

**STUDENTS' PERCEPTION TOWARDS THE COURSE
LITERATURE FOR LANGUAGE DEVELOPMENT**

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

**Submitted by
Anupam Bhusal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2012

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Thesis Proposal: 2012/3/9
Date of Submission: 2012/05/24**

DECLARATION

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

Date: 2012/05/23

.....

Anupam Bhusal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Anupam Bhusal** has prepared this thesis entitled **Students' Perception towards the Course Literature for Language Development** under my guidance and supervision.

I recommend this thesis for acceptance.

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This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

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DEDICATION

Dedicated

to

My Parents

Who devoted their entire life for my study and made me what I am today.

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23 may, 2012

Anupam Bhusal

ABSTRACT

The present research study entitled "**Students' Perception towards the Course Literature for Language Development**" aims to explore the views of students about the course prescribed for third year Bachelor of Education. I have analyzed the course on the basis of strengths and weaknesses as pointed by students. To meet the objectives of this research, I purposively selected 40 students who have studied this course by using purposive non-random sampling procedure. The responses they provided were used as the primary sources of data. The finding of the research is that most of the students have positive perception towards the course: Literature for Language Development. They argued that the knowledge of literature is necessary to get mastery over English language and this knowledge helps in future and this course really develops language ability, critical and creative thinking, competences and interpretive ability in the learners.

This thesis has been organized into four chapters. The first chapter deals with the introduction, review of the related literature, objectives of the study, and significance of the study. The second chapter includes methodology adopted to bring out this research work. While carrying out this work, the data was collected from both sources viz. primary and secondary where teachers and students remained as the primary source. The third chapter presents the analysis and interpretation of the course Literature for Language Development. In this chapter, primarily, the students' perceptions were

presented. The fourth chapter includes findings and recommendations made upon the analysis and interpretations of the data.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Table of Symbols and Abbreviation</i>	<i>x List xi</i>

CHAPTER ONE: INTRODUCTION

1.1 General Background	1
1.1.1 English Language Teaching	3
1.1.2 Literature: An Introduction	5
1.1.3 Relation between Language and Literature	7
1.1.4 Importance of Literature in Language Classroom	8
1.1.5 Language Skills	10
1.1.5.1 Listening	10
1.1.5.2 Speaking	11
1.1.5.3 Reading	11
1.1.5.4 Writing	12
1.1.6 Course: Literature for Language Development	12

1.1.7 Perception: A Brief Introduction	14
1.2 Review of the Related Literature	16 1.3
Objectives of the Study	20 1.4
Significance of the Study	20

CHAPTER TWO: METHODOLOGY

2.1 Sources of Data	21
2.1.1 Primary Sources of Data	21
2.1.2 Secondary Sources of Data	21 2.2
Population of the Study	22 2.3
Sampling Procedure	22 2.4
Tools for Data Collection	22
2.5 Process of Data Collection	23 2.6
Limitations of the Study	23

CHAPTER THREE: ANALYSIS AND INTERPRETATION

3.1 Responses of the Students Collected from Close-ended Questions Regarding the Course 'Literature for Language Development'	24
3.2 Responses of the Students Collected from Open-ended Questions Regarding the Course "Literature for Language Development'	40

CHAPTER FOUR: FINDING AND RECOMMENDATIONS

4.1 Findings	44
4.2 Recommendations	46

REFERENCES

APPENDICES

LIST OF TABLES

	Page No.
Table no. 1: Responses of the Students on the Relevancy of the Course	25
Table no. 2: Responses on the Satisfaction with the Course	26
Table no. 3: Responses on Helping in Future	27
Table no. 4: Responses on the Mastery over English Language	28
Table no. 5: Responses on Training English Teachers	29
Table no. 6: Relevancy of the Course to the Interest and Need	30
Table no. 7: Responses on the Weightage of the Course	31
Table no. 8: Responses on the Organization of the Course	32
Table no. 9: Responses on the Sufficiency of the Prescribed Textbooks	32
Table no. 10: Responses on the Intelligibility	33
Table no. 11: Responses on the Cultural Knowledge	34
Table no. 12: Responses on the Language Ability	35
Table no. 13: Responses on the Creative and Critical Thinking	35
Table no. 14: Responses on the Competence	36
Table no. 15: Responses on Enriching Vocabulary	37
Table no. 16: Responses on the Interpretive Ability	38
Table no. 17: Expanding Language Awareness	39
Table no. 18: Responses on the Varieties of Literary Genres	40

LIST OF SYMBOLS AND ABBREVIATIONS

&	- And
B. Ed.	- Bachelor of Education
CUP	- Cambridge University Press
Dr.	- Doctor
Ed.	- Education
ELT	- English Language Teaching
etc.	- And so on (from Latin 'et cetera')
FOE	- Faculty of Education
ibid.	- In the same book and page number (from Latin 'ibidem')
M. Ed.	- Master of Education
n.d.	- Net Downloaded
NELTA	- Nepal English Language Teachers' Association
No.	- Number
P.	- Page
Regd.	- Registration
T. U.	- Tribhuvan University
UK	- United Kingdom
USA	- United States of America