CHAPTER ONE
INTRODUCTION

This study is concerned with 'Students' Perception towards the Course Literature for Language Development'. In this study, I want to explore the perception of students studying the same course: Teaching English Literature in B. Ed. level. This topic consists of general background, review of the related literature, objectives of the study, significance of the study.

1.1 General Background

Language is a means of communication, which is used to express human thoughts and emotions to each other. Language is considered to be essential means of human communication although it is possible through signs and gestures. Language is a purely human and non-distinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. It is the unique property which plays vital role to differentiate human beings from other animals. It is used as an effective means to express feelings, ideas, emotions and thoughts. Every human being uses language in order to communicate with other people. No one can imagine the existence of human civilization with out language. Language can preserves and transmit the culture. Language can be developed through different means of learning. Specially, English language can be developed through various ways. It can be developed by reading newspaper, articles, books, listening various language programmes, watching television, watching sports commentaries, reading various literary genres like story, poems, dramas, novels etc.

There are many languages spoken throughout the world, among them English is regarded as the world's most prestigious and important language. It is the language of science and technology, trade and commerce, computer and internet and so on. It has been a means of survival and a versatile tool of social bond of people at every corner of the globe because of the concept of globalization. Harmer (2007, p.13) argues, "A quarter of the world's population speaks English". He again mentions that "English is also a mother tongue for many people in the world; such native speakers are increasingly out-numbered by people who have English as a second or third language and use it for international communication". This is the reason that importance of teaching and learning the English language is growing day by day. So, English is taught as a second or foreign language almost all the countries of the world now days.

Literature can be one of the means of learning English. Different aspects of language like phonology, grammar, vocabulary, can be taught through literature. We get pleasure and more knowledge through literature. Literature can be such multi-purposed discipline through which different items can be taught apart from expressed thought. Thus, literature is valuable source that provides effective and reliable materials to language teaching. Moreover, literary texts have a powerful function in raising moral and ethical concerns in the classroom. It can provide powerful and wonderful source material for eliciting strong emotional responses from our learners. As the language of the literature deviates from the language of ordinary use, the learners are supposed to be aware of literary language. This is the reason that literature is studied as an independent subject. With its valuable contribution to the

language learning, it is established as an autonomous discipline and is kept in the course of universities.

Thus, literature helps learners to strengthen the knowledge of language itself and the cultural knowledge of particular society and so on. Since literature has an effective and subtle impact on the students' language skills and linguistic performance, students should not therefore, be forbidden to study. Moreover, the sound knowledge of literature helps in language teaching by providing authentic content and reliable materials. When we include literature in the field of language teaching and learning, we are treating it as a subject. Specially, English language literature enhances the learning English to the students in a progressive path. English literature introduces English culture, society, etc. of the English speaking countries to the learners of English as a foreign language. There are various genres of literature i.e. poetry, essay, drama, novel, etc. It stretches students' imagination, widens their insights, deepens their experiences, and heightens their awareness. A language learner is not thought a capable learner unless he knows the culture and literature of the native speaker. So, language learners must learn the target language literature.

1.1.1 English Language Teaching

Generally, language teaching means teaching skills, namely listening, speaking, reading and writing. Teaching language also involves all the aspects of language like pronunciation, spelling, vocabulary, grammar, and communicative functions. Richards and Lockhart (2010, p.36) argue that "teaching is a very personal activity, and it is not surprising that individual

teacher bring to teaching very different beliefs and assumptions about what constitutes effective teaching." Thus, teaching is a complex activity through which students gets knowledge for personal growth. Richards and Rodgers (2010, p.1) argue that "Language teaching came into its own as a profession in the twentieth century." Since then language teaching is regarded as not a constant process: rather it changes together with the development of new technologies and emergence of new approach and methods of teaching. Since English is international and dominant language, English is the most widely studied foreign language.

English is taken as a lingua franca all over the world today. It has been means of survival and thus, used by the people in every corners of the world. Since English is global language, it is spoken all around the world as a second or foreign language. Jenkins (2006) as cited in Harmer (2007,p.21) mention that "instead of conforming to a native standard such as British English, learners need to learn not (a variety of) English, but about Englishes, their similarities and differences, issues involved in intelligibility, the strong links language and identity, and so on." Anyway, the objectives of English language teaching are to facilitate the learners in learning the English language. In today's world, English language teaching has become a profession for teachers and one of the areas of study for learners. The development of English language teaching has been dominated by the issues of syllabus designing, and methodology. Different approaches, methods and techniques like grammar translation method, direct method and so on affected language teaching.

In the context of Nepal, the history of English language teaching can be traced back to the Rana regime. The formal beginning of English language teaching was started when Jung Bahadur Rana established Durbar School in 1910 B.S. Awasthi (2009, p.199) mentions:

> English entered in the Nepalese education in 1854 when the first Rana Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of NESP.

Teaching English language in Nepal passed a long history and came to the position that it has been studied as a compulsory subject from grade one in government aided schools as well. As students can earn university degree in specialization in the English language, ELT is developing as a profession.

1.1.2 Literature: An Introduction

The word 'literature' is derived from Latin word 'littera' which means 'acquaintance with letters'. In this sense, literature is the art of written works. It is taken as the form of art. It is the expression of human nature and significant human experiences. It is concerned with pieces of writing that are valued as works of art, especially poems, dramas, novels, and short stories. It expresses human thoughts, feelings, and emotions.

The quest to discover a definition for 'literature' is a road that is much traveled, though the point of arrival, if ever reached, is seldom satisfactory. Most attempted definitions are broad and vague, and they inevitably change over time. Generally, most people have their own ideas of what literature is. Etymologically, literature has to do with letters, the written as opposed to the spoken world, though not everything that is written down is literature. As a classification, it doesn't really have any firm. There is general agreement that literature foregrounds language, and uses it in artistic ways (www.dlibrary.acu.edu.au/staffhome/sirya).

Eagleton(1996), goes some way towards a definition of literature and its relationship with language: "Literature transform and intensifies ordinary language, deviates systematically from every day speech". Similarly, Lazar (1993, p.1) argues that Literature is world of fantasy, horror, feelings, thoughts, feelings...put in to words. It is the use of language to evoke a personal response in the reader or listener." Literature represents human feelings, human society, human culture, human civilization, human history, in a artistic way that gives human beings pleasure. It can bring both heart and mind together. Murdoch, (1978) as cited in Lazar (1993), argues, "Literature can be said to be a sort of disciplined technique for arousing certain emotions." Creative writing of recognized artistic value and writing in prose or verse regarded as having permanent worth through its intrinsic excellence (www.definitions.net/literature/).

Literature is something that reflects society, makes us think about ourselves, society, allows us to enjoy language and beauty, it can be didactic, and reflects on the human condition. It both reflects ideology, just like it follows

generic conventions as well as changing them. It has social and political effects. It is the creation of another world, a world that can see through reading literature.

1.1.3 Relation between Language and Literature

There is important relationship between language and literature. These two entities are inseparable in the sense that each depends upon other, for example, literature needs language to express feelings, emotions, and thoughts to the readers. The literary language is a variety of language. It is the most complicate and popular part of language which reflects the mirror of time, place, culture, and society, etc. Language learning process is not complete unless we study literature. Similarly, language can be enriched through literature. With language, there is no literature; every thing which has been recorded in literature has been laid out in language.

Language is the usage of that easy word which we use to communicate with each other in our day to day life. While conversing with each other, we never use the bookish words. We only use the easy words which are easy to understand in speaking. While in literature, it is the advance form of language, which has almost bookish words i.e. strong vocabulary, even it needs intelligence to understand the literary meanings of the quoted words. Thus, language is the basic mode while literature is the advance mode just like i.e. words are language and phrases are literature. Language is the basics and language skills are used in literature (www.wiki.answers.com/Q/).

In literature, language is meticulously crafted, not just to inform a reader but to persuade him, to play and poke at his mind. Language is a method of communication while literature can be the content being communicated (www.answers.yahoo.com/question/index). In this context, Lazar (1993, p.7) argues, "Literature does not constitute a particular type of language in itself, but that it may reveal a higher incidence of certain kinds of linguistic features which are tightly patterned in the text." Thus, literature can be vehicle for teaching language and can be developed through literature and it should be included in language course.

1.1.4 Importance of Literature in the Language Classroom

Literature is an art of writing which reflects society. Literature and language teaching are closely related. Teaching literature is regarded as an obligatory thing for learning a language. Since the literary language is different from the every day use of language on the one hand and different with different with the language which is used in sports, medicine, science, etc on the other hand, literature helps learners to understand some of the more stable and various creative uses of language. Language fosters culture by studying literate students acquaints them with the foreign language culture and society and develop the cultural awareness. Moreover, it helps to develop the personality of learners. Literature helps learners to express their feelings and imaginations. Thus, literature is important factor in language learning classroom.

Collie and Slater (1987, p.3) argue that one of the reason for teaching literature in the classroom is that "it affords bountiful and extremely varied

body of written materials. Other reasons are: valuable and authentic material, cultural environment, personal involvement."

Thus, literature provides exposure for learning language in the classroom. Lazar (1993, p.14) mention that:

> The study of literature makes literature itself the content or the subject of language course, while the use of literature as a resource draws on literature as one source among many different kinds of texts for promoting interesting language activities. Clearly, if it is the study of literature which is our main aim for developing the 'literary competence' of our students is crucial.

Literary texts have a powerful function in raising moral and ethical concerns in the classroom. Literature provides wonderful source material for eliciting strong emotional responses from our students. According to Lazar (1993, p.14), the following are the reasons for introducing literature in the language classroom:

- It is very interesting
- It is authentic material
- It has general educational value
- It is found in many syllabuses
- It helps students to understand another culture
- It is a stimulus for language acquisition
- It develops students' interpretative abilities

⟩ Students enjoy in and it is fun

⟩ It is highly valued and has a high status

⟩ It expands students' language awareness

⟩ It encourages students to talk about their opinions and feelings

Teaching literature is necessary as it develops linguistic, communicative and cultural competence; it enriches the learners' mind and enhances learners' language potentialities. It stimulates students' language development process and it provides source for developing overall capacity to infer meaning and make interpretation. Some of the literary texts provide useful materials to teach the language skills; listening, speaking, reading and writing. It can provide the context for meaningful learning. It can help our students to develop vocabulary and also develop critical and creative thinking.

1.1.5 Language Skills

There are four basic skills of language learning, i.e. listening, speaking, reading and writing. These all skills should be given equal emphasis for the successful language learning. These skills can be briefly explained in the following ways:

1.1.5.1   Listening

Listening is the important basic skill of language learning. It is gained at the first in order. Listening involves an active cognitive processing. It involves the construction of message on the basis of what has been spoken and what the listener already knows about the topic at hand. It refers to not only hearing but also understanding what is being said. It is taken as an activity of paying attention to and trying to get meaning from something we hear. There

are two kinds of listening situations in which we may be involved in: interactive listening situations and non-interactive listening situation. A successful listener needs to be able to work out what speakers mean when they use particular words on particular occasions, and not simply to understand the words themselves.

1.1.5.2   Speaking

Speaking is the second basic skill of language learning. It is the ability to express oneself fluently in a foreign language. It is a complex and complicated skill; in addition to the structures and vocabulary items, it involves thinking of what is to be said. It involves more than just pronouncing the words. Speaking can be both active and passive. Speaking is purposeful. We use language with some clear intention in mind. We greet people, apologize, criticize, enquire or inform because we want to do that.

1.1.5.3   Reading

Reading generally means understanding or making sense of a given text. It is the total understanding of a message in a text. This means the meaning is not merely lying in the text waiting to be passively absorbed. It involves extracting the required information from the text as efficiently as possible. It is considered as the third basic skill. Reading can be done for several purposes, such as reading for pleasure, information. Reading can be silent or aloud.

1.1.5.4 Writing

Writing is the last skill to be learned after listening, speaking, and reading. Generally, it is the representation of language in a textual medium through the use of set of sings or symbols. Writing skill is more complicated than it seems at first and often seems to be the hardest of the skills, even for the native speakers, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

1.1.6 Course: Literature for Language Development

"Literature for Language Development" is prescribed for the students of B. Ed. third year majoring in English under Tribhuvan University. This is one of the courses introduced for the B. Ed. third year under the English course Ed. 331 which carries 100 full marks. The nature of the course is theoretical.

This course is designed with a view to orient the students to the various genres of literature to develop their linguistic competence through it. The unit one deals with general introduction to English literature, its basic features and its short history. Unit two mentions how literature can be used to develop language. The last unit introduces various genres of literature and their teaching to develop language skills and aspects.

The general objectives of the course are as follows:

- To acquaint the students with literature and its genres.
- To familiarize the students with an understanding of the literary devices used in language development.

) To help the students explore and enjoy varieties of literary genres for the development of language skills and aspects.

The course contains three units which are as follows:

Unit I: Introduction of Literature
    1.1 Definition of Literature
    1.2 Classification of Literary Genres
    1.3 The Language of Literature
    1.4 A Brief History of English Literature

Unit II: Literature for Language Development

    2.1 Aims and objectives of teaching literature
    2.2 Approaches to using Literature with the Language learners
    2.3 Literature for Development of different Language skills
    2.4 Literature for Development of different Language Aspects

Unit III: Exploring Language through Literary Texts
    3.1 English Poetry
    3.2 English Essays
    3.3 English Short Stories
    3.4 Novel Extras and Novels
    3.5 English One-act Plays

On the whole, this course aims to introduce English literature to the students of bachelor level in the faculty of education under Tribhuvan University. For this course, many textbooks written by foreign scholars like Abrams (1998),

Lazar (2010), etc and textbooks of Nepalese scholars like Awasthi et al (2010) are prescribed.

1.1.7 Perception: A Brief Introduction

The term 'perception' is derived from the Latin word 'perceptio' which was in turn derived from Latin word 'percepere' this means observation. Oxford Advanced Learner's Dictionary (7th edition) defines perception as "an idea, a belief, or image you have as a result of how you see or understand something." Similarly, Sanford and Capaldi (1964, p.175) define it as "the process of becoming aware, of the extra organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences." Similarly, Hochberg (1964, p.660) argues that "perception refers to both the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished." Thus, it is concerned with the deeper or natural understanding of something or the way of understanding and interpreting something. It also refers to the sensory experience of the world around us and that it involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experiences of the world around us; it allows us to act with in environment.

 Perception is based on the experience of previous knowledge. It refers to awareness, understanding and interpreting something very deeply and closely. Perception develops from organization of present and past

experiences about subject matter. The New Encyclopedia of Britannica (1990) defines perception as "the process where by sensory stimulation is translated into organized and meaningful experiences" (p.279). Regarding perception, Ono (1993, p.37) reveals, "Our perceptual systems do not passively receive stimuli from the world; instead they actively select, organize, interpret and sometimes distort sensory information". The real world then may not be the same as the one we perceive. Broadly, perception can be said to be the study of the human organism's relation to the physical world. The perception of any object by a subject is an extreme complex phenomenon, and we are far from whether a mental picture should be considered a copy, a reproduction, or an extract replica of the reality.

Schiffman (1990, p.67) mention the following characteristics of perception:

- Perception is always selective. Out of the innumerable impressions that fall on our sense organs, we pick up these that are useful.
- Perception is also a process of supplementing. Our past experiences help us to supply many of the details which we assume to be there.
- Perception is a combining or a synthetic activity. This activity of combining enables us to perceive definite patterns of meaningful figures which have some significance to us.
- Perception is also an analyzing activity. In this process, we try to cut out smaller units from larger masses and try to differentiate them. We must, however, note that both the aspects of analysis and synthesis occur at the same time.

From the above mentioned discussion, we can say that perception is concerned with the way that a person behaves towards something or

somebody that shows how the people think and feel. It is important factor in language learning which guides a person for the better language learning. Especially, perception may be expressed in such terms such as for or against, like or dislike, for some general or specific stimulus. It creates motivational factors to learn any foreign language.

Therefore, perception is a powerful device or key that can change the way of language learning. From this sense, the learners need positive perception to learn language. Though it is important factor in learning, it is very difficult to measure because the perceptual process is not directly observable but the relation can be found between the various types of stimulation and their associated experiences and the percepts.

1.2 Review of the Related Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of role of teaching materials in the English language teaching, none of the researches have been carried out to study the perception of students towards reading prescribed textbooks in bachelor level. So, I want to explore the perception of bachelor level students towards Teaching English Literature. Some research works related to this study are reviewed as follows:

Awasthi (1979) carried out the first research in Nepal entitled "The Attitudes of Different Groups of People towards the English Language in the Secondary Schools of Kathmandu" and found out the positive attitudes of

different groups of people towards English language in favour of continuing English as a compulsory subject in secondary schools and majority of people do not want English to be replaced by any other international languages.

Lamichhane (1999) carried out a research entitled, "An Analysis of the new English Textbook for Grade Eight." The major objective of the conducting this research work was to find out whether the language materials and exercises included in the textbook were sufficient to fulfill the objectives set out in the curriculum for developing speaking and writing skills or not. He found out that the textbook was appropriate and based on psycholinguistic principles in order to develop speaking and writing skills. He also studied the physical aspects of the textbook but other skills and aspects remained untouched. The teachers whom he interviewed agreed that the exercises given in the textbook were sufficient for developing communicative skills in writing skill but they put forwarded negative views on another points.

Ghimire (2001) conducted a research entitled"Teachers' Perception towards "Expanding Horizons in English." The responses provided by fifteen teachers of B. Ed. second year from different campuses in Rupandehi district affiliated with T.U. were the primary sources of data. He used a set of open-ended and close- ended questionnaire as of main tool for data collection and concluded that the textbook is primarily concerned with the reading and the writing skills. The textbook helps to link reading with creative writing. So, he found out positive perception towards the book mentioned above.

Joshi (2008) conducted a research entitled "Teaching Short Stories Interactively". In his study, he used twenty English teachers of grade three and twenty students of grade three as the primary sources of data collection. The objective was to measure the effectiveness of teaching short stories interactively at the primary level in terms of their performance and the materials used to teach them. From his study, he found out that students participated actively in interactive activities but they were not perfectively able to handle the task they were assigned in the early phase gradually they could handle it well as they had been exposed to interactive activities in the following texts and revision texts.

Kunwor (2008) conducted a research on the topic, "Teachers' Perception Towards Grade XI Teachers' Book of Meaning into Words". The main objective of the study was to explore the teachers' perception towards Grade XI Teachers' Book of Meaning into Words. In his study, he prepared a set of questionnaire consisting a open ended and five likert type scale for collecting data. The finding of study showed that teachers book had both strong and weak aspects but the positive aspects were more than the weaker ones. Sharma (2008) carried out a research entitled "Attitudes of Teachers and Students towards the Teaching of Literature in the Faculty of Education." In his study, English teachers teaching in different campuses of Kathmandu valley in FOE under T.U. and the students from M.Ed. T.U. were used as the primary sources of data and used questionnaire as a main tool for the collection of data. He concluded from his study that students and teachers both have highly positive attitudes towards teaching the English literature in the faculty of Education for those who are specializing in English. Moreover,

they are not satisfied to the weight given to English literature in existing English curriculum.

Bhattarai (2010) conducted a research entitled "Teaching Poetry through Interaction". The objective of the study was to find out the effectiveness of interaction technique in teaching poetry. In his study, the primary sources of data were the students of grade nine studying at Bhu. Pu. Sainik Rising School at Palpa district. The primary data for this study were collected by administering the pre-test and the post test. The pre-test was administered before the classroom teaching so as to identify the actual level of performance before teaching and the post-test was administered after teaching. The main tool for his study was questionnaire. From his study, he found out that teaching poetry through interaction was relatively more effective than the conversational way of teaching poetry. The results showed that the students belonging to the experimental group performed better than the students belonging to the control group.

Neupane (2010) conducted a research entitled "A Study on Teaching Poetry at Grade Eight". The objective was to identify activities and problems of teaching poetry in grade eight and to find out the relevance of teaching poetry in grade eight. He used questionnaire and observation as main tool for data collection. English language teachers teaching compulsory English courser book of grade eight and the students of grade eight were the primary sources of data collection. From his study, he concluded that teachers have obvious skills to teach the poems. Teachers were facing many problems while teaching poetry. There was some relevance in poetry, although they were facing many problems.

Many research works have been carried out on different aspects of language and literature. Moreover, many research works have been carried out to analyze different textbooks in the faculty of English Education under the supervision of Tribhuvan University. But no research works have been carried out to find out the perception of students towards the course 'Literature for Language Development' prescribed for Bachelor level in the department of English Education.

1.3 Objectives of the Study

No research work can be carried out without its clear objectives. So, the objectives of this study were as follows:

a. To find out the perception of bachelor level students towards the course 'Literature for Language Development'.

b. To suggest some pedagogical implications.

1.4 Significance of the Study

This study plays a crucial role to all who are directly or indirectly involved in teaching learning activities. Being different from other researches, mainly the students who are reading this course are the beneficiary of this study. Moreover, the students, teachers, text book writers, syllabus designers, language trainers, etc will also be significantly beneficiary of this study. So, the findings of the study will have significant contribution to those who are interested in evaluating course as well.

CHAPTER TWO
METHODOLOGY

To fulfill the objectives of the study, the following methodology were adopted:

2.1 Sources of Data

I used both primary and secondary sources for the collection of the data. The primary sources were the main sources for the data and secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

This study was basically based on the primary sources of data and the primary sources of data of this study were the responses provided by the 40 bachelor level students of two campuses of Kathmandu valley which includes Mahendra Ratna Campus, Tahachal and Manamohan Memorial College, Sorakhuttee.

2.1.2 Secondary Sources of Data

In addition to the primary sources of data, I consulted different books related to research topics such as; Brumfit and Carter (1986), Collie and Slater (1987), Harmer (2007), Lazar (1993), journals, some previous studies related

to the present research such as Sharma (2008), different world wide webs, etc. as the secondary sources of data.

2.2 Population of the Study

The population of the study consisted of 40 students of B. Ed. majoring in English from two campuses of Kathmandu valley. The campuses were Mahendra Ratna Campus, Tahachal and Manamohan Memorial College, Sorakhutte.

2.3 Sampling Procedure

In this study, the sample population of the study was selected through purposive non random sampling procedure in which the researcher simply reached the informants and collects the required information.

2.4 Tools for Data Collection

Questionnaire was used as a main tool for data collection in survey research. A set of open ended and close ended questionnaire was distributed to the selected students in order to find out the perception of students towards the course.

2.5 Process of Data Collection

I collected data from the primary sources by administrating the questionnaire. For this purpose, I adopted the following steps:

⟩ At first, I visited the selected campuses, talked to authorities to get permission and explained briefly on the purposes and process of the research.

⟩ Then, I established rapport with concerned students.

⟩ Using purposive non random sampling procedure, I selected the population required for my research.

⟩ After that, I distributed questionnaire to the selected students, collected questionnaire and gave thanks to the informants and campus authorities for their kind co-operation.

2.6   Limitations of the Study

The limitations of the study were as follows:

⟩ The study was limited to the perception of bachelor level students only.

⟩ The study was limited to 40 students from two campuses of Kathmandu valley.

⟩ Questionnaire was used as a main tool for data collection.

⟩ Purposive non random sampling procedure was used to select the population.

⟩ The study was limited to the perception of students in relation to the course 'Literature for Language Development'

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data. The data collected from the informants were analyzed and interpreted to explore students' views regarding the course "Literature for Language Development" which is prescribed for the students of the B. Ed. third year with major English. While carrying out this research, I collected the required data from 40 students who have read the whole course for one academic year. In this study, respondents were selected by using purposive non random sampling procedure.

The questionnaire was used as a main tool for collection of data in which both open ended and close ended questions were used. The students responded accordingly, too. The responses of the students are analysed under the following two headings:

) Responses of the students collected from close-ended questions regarding the course 'Literature for Language Development'

) Responses of the students collected from open-ended questions regarding the course "Literature for Language Development"

3.1 Responses of Students Collected from Close-ended Questions

Under this heading, the responses of the students regarding the perception of the course 'Literature for Language Development' are dealt. The students were provided questionnaires having 18 close-ended questions related to the perception towards the course. The responses are analyzed and interpreted

descriptively using tables. The responses of the students are tabulated first with the percentage and described later to make the analysis and interpretation more effective.

3.1.1 Relevancy of the Course in terms of Need and Content

Regarding the relevancy of the course to the need and content, I tried to explore whether the course is relevant to need and content. Different responses of the students with the percentage are presented in the following table:

Table No: 1

Relevancy of the Course in Terms of Need

Responses	Percentage
Strongly agree	12.5%
Agree	70%
Disagree	7.5%
Strongly disagree	10%

Table no. 1 presents that 12.5% of the total population responded as 'strongly agree' i.e. the course is relevant to the need. Similarly, 70% of the total population responded as 'agree'. Likewise, 7.5% students showed their disagreement to the issue whereas, 10% students responded 'strongly disagree'.

3.1.2 Satisfaction with the Course

Regarding the satisfaction with the course, I employed close-ended question to all the students and they responded differently. The responses and percentage of this issue is presented in the following table:

Table No: 2

Satisfaction with the course

Responses	Percentage
Strongly agree	25%
Agree	47.5%
Disagree	17.5%
Strongly disagree	10%

This table shows that 25% of the sample population responded 'strongly agree', 47.5% responded 'agree' and 17.5% students responded 'disagree' whereas, 10% students responded 'strongly disagree'.

3.1.3 Helping in Future

Different students opined differently as regards 'knowledge and skills of literature will help in future'. The table no. 3 talks about the percentage.

Table No: 3

Helping Future

Responses	Percentage
Strongly agree	45%
Agree	45%
Disagree	5%
Strongly disagree	5%

Table no. 3 shows the percentage of the response of students on helping in future. It shows that 45% of the sample population responded 'strongly agree'. Similarly, the percentage of the students responding 'agrees' are 45 whereas, 5% students responded disagree. On the other hand, 5% students showed their strong disagreement.

3.1.4 Mastery over English Language

Regarding the knowledge of literature is necessary to get mastery over English language, different students responded differently. The table no. 4 talks about their perceptions:

Table No: 4

Mastery over English Language

Responses	Percentage
Strongly agree	52.5%
Agree	37.5%
Disagree	10%
Strongly disagree	

This table shows that the majority of the students showed their strong agreement that literature is necessary to get mastery over English language. It shows 52.5% of the sample population responded 'strongly agree'. Similarly, 35.5% students responded 'agree'. Likewise, 10% students responded 'disagree' i.e. they disagreed to this issue.

3.1.5 Training English Language Teachers without English Literature

Whether English language teachers can be trained without teaching the English literature, is tried to capture in this topic. Different students viewed differently regarding this issue. The table no. 5 talks about their perception:

Table No: 5

Training English Teachers

Responses	Percentage
Strongly agree	10%
Agree	20%
Disagree	15%
Strongly disagree	55%

The above table presents the percentage of the students responding on the course training English language teachers without teaching and studying literature. Most of the students strongly disagreed that without studying literature it is vary difficult to train teachers. It shows that 10% students responded 'strongly agree', 20% students responded 'agree', 15% students responded 'disagree' but 55% students responded 'strongly disagree'.

3.1.6 Relevancy of the Course to the Students' Interests

Regarding the relevancy of the course to the students' interests, I tried to explore whether the course is relevant to the students' interests. The percentage of the responses of the students is presented in the table no.6.

Table No: 6

Course to the Interest

Responses	Percentage
Strongly agree	10%
Agree	52.5%
Disagree	32.5%
Strongly disagree	5%

This table talks about the relevancy of the course to the students' interest and need. It shows that majority of students showed their agreement that this course is relevant to the students' interest and need. Ten percent of the total population responded 'strongly agree', 52.5% students agreed, 32.5% students disagreed but 5% students strongly disagreed.

3.1.7 Weighatge of the Course

Every course should have proper weighatge to give required information and to provide sufficient contents. Regarding the weightage of the course, the students responded. This can be shown in the table no. 7.

Table No: 7

Weighatge of the Course

Responses	Percentage
Strongly agree	5%
Agree	50%
Disagree	40%
Strongly disagree	5%

This table shows that the percentage of the students responding 'strongly agree' is 5. Similarly, the percentage of the students responding 'agree' is 50. Likewise, the percentage of students responding 'disagree' is 40. And the percentage of students responding 'strongly disagree' is 5. Thus, majority of students responded as they are agreed i.e. the weightage of the course is enough.

3.1.8 Organization of the Course

Regarding the logical and psychological organization of the course, I employed close-ended question. Different students responded differently. The percentage of responses of the students can be shown in the following table:

Table No: 8

Organization of the Course

Responses	Percentage
Strongly agree	27.5%
Agree	30%
Disagree	42.5%
Strongly disagree	

This table shows that 27.5% of the total population responded 'strongly agree'. Similarly, 30% students responded 'agree. Likewise, 42.5% students responded 'disagree. This means this course is logically and psychologically organized.

3.1.9 Sufficiency of Prescribed Textbooks

Different textbooks are prescribed for this course. Regarding this, students responded differently. This fact can be shown in the following table:

Table No: 9

Sufficiency of the Prescribed Textbooks

Responses	Percentage
Strongly agree	5%
Agree	65%
Disagree	22.5%
Strongly disagree	7.5%

This table shows that 5% students responded 'strongly agree', 65% students responded 'agree', 22.5% students responded 'disagree' and 7.5% students responded 'strongly disagree'. This means majority of the students argued that prescribed textbooks are sufficient to meet the objectives set out in the course.

3.1.10 Intelligibility of the Prescribed Textbooks

Textbooks should be intelligible to the learners to make them learn the contents. Following table talks about the intelligibility of the prescribed textbooks:

Table No: 10

Responses on the Intelligibility

Responses	Percentage
Strongly agree	
Agree	62.5%
Disagree	27.5%
Strongly disagree	10%

This table shows that majority of the students argued that the prescribed textbooks are intelligible to the students. The percentage of the students responding 'agree' is 62.5, the percentage of the students responding 'disagree' is 27.5 and the percentage of the students responding 'strongly disagree' is 10.

3.1.11 Providing Cultural Knowledge

Literary texts should provide cultural knowledge of different foreign countries including native country. How far this course provides cultural knowledge is tried to capture in this question. So the following table talks about providing cultural knowledge to the learners:

Table No: 11

Cultural Knowledge

Responses	Percentage
Strongly agree	37.5%
Agree	62.5%
Disagree	
Strongly disagree	

This table shows that 37.5% students of the total students responded 'strongly agree', and 62.5% students responded 'agree'. All the students agreed that this course gives cultural knowledge to the learners.

3.1.12 Developing the Language Ability in the Learners

Literature should develop language ability in our learners. When they read literary texts they should develop their language ability. Whether the course develops language ability or is tried to capture in this topic. The following table talks about the percentage of students' responses on developing language ability:

Table No: 12

Responses on the Language Ability

Responses	Percentage
Strongly agree	40%
Agree	60%
Disagree	
Strongly disagree	

This table presents that the percentage of the students responding 'strongly agree' is 40 and the percentage of students responding 'agree' is 60. Thus, all students argued that this course develops language ability in the learners.

3.1.13 Developing Creative and Critical Thinking in the Learners

Regarding the developing creative and critical thinking in the learners, students responded differently. The percentage of responses of students is presented in the following table.

Table No: 13

Creative and Critical Thinking

Responses	Percentage
Strongly agree	52.5%
Agree	47.5%
Disagree	
Strongly disagree	

This table presents that 52.5% students of the total students responded 'agree' and 47.5% students responded 'agree'. Thus, all the students agreed that literature develops creativity and critical thinking in the learners.

3.1.14 Developing Competence in the Learners

Literature develops learners' linguistic, communicative and cultural competence in the learners. The following table talks about developing competence in the learners:

Table No: 14

Responses on the Competences

Responses	Percentage
Strongly agree	15%
Agree	75%
Disagree	5%
Strongly disagree	5%

Table no. 14 shows that 15% students responded 'strongly agree'. Similarly, 75% students responded 'agree' whereas, 5% students responded 'disagree' and 5% students responded 'strongly disagree'. This means majority of the students argued that literature develops competence in the learners.

3.1.15 Enriching Vocabulary in the Learners

Literature should enrich vocabulary in the learners as the literary texts contain vast area of vocabulary. This issue is dealt under this heading.

Table No: 15

Responses on Enriching Vocabulary

Responses	Percentage
Strongly agree	17.5%
Agree	67.5%
Disagree	15%
Strongly disagree	

This table shows that 17.5% students responded as 'strongly agree' and 67.5% students responded 'agree' whereas, 15% students responded 'disagree'. This means majority of the students agreed that literature enriches vocabulary.

3.1.16 Developing the Interpretive Ability in the Learners

Literature develops interpretive ability in the learners. So, whether this course develop interpretive ability in the learners or not is dealt in this heading. The percentage of students responding on this topic is presented in the table no. 16.

Table No: 16

Responses on the Interpretive Ability

Responses	Percentage
Strongly agree	7.5%
Agree	77.5%
Disagree	15%
Strongly disagree	

This table shows that 7.5% students responded 'strongly agree', and 77.5% students responded 'agree' whereas, 15% students responded 'disagree'. This means majority of the students agreed that literature develops interpretive ability in the learners.

3.1.17 Expanding Language Awareness

As regards the course expands the students' language awareness, the students responded differently. The table no. 17 talks about the percentage of responses of students:

Table No: 17

Expanding Language Awareness

Responses	Percentage
Strongly agree	12.5%
Agree	30%
Disagree	57.5%
Strongly disagree	

This table presents that 12.5% students of the total population responded 'strongly agree', 30% students responded 'agree' whereas, 57.5% students responded 'disagree'. This show that majority of the students argued that this course does not develops language awareness in the learners.

3.1.18 Explore and Enjoy Varieties of Literary Genres

Whether the course helps students explore and enjoy varieties of literary genres for the developments of language skills and aspects or not is tried to capture in this topic. The percentage of students responding to the topic is presented in the table no. 18.

Table No: 18

Responses on the Varieties of Literary Genres

Responses	Percentage
Strongly agree	10%
Agree	90%
Disagree	
Strongly disagree	

This table presents that 10% students of total population responded 'strongly agree' and 90% students responded 'agree'. This shows all the students argued that this course helps the students to explore and enjoy varieties of literary genres.

3.2 Responses of Students Collected from Open-ended Questions

This topic deals with the opinions collected from open ended questions. Forty students were asked 5 close-ended questions to collect the information about the perception of students towards the course 'Literature for Language Development'. Different students responded differently regarding the questions employed. The responses of the students are presented in the following ways:

3.2.1 Students' Perception on the Strong Points of the Course

Literature is important to the learners because they can develop language awareness from it. Literature provides pleasure and makes classroom lively. It can develop creative thinking and interpretive ability in the learners.

Regarding the strong points of the course, different students responded differently. They were asked open-ended question and the responses in the form of summary is presented here.

- ∫ This course increases vocabulary power in the learners.
- ∫ It helps to understand about the culture, religion, tradition, and language of foreign.
- ∫ It develops creative thinking and interpretive ability in the learners.
- ∫ It develops language skills and aspects.
- ∫ It gives information about world famous literary figures.
- ∫ It has also pedagogical importance.
- ∫ It gives information about history of literature.
- ∫ The weightage of this course is sufficient.

3.2.2 Weak Points of the Course

Though the course is well designed, it is not free of its weaknesses. Regarding the weaknesses of the course, students were asked open-ended question and they replied differently. The responses of the students can be presented in the following points:

- ∫ This course only teaches about the foreign literature and does not talk about Nepalese history of literature.
- ∫ The literary genres are not presented and shown in the theatre.
- ∫ The textbooks are not easily intelligible.

3.2.3 Suggestions to Make the Course More Effective and Qualitative

Regarding the suggestions to make the course more effective and qualitative, students responded differently. The suggestions they gave are presented in the following ways:

- This course should include history of Nepalese literature.
- It should be related to the need and interest of the learners.
- It should be more creative and interpretative.
- The teachers of the literature should be trained so that they can teach effectively.
- Similar types of course should be launched in all levels under FOE.

3.2.4 Including and Excluding Topics

Any course designed once may not work all times. So we need to add and remove its contents in order to make it more effective. Regarding the including and excluding the topics from the course, students responded differently. These responses can be presented in the following ways:

- The course should include the Nepali literature, history of Nepali literature in a detail.
- The course should include the ways of developing Nepali literature.
- It should mention the relation between Nepali and English literature.
- It should also include the position of Nepali literature in the world.

3.2.5 Argument for or Against the Teaching English Literature

Teaching English literature increases language ability in the learners. This increases language awareness in the learners. Regarding the argument for or against teaching English literature, most of the students responded for teaching English literature.

Regarding the argument for teaching English literature, students responded differently. They argued that teaching English literature has importance for the learners. It can develop vocabulary power in the learners. It can develop interpretive and creative ability in the learners. It can also provide pleasure to the learners.

Regarding the argument against teaching English literature students argued that teaching English literature may disturb Nepali literature in the sense that only teaching English literature may make learners forget Nepali literature. Similarly, Nepalese culture, history, religion, language, society and so on may be back-warded. It means students may forget own literature in some sense.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter reports the main findings of this study. Looking once back at the objectives of the study; it intended to find out perception of students towards the course: Literature for Language Development. It further includes some recommendations based on the findings.

4.1 Findings

After analyzing and interpreting the data explored through questionnaire; this study has come up with the following findings.

1. Majority of the students (70%) were satisfied with the course and they argued that the course 'Literature for Language Development' is relevant in terms of need and interest.

2. Majority of the students argued that the knowledge of literature is necessary to get mastery over English language and this knowledge helps in future.

3. Most of the students argued that the weightage of the course is sufficient with its organization.

4. Majority of the students (65%) argued that prescribed textbooks are sufficient to meet the aims and objectives set out in the course.

5. Majority of the students (62.5%) argued that prescribed textbooks are intelligible to the learners.

6. Most of the students argued that this course really develops language ability, critical and creative thinking, competences and interpretive ability in the learners.

7. Majority of the students (67.5%) argued that this course enriches the vocabulary in the students and provides cultural knowledge to the students.

8. Majority of the students (57.5%) disagreed that this course is not sufficient to expand language awareness in the learners.

9. Majority of the students (90%) argued that this course helps to explore and enjoy varieties of literary genres for the development of language skills and aspects.

10. Most of the students argued that this course focuses foreign literature and neglects the Nepali literature.

11. Most of students argued that this course should include history of Nepali literature and position of Nepali literature in the world.

4.2 Recommendations

On the basis of the findings of this study, the following recommendations are presented.

1. Students are satisfied with the course 'Literature for Language Development'. So this satisfaction should be maintained.
2. The knowledge of literature is necessary to get mastery over English language, so that literature should be taught in every level giving equal status as it is given to other subjects.
3. Prescribed textbooks are sufficient to meet the objectives set out in the course, so that students should be encouraged to study all prescribed textbooks.
4. To provide the verities of knowledge to all students, the textbooks should focus to all the genres of literature equally.
5. Literature provides cultural knowledge to the students, so that to motivate the students, Nepali culture's flavor should be included in the textbooks equally.
6. This course should include history of Nepali literature and position of Nepali literature in the world.
7. To motivate the learners and to give the real flavor of literary pieces (especially dramas), they should be presented in the theatre.
8. The different topics included in the course should be organized from simple to complex manner.