period of few weeks and months.Just few of activities can be selected in teaching novel. Moreover, the activities that support the learners in understanding the characters and the plot can be used.

2.1.7 Activities for Teaching Novel

Teaching novel is very difficult task because it can be used in class over a period of a few weeks or months. So teacher should select two or three activities from the story to use each week in class because novel can be too long. There may be different difficulties while reading the novel to the student where the teacher should help the students its use of tenses, vocabulary etc. If the plot of the novel is very complicated then the teacher may need to do quite a few activities with the students which help the student to understand the plot. If the same events are described by two different narrators in the novel being used, the teacher could devise a jigsaw reading activity in which groups of students read the two different descriptions and then compares notes. There are

many activities for teaching novel but the teacher should select the activities according to their own style. So, the effective teaching novel in language classroom Collie and Slater (1987, pp. 93-94) provide the following activities for effective teaching novel in the classroom:

a) Try to select activities which complement each other and form a suitable balance.

b) Do not select too many activities in case this harms the simple involvement through reading that the individual builds.

c) Teacher should encourage the students not to lose sight of the principal aim of the whole operation which provides enjoyment for the reader. Reading always produces new insight new perceptions a depended response.

d) Silent reading listening to the record and some other techniques depend on the context of the learners.

e) Until and unless teachers are obliged to follow prescribed books, course books they can use other familiar novels which can be applicable for day to day activities which deal with the imaginative involvement on the part of the teacher and students as well.

2.2 Review of the Related Empirical Literature

There are many research studies carried out in the field of literature under the department of English Education. Many researches are related to the techniques of teaching different genres of literature. So is the case with the activities used in teaching different genres of literature, but no research work has been carried out on the challenges of teaching novel at Higher Secondary Level. Some of the researches which are directly or indirectly related to my study are reviewed as follows:

Jha (1999) has carried out a research on "Teaching of English through Literature". His objectives were to find out ways of teaching English through literature and to suggest some pedagogical implications for enhancing teaching learning process. The primary sources of this study were the lectures involved in teaching English literature in Dhanusa district. The major tools of his study were questionnaires and interview. He concluded with remarks that the literature is an indispensable part of language teaching and learning.

Similarly, Lamsal (2006) has carried out a research entitled on "A Study on the Strategies in Teaching Story at Secondary level." The objectives of his study were to explore the strategies used in teaching story at secondary level. He used survey type of methodology in his research. He used observation checklist as a major tool for his study. Forty secondary level English teachers were selected through purposive non-random sampling. The researcher presented the findings that 50 % of secondary English teachers of Kathmandu district were not found to be using the three activities needed for teaching story properly, poor in pre-reading activities and post reading activities. Furthermore, he found that teaching story at secondary level was relevant to develop reading skill, grammar, creativity, more lesson, and cultural awareness to learn the literature.

Likewise, Lohani (2008) has carried out a research under the title "Strategies of Teaching Drama at Higher Secondary Level". Her objectives were to find out strategies used in teaching drama at secondary level while teaching drama. She used survey research. She used questionnaire and checklist as a research tool. Simple random sampling procedure was used for selecting the population. She found that 10 % teachers motivated their students excellently whereas 70 % did so in a good and 20 % of them were found in an average condition in motivating the students.

Moreover, Pokhrel (2008) has also carried out research on "Strategies Used in Teaching Fiction". The major objective of his study was to find out the

strategies adopted in teaching fiction at master's level and to list some pedagogical implications for enhancing teaching learning process at fiction. He used experimental methodology in his research. He found that every teacher needed to brainstorm before going through the text and translations should be minimized as it decreases both fluency and proficiency. And lecture should be used as a technique but not as a method.

Furthermore, Bhattarai (2013) has carried out a research on "Strategies Used in Teaching Novel". The main objective of his research was to find out the strategies employed by EFL teachers at Bachelor level in teaching novel. His research was survey research. He used both primary and secondary sources for data collection. The primary sources of his study were English language teachers from Kathmandu and Lalitpur districts from different bachelor level colleges. Non-random sampling procedure was used for selecting the population. He used questionnaire and interview as a tool for data collection. The main finding of his study was that snowball summary was best strategy to teach novel. Similarly, he found out that dramatization of the parts of the novel was the best strategy for attracting learner's attention for most of the teachers.

The present research study is basically different from that of above reviewed researches in the sense that it is based on challenge of teaching novel at Higher Secondary Level. Hence, it is the first of its kind.

2.3 Implications of the Review for the Study

Many researchers have been carried out under the department of English education. Some of the researches are related to teaching literature in the classroom and others are related to activities, strategies used in teaching different genres of literature. Among them, I have selected and reviewed some of the researches which are to some extent, related to my study. After reviewing those researches, I got a lot of ideas about research design,

methodology and process. Especially, the study of Lamsal (2006) and Lohani (2008) helped me to broaden my knowledge on selecting research design and preparing tools for data collection. Similarly, the study Bhattarai (2013) provided me an insight into developing conceptual framework. So, we can say that these reviewed sources have become very important for me because they provided me valuable guidelines to conduct for my research.

2.4 Conceptual Framework

A conceptual framework is a written or visual presentation that explains either graphically, or in narrative form, the main things to be studied. My research study was based on the following conceptual framework:

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┌─────────────────────────────────────────────────────┐
│ Challenges of Teaching Novel at Higher Secondary     │
│ Level                                                 │
└─────────────────────────────────────────────────────┘

┌───────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│ Length of │  │ Complexity of│  │ Presentation │  │ Difficulty   │
│ novel     │  │ the characters│ │ of lesson    │  │ level of     │
│           │  │ and plot     │  │              │  │ vocabulary   │
└───────────┘  └──────────────┘  └──────────────┘  └──────────────┘

                ┌─────────────────────────────────────────┐
                │ Determination of these factors leads to  │
                │ failure and success of teaching novel    │
                └─────────────────────────────────────────┘
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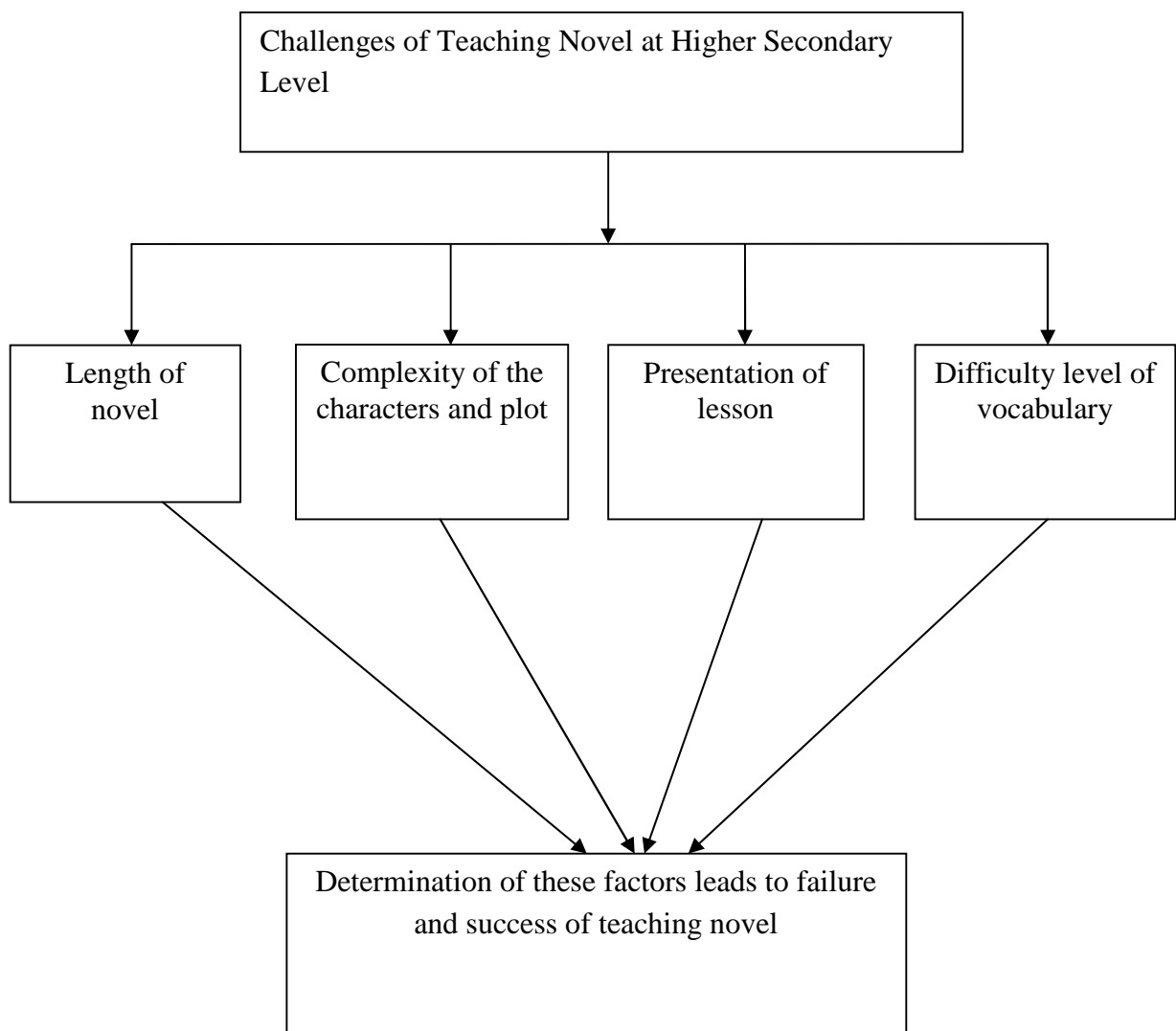
CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

This section deals with the main methods and procedures that was used for carrying out the research.

3.1 Design and Method of the Study

The design of this study was the survey research. Survey research is the most popular design in research in social science including in the field of education. Survey research is quite an old technique and was largely developed in the 18th century. Survey research is a kind of research which studies large and small population by selecting and studying sample chosen from the population. Survey is usually done in the natural setting. Data in survey design are collected through questionnaires, interviews and test scores. According to Cohen and Manion (1985):

> Surveys are the most commonly used descriptive method in educational
>
> research and may vary in scope from large scale governmental
>
> investigation to small scale studies carried out by a single researcher.
>
> The main purpose of survey research is to obtain a snapshot of
>
> condition, attitudes and events at a single point in time. (as cited in
>
> Nunan 1992, p. 140)

Thus, from the above mentioned definition, we can say that survey research is carried out to illuminate important educational issues. Surveys are used mostly in large scale researches where a huge population is required to be included in the research. Generalization of the findings is focused in this research. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive approach. It is not a

recursive study because all research tasks do not go simultaneously but it is a step-wise study. Since my study will be related to educational issues and will get factual information, the use of survey design will be reasonable for it.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, Nunan (1992, p. 141) suggests the following eight step procedure of survey research:

Step 1: Defining objectives

In order to carry out any type of research work, the first task of any researcher is to define objectives of the study. So is the case with survey research. What we want to find out should be clearly written in our research work. If we carry out research work without defining objectives, it will lead us nowhere. Therefore, defining objectives is the first and most important thing in any research design.

Step 2: Identify target population

Under this step, target population of the study is mentioned, for example, students, teachers and so on.

Step 3: Literature review

Under this step, related literature is reviewed. It helps to know about what others have said or discovered about the issues.

Step 4: Determining sample

In this step, we need to be clear about the total population that we are going to survey. At the same time, what kind of sampling procedure we are going to use to select those study population, e.g., random sampling, non-random sampling, or mixed sampling is also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaires, interview, observation check-list and so on.

Step 6: Designing survey procedure

After preparing appropriate tool for data collection, the process of data collection should be mentioned. Thus, in this step, we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedure

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools.

Step 8: Determining reporting procedure

Finally, after analyzing the data we have to prepare report of our research. It can be written in a narrative way with description.

3.2 Population, Sample and Sampling Strategy

Survey research consists of a large population. Here, the population of the study was all the English teachers teaching major English at higher secondary level and students studying major English at the same level in Kathmandu district. So, the required sample was selected according to the purpose of the study and feasibility of researcher. To meet the objective of the study, I selected twenty English teachers teaching major English at higher secondary level and twenty students studying major English at the same level from ten different colleges/higher secondary school through simple random sampling.

3.3 Study Areas/ Fields

According to the purposes of the study and accessibility of the researcher, this study was carried out in Kathmandu district. That means ten different higher secondary schools located in Kathmandu district were the areas of the study and field of it was concerned with the challenges of teaching novel at higher secondary level.

3.4 Data Collection Tools and Techniques

Questionnaires were used as the research tools for data collection. I used both close-ended and open-ended questions.

3.5 Data Collection Procedure

The following procedures were followed to collect primary data:
a. At first, I visited the selected higher secondary schools of Kathmandu district.
b. Then, I met coordinator of the schools and established friendly rapport with him/her.
c. After establishing rapport, I consulted with the major English teachers and students of higher secondary level to inform them about the purpose and process of the research.
d. Then, I distributed questionnaire forms to the English teachers and requested them to complete the forms.
e. Similarly, I selected two students by using random sampling procedure and distributed the questionnaire to respond them.
f. Finally, I collected the questionnaire and thanked the English teachers for their help and co-operation.

3.6 Data Analysis and Interpretation Procedure

I used simple statistical tools such as percentage and tables to interpret and analyze the data. The data were analyzed and interpreted analytically and descriptively.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This unit deals with the analysis and interpretation of the collected data from the sample and summary of the findings. The detailed analysis and interpretation of the data and summary of the findings have been presented below:

4.1 Analysis and Interpretation of Data

This section is mainly concerned with the analysis and interpretation of the data collected from primary sources. The data obtained from the informants have been presented analytically and descriptively. The data were collected from the major English teachers of ten different higher secondary schools and students of the same classes of Kathmandu district.

The data were collected through questionnaires. There were two different sets of questionnaires for students and teachers. The questionnaires consisted of both close-ended and open-ended questions. Both sets of questions were related to the challenges of teaching novel. Only one of the questionnaires was related to the challenges of learning of novel. And another questionnaire was related to the challenges of teaching novel.

First of all, the data were transcribed into numerical value. After that, the data were converted into percentage and analyzed and interpreted descriptively.

The responses obtained from the questionnaires have been analyzed under the following two headings:

- Analysis of students' responses on challenges of learning novel
- Analysis of teachers' responses on challenges of teaching novel

4.1.1 Analysis and Interpretation of Students Responses on Challenges of Learning Novel

This section deals with the analysis and interpretation of students' responses obtained through questions regarding the challenges of learning novel. To find out the students' opinions, I asked eleven close-ended questions. Though all the questions in this section were close-ended, the interpretations of those items have been presented in two different tables because some close-ended questions have three options and other questions have two options as a response. Hence, on the basis of alternative options, the analysis and interpretation of these close-ended questions have been presented below:

(a) Challenges of Learning Novel

The students were asked to mention the challenges they faced while learning novel. The challenges were based on the students' understanding of the cultural background and novelist of *The Great Gatsby*, predicting about the story of the novel by looking at the title, understanding the plot, character, setting and language of the novel, translation, use of lecture methods, understanding of unfamiliar words and phrases, interpreting the symbolic meaning and theme, understanding grammatical aspects and summarizing the novel. The responses are shown in the following table:

Table No. 1

Challenges of Learning Novel

S.N	Statements	Responses in frequency and percentage					
		A		D		U	
		F	%	F	%	F	%
1.	Can not easily understand the cultural background and the novelist	15	75	5	25	-	-
2.	Difficulty in predicting about the story by looking at the title or on the basis of	15	75	4	20	1	5

S.N.		F	%	F	%	F	%
	cultural background.						
3.	Problems in understanding the plot, character, setting, and language of the novel.	15	75	4	20	1	5
4.	All students' can't understand the novel because teachers teach only one time.	11	55	7	35	2	10
5.	Difficult words should be translated into Nepali language.	16	80	4	20	-	-
6.	Our teacher always used lecture method	10	50	7	35	3	15
7.	Difficulty in understanding the unfamiliar words and phrases used in the novel.	18	90	1	5	1	5
8.	Problems in interpreting the symbolic meaning of the sentence.	17	85	3	15	-	-
9.	Problems in interpreting the theme and describing the characters.	15	75	5	25	-	-
10.	Can not easily summarize the novel.	8	40	11	55	1	5

Where,

A = agree

D = disagree

U = undecided

S.N. = serial number

F = frequency

% = percentage

Table no. 1 summarizes the responses obtained from the informants (students) about the challenges of learning novel in the language classroom. The first question was related to the students' ability to understand the cultural background and the novelist of *The Great Gatsby*. The above table shows that 75 % of the total informants agreed with the statement, 25% informants disagreed and none of them marked undecided to the statement. Thus, it means

most of the students (i.e. 75%) could not easily understand the cultural background and novelist.

In the second statement, 75% informants agreed, 20% disagreed and the remaining informants i.e. 5% marked undecided to statements. Thus, it shows that most of the students could not predict about the story by looking at the title or on the basis of cultural background.

Similarly, the third statement was based on the problem in understanding the plot, character, setting, and language of the novel. From the above mentioned table, I found that majority of the informants i.e., 75% agreed, 20% informants disagreed and 5% informants marked undecided to the statements. That is to say, it was the great challenges for the students to understand the plot, character, setting, and language of the novel.

Likewise, the forth statement was related to "all students can't understand the novel because teacher teaches single time". The above table shows that 55% informants agreed to this statement, where as 35% disagreed and 10% of the informants marked undecided.

In the fifth statement, the actual statement used was "difficult words should be translated into Nepali language". The above table shows that 80% informants agreed to this statement, 20% disagreed and none of them marked undecided. It clarifies that majority of the students' felt that difficult words should be translated into Nepali rather than being presented in English.

The sixth statement was based on the use of lecture methods by teachers while teaching novel in the language classroom. The table shows that 50% informants agreed to this statement, 35% disagreed and 15% informants marked undecided. By analyzing this item, I found that majority of the teachers used lecture method while teaching novel. So, students felt bored and could not understand the novel.

In the challenges of understanding unfamiliar words and phrases used in the novel, 90% of the total informants agreed as the challenge, 5% informants disagreed and rest of the informants i.e. 5% marked undecided. From this analysis, I found that majority of the students could not easily understand the unfamiliar words and phrases used in the novel.

On the next challenge asked as interpreting the symbolic meaning of the sentence, 85% students agreed with it and 15% disagreed with this statement. It means majority of the students could not easily interpret the symbolic meaning of the sentence.

The next statement was based on the problems in interpreting the theme and describing the characters. The above table shows that 75% informants agreed with this statement, 25% disagreed and none of them marked undecided. From the analysis of this statement, I found that most of the students' faced difficulty in interpreting the theme and describing the characters.

The tenth statement was related to the students' ability to summarize the novel. The above table shows that 40% students agreed with this statement, 55% disagreed and 5% students marked undecided.

Similarly, in question no. 10, I had mentioned only two options (yes/no) for informants. So the analysis of responses provided by the informants on this question have been presented below:

Table No. 2

Challenges of Learning Novel

Q.N.	Statements	Responses in frequency and percentage			
		Yes		No	
		F	%	F	%
10	Difficulty in understanding the grammatical aspect of the novel.	18	90	2	10

Where,

Q.N. = question number

F = frequency

% = percentage

Table no. 2 also summarizes the challenges of learning novel. The above table shows that 90% informants responded that they felt difficulty in understanding the grammatical aspects of the novel, whereas 10% informants responded that they didn't feel difficulty in understanding the grammatical aspects of the novel. By analyzing the views of this statement, it can be concluded that most of the students felt difficulty in understanding the grammatical aspects of the novel.

4.1.2 Analysis and Interpretation of Teachers' Responses on Challenges of Teaching Novel

In this section, I have presented the analysis and interpretation of the collected data from the teachers. To identify the opinions of teachers' towards challenges of teaching novel, I had asked 18 questions. To be precise, 15 close-ended questions, (i.e. q.n.1 to 15 respectively) and three open-ended questions (i.e. q.n. 16 to 18 respectively) were asked to the teachers. The analysis and interpretations of such close –ended and open-ended questions have been presented in the following sub-headings:

4.1.2.1 Analysis of Teachers' Responses [Regarding the Challenges of Teaching Novel] Obtained through Close-ended Questions

This section deals with the analysis and interpretations of teachers' response obtained through close-ended questions regarding the challenges of teaching novel. To find out the teacher responses, I asked 15 close-ended questions. Though all the questions in this section were close-ended, the interpretation of these items has been presented in three tables because the question no. 1 has been interpreted on the basis of the challenges due to the textbook. Some close-

30

ended questions (i.e. q.n.2 to 6 respectively) have three alternative options while some other close-ended questions (i.e. q.n. 7 to 15 respectively) have two alternative options as a response. Hence, on the basis of textbook and number of alternative options, the analysis and interpretation of these close-ended questions have been presented below:

A. Challenges related to the novel or the textbook

In this section, I have interpreted the challenges in teaching novel due to the textbook. The response on the textbook with their percentage is shown in the following table:

Table No. 3

Challenges related to the novel or the textbook

Responses	Yes	No	Partially
Lengthy	60%	20%	20%
Difficult to finish in specified time	50%	45%	5%
Less communicative	30%	35%	35%

When the question was asked to the teachers to give their views on whether *The Great Gatsby* book is lengthy, it was found that 60% teachers agreed whereas 20% teacher disagreed with this statement. However, 20% teacher partially agreed on this statement.

Similarly, 50% teacher agreed that it was difficult to finish the book *The Great Gatsby* in specified time. However, 45% teachers disagreed to say that it is difficult to finish in specified time, and 5% teachers partially agreed that it was difficult to finish in specified time. In short, it was not the great challenge to finish *The Great Gatsby* in specified time.

"*The Great Gatsby* is less communicative" was the next challenge. According to the above table, 30% teachers agreed that the book "*The Great Gatsby* is less communicative", but 35% teacher didn't agree to say the book "*The Great*

Gatsby is less communicative". And remaining informants i.e. 35% partially agreed to say the book "*The Great Gatsby* is less communicative".

B. Challenge of Teaching Novel

In this section, the teachers were given the statements based on challenges in teaching novel. The challenges mainly appeared in difficulty in teaching cultural background, translating text, difficulty in teaching vocabulary and long sentences, problems in coping with the length of the novel, difficulty in interpreting the novel due to students' poor academic background, problems in interpreting the theme and giving critical appreciation of the novel, and summarizing the whole novel and facing difficulty in proceeding three stages like pre, while and post teaching. They were inquired to find out their responses based on the statements. At first, I analyzed and interpreted likert scale questions in one table. Then, I analyzed and interpreted categorical question in another table. Thus, statements and responses are shown in the following table:

Table No.4

Challenges in Teaching Novel

Q.N.	Statements	Responses in frequency and percentage					
		A		D		U	
		F	%	F	%	F	%
2.	Culture, setting, context, variety of languages used in novel create problem.	13	65	4	20	3	15
3.	Novel is interesting and beneficial material for the language teaching.	19	95	1	5	-	-
4.	Teaching is difficult task because of its complex plot, multiple and higher number of characters.	14	70	6	30	-	-
5.	Difficulty in translating text.	8	40	10	50	2	10
6.	Difficulty in proceeding three stages viz. pre, while and post.	20	100	-	-	-	-

Table no. 4 summarizes the responses obtained from the informants about the challenges on teaching novel. On the first statement, 65% informants agreed, 20% informants disagreed and 15% of the informants marked undecided to the statement. Thus, it means a majority of teachers said that culture, setting, context, variety of languages used on novel, create problem while teaching novel in the language classroom. So, it appears a great challenge for teaching novel.

On the second statement, 95% informants agreed, 5% informants disagreed and none of them marked undecided to the statement. Thus, it clarifies that majority of teachers felt that novel was an interesting and beneficial material for language teaching.

Similarly, with the third statement, 70% informants agreed, 30% disagreed and none of them marked undecided to the statement. Thus, most of the teachers felt teaching novel was difficult task because of its complex plot and multiple characters.

Likewise, with the forth statement, 40% informants agreed, 50% informants disagreed and rest of them i.e.10% informants marked undecided to the statement. It means 50% of the informants disagreed that they didn't feel difficulty in translating novel.

Finally, the responses over the statement, fifth clearly show that 100% of the informants agreed to the statement. And none of the informants disagreed and marked undecided to the statement. It makes more complex in proceeding three Lazarian suggested stages as teaching novel viz. pre, while and post- teaching activities. So, it appears great challenge while teaching novel in the language classroom.

Similarly, in question no. 7 to 15, I had mentioned only two options. So, the analysis of the responses provided by the informants on this question has been presented differently. Their responses are given in the following table.

Table No. 5

Challenges of Teaching Novel

Q.N.	Statements	Responses in frequency and percentage			
		Yes		No	
		F	%	F	%
7.	Difficulty in teaching vocabulary and long sentences	16	80	4	20
8.	Difficulty in coping with the length of the novel.	13	65	7	35
9.	Problems in interpreting the novel due to the students' poor academic background.	18	90	2	10
10.	Difficulty in assigning the task on vocabulary as homework.	11	55	9	45
11.	Difficulty in selecting the character and language according to the level of the students.	17	55	9	45
12.	Problems in interpreting theme and giving critical appreciation of the novel.	6	30	14	70
13.	Difficulty in summarizing the whole novel.	4	20	16	80
14.	Difficulty in teaching cultural background.	8	40	12	60
15.	Great Gatsby is contextual.	15	75	5	25

Table no. 5 summarizes the responses obtained from the informants about the challenges of teaching novel. With the first statement, 80% teachers agreed to this statement whereas 20% teachers disagreed. Based on the majority of the responses, it can be said that teaching vocabulary and long sentence were great challenge while teaching novel in the language classroom.

On the second statement, 65% of the total informants agreed to this statement but rest of them i.e. 35% disagreed. Thus, coping with the length of the novel also appeared to be challenge for teaching novel

On the third statement, i.e. problems in interpreting the novel due to the students' poor academic background, 90% teachers agreed to this statement but 10% teachers disagreed. By analyzing this item it can be concluded that interpreting the novel due to the students' poor academic background appeared to be challenge while teaching novel in the language classroom.

On the forth statement, 55% informants agreed to this statement, but 45% informants disagreed. Thus, assigning the task on vocabulary as homework was also challenge.

On the fifth statement, the actual statement used was "difficulty in selecting the character and language according to the level of the students". The above table shows that 55% agreed with this statement but 45% disagreed to this statement.

Similarly, in the sixth statement, 30% informants agreed to this statement and 70% informants disagreed. Based on the majority of responses, it can be concluded that interpreting theme and giving critical appreciation of the novel was not great challenge while teaching novel in the language classroom.

Likewise, regarding the seventh statement, "difficulty in summarizing the whole novel", it was found that 20% informants agreed and the remaining informants i.e. 80% did not agree to this statement. So, summarizing the whole novel was not great challenge while teaching novel in the language classroom.

However, in the eighth statement, 40% of the total respondents agreed and rest of them i.e. 60% disagreed to this statement. Being based upon the majority of responses, teaching cultural background of the novel was not great challenge of the teaching novel.

Finally, in the last statement, the actual statement used was "*The Great Gatsby* is contextual". The above table shows that 75% informants agreed to this statement but 25% informants didn't agree. Thus, it clarifies that *The Great Gatsby* is contextual.

4.1.2.2 Analysis and Interpretation of Data Obtained through Open- Ended Questions

Here, I have presented the analysis and interpretation of the collected data from the open-ended questions. To find out the teachers responses regarding the challenges of teaching novel, I had asked three different open-ended questions. The item wise analysis and interpretation of such open-ended questions have been presented below:

Q.N. 16 In your opinion, what are the other challenges that you have while teaching novel?

The respondents provided the following responses regarding the question/ item:

Table No. 6

Other Challenges of Teaching Novel

S.N.	Statement	Responses in frequency and percentage	
1.	Plot, character and grammatical aspect of the novel.	6	30
2.	Students' poor academic background	6	30
3.	Dealing with the vocabulary, unusual term and connotative meaning.	7	35
4.	To contextualize this novel in Nepalese context.	5	25
5.	Cultural background of the novel.	4	20
6.	Difficult to comprehend and interpret the novel.	2	10
7.	Students' passive participation.	1	5
8.	Lack of teaching materials.	4	20
9.	Time management	4	20

Here,

S.N. = serial number

F = frequency

% = percentage

36

The teachers/ informants provided different responses regarding this item. The above table shows that 35% informants responded that dealing with the vocabulary, unusual term and connotative meaning was challenges of teaching novel. The remaining informants opined that plot, character and grammatical aspects of the novel, students' poor academic background, contextualization of this novel in Nepalese context, cultural background of the novel, difficult in interpreting students' passive participation, lack of teaching materials and time managements were also challenges in the language classroom.

Q.N. 17 What aspects of the novel seem very difficult? Why is it so?

The respondents provided the following information regarding this item.

Table No. 7

Most Difficult Aspect of the Novel

S.N.	Statements	Responses in frequency and percentage	
		F	%
1.	Plot, character, setting and theme of the novel.	8	40
2.	Cultural aspect of the novel.	7	34
3.	Length of the novel	2	10
4.	Vocabulary, unusual language and grammatical aspects of the novel.	7	35

The above table shows that different responses were provided by the respondents regarding the most difficult aspects of the novel. 40% of the total respondents responded that plot, character, setting, and theme of the novel were very difficult aspects to teach students. The respondents said that length of the novel, vocabulary, unusual language, grammatical aspects and cultural aspects of the novel were also difficult to be taught. Hence, the researcher concluded

that plot, character, setting and theme aspects of the novel were most difficult aspect.

Q.N 18. What are the activities that seem relevant to teach novel at higher secondary level?

The informants provided the following responses regarding this item:

Table No. 8

Technique/ Activities Used while Teaching Novel

S.N.	Statements	Responses in frequency and percentage	
		F	%
1.	Lecture method	3	15
2.	Discussion	9	45
3.	Group and pair work	5	25
4.	Self study	1	5
5.	Writing summary	5	25
6.	Question-answer	3	15
7.	Role play	8	40
8.	Project work	1	5
9.	Interaction	1	5
10.	Pre, while and post reading activities	5	25

The above table shows that majority of the informants (i.e. 45%) used discussion activities/ technique while teaching novel in the classroom. Similarly, rest of them opined that they used lecture method, group and pair-work, self-study, question-answer, role-play, project work, interaction and pre, while and post reading activities while teaching novel in the classroom.

4.2 Summary of Findings

This study entitled "Challenges of Teaching Novel at Higher Secondary Level" was carried out to find out the challenges of teaching novel at higher secondary level. This study was mainly carried out in two different areas regarding teaching novel at higher secondary level i.e. challenges of learning novel and challenges of teaching novel in the language classroom. Twenty nine different questions related to the above mentioned areas were used for the sake of research data. After analysis and interpretation of the collected raw data, I found that the majority of the informants (students) faced difficulty in understanding the cultural background of the novel, understanding unfamiliar words and phrases, plot, setting, context, language of the novel, predicting about the story of the novel and interpreting the symbolic meaning of the novel while learning novel in the language classroom. Similarly, based on the majority responses, I found that the teacher faced problems in proceeding three stages viz., pre, while and post reading activities, interpreting the novel due to the students' poor academic background, dealing with unusual terms and interpreting symbolic meaning of the sentence. Moreover, majority of the informants (teachers) opined that plot, setting, language and theme of the novel were most difficult aspects while teaching novel in the language classroom in Nepalese context.

CHAPTER - FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the presentation of conclusions and lists of the recommendations. That means the researcher presents conclusion derived on the basis of analysis and interpretation of obtained data from sample and presents some recommendation as per the conclusion.

5.1 Conclusions of the Study

After the analysis and interpretation of the data, I have come to the following conclusions:

) It was found that the students faced a lot of challenges while learning novel in Nepalese context. They are as follows:

  a. Understanding about the cultural background and the novelist of the Great Gatsby.

  b. Predicting about the story of the novel by looking at the title.

  c. Understanding the plot, character, setting, and language of the novel.

  d. Using lecture method by the teacher which creates burden among the students.

  e. Understanding the unfamiliar words and phrases used in the novel.

  f. Interpreting the theme and describing the characters.

  g. Interpreting the symbolic meaning of the sentences.

  h. Understanding the grammatical aspects of the novel.

) Similarly, it was also found that the teacher faced a lot of challenges while teaching novel. Such challenging area faced by the majority of the teachers while teaching novel are presented below:

  a. Length of the novel and time management.

  b. Cultural, setting, context and variety of language used in the novel.

  c. Teaching novel is difficult task because of its complex plot, multiple and higher number of characters.

  d. Teaching vocabulary and long structure of sentences used in the novel.

  e. Interpreting the novel due to the students' poor academic background.

  f. Selecting the character and language of the novel according to the students' level.

  g. Proceeding three stages viz. pre, while and post reading activities.

⟩ It was found that35% of the total informants (teachers) faced difficulty while dealing with the vocabulary, unusual terms and connotative meaning presented in the novel

⟩ Nearby 40% of the total informants (teachers) opined that plot, character, setting and the theme were most difficult aspects while teaching novel in the language classroom in Nepalese context.

⟩ It was identified that 45% teachers used discussion technique while teaching novel in the language classroom.

5.2 Recommendations

On the basis of above conclusions, following recommendations have been suggested at three different level, such as policy level, practice level and further research level.

5.2.1 Policy Level

The recommendations at policy level are as follows:

1. Curriculum designers and policy makers should analyze the needs and interests of the students. Then, the materials i.e. textbook and other reference material should be designed accordingly.

41

2.   The ministry of education should make proper policy and programs and implement to update all English language teachers in regard with the contemporary methods, techniques and way of teaching

5.2.2 Practice Level

The recommendations at practice level are mentioned below:

1.   The student should be taught the cultural background, grammatical aspects of the novel, unfamiliar words, phrases, idioms used in the text before hand.
2.   The students should be taught about plot, character and setting of the novel before hand.
3.   Classroom activity should be oriented towards the learner centered technique.
4.   Since novel is an interesting genre of literature, it should be taught by the following three stages: pre, while and post reading activities strictly.
5.   For the better teaching of novel, the teacher should be well prepared of teaching materials and subject matter.
6.   Difficult vocabularies presented in the text should be taught by contextualizing inside the text.
7.   The teacher should use simple and clear language while teaching novel in the language classroom.

5.2.3 Further Research Level

The recommendations for further research include the following points:
1.   This research study can be the important secondary source for other research.
2.   This study is limited to find out the challenges of the teaching novel at higher secondary level. Similarly, other levels and areas can be investigated in the field of teaching novel.

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APPENDIX – I

Questionnaires to the Teachers

Dear Sir /Madam,

      I am a student of University Campus, Department of English Education, TU, Kirtipur. I am going to carry out thesis research entitled **"Challenges of Teaching Novel at Higher Secondary Level"** under the supervision of **Mr. Raj Narayan Yadav,** Reader of Department of English Education, TU, Kirtipur, Kathmandu. I hope that you will provide authentic and reliable information. The answers that you provide will be used only for the research purpose. Hence, I humbly request you to fill the questionnaires as per your experience of teaching novel of the book *The Great Gatsby* in class twelve. Your kind help will be the great contribution for my thesis research.

                        Researcher

                        Pradeep Singh Aidi

                  Department of English Education

                        T.U., Kirtipur

Name of the Teacher: School:

Qualification :   Experience:

Date:

Challenges of Teaching Novel

1)   The text book *The Great Gatsby* is

Yes	No	Partially

        a)   Lengthy

        b)   Difficult to finish in specified time

        c)   Less communicative

2)   Culture, setting, context, variety of language used in novel creates problems in teaching novel.

        a)   Agree

        b)   Disagree

        c)   Undecided

3)   Novel is interesting and beneficial material for language teaching.

     a)   Agree

     b)   Disagree

     c)   Undecided

4)   Teaching novel is difficult task because of its complex plot, multiple characters and higher number of characters.
     a)   Agree

     b)   Disagree

     c)   Undecided

5)   The teacher of English spends most of the time on translating text into Nepali language.
     a)   Agree

     b)   Disagree

     c)   Undecided

6)   Teachers have to perform his activities clearly on the basis of three stages viz. pre-teaching, while teaching and post teaching.
     a)   Agree

     b)   Disagree

     c)   Undecided

7)   Have you felt difficulty to teach vocabulary and long structures sentences while teaching novel?
[   ] YES   [   ] NO

8)   Do you feel difficulty in coping with the length of the novel?

[   ] YES   [   ] NO

9)   Do you feel difficulty while interpreting the novel due to students' poor academic background?
[   ] YES   [   ] NO

10)   Have you felt difficulty in assigning the tasks on vocabulary as homework?
[   ] YES   [   ] NO

11)   Have you felt difficulty in selecting the character and language according to the level of the leaner?

[   ] YES   [   ] NO

12) Have you faced problems interpreting the theme and giving critical appreciation of the novel *The Great Gatsby*?

[   ] YES   [   ] NO

13) Have you ever felt difficulty in summarizing the whole novel *The Great Gatsby*?

[   ] YES   [   ] NO

14) Do you feel difficulty in teaching cultural background of the novel *The Great Gatsby*?

[   ] YES   [   ] NO

15) Is the novel *The Great Gatsby* contextual?

[   ] YES   [   ] NO

16) In your opinion, what are the other challenges that you have while teaching novel?

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17) What aspects of the novel seem very difficult? Why is it so?

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18) What are the activities that seen relevant to teach novel at higher secondary level?

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APPENDIX - II

Questionnaire to the student

Dear Colleague,

I am a student of university campus, department of English Education, T.U., Kirtipur. I am going to carry out thesis research entitled **"Challenges of Teaching Novel at Higher Secondary Level"** under the supervision of **Mr. Raj Narayan Yadav,** Reader of department of English education, T.U., Kirtipur, Kathmandu. I hope that you will provide authentic and reliable information. The answer that you provide will be used only for the research purpose. Hence, I humbly request you to fill the questionnaires as per your experience of learning novel of the book *The Great Gatsby* in class twelve. Your kind help will be the great contribution for my thesis research.

<div align="right">

Researcher
Pradeep Singh Aidi
Department of English Education
T.U., Kirtipur

</div>

Student's Name:
School's Name:
Date:

Challenges of learning Novel
1) We cannot easily understand the cultural background and novelist of the *Great Gatsby*.
   a Agree
   b Disagree
   c Undecided
2) We cannot predict about the story of the novel by looking at the title or on the basics of cultural background.
   a Agree
   b Disagree
   c Undecided
3) We feel difficulty to understand the plot, character, setting and language of the novel.
   a Agree
   b Disagree
   c Undecided

4) All of the students can't understand novel easily because our teacher teach novel at a single time.
   a Agree
   b Disagree
   c Undecided
5) I feel difficult words should translate into Nepali meaning rather than saying in English.
   a Agree
   b Disagree
   c Undecided
6) We often feel bore because of using lecture method in the class while teaching novel.
   a Agree
   b Disagree
   c Undecided
7) We cannot easily understand unfamiliar words, phrases used in the novel.
   a Agree
   b Disagree
   c Undecided
8) We cannot interpret the symbolic meaning of the sentence provided by the teacher.
   a Agree
   b Disagree
   c Undecided
9) Most of the students face difficulty in interpreting the theme and describing characters of the novel *The Great Gatsby*.
   a Agree
   b Disagree
   c Undecided
10) Have you felt difficulty in understanding the grammatical aspect of the novel?
   [   ] YES   [   ] NO
11) We cannot easily summarize the novel.
   a Agree
   b Disagree
   c Undecided

LIST OF HIGHER SECONDARY SCHOOL

1. Mangal Higher Secondary School

2. Shahid Smarak College

3. Neel Barahi Higher Secondary School

4. Triton International Higher Secondary School

5. Hilbert International College

6. Swati Sadan Higher Secondary School

7. Shanti Vidhya Griha Higher Secondary School

8. Nava Jeevan Higher Secondary School

9. Paropakar Adarsh Higher Secondary School

10. Pasang Lhamu Sherpa Memorial College