TEACHERS' AND STUDENTS' PERCEPTIONS TOWARDS THE NOVEL *THE GREAT GATSBY*

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

Submitted by
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2016

DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Sunil Kumar Yadav** has prepared his M.Ed. thesis entitled **Teachers' and students' perceptions towards the novel *The Great Gatsby*** under my guidance and supervision.

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DEDICATION

Dedicated

to

My parents who gave me the greatest gift of life, love and

care to become a complete human being

ACKNOWLEDGEMENTS

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ABSTRACT

The present research study entitled **Teachers' and Students' Perceptions Towards the Novel *The Great Gatsby*** aims to find out the perception of teachers and students about the novel prescribed for class XII as a major English course. I have analyzed the novel on the basis of strengths and weakness as pointed by teachers and students. To meet the objectives of this research, I purposively selected 20 teachers and 20 students. I used purposive non-random sampling procedure. I have used questionnaire as my research tool. The responses they provided were used as a primary sources of data. The findings of the research show that most of the students and teachers had positive perception towards the novel: *'The Great Gatsby*'. Majority of them argued that the novel is appropriate for this level. It is interesting and beneficial for language learning. The novel is relevant to the students' level and interest. It is very useful for language development. Most of the respondents viewed that the novel is applicable in Nepalese context. They argued that this novel develops language ability, critical and creative thinking, competences and interpretive ability in the learners.

This thesis is organized into five chapters. The first chapter deals with the introduction along with background, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms. The second chapter includes review of related literature and conceptual frame work along with review of theoretical literature, review of empirical literature, implication of the review for the study and theoretical conceptual framework. The third chapter includes methods and procedures of the study along with design of the study, population and sample, sampling strategy, field or area of study, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. Similarly, the chapter four deals with results and discussions along with analysis of data and interpretation of the results. Finally, fifth chapter includes conclusions and recommendations followed by references and appendixes.

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LIST OF SYMBOLS AND ABBREVIATIONS

&	:	And
B.Ed.	:	Bachelor of Education
CUP	:	Cambridge University Press
Dr.	:	Doctor
eg.	:	For Example
ELT	:	English Language Teaching
ELTD	:	English Language for Teacher Development
et al.	:	And Others
HTTP	:	Hyper Text Transfer Protocol
i.e.	:	That is
Ibid	:	In the Same Book and Page Number
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers Associations
No.	:	Number
OALD	:	Oxford Advanced Learners Dictionary
OUP	:	Oxford University Press
P.	:	Page
Prof.	:	Professor
Regd.	:	Registration
T.U.	:	Tribhuvan University
Vol.	:	Volume

CHAPTER ONE

INTRODUCTION

This study is about "Teachers' and Students' Perception towards the Novel. *The Great Gatsby*" prescribed for class XII as a Major English course. In this study, I have made an attempt to explore the perceptions of teachers who are teaching the novel '*The Great Gatsby* and the perception of students who are studying in class XII. This topic consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

1.1 Background of the Study

Literature refers to the pieces of writing that is valued as work of art, especially novels, plays and poems. It is creative and innovative use of language. It is the expression of human thoughts, feelings and experiences. Literature can be regarded as mirror of the society.

Every human language has its own literature either oral or written. Without literature, the fragrance of language is lost. The language becomes dead without literature. Literature is breath and blood of language which keeps it alive. Literature begins in the creative possibilities of human language in the desire of human beings to use their language creatively. It can use its formal beauty as a way of enabling us to contemplate, man's painful terrible aspects of existence or as a way celebrating those things that we value most highly in life. Similarly, literature enriches our lives because it increases our capacities of understanding and communicative skills. It helps us to find meaning in our world and to express it and share it with others.

Literature can be one of the means of learning English. Different aspects and skills of language like phonology, grammar, vocabulary, can be taught through literature. We get pleasure and more knowledge through literature. Literature is

a valuable source that provides effective and reliable material to language teaching. Moreover, literary texts have a powerful function in raising moral and ethical concern in the classroom. It emerges from one mind and touches the thousand hearts. It can provide powerful and wonderful source material for eliciting strong emotional responses from our learners. As the language of the literature deviated from the language of ordinary use, the learners are supposed to be aware of literary language. It also offers hints, suggestions and flashes and insight in our life.

> Collie and Slaters (1987, p-2) state that "Literature speaks to the heart as much as to the mind provides materials with some emotional colour, that can make fuller contact with the learners in life. In their opinion, literature is a vital record of what men have seen in life what they have experienced of it, what they have thought the most interest and enduring interest for all of us.

Similarly, according to Lazar (2009, p. 14), "Literature means to meet a lot of people, to know others point of view, ideas, thoughts, minds to know ourselves better."

By studying the different definitions by different scholars, we can reach to the conclusion that literature is an art of writing and medium to express thoughts feelings and emotions reflecting the mirror of society in the sense that it exhibits both good and bad aspects of the society.

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

Novel is the extended piece of prose fiction. Abrams (2005, p. 197) says "It is an extended work of -fiction written in prose. It is a long narrative writing `

elevated in style, rich in characters and with a single plot. Novel is regarded as a form of fiction which is based on imagination or facts.

In novel there is a large cast of characters numerous flashbacks to the past events with highly complicated plots: Characters play a pivotal role in a novel. There lies conversation, flashbacks, story, scene, setting, meaning which is expressed through the medium of language. Novel may consist of the words of higher than sixty seventy thousand. It differs from other form of literature in terms of length, characters, language, plot and styles. Novel is one of the important legitimate and important sources of language learning. The Novel "*The Great Gatsby*" is prescribed in plus two level major English curriculum. So, this research work is an attempt to find out plus two level English teachers' and students' perception towards the novel *The Great Gatsby* regarding teaching learning activities.

1.2 Statement of the Problem

The research entitled "Teacher's and Students' Perception Towards the Novel *"The Great Gatsby"* was an attempt to find out perception of teachers' and students towards the novel in terms of students' interests, content, language, teaching techniques, learning strategies and style, perceived difficulty, culture and practicality, applicability and suitability in Nepalese context and so on. Novel is one of the genres of literature. A novel is lengthy form of prose. It exposes the complexities in the use of language and its plot. Therefore, teachers may have problem in teaching novel to the learners. On the other hand learners often feel difficulty in learning novel due to its lengthy form, complexities in use of language and methodologies adopted by teachers. So, teaching novel is one of the most challenging tasks for English teachers of higher secondary level.

Teaching novel is mostly learner based teaching. Learners are encouraged to predict the theme of the novel on the basis of teachers' guidelines. Therefore,

teachers must be well trained for teaching novel. They must have positive perception towards novel. Thus my research would be focus to identify perception of teachers and students towards the novel *The Great Gatsby*.

1.3 Objectives of the Study

The objectives of the study were as follows:

i) To find out the perception of teachers and students towards the novel "*The Great Gatsby*" at higher secondary level in terms of content, language, teaching techniques, difficulty level and applicability.

ii) To suggest some pedagogical implications for teaching novel.

1.4 Research Questions

The following research questions were used in this study:

a) How do the teachers and students perceive the relevancy of the content presented in the novel *The Great Gatsby?*

b) What are the perception on students and teachers towards the language of the novel *The Great Gatsby?*

c) What are teachers' perceptions regarding the present trend of teaching novel?

d) Do the teachers teach the novel by applying students-centered techniques in the classroom?

e) What types of difficulties do English teachers face while teaching the novel *The Great Gatsby?*

f) What type of problem do the students face while learning the novel?

1.5 Significance of the Study

Regarding the teaching learning activities in plus two level English teachers and students treat the novel differently. Their belief is different regarding the role of the novel, relevance of the content presented in the novel, teaching techniques, attitude and learning strategies adopted by the students, attitude towards American culture etc. There are also issues of applicability, practicality and suitability of the novel in the context of Nepal. Teachers and students are facing different problems while teaching the novel *'The Great Gatsby'*.

This study would play crucial role to all who are directly or indirectly involved in teaching learning activities. Being different from other researchers, mainly the students who are reading this course are the beneficiary of this study because novels are appropriate to teach English and to be familiar with the English language and culture as well. Apart from teachers and students the beneficiary of this study will be the textbook writers, syllabus designers, trainers etc. So, the finding of the study will have significant contribution to those who are interested in evaluating the course as well.

1.6 Delimitations of the Study

The limitations of the study were as follows:

a) The study was limited to higher secondary level English teachers and students.

b) The study was limited to the 20 English teachers and 20 students of different higher secondary schools of Mahottary and Dhanusha districts.

c) The study was only limited to major English courses.

d) This study was limited to the data obtained through questionnaires and informal talk to the teachers and students.

e) This study was only limited to the teachers' and students' perception

towards the novel *The Great Gatsby*.

1.7 Operational Definition of Key Terms

The following key terms were defined in this study:

Perception **:** Generally, perception refers to the way that you think about someone or something or the impression you have of it.

Novel **:** A long printed story about imaginary characters and events.

Implication **:** When you seem to suggest something without saying it directly.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Every research needs to observe the fundamental background of related subject and past studies. Literature review is a summary and critique of research relating to particular issues or problem. This chapter deals with the review of related theoretical literature, review of the related empirical literature, implication of the review for the study and conceptual framework.

2.1 Review of the Theoretical Literature

This sub chapter deals with different theoretical perspective related to the study area. The theoretical review of related literature is mentioned below:

2.1.1 Perception: A Brief Introduction

The word 'perception' is derived from the Latin word 'percept' which means observation. Literally, it means deeper and natural understanding of something or the way of understanding and interpreting something.

Perception refers to an idea, belief, or an image you have as or result of how you see or understand something. 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.

Perception is the process whereby sensory stimulation is translated into organized and meaningful experiences. Sanford and Capaldi (1994, p. 175) defines it as "the awareness of the process becoming aware of extra organic or intra organic objects or relation or qualities by means of sensory process and

under the influence of set and of prior experiences. It also refers to the sensory experiences of the world around us and that it involves both the recognition of environmental stimuli and action 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 within the environment.

Perception is the process of gaining information about people, events and things and the psychological process by which this is accomplished. It differs from one person to another. Perception determines the behaviour and belief system of the people. It helps to bring about the expected change in the field of interest.

In this research the researcher is going to find out teachers' and students' perception towards the novel *The Great Gatsby* based on the perception taken from subject teachers and the students of same subject. Similarly, the researcher will try to find out the role of the novel *'The Great Gatsby's*, content, language, teaching techniques, difficulty, teachability, its practicality and suitability in Nepalese context.

2.1.2 Literature and Language Teaching

Literature and language teaching is two sides of a coin. There is important relationship between language teaching and literature. We can say that these two entities are inseparable in-the sense that each depends on one another. For example, literature needs to express feelings, emotions, and thoughts to the readers. Literature has always been an important resource for teaching and learning of a language. It also provides variety of inputs. In learning literature students come in contact with different varieties of languages, cultures, life style of expressing and interpreting the literary text. It can be beneficial to improve the different language skills of the learners i.e. listening speaking,

reading and writing skills. The students practice the language skills while studying the literature.

Literature can be a rich source of authentic materials in the process of language learning. It plays a significant role in the language classroom by providing materials and various communicative activities. Therefore, a language learner must learn the target language literature. Lazar (1993, p. 14-15) has mentioned following reasons for using literature in the language classroom.

- It is very interesting.
- It is an authentic material.
- It helps students to understand another culture.
- It is stimulus for language acquisition.
- It has general educational value.
- It is found in many syllabuses.
- It develops students' interpretive abilities.
- Students enjoy it and it is a fun.
- It is highly value and has a high status.
- It expands student's language awareness.
- It encourages students to talk about their opinion feelings.

To sum up, literature encourages interaction which stimulates the learners' imagination and promotes discussion in which they share their feelings and opinions. Literature stretches students' imagination, widens their insights, depends their experiences and heightens their awareness. Learners can learn various contextual syntactic structures, various communicative activities and language used in the different cultural setting. So, it is important tool for language teaching. Language teaching is incomplete without literature.

2.1.3 Importance of Literature in the Language Classroom

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

Teaching literature is necessary as it develops communicative, linguistic and cultural competence; it enriches learner's 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 text provide useful materials to teaching language skills, listening, speaking, reading and writing. It can provide context for meaningful learning. Literature can develop our students to develop vocabulary and also develop creative and critical thinking.

According to Collie and Slater (1987,p. 5) following are the reasons for using literature in 'language classroom.

a) Valuable Authentic Materials

Literature provides authentic text for language learning. It offers bountiful and extremely varied body of written materials which is important for language learning because 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.

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. We can find literature from different social and cultural background, their language use etc. So, it can be beneficial for students in language learning. It can be best material in comparison to other to increase foreign language learners' insights into the country whose language is being learnt.

c) Personal Involvement

Literature focuses on personal involvement in readers. Literature enables learners to shift the focus of their attention beyond the mechanical aspect of the foreign language system.

d) Language Enrichment

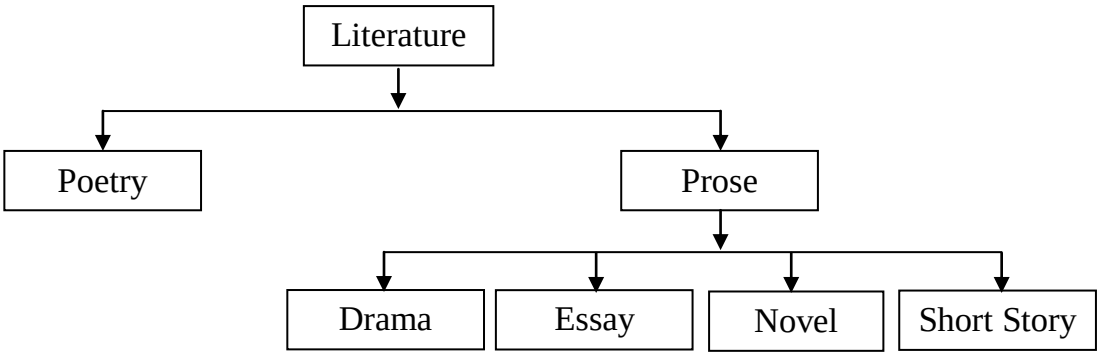
Literature helps learners to learn many function of the written language and it increases learners' receptive vocabulary. It facilitates transfer to a more active form of knowledge. Literature provides a rich context in which individual lexical or syntactical items are made more memorable.

The above mentioned arguments provide that literature is a useful tool to language learning.

2.1.4 Genres of Literature

Literature is a full-fledged discipline of language. Literature is complete in itself with its many genres. Generally literature displays its two forms: poetry and prose. Poetry and prose are different in subject matter and structure. Joyce 1916 has classified literature works into poetry, prose, fiction and drama (as

quoted in Abrams, 2005, p. 115). Especially literature can be divided into two forms; poetry and prose. They can be classified into different genres, tentatively.



Adopted from Regmi, 2003, p. 9

a) Poetry

Poetry is a piece of creative writing which is generally composed in verse. It is an art of producing pleasure by the expression of imaginative thoughts and feelings in metrical language. The authors in poetry express his/her ideas indirectly to the readers through the use of image, symbols, metaphors, and personification. According to Wordsworth "Poetry is the spontaneous overflow of powerful feelings recollected tranquility".

b) Prose

In the world of artistic writing prose is the form that most creative writing takes in the genre of essays, short stories, novel and plays. It is a form of language and natural flow of speech rather than rhythmic structure as in traditional poetry. Different forms of prose are presented below:

i. Drama

In general drama is a work of literature written to be performed on the stage by actors in which they take the roles of characters, perform the indicated action and utter the written' dialogue. Kalus and Scoles (1975, p. 13) review drama as

a genre of literature in which words are used to create imaginary personnel and events and overheard by the readers. It is an art of representing the pleasure of other events that happened or that we imagine happening. Drama is associated with theatre. A drama can have different ways of expression: narration, mediation, persuasion.

ii. Essay

Essay is a short prose work. The main purpose of writing essay is persuasion. It is not fictional but it shows the writers' own ideas on the particular subject matter. Kalus and Scoles, (1997, p. 17) writes essay "as a genre of literature in which words are used to express ideas and feelings and address directly to the readers". Essays can be classified into different types as descriptive essays, reflective essays, narrative essays, persuasive essays, argumentative essays on so on.

iii. Short Story

Short story is a creative writing which narrates the past events and indicates systematically from top to the bottom it is a short work or prose fiction which usually depicts- one character's inner conflict or conflicts with others. It is a work of fiction in prose writing about imagined events and characters. A short story is often contrasted with a novel on the grounds of length and magnitude and complexity. There are different forms of stories on the basis of their nature, e.g., myths, legends, fables and fairy tales etc.

iv. Novel

Novel is regarded as a form of fiction which is based on the imagination or fact. According to Abrams (2005, p. 197) "Novel is extended work of fiction written in prose". Novel is extended piece of prose fiction.

The novel deals with the events and actions which constitutes its plot. It does not contain only plot, character or dialogue but also scene and time of action.

Thus plot, character, setting, point of view and theme are major elements of novel. The plot of the novel may be tragic, comic, satiric or romantic.

In novel there is a large cast of characters, numerous flashbacks to the past event with highly complicated plots. Characters play pivotal role in novel. There lies conversation, flashback story, scene, setting, meaning which is expressed through the medium of language. The use of language differs according to the characters.

According to Abram (1993, p.187), following are the features of novel.

- It permits greater variety of characters. .
- It has relatively long and often complicated plots.\
- It permits ampler development of milieu.
- It has multiple characters.

The story in the novel usually develops through the thoughts and action of its characters.

2.1.5 Elements of Novel

Novel is one of the genres of literature and since this research study is concerned with novel it becomes to mention the elements of novel. According to Abram, (1993, p.188) followings are the elements of novel.

Plot

The novel's story is called its plot. The plot also refers its underlying meaning. It can be conceived as the nucleus of the novel. The plot of the novel is the narrative and thematic development of the story that is what happens and what these events mean. Plot is a narrative event, the emphasis on causality. It is a series of events that depend on one another, not a sequence of unrelated episodes. The plot can be realistic or imaginary.

Character

Characterization is one of the most important aspects of a novel, for the success of novelists depends on their skills in creating the characters who give live to their world of fiction. Characters are flesh and blood of novel. Like real people characters have hopes, fear, strength and weakness. When readers begin to interact with characters, the novel becomes dynamic space for communication, interaction between the real world and world of fiction.

Setting

Setting of the novel refers to the time and place of action that make up the fictional world created by the authors. The setting is crucial to the creation of complex work. Time can be historical or season, month, day or nights, place can be real or fictional or both of them. Setting also refers to the mood and atmosphere that determine the characters' conflicts, aspirations and destinies.

Style

Style refers to the characteristics, manner of expression in a novel. It refers to the way of a novelist presets his fictional world. Style shows how the novelist arranged the words and phrases in order to achieve the desired effects. It includes the writer’s choice of words, figures of speech and he she shapes of sentences they use, and he shapes of paragraph etc.

Theme

Theme is the foundation and purpose of the novel. It is the central idea which runs through the novel. It carries the main purpose or ideas that the author expresses in the novel: Theme can be understood in relation to the subject matter of the novel. It is the central idea which can be stated directly or indirectly.

2.1.6 Types of Novel

Novel has been classified as follows:

a) Historical Novel

Historical novel is a novel' set in the past and intended to evoke the condition of the past period. It is written about the history. It provides readymade plot and characters. Alexander the Great, and Joan of Arc are the example of historical Novel. Historical fiction sometimes encourages movement of romantic nationalism. A historical novel' is often based on the true facts of history but it may not embody true characters from history although it can have part of true characters and situation.

b) Psychological Novel

The novel that grows out of psychological realism are called psychological novel. It focuses on complex mental and emotional lives of its characters and explores the various level of mental activity. It focuses intensively on the interior life of characters representing their subjective thoughts, feelings memories and desires. It can refer to ay work of narrative fiction with a strong emphasis on complex characterizations. It has been associated with literary movements such as 19th century psychological realism, 20thcentury literary modernism.

c) Epistolary

An epistolary novel is also called a novel of letter because the narration takes place in the form of letters possibly journal entries and occasionally newspaper reports. This type of novel uses an interesting literary technique and it allows a writer to include multiple narrators in his/her story. This means that a story can be told and interpreted from many viewpoints.

d) Gothic

Gothic is an English genre of fiction popular in 18$^{t\text{"}}$ to early 19$^{t\text{"}}$ century characterized by atmosphere of mystery, horror and terror and having a pseudomedievel setting. It is called Gothic because of its imaginative impulse was drawn from medieval buildings and ruins such novel commonly use such, setting as cattle or monasteries equipped with subterranean passage, dark battlements, hider panels, and trap doors.

e) Sentimental Novel

A sentimental novel*is a type of novel, which was popularize in 18$^{t\text{"}}$ century. The novel is characterized by extreme emotional response in the reader. A sentimental novel may leave the reader with an optimistic and positive outlook on humanity and human nature "The Vicar of Wake Field" by Oliver Gold Smith is the example of sentimental novel. The novel exploits the readers' capacity for tenderness compassion or sympathy to a disproportionate degree by presenting beclouded and unrealistic view of its subjects.

f) Realistic Novel

Realistic novel is a type of novel characterized as the fictional attempt to give the effect of realism by representing complex characters with mixed motives who are rooted in social class, operate in highly developed social structure, interact with many others characters, and undergo plausible and early day modes of experience.

g) The Novel of Manners

The novel of manners focuses on the custom, values, and mind set of particular class or group of people who are situated in a specific historical context. The context tend to be one in which behaviour has been codified and language itself

has become formulaic resulting of individual expression. Often this type *of* novel creates a conflict between an individual's desires and the ethical, moral, economic or interpersonal mandates of the society. Jane Austin sense and sensibility is the example of novel of manner.

h) Non-fictional Novel

Non-fictional novel uses a variety of novelistic techniques such as deviation from the temporal sequence of events and descriptions of participants' state of manner.

2.1.7 Novel in Language Classroom

All the genres of literature exposed to the learners to authentic communicative events. Therefore, a novel cannot be separated from such aspect of language use. A novel is similar to short story in many respects. The difference exits in terms of chronological sequence of events and styles used, a novel has large cast of characters, highly complicated plot, narrative told from different perspectives and the highly self-conscious styles adopted by an author. Using novel in the classroom may benefit the learners and the teachers in a number of ways. We should teach the novel ESL & EFL classroom because

- They are enjoyable to use.
- They are authentic.
- They help students understand another culture.
- They are stimulus for language acquisition.
- They develop students' interpretative abilities.
- They expand students' language awareness.
- They encourage students to talk about their opinions and feeling.
- They foster personal involvement in the language learning process.

2.1.8 Activities for Teaching Novel

While reading, the teacher can produce material for understanding historical, cultural and contextual background of the novel. Writer's biography is also useful. Teachers can help the students in understanding the characters and their role and relations with the other characters. Teachers follow the sequence of events as summarizing, providing sentence completion exercises; recording jumbled sentences to form the plot etc. the teacher may help the students in understanding the narrative points of view. Some useful activities for effective teaching of novel are as follows:

- Try to select the activities which complement each other and form of suitable balance.
- Do not select too many activities. Private and locally beneficial activities should be encouraged.
- Encourage reading with pleasure and enjoyment re-reading of the novel should be encouraged.
- Silent reading, listening to the record and some other technique depend on the context of the learners.
- If not completed by the curriculum, the teacher can choose the novel they are familiar with.
- Students need to be involved in good imaginative activities in the context of the novel.
- Provide students with different critical interpretation of 'the novel. Provide general question to debate focusing on any continuous point in the novel.
- Ask students to write a review of the novel.

2.1.9 Problems of Teaching Novel

Teaching novel is not an easy task because it can take a period of few week or months. While teaching novel a teacher can face several practical problem in the classroom. Following Lazar (1993, p. 90) following are the problems of teaching novel.

a) Coping with the length of the novel

Obviously the amount of time you spend in class reading the novel depends on your syllabus, while teaching novel, the classroom may create the problem in the adjustment-of time. Therefore it is best to choose the novel that is fairly short in length. Similarly, the students might do most of the reading a novel at home, so the other activities can be practiced during the class time. If the time is short in comparison to the length of the novel, the learners might be divided into groups and then give the task.

b) Problem in diction and vocabularies

The other problem in teaching a novel in the classroom is its dictions or vocabulary. Even, it may consist of the local words. Therefore, the learners may have difficulties in understanding the texts. In order to solve such problems a teacher can select simpler texts from the novel. The solution can be guessing meaning from context. Some kind of glossary might be prepared and provided to all the students.

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

Not all the shorts of activities can be used in practicing language through novel in a class. Since novel is a lengthy work, it can be used in a class 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 plot can be used.

2.1.10 *The Great Gatsby*: An Introduction

The novel "*The Great Gatsby*" is prescribed in class XII optional English course. The novel "*The Great Gatsby*" is written by F. Scott Fitzgerald a great American novelist and story writer. He was born in 1896 in Saint Paul Minesoto to an upper middle class family. His work was paradigmatic writing on the jazz age. His is -widely regarded as a great American writer of 20^{tn} century. He has written many novels such as 'Last of Generation', The Side of Paradise but "*The Great Gatsby* is most famous work. He also wrote many short stories that treat theme of youth and promise along with age and despair, some critics have seen the novel as a autobiographical novel recounting Fitzgerald's problems with his wife Zelda, the corrosive effect of wealth and decent life style, his own ego and self-confidence and has counting alcoholism. *The Great Gatsby* has mixed opinion about the novel.

The Great Gatsby has special place in American Literature. It expresses American dream more than any novel. The novel includes dream of material success and it is a dream of love which only success can buy. The book follows the course of his love from youthful beginning to a bitter end.

The novel reflects the glamour and excitement of New York life in 1920s a world of parties, bright lights, heavy drinking and Jazz music. With the Great War behind them, American felt that, this was time to make money and have a fun. The novel-focuses on the life of rich and poor in America during 1920s. To emphasize the corruption of the American dream, Fitzgerald's characters all are finally seen as liars' *The Great Gatsby* combines a number of themes and motifs that unify the novel and contribute to its impact.

The novel is written in first person by Nick Carraway, a young Midwesterner who comes to living finance and long island. He becomes involved in the lives of his neighbors, Jay Gatsby, his coursing Daisy and her husband Tom

Buchanan. The main-story concerns the meeting and relationships of these four people, together with Daisy's friend Jordan Baker.

The readers know from the title the main character of the novel is Gatsby. Gatsby is a mysterious figure. He is obviously extremely rich but no one seem to know who he is or where his wealth come from this mystery is a part of his interest. Throughout the boom, even in the final chapter we are piecing together information about his background, and the sources of his wealth.

The main events of the story all takes place within a period of three or four months, in the summer 1922. The dialogue which makes up so much of the book is wonderfully alive. We feel how real people talk, men of action, like Tom, stupid people like Myrtle. Only Gatsby speaks in careful, formal style, which Nick marks on when he first meet him. Gatsby has chosen his manner of speaking to find the social position he hopes for. “Old sport", the expression he used to addresses other men, suggests the fashionable English gentlemen of the period. Also because it is m the first person, Nick's story telling often has the liveliness of someone speaking.

Fitzgerald makes a writer skilled even more obvious in his way with words. He brings a scene to life not by describing it in detail but by suggesting it with a few words that catch our imagination.

Nick makes a good narrator. Altogether characters are basically self-centered with their own feelings and desires. Only Nick can put himself in the place of other people, and even view himself from outside. By the narrator, he is observer, watcher, rather than an actor. He does have a love affair of a short but though his relationship with Jordan Baker runs from the first chapter that to the last, it is kept in background.

Gatsby's kind of live is on a much grounder scale. Since he first kissed Daisy five years ago, his dream of her has been the driving force of his life. He has built up all his wealth in order to get her back. He seems on the pint of

succeeding, but he is expecting too much Daisy. She does not have the force of, characters to stand by her feelings. At the end we see her as a weak, selfish, cowardly not worthy of dream. After all Daisy and Tom seems to belong, together.

While Gatsby has built up his wealth and position from nothing, the Buchanans represent old money. Tom is the least complex of all the main characters - a man of great physical strength which can flash into violence, unintelligent and completely confident in himself. He is scornful of Gatsby from the first, and suspect the illegal nature of some of his activities. He finally realizes that Gatsby is trying to take his wife from him, he fights back and wings. The loss of Daisy is not the end of Gatsby's story. At the beginning of the book Tom's affair with Myrtle Willison seem to have a little connection with the main story. But in the later chapters we see how Myrtle and her husband bring disaster to Gatsby. It is right thought both Daisy and Gatsby and Tom are also responsible for Gatsby's fate.

Finally the title, how are we to understand it could there been only thing truly great about a man who built success by morally doubtful means? Or was the greatness the reason-for his action? It is easy to imagine to talking about Great Gatsby ironically. But- Nick despite for his doubts, Gatsby was really to admire. In the end one feels that Fitzgerald means to leave the readers uncertain about Gatsby himself and the American dream he represents.

2.2 Review of Related Empirical Literature

Every researcher needs the knowledge of previous studies which can help and direct to reach the target for finding out new things and ideas. Many researchers have already done research in the field of literature, language teaching and perception on different subject matter. Here, this section is an attempt to review the related studies and reports.

Bhusal (2012), carried out research entitled "Students Perception Towards the

Course Literature for Language Development". Her objective was to find out the perception of bachelor level students towards the course literature for language development. She has analyzed the course on the basis of strengths and weaknesses as pointed by students. She used survey research and the data for study was collected through questionnaire a set of open-ended and close ended questions. To meet the objective she purposively selected 40 students who have studied this course by using purposive non-random sampling procedure. The finding of the research was the most of the students have positive perception towards the course; Literature for Language Development. They argue that knowledge of literature is necessary to get mastery over English language and develop ability to creative & critical thinking.

Sigdel (2012), carried out a research entitled "Perception of Teachers and Students Towards the Course English Language Teacher Development". It was conducted to find out the perception of teachers and students towards the course ELTD prescribed in M.Ed. II year. Questionnaire was used as a chief - tool for data collection in survey research. Data was collected from both primary and secondary sources. The primary sources of data of the study were the response provided by six teachers who were teaching this course in different colleges. The sample population of the study was selected through purposive non-random sampling procedures. Most of the respondents have positive perception towards the course ELTD. They argued that the course is beneficial for professional development of the teachers.

Bhusal (2012), carried out a research entitled made of communication in the Novel "To Kill a Mocking Bird". Her aim was to find out the mode of communication and the forms of spoken discourse in the written texts by female white American and black American characters in the novel in 1960s. The research study was based on library research and the study follow the norms of qualitative method of the data in the form of 'quotes' extracted purposively after reading the novel thoroughly two times. The main findings of the study shows that the communication style of the male and female characters

differ. Black Americans' Style of Communicating and White American Style of Communication differ. The mode of communication was influenced by the context and also by the child female character and the adult female character discourse.

Bhattarai (2013) has carried out a research entitled "Strategies Used in the "Teaching Novel". The main objective of this research was to find out the strategies employed by EFL teachers at bachelor level in teaching novel. He has conducted survey research. He used both primary and secondary sources of data collection. The primary sources of his study were 40 English language teacher from Kathmandu and Lalitpur districts from different bachelor level collages. For selecting the population non-random sampling procedure were used. Questionnaire and interview were the tool for data collection. The main finding of this study was that snow-ball summary was best strategies to teach novel. Similarly, he found out that dramatization of the part of the novel was the best strategy for attracting learner's attention for most of the teachers.

Yadav (2013), carried out research entitled "Teachers' Perception Towards Teaching English Poetry". His objectives were to find out teachers' perception towards English poetry and to suggest some pedagogical implication. To fulfill the objectives, he selected 30 teachers and 10 students of different schools from Rautahat district as respondents through purposive non-random sampling. He used questionnaire as a research tool where open-ended and close-ended questions were used. The findings of the study were that teaching poetry develop linguistic competence in the learners. Moreover explanation, discussion and demonstration were found better technique to teach poetry.

I have not found any research carried out before related to my research topic under the Department of English Education. My study is different from the other research in the, sense that it is perceptual study of teachers and students towards the novel "*The Great Gatsby*" at higher secondary level. So I am interested to carry out a research work entitled "Teacher's and Students'

Perception Towards the novel "*The Great Gatsby*" ".

2.3 Implication of the Review for the Study

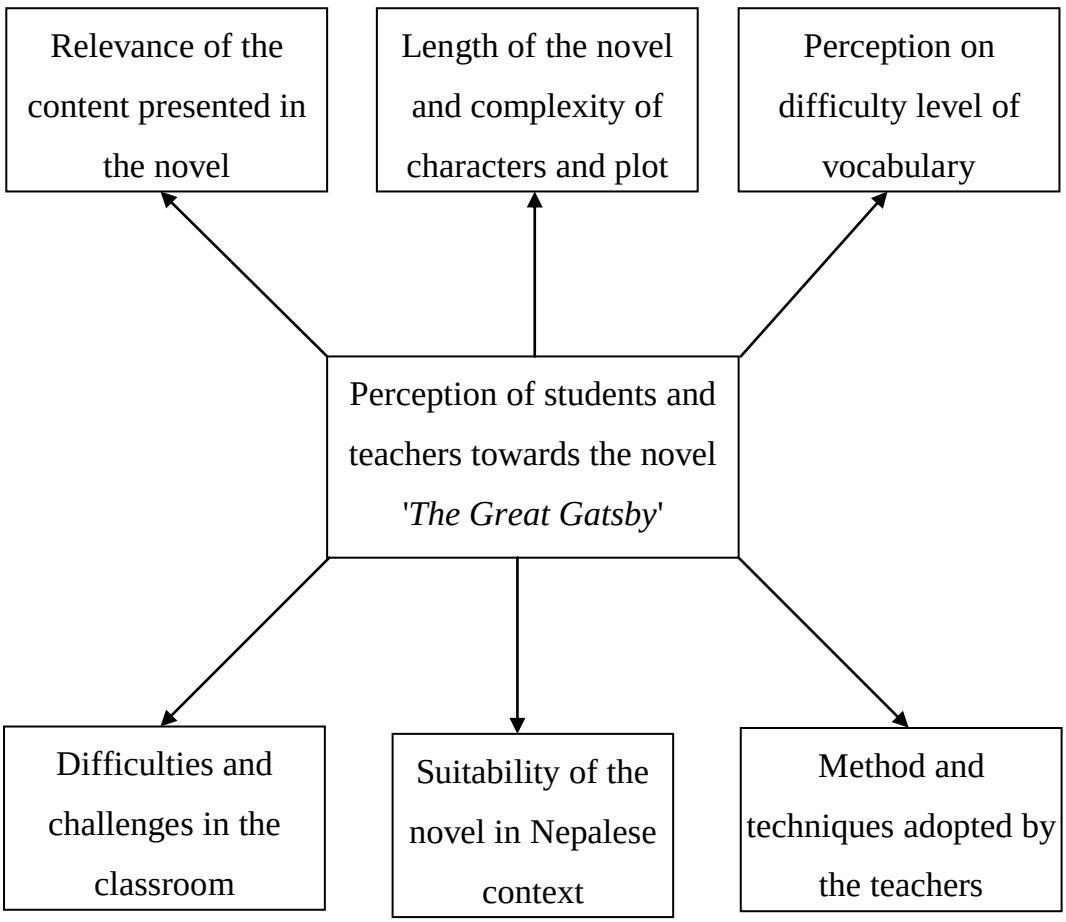
Each and everything had done has, its own importance. As I have reviewed some of the previous research works, it helped me to know what aspect on the topic had been found out before. These review of research work helped to get some insights about how to carry out research. I retrieved some very important information related to my study. The review helped to relate past finding to the present day context. Not only it is very much important to notice what has been said on the topic before. Thus, the research work that I reviewed provided me with valuable insights on various aspect of topic, I observed the objectives, research tools, sources of data, sampling procedure, methodology and finding of some of the previous research work which eventually enlarged my past and present knowledge regarding the subject matter as well as I got elaborated knowledge on how to form objectives, to prepare research tools and to apply these tools effectively and to find appropriate sources of data. So, the review of these studies is helpful for me.

The research studies have their own importance. These studies have found out various aspect of teachers and students perception on different subjects of study. Sigdel (2012),carried out a research on perception of teachers and students towards the course English language teacher development. From this, I knew that which sampling procedure to use in this type of research. Similarly, Bhusal (2012), carried out a research entitled students perception towards the, course literature for language development. From this research I knew that how to form the objectives, which design should be used for the research, what kinds of sources should be used and so on. Similarly, Yadav (2013), carried out a research on teachers' perception towards teaching English poetry. From that research, I came to know what kinds of tools should we use for data collection, how to analyze and interpret the data and so on. Similarly, Bhattarai (2013) and Bhusal (2012) study widened the horizon of my knowledge on theoretical

aspect of my study. To conclude, this course helps to bring the clarity and focus on research problem, improve methodology and contextualize findings: It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet. So, the aforementioned studies have their own value an importance in their respective field.

2.4 Conceptual Framework

The conceptual framework grows out of the theoretical frame work which relates to the specific research problems. Conceptual framework describes the way or process to conduct the actual research. Here actual research refers to methodology in general. The conceptual framework to conduct my research can be diagrammatically shown as:



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

To achieve the set of objectives of the study following methodology were adopted.

3.1 Design of the Study

I used survey research to complete this study. Survey research is the most popular design in the research, in social science including in the field of education. Survey is descriptive research. Survey research in education involves the collection of Information from members of a group of students, teacher or other person associated with the educational process and analysis of this information to illuminate important educational issues. Most survey is based on samples of a specified target population. The research often wishes to generalize the result obtained from the sample to the population from which samples were drawn. According to Hutson (1990) as cited in Ojha and Bhandari, (2014,p. 202) "Survey research is the method of collecting information by asking a set of pre-formulated question in a pre-determined sequence in a structural questionnaire to a sample of individual so as to be representative of a defined population".

Survey is done in natural setting. Survey data are collected through questionnaires or interview or combination of both.

I used survey research design because it provided me an authentic and reliable data. It helped me to collect factual data about my study. This study is of survey type because of following reasons:

i. This study was conducted to identify the perception of teachers' and students towards the novel.

ii. Sample from total population was taken from the study.

iii. Data were collected at a single time.

iv. The findings were generalized to the whole population.

According to Nunan (2010, p. 140), the main purpose of survey is to obtain a snapshot of conations, attitudes, and events at a single points of time aiming to obtain an over view of a phenomenon, events, issues, or a situation the, further goes on mentioning the following survey research procedures:

Step 1 : Define objectives

What do we want to find out?

Step 2 : Identify target population

Who do we want to know about?

Step 3 : Literature review

What have others said/discovered about this issue?

Step 4 : Determine sample

How many subjects should we survey and how to identify these?

Step 5 : Identify survey instruments

How will the data be collected?

Step 6 : Design survey procedure

How will the data collection actually be carried out?

Step 7 : Identify analytical procedure

How will the data be assembled and analyzed?

Step 8 : Determine reporting procedure

How will result be written up and presented?

There were various designs of the research discussed in various literature, among them, selected survey research. It is commonly used and descriptive method in education research. It studied the small population also. So, it is widely used research design which is carried out on the existing situation of an event. The survey research can be carried out on the existing situation of an event. Moreover, the survey research can be carried out to find out peoples' attitudes, opinions, and the specific behavior, opinions, and the behavior on certain issues.

3.2 Population, Sample and Sampling Strategy

The sample size of this study consisted of 20 English language teachers teaching at higher secondary level and 20 students studying major English at the same level. 20 teachers and 20 students were selected from different higher secondary schools by using purposive non-random sampling procedure.

3.3 Study Areas/Field

The area of this study was Dhanusha and Mohottari district and the field was related to find out the perception of teachers and students towards the novel the Great Gatsby at higher secondary level.

3.4 Data Collection Tools and Techniques

In order to collect the data for this study, both close-ended and open-ended questionnaire were prepared. The questions related to my topic were asked to the respondents.

3.5 Data Collection Procedures

After preparing a set of questionnaire, I followed the following process of data collection.

i. I visited the selected schools and explained the purpose and process of the

research to them and asked for permission to carry out research.

ii. After getting approval, I consulted the English teachers and students.

iii. Then, I distributed the questionnaire to them to collect their views and perception towards the novel "*The Great Gatsby*".

iv. Then the questionnaire was collected from the respondents.

3.6 Data Analysis and Interpretation Procedures

Most of the survey researches are qualitative and quantitative in nature. Being a survey research, it has characteristics of both qualitative and quantitative analysis. In this study, I analyzed the raw data descriptively and statistically. Simple statistical tools such as measure of frequency and percentile are used to record, analyze and interpret the data.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

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 the teachers' and students view regarding the novel *The Great Gatsby* prescribed in class XII major English course. While carrying out this research, I collected the required data from twenty teachers and twenty students. In this study, respondents were selected by using purposive non-random sampling procedure I analyzed this novel in terms of content, language, teaching techniques, difficulty levels, and applicability.

The questionnaire was used as a main tool for collection of data in which both open-ended and close ended question were used.

4.1 Teachers' Responses on the Novel

Under this heading, the responses of the teachers on the perception on the novel the 'Great Gatsby' and reasons behind their responses have been dealt with.The teachers were provided questionnaire having twenty four questions related to the perception towards the novel. The responses of the teachers and reason for them are tabulated first with the percentage and described later to make the analysis and interpretation more effective.

4.1.1 Perception of Teachers' on Appropriacy of the Novel for this Level

Regarding appropriacy of the novel I asked both open-ended and close-ended questions.

Table 1

Opinions of Teachers' on the Appropriacy of the Novel for the Level

Categories	Responses	
	No of Teachers	Percentage
Yes	16	80
Uncertain	0	0
No	4	20

Table 1 presents the opinions of the teachers regarding the novel. *"The Great Gatsby"* is appropriate for class XII or not. It shows that 16 teachers (80%) out of total (20) view that this novel is appropriate for this level because it has all the required merits, thematic contents and linguistic features. Its' language and plot is suitable for these level students whereas (4) teachers out of (20) view that it is not appropriate for this level because of its complex context.

To conclude, we can say that this novel is appropriate for this level because 80% teachers view that it is appropriate for this level.

4.1.2 Teachers' Perception on Interest and Benefit of the Novel for Language Teaching

Regarding the novel *The Great Gatsby* is interesting and beneficial for language teaching; I asked both open-ended and close-ended questions.The percentage of the response is shown in the following table.

Table 2

Teachers' Perception on Interest and Benefit of the Novel for Language Teaching

Categories	Responses	
	No of Teachers	Percentage
Yes	14	70
Uncertain	0	0
No	6	30

Table 2 shows that the percentage of the responses who say 'Yes' is 70% and 30% teachers respond as 'No' that means out of 20 teachers 70% opine that the novel is beneficial for language teaching. Their opinion is that the novel has complete application and use of language which is really rich, figurative and literary with symbolic connotations. The tragic love story with tragic connection, cultural differences arouse interest of the students and He/she can learn vocabularies and various sentence patterns whereas 6 teachers responded 'No' because of the complex content and large structured sentences does not arouse interests of the students. They also opine that novel is not a very good tool for language teaching.

4.1.3 Teachers' Perception on the Language Used in the Novel '*The Great Gatsby*'

The language should be correct and textual appropriate to the situation context or level. Teachers' responses on language of the novel are as follows:

Table 3

Teachers' Responses on Language

SN	Statements	Responses		
		Yes	Uncertain	No
1	The language used in the novel '*The Great Gatsby*' is appropriate for this level	10 50%	2 10%	8 40%
2.	Difficulties to understand certain grammatical structure or functional areas used in the novel	12 60%		8 40%

Table shows that 2 questions are related to teachers' perceptions on language. The first statement is whether the language used in the novel *The Great Gatsby* is appropriate for this level. To this statement, 50 % respondents agree and

40% respondents disagree and 10% is uncertain. Majority of respondents are positive. So, the language use in this novel is appropriate.

The second question is whether the students feel difficulties to understand certain grammatical structure or functions areas used in the novel. To this question 60% respondents argue 'Yes'. On the other hand, 40% respondents argue 'No'. Most of them viewed that there is long and complex sentences that are problematic for readers. Some of them view that their students do not have strong English background. Some of them are below the average.

4.1.4 Relevancy of the Novel in terms of Students' Interest and Level

Regarding the relevancy of the novel in terms of students' interest and level different response of the teachers with percentage are presented in the following table.

Table 4

Responses on Relevancy of the Novel in Terms of Students' Levels and Interest

Categories	Responses	
	No of Teachers	Percentage
Yes	16	80
Uncertain	0	0
No	4	20

Table 4 presents that 80% of the total population respond as yes i.e. the novel is relevant to the student's level, interests and its content. They view that it imparts multiple information insight which fulfill interest and meet both the level and interest. Majority of the respondents (80%) are positive.

4.1.5 Satisfaction with the Novel

Regarding the satisfaction with the Novel prescribed in class XII, I employed both close-ended and open-ended question to the teachers and they responded differently. Their responses and percentage of this issue is presented in the following table:

Table 5

Satisfaction with the Novel

Categories	Responses	
	No of Teachers	Percentage
Yes	18	90

Uncertain	0	0
No	2	10

This table shows that 90% of the sample population respond 'Yes' they view that the novel is well balanced and proportionate as its thematic content and linguistics features is complementary with each other. The novel has the reference of world war, life after world war and people attitude towards society. It also describes about the materialistic world and modernized life style. Whereas 10% teachers respond no. Majority of the responds are positive, i.e. they 1re satisfied with the novel prescribed in this level.

4.1.6 Responses of Teachers' on Translating the Text into Nepali

Regarding translating the text into Nepali I asked both open-ended and close-ended questions. Their responses are presented in following table.

Table 6

Responses of Teachers on Translating the Text into Nepali

Categories	**Responses**	
	No of Teachers	**Percentage**
Yes	10	50
Uncertain	0	0
No	10	50

Table 6 shows that 50% of the responses of teachers' are positive towards translating the text into Nepali. They view that they use mother tongue on the demand of students and same times they use to make their students understand the text. On the other hand 50% teachers are against using mother tongue in the class room. They view that the text needs no translation for its understanding among students as it enables students to have easy and effortless understanding through its communication power.

4.1.7 Applicability of the Novel in Nepalese Context

Regarding the applicability of the Novel in Nepalese context, the responses and percentage are presented in the table.

Table 7

Different responses on the applicability of the Novel

Categories	Responses	
	No of Teachers	Percentage
Yes	14	70
Uncertain	2	10
No	4	20

Table 7 presents the percentage of the regarding applicability of the novel *The Great Gatsby* in Nepalese context. It shows that 70% respondents say 'Yes' i.e. they say that the Novel is applicable in the context of Nepal. They view that subject like sacrifice and unselfishness in love is really a noble human emotion which exists in Nepalese context as well as Nepali literature does also celebrate similar human emotion as subject whereas10% respondents are uncertain about it. On the other hand 20% respondents say 'No' i.e. they say that the course is not applicable in Nepalese context. They view that the life style of America can't be compared with the life of Nepal.

4.1.8 Responses on the Suitability of the Novel for Language Learning

Regarding suitability of the novel for language learning different teachers responded differently. The table 8 talks about their perceptions.

Table 8

Opinions of Students on Suitability of the Novel for Language Learning

Categories	Responses	
	No of Teachers	Percentage
Yes	10	50
Uncertain	2	10
No	8	40

Table 8 presents the opinions of the teachers weather the novel '*The Great Gatsby*' is suitable for language learning or not. 50% teachers say 'yes' i.e. it is suitable. They view that the novel has ample application which is rich with literary over tone meaning. Along with teaching plot and theme of the novel, it can be good help to present different lexical items and syntactic structure.10 percent of the respondents are uncertain about it whereas 40% respondents say 'No'. They view that literary language is not applicable in real life situation

4.1.9 Teaching Novel is Difficult Task because of its Complex Plot

Table 9

Teaching Novel is Difficult Task because of its Complex Plot

Categories	Responses	
	No of Teachers	Percentage
Yes	12	60
Uncertain	0	0

No	8	40

Table 9 shows that 60% of the respondents view 'yes' i.e. teaching novel is difficult task due to its complexity of its plot whereas 40% of the responses are 'No' i.e. they view teaching novel is difficult task.

4.1.10 Difficulty of Teachers' Due to the Students Poor Academic Background

Regarding the poor academic background of the student's problem faced by teachers are presented in table 10.

Table 10

Difficulty of Teachers Due to the Students Poor Academic Background

Categories	**Responses**	
	No of Teachers	**Percentage**
Yes	16	80
Uncertain	0	0
No	4	20

Table 10 shows the percentage of the responses of teachers on problem face by teachers due to student's poor academic background. It shows that 80% respondent say 'yes' i.e. they face problem because interpretation of the novel is very abstract and not easy to comprehend. Such an abstract interpretation does not match the poor academic background of students whereas 20% of the students say no i.e. they say they do not feel difficulty.

4.1.11 Difficulty in Understanding Cultural and Historical Information

Regarding the difficulty in understanding cultural and historical information presented in the novel.

The responses are presented in table 11.

Table 11

Different opinions on the Difficulty in Understanding Cultural and Historical Information

Categories	Responses	
	No of Teachers	Percentage
Yes	10	50
Uncertain	4	20
No	6	30

This table presents the view of different teachers. It shows 50% teachers responded 'yes' i.e. they feel difficulty in understanding cultural and historical information due to heterogeneity, don't match the cultural and historical background. Some of them view that some students are below the average whereas 20% of the respondent responds uncertain 30% respondent responds 'No' i.e. they did not feel any difficulty.

4.1.12 Difficulty in Understanding the Background of Author's Situation

Regarding the difficulty in understanding the background of author situation presented in table.

Table 12

Responses on Background of Authors' Situation

Categories	Responses	
	No of Teachers	Percentage
Yes	12	60
Uncertain	0	0
No	8	40

This table presents the view of different teachers. It shows that 60% responds yes'. They view that the authors personal life itself is very chequered and trobulent which made it difficult for a reader to understand whereas 40% teachers respond 'No' they view that the novel is plane in that case.

4.2 Teachers' Opinions Collected from Open-ended Questions

This section deals with the opinions collected from open-ended questions. Twenty teachers were asked open ended questions to collect information about the perception of teachers and students. Different teachers responded differently regarding the questions asked. The responses of the students are presented in the following ways.

4.2.1 How the Novel is Suitable for Language Learning

Most of the teachers argue that Great Gatsby is suitable for language learning. It has ample application which is rich with literacy overtone as well as literal meaning. Through the language applied in the novel we can learn the mechanics of literary language in particular and communicative language in general. They viewed that along with teaching plot and theme of the novel it can be a good help to present different lexical items and syntactic structures.

It enhances vocabulary power and also knows about the cohesion, phrases and slangs. It is stimulus for language accusation. They expand student's language awareness. It talks about their opinions and feelings.

4.2.2 Difficulty faced by Teachers While Teaching the Novel

Majority of the teacher (60%) face the difficulty of understanding the theme of the novel due to intricacy of the plot. They view that the students hardly understand that is why they sometimes use mother tongue to make the students understand. Some of them faced problem due to the length of the novel, vocabularies and adopting the activities while teaching the novel.

4.2.3 Difficulty Faced by Students While Learning the Novel

Majority of the teachers (80%) view that heterogeneity of culture creates a great cultural barrier. This difference in culture creates some problems for students to learn and understand the novel. Some other problems are:

- Language related problem
- Relationship with others understanding
- Thematic problem etc.

4.2.4 Techniques Applied by the Teachers while Teaching the Novel *the Great Gatsby*

Majority of the teachers viewed that they use lecture and discussion technique. Some of the view that they use flash-back technique and relating the context to the teaching context in the classroom. They involved the students into imaginative activity while teaching the novel in language classroom.

4.2.5 Strategies to Solve the Difficulties and Challenges of Teaching the Novel

To solve the difficulties and challenges the teachers follow the following strategies.

- Narrate the text in simple language
- Simplifying the vocabularies
- Group discussion
- Open-ended questions
- Suggested answers
- Explanation and discussion
- Involve the students in imaginative activities

4.2.6 Increase in Students Involvement

To increase the involvement of students the teachers viewed in following ways:

- By telling them background and hypnosis of the novel
- By encouraging in read in advance
- Groups discussion
- Debate

4.2.7 Teaching Symbolic Meaning in the Novel

They view as follows:

- First denotative meaning then commutative meaning
- By explanation
- By creating context
- Using visual aids.

4.3 Students Responses on the Novel

Under this heading, the responses of the students on the perception on the novel "*The Great Gatsby*" and reasons behind their responses have been deal with the students were provided both open-ended and closed-ended questionnaires related to the perceptions towards the novel. The response of the students and reasons for them are tabulated first with the percentage and described later to make the analysis and interpretation more effective.

4.3.1 Students Perception on Role of the Novel in Increasing Interest in Language Learning

Regarding the novel "*The Great Gatsby*" increases students' interest in language learning. I asked both open-ended and close-ended questions. The percentage of the responses is shown in the following table.

Table 13

Students Perception on Role of the Novel in Increasing Interest in Language Learning

Categories	Responses	
	No of Students	Percentage
Yes	14	70
Uncertain	2	10
No	4	20

Table 13 shows that percentages of the responses who say 'Yes' is 70% and 20% students respond as 'No' and 10% percent were uncertain. That means out of 20 students 14 opine that the novel increases interest in language learning. They opine that in the novel there is unselfishness in love, sacrifice that arouses interest of the students whereas 4 students respond as 'No' they opine that the content of the novel is very complex. There is a large structured sentence so, they cannot understand it.

4.3.2 Responses of the Students on Developing Oral Skills, Conversation, Interaction for Language Learning

Literature should develop language ability in our learners. When they read literary text they should develop their oral skills for language learning. The following table talks about the percentage of students responses on developing oral skills, conversation, interaction for language learning.

Table 14

Responses of the Students on Developing Oral Skills, Conversation, Interaction for Language Learning

Categories	Responses	
	No of Students	Percentage
Yes	13	65

Uncertain	0	0
No	7	35

Table 14 shows that percentage of the responses who say 'Yes' is 65% whereas 35% students respond as 'No' that means out of 20 students 13 opine that the novel develops oral skills, conversation interaction for language learning. Novel can develop language awareness. It can develop creative thinking and interpretive ability in the learners. It develops vocabulary power in the learners on the other hand it develops language skills and aspects whereas 7 students respond as 'No' they opine that novel is not appropriate for language learning. Literary language cannot be used in real life situation so it can't develop oral skills, conversation and interaction ability in the learners.

4.3.3 Responses on 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 15

Responses on Developing Creative and Critical Thinking in the Learners

Categories	**Responses**	
	No of Students	**Percentage**
Yes	15	75
Uncertain	1	5
No	4	20

This table presents that percentage of responses who say 'Yes' is 75%, 20% students respond as 'No' whereas 5% percent is uncertain. That means out of 20 students 15 opine that the novel '*The Great Gatsby*' develops creative and

critical thinking in the learners. They opine that there is creative and innovative use of language. We see creative spirit in the novel. It involves and engages in the exploration of creative use of language we can find expression of human feelings, experiences, and creations. it enables the learners to find meaning in our world and express it and share it with others. They also say that the novel '*The Great Gatsby*' demands from the learners more and high skills than ordinary reading and writing.

On the other hand four students respond as 'No' they opine that it cannot develop creative and critical thinking. The novel is written in American context and it is beyond our level to understand whereas out of 20 students 1 student was uncertain it.

4.3.4 Appropriacy of the Novel

Regarding the approrpiacy of the novel to the student's level, I tried to explore whether the course was appropriate to the students level. All the 20 students were asked this question and they responded in different manner. The percentage of the responses of students is presented in the table 16.

Table 16

Different Opinion on the Appropriacy of the Novel

Categories	**Responses**	
	No of Students	**Percentage**
Yes	13	65
Uncertain	5	25
No	2	10

This table presents the view of different students with the number of students and with percentage. It shows 13 students (65%) respond 'Yes'. They opine that the novel has all the required merits thematic content, culture linguistic features and interests. But 5 students (25%) respond 'uncertain' i.e. they are uncertain

about the topic whereas 2 students (10%) respond 'No' they said that the novel is not appropriate for this level. It is very complex not easy to understand.

4.3.5 Perception of Students on the Relevancy of the Novel

Regarding the relevancy of the novel to the student's level and interest. All the 20 students were asked these questions and they responded in different manner but their views, were similar in some cases. The percentage of the responses of students is presented in the table 17.

Table 17

Different opinions on the Relevancy of the Novel

Categories	**Responses**	
	No of Students	**Percentage**
Yes	13	65
Uncertain	3	15
No	4	20

This table presents the views of different students with the numbers of students and with percentage. It shows 13 students 65% respond 'Yes'. They believed that this novel is prescribed according to the student's level and interest. They add that this novel helps students to develop creative and critical thinking in the learners, and also develops oral skills whereas 3 students (15%) respond 'No' they view that this novel is not relevant to the level and interest. They opine that it is too long and time consuming. It is complex so it is very difficult to understand whereas 4 students 20% where uncertain about this. They are uncertain about the topic.

4.3.6 Responses on Difficulty with the Vocabularies and Long Structured Sentences

Regarding on the difficulty with the vocabularies and long structured sentences all the 20 students were asked these questions and they responded in different manner but their views were similar in some cases.

The percentage of the responses of students is presented in the following table.

Table 18

Responses on Difficulty with the Vocabularies and Long Structured Sentences

Categories	Responses	
	No of Students	Percentage
Yes	16	80
Uncertain	0	0
No	4	20

This table presents the views of different students with the number of students and with percentage. It shows 16 students (80%) respond 'Yes' they said on difficulty with the vocabularies and long structured sentences while learning the novel whereas 4 students (20%) respond 'No' i.e. they don't fell difficulty with vocabularies and long structured sentences.

4.3.7 Applicability of the Novel in Nepalese Context

Regarding on applicability of the novel '*The Great Gatsby*) in Nepalese context. All the 20 students were asked this question. Their responses are presented in table 19.

Table 19

Response on Applicability of the Novel in Nepalese Context

Categories	Responses	
	No of Students	Percentage
Yes	15	75
Uncertain	2	10
No	3	15

Regarding the applicability of the novel in Nepalese context most of the students show their positive perception. Table 7 shows that out of 20, 15 (75%) students respond as 'Yes'. They view that Nepali literature does also have similar human emotion as subject. Subject like sacrifice and unselfishness in love is really a noble human emotion which exists in Nepalese contexts as well. On the other hand 3 students (15%) respond as 'No'. They opine that the novel written in American context can't be applicable in Nepalese context whereas 2 students (10%) respond as uncertain i.e. they were uncertain about it.

4.3.8 Satisfaction with the Novel

Regarding the satisfaction with the novel most of the students showed their positive perception. The number of students and percentage of the responses on the question 'Are you satisfied with the novel prescribed in this level? is presented in the table20.

Table 20

Different Opinions on the Satisfaction with the Novel

Categories	Responses	
	No of Students	Percentage
Yes	16	80
Uncertain	2	10
No	2	10

Table 20 shows that 16 students (80%) respond 'Yes' i.e. they are satisfied with the novel. They view that the novel is about the materialistic world and modern

life style and people's attitude towards society whereas 2 students (10%) respond as uncertain i.e. they were neither satisfied nor dissatisfied with the course. But 2 students 10% respond 'No' i.e. they were not satisfied with the course.

4.3.9 Responses on Cultural Enrichment

Regarding does the novel help in cultural enrichment responses of the students are presented in table 21.

Table 21

Responses on Cultural Enrichment

Categories	Responses	
	No of Students	Percentage
Yes	9	45
Uncertain	2	10
No	9	45

Table 21 shows that 9 students (45%) respond 'Yes' i.e. they view that the novel helps in cultural enrichment but 2 students (10%) respond as uncertain whereas 9 students (45%) respond as 'No'. They opine that the novel written in American context does not help in cultural enrichment. The novel is written in American cultural and society which is totally different from Nepal. The novel does not match with cultural and historical background of the Nepal.

4.3.10 The Novel as a Tool for Language learning

Regarding does novel should be taught as a tool for language learning I found mixed response. The responses of the students are presented in table 22.

Table 22

Different Opinions on Novel should be taught as Language Learning

Categories	Responses	
	No of Students	Percentage
Yes	10	50
Uncertain	3	15

No	7	35

Table 22 shows that 10 students (50%) respond 'Yes' i.e. the viewed that novel should be taught as tool of language learning. They opine that with the help of language presented in the novel 'Great Gatsby' we can learn communicative language as well as literary language. It is enjoyable to read it helps in vocabulary expansion. It also supply different example for discussion. It increases critical and creative thinking. But 3 students (15%) respond as uncertain whereas 7 students (35%) responded as 'No' i.e. the view that this novel can't be used as a tool for language learning. They opine that in this novel there is a highly literary form of language which can't be used in daily life communication. There is difficult language structure. The novel written by American writer is highly difficult to imagine about the exact meaning of the sentences used in the novel that is why it de-motivates us.

4.3.11 Use of Mother Tongue While Teaching the Novel

Regarding the use of mother tongue by teachers while teaching the novel *The Great Gatsby* their responses are presented in table 23.

Table 23

Opinions on Use of other Tongue While Teaching the Novel

Categories	**Responses**	
	No of Students	**Percentage**
Yes	10	50
Uncertain	0	0
No	10	50

Table 23 shows that 10 students (50%) respond 'Yes'. They viewed that their teachers use mother tongue to make them understand. On the other hand 10 students respond 'No' i.e. their teachers do not use mother tongue while

teaching the novel *The Great Gatsby*. They explain everything in target language. They use different explanation, illustration to make us understand. No one was uncertain about this question.

4.3.12 Use of Student Centered Techniques

Regarding the use of students centered techniques by the teachers while teaching the novel *The Great Gatsby* majority of the students were negative. Their responses are presented in table 24.

Table 24

Responses on Use of Students Centered Techniques

Categories	Responses	
	No of Students	Percentage
Yes	6	30
Uncertain	4	20
No	10	50

Table 24 shows that 6 students (30%) respond 'Yes' i.e. they view that their teachers use students centered techniques. They opine that their teacher use role play, group work, pair work, simulation strip story, dramatization and discussion and debate while teaching the novel *The Great Gatsby*. Whereas 4 students (20%) respond as uncertain. i.e. they are unaware of this but 10 students (50%) respond as 'No' i.e. their teachers do not use students centered techniques while teaching the novel *The Great Gatsby.* While teaching the novel their teachers teach though lecture, expiation, illustration, questions answer etc. They also opine that most of the time their teachers use lecture method while teaching the novel.

4.4 Summary of Findings

The following summary of findings was derived on the basis of analysis and interpretation of results.

- Out of 20 teachers and 20 students, a majority of teachers (80%) and students (65%) viewed that the Novel *The Great Gatsby* is appropriate for this level.
- Regarding the novel *The Great Gatsby* is interesting and beneficial for language learning, majority of the teachers (70%) and students (70%) viewed that the novel is interesting and beneficial for language learning.
- Regarding the language used in the novel *The Great Gatsby* is appropriate for this level or not, (50%) teachers viewed their positive perception that the language used in the novel is appropriate for this level, whereas (40%) respondents argued that it is not appropriate for this level and (10%) were uncertain about it.
- Regarding difficulties to understand certain grammatical structures and functional areas used in the novel, most of the teachers (60%) argued that they faced difficulties to understand grammatical or functional areas of the novel.
- Majority of the teachers (80%) and students (65%) argue that the novel is relevant to student's level and interest.
- Majority of the teachers (90%) and students (80%) are satisfied with the novel prescribed for this level.
- Regarding translating the text into Nepali while teaching the novel *The Great Gatsby*, nearly half of the teachers viewed that they translated the text in Nepali to make the students understand the contents of it.
- Regarding the applicability of the novel in Nepalese context, majority of the teachers (70%) and students (75%) viewed that the novel is applicable in Nepalese context.

- Half of the teachers (50%) viewed that the novel is suitable for language learning. On the other hand, (40%) viewed that it is not appropriate for language learning whereas (10%) teachers were uncertain about it.
- Majority of teachers (60%) viewed that teaching novel is complex task because of its complex plot.
- Majority of teacher (80%) faced difficulty due to poor academic back ground of the students.
- Regarding the difficulty in understanding cultural and historical information (50%) teacher viewed that they feel difficulty in understanding cultural and historical information.
- Most of the teacher (60%) viewed that it is very difficult to understand the background of Authors' situation in the novel.
- Most of the teachers (50%) argued that the novel is suitable for language learning. They viewed that through the language applied in the novel we can learn the mechanics of literary language in particular and communicative language in generals.
- The teachers viewed that they face difficulty due to intricacy of plot present in the novel.
- Majority of teachers viewed that heterogeneity of culture creates a great cultural barrier which creates problems for the students to learn and understand the novel.
- Majority of teachers viewed that they use lecture and discussion technique.
- Most of the students (65%) viewed that the novel develops oral skills, conversations and interaction for language learning.
- Most of the students (75%) argued that the novel really develops creative and critical thinking and interpretive ability in the learners.
- Majority of the students (80%) argued that they have difficulties with vocabularies and long structured sentences presented in the novel.

- Regarding the novel as a tool for language learning I found mixed responses (50%) of students were positive towards it.
- Regarding the use of mother tongue by the teachers in the classroom (50%) students responded that their teacher use mother tongue in the class room.
- Majority of the students (50%) argued that their teachers do not use students centered technique while teaching the novel (30%) students viewed that their teachers use students centered techniques whereas (20%) were uncertain about it.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

The main purpose of this research was to know the perception towards the novel "*The Great Gatsby*" in terms of content, language, teaching techniques, difficulty level and applicability. In order to carry out the research, I studied the novel and prepared a set of questionnaire to obtain the data for the study. Then the collected data were analyzed and interpreted of the results. The population of the study consisted of 20 different higher secondary schools of Mohattari and Dhannusha districts that have been teaching and studying. The novel *The Great Gatsby*.

Similarly, it is a survey study based on quantitative analysis of the data. In order to collect the data for this study, a set of both closed-ended and open-ended questionnaire were prepared as a research tool. The findings of this research showed that teachers had positive perception towards the novel '*The Great Gatsby*'.

In brief, this research showed that the teachers were positive with the novel. Majority of teachers and students argued that the novel was appropriate for this level and it is beneficial for language learning. The novel is relevant to the student's interest and level. Majority of the teachers and students argue that the language of the novel is appropriate for this level. Most of the respondent were satisfied with the novel presented in this level and can be applicable in Nepalese context. Majority of the teacher said that they are using students centered technique while teaching this novel.

From different respondents, I have concluded that the novel *The Great Gatsby* is useful tool for language learning and to develop creativity and critical thinking in the learners of +2 levels.

5.2 Recommendations

The educational product of a country depends on the educational policy implemented by the country or state. Similarly, teaching is also highly influenced by polices formed by the nation facilities provided to them.

5.2.1 Policy Related

- It seems essential for the policy makers and curriculum designers to focus on the scientific selection of the contents of the novel.
- The syllabus designers or curriculum planners should introduce new teaching methodology according to the level of students and teacher training program should be launched.
- To motivate the learners and to give real flavor of the novel, they should be taught novel from the secondary level to leave long lasting impact on their mind.

5.2.2 Practice Related

- In practice level, it is equally beneficial to those people who are engage in teaching English literature in +2 level and who are eager to know more about the novel '*The Great Gatsby*".
- Teacher should use appropriate methods to deal with the problems that English language learners are facing.
- Teaching materials are to be presented according to the level, interest of the students and nature of the course.

- It becomes essential for the teacher to use student centered techniques while teaching the novel *The Great Gatsby* i.e. Role Play, dramatization etc.

5.2.3 Further Research

- To know the teachers' perception is very important factor in teaching learning process. It should be followed in future to make the teaching learning process more effective.
- The findings of this research cannot be generalized to the whole population because it was conducted only in Mahottari and Dhanusha districts. So, the research can be conducted in other districts too.
- The population of this study was only twenty teachers and twenty students. Thus, to make it more effective, the study towards teachers' and students perception in other areas should be conducted on different levels.
- If the researchers use the interview as the data collection tool in place of questionnaire, the finding may be different from the current research.

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http://en.wikipdia.org/wiki/literature

www.definitions.netliterature

Appendix I

Dear Sir/Madam,

This questionnaire has been prepared to draw information for the research entitled **Teachers' and Students' Perception towards the Novel' 'The Great Gatsby'** at university campus, Department of English Education. T.U., Kirtipur. The research work is being carried out under the supervision of **Mr. Raj Narayan Yadav,** Reader, Department of English Education. I hope that you will give your reliable and authentic information to cooperate me and that will be valuable contribution to complete research work. I hope that the great co-operation of the informants will be the great contribution for the research work.

Researcher

Sunil Kumar Yadav

Personal Details Name: _____

Name of Institution: _____

I request you to go through the question and give unbiased and accurate responses as much as possible. The answer that you provide will be used only for academic purpose; I will be indebted for your contribution;

1. Do you think the novel 'The Great Gatsby' is appropriate for this level?
   a. Yes b. Uncertain c. No
   Give reasons supporting your views:
   _____
   _____
   _____

2. Do you think this noel is interesting and beneficial for language teaching?

a. Yes b. Uncertain c. No

If yes, why? If no why not?

_____

_____

_____

3. Is the novel 'The Great Gatsby' relevant to the students interest and level?

a. Yes b. Uncertain c. No

How? Give Reason.

_____

_____

_____

4. Do you think the language used in the novel 'The Great Gatsby' is appropriate for this level?

a. Yes b. Uncertain c. No

_____

_____

_____

5. Do you spend most of the time on translating the text into Nepali to make the students understand? Why? Or Why not? Give reason.

_____

_____

_____

6. Are you satisfied with the novel prescribed in this novel?

a. Yes b. Uncertain c. No

Give reason to support your views.

_____

_____

_____

7. Do you think the novel is applicable in Nepalese context?

   a. Yes b. Uncerta c. No

   Give reason to support your views:

_____

_____

_____

8. What types of message do your students get after reading this novel ?

_____

_____

_____

9. In the novel suitable for language learning? How?

_____

_____

_____

10. How do you relate or show the relevance of the title 'The Great Gatsby' to theme of the novel?

_____

_____

_____

11. Novel should be taught as a tool of language learning.

   a. Yes b. Uncertain c. No

_____

_____

_____

12. Have you faced any problems while teaching the novel 'The Great Gatsby'? If yes indicate them.

_____

_____

_____

13. What types of problems that s ıts faced while learning the novel written in American context?

_____

_____

_____

14. Teaching the novel is difficult task because of its complex plot.

a. Yes b. Uncertain c. No

15. Which one is most difficult factor your face while teaching the novel? Give reason to support your views.

_____

_____

_____

16. Have you felt difficulty to teach vocabularies and long structure sentences while teaching the novel 'The Great Gatsby'?

a. Yes b. Uncertain c. No

Why? Give reason to support your views:

_____

_____

_____

17. Did you feel difficulty while interpretation the novel due to the students poor academic background?

a. Yes b. Uncertain c. No

Why? Give reason to support your views:

_____

_____

_____

18. Is there any difficulty in understanding the background of the author, situation in which it was written?

a. Yes b. Uncertain c. No

Give reason to support your views:

_____

_____

_____

19. Is there problem in understanding the cultural and historical information related to the text.

a. Yes b. Uncertain c. No

_____

_____

_____

20. Do the students feel difficulties to understand certain grammatical structure of functional areas used in the novel?

a. Yes b. Uncertain c. No

Give reason to support your views:

21. What technique do you apply while teaching the novel 'The Great Gatsby'?

_____

_____

_____

22. What strategies do you follow to solve the difficulties and challenges of teaching the novel?

_____

_____

_____

23. How do you increase students' involvement while teaching the novel?

_____

_____

_____

24. How do you teach symbolic meaning in the novel?

_____

_____

_____

Thank you for Your Kind Co-operation.

Appendix II

Dear Students,

This questionnaire has been prepared to draw information for the research entitled **Teachers' and Students' Perception towards the Novel' *The Great Gatsby'*** at university campus, Department of English Education. T.U., Kirtipur. The research work is being carried out under the supervision of **Mr. Raj Narayan Yadav,** Reader, Department of English Education. I hope that you will give your reliable and authentic information to cooperate me and that will be valuable contribution to complete research work. I hope that the great co-operation of the informants will be the great contribution for the research work.

Researcher

Sunil Kumar Yadav

Personal Details Name: _____

Name of Institution: _____

I request you to go through the question and give unbiased and accurate responses as much as possible. The answer that you provide will be used only for academic purpose; I will be indebted for your contribution:

1. Do you think the novel '*The Great Gatsby*' increases interest in language learning?

   a) Yes b) Uncertain c) No

   Give reason to support your views:

   _____

   _____

   _____

2. Is the novel '*The Great Gatsby*' meaningful in terms of developing oral skills, conversation, interaction for language learning?

   a) Yes b) Uncertain c) No

   _____

   _____

   _____

3. Do you think the novel '*The Great Gatsby*' is beneficial to develop creative and critical thinking in the learners?

   a) Yes b) Uncertain c) No

   Give reason to support your views:

   _____

   _____

   _____

4. Do you think the nove! '*The Great Gatsby*' is appropriate for this level?

   a) Yes b) Uncertain c) No

   Give reason to support your views:

   _____

   _____

_____

5. Is the novel `*The Great Gatsby*` ` vant to the students' interest and level?

a) Yes b) Uncertain c) No

Give reason to support your views:

_____

_____

_____

6. What type of problem do you face while learning the novel written in American context?

_____

_____

_____

7. Have you felt difficulty with the vocabularies and long structured sentences in the novel?

a) Yes b) Uncertain c) No

Give reason to support your views:

_____

_____

_____

8. Are you satisfied with the novel prescribed in this level?

a) Yes b) Uncertain c) No

Give reason to support your views:

_____

_____

_____

9. Do you think the novel is applicable in Nepalese context?

a) Yes b) Uncertain c) No

Give reason to support your views:

_____

_____

_____

10. Does the novel help in cultural hment?

a) Yes b) Uncertain c) No

Give reason to support your views:

_____

_____

_____

11. Novel should be taught as a tool for language leaning.

a) Agree b) Disagree c) Strongly agree d) Strongly disagree

_____

_____

_____

12. Does your teacher use mother tongue while teaching the novel?

a) Yes b) Uncertain c) No

Give reason to support your views:

_____

_____

_____

13. Does your teacher apply students centered techniques while teaching the novel?

a) Yes b) Uncertain c) No

Give reasons to support your views:

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Thank you for your kind co-operation.