

CHAPTER ONE

INTRODUCTION

The present study is entitled **Students' Perception on the Poems Included in the Course: Literature in English Language Teaching**. The section consists of general background, teaching of literature, relation between language and literature, genre of literature, components of course, importance of poetry in language classroom, strategies of teaching poetry, perception. Further, it includes the statement of the problem, rationale of the study, objectives of the study, research questions, and definition of key terms.

1.1 General Background

Language is a medium of communication by the help of which human beings interact, share and interchange their ideas opinions and thoughts to each other. Although there are various means of communications language is regarded as the best means of communication.

There are many languages spoken throughout the world, among them English is regarded as the world's most prestigious and standard language. It is an international Lingua Franca and also a means of survival and a versatile tool of social bond of people at every corner of the globe because of the concept of globalization. As regards this, Harmer (2007, P. 13) says, "a quarter of the world's population speaks English", he again mentions that "English is also a mother tongue for many people in the world; such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communication".

Therefore, language has great importance. There are enumerable language communities in the world and every language community has its own language.

We cannot think of any academic, social, artistic activities without language. It is extremely complex and highly developed means of human communications.

Lazar (1993, p. 1) defines “literature as a world of fantasy, horror, feelings, and visions... put into words”. Similarly Collie and Slater (2000, p. 1) argues, “Literature is an art of writing of which collects the people’s imagination and emotions systematically into words” . So, literature reflects the different structures, patterns of the society and human behavior. It means the manner of human beings, norms of the society, culture religion and custom are reflected in very interesting way. Literary texts have powerful function in raising moral and ethical concerns in the classroom. Literature helps learners to strengthen the knowledge of language itself and the cultural knowledge of particular society and so on. Since literature has an effective and subtle impact on the student language skill and linguistic performance, students should not therefore, be forbidden to study. Moreover, the sound knowledge of literature helps in language teaching by providing authentic content and reliable materials. As the language of the literature deviates from the language of ordinary use, the learners are supposed to be aware of literary language. This is the reason that literature is studied as an independent subject, with its valuable contribution to the language learning, it is established as an autonomous discipline and is kept in the courses of universities.

Literature is something that reflects our society, which make us think about ourselves, society allows us to enjoy language and its beauty, it can be didactic and reflects on the human condition. It both reflects ideology, just like it follows generic conventions as well as changing them. It has social and political effects. It is the creation of another world, a world that can see through reading literature.

1.2 Statement of the Problem

Poetry has been characterized as deviation from the norms of language. “Literature in English Language Teaching” is a course for M.Ed. second year, which aims to teach English language to students through literature. The students are exposed to various literary genres like, poetry, drama, story, novel and essay. The students are introducing with the basic elements of literary genres and skills to teach them. The course gives theoretical background to a particular genre like poetry and other genres. It includes theoretical and practical teaching skills. Many writers of literature written in English are introduce, similarly different literary text are included in the course.

Among all the genre of literature poetry is important one. Poetry is a creative art of language. Ideas and feelings are expressed beautifully in poetry. In the course “Literature in English Language Teaching” poetry carries total 9 marks out of 50. This course is especially designed by curriculum designer. The entire poems included in this course are selected by course designers. Students’ interest seems highly maintained in this course, but to find out the fact about the students perceptions about the course, this research study carried out. Following are the main problems of this research.

- How do students see the poetry included in the course “Literature in English Language Teaching”?
- How do students perceive to the different forms of poetry?

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the students’ perceptions towards the inclusion of poetry on the course: Literature on English Language Teaching.
- ii. To suggest some pedagogical implications for improvement.

1.4 Research Questions

Some of the research questions as given below:

- i. Do students see learning poetry in language classroom interesting?
- ii. Is the introduction of teaching poetry sufficient and suitable to the students concerned?
- iii. What core beliefs do students have towards the poem included in the course literature?

1.5 Significance of the Study

Teaching poetry in language class is a difficult task because there are many obstacles to comprehend it. It requires too many teaching qualities of the teachers, strategies and techniques and so on. Some research works are carried out in the field of literature and poetry also. The present study will focus on students' perception towards inclusion of poetry in the course of M.Ed. level. In major English course this research will be beneficial to the teachers, students, text books writers, syllabus designers, language trainers, etc.

1.6 Delimitations of the Study

The delimitations of the study were as follows:

-) The study delimited under the FOE, T.U.
-) The study delimited only to the course of literature in English language teaching of M.Ed. level.
-) The study delimited to the perception of students' in learning poetry.
-) The sample size only forty students who are involved in FOE. The students taken only from colleges of M.Ed. level of Kathmandu valley.
-) The tools for data collection only questionnaire.

1.7 Operational Definitions of the Key Terms

-) Students' perception- students conscious understanding of poetry
-) Adequate knowledge- the provided knowledge of poetry towards the students
-) Time allotment- the time frame given for the poetry
-) Difficult genre- upto how extend the poetry is difficult
-) Entire genres- the entire genres which are included in the course
-) Linguistic skills- able to develop linguistic skills in students
-) Motivate students- motivate students in language classroom while teaching poetry
-) Field of ELT- help the students in the field of English language teaching

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of following sub-topic:

2.1 Review of Theoretical Literature

Theoretical literature is the basis of our study; it consists of the theories or issues in which our study is embedded. Most research reports cast the problem statement within the context of a theoretical framework. A description of this framework contributes to a research report in at least two ways because it identifies research variables and clarifies relationships among the variables. Linked to the problem statement, the conceptual framework sets the stage for presentation of the specific research questions that drives the investigation being reported.

Scholars argue that a theoretical framework always underlies a research study, even if the framework is not articulated. This may seem incongruous, because many research problems originate from practical educational or clinical activities. Nevertheless, it is usually possible to construct at least brief theoretical rationale for the study.

Retrieved from (Journals./www.com>Home>September 2001-volume 76-Issue 9) 2015/11/9

2.1.1 Teaching of Literature

The word 'Literature' is derived from Latin word 'Littera' which means 'acquaintance with letters'. In this sense, literature is the art of written works. Literature begins in the creative potentialities of human beings to use their language creatively. The origin of literature lies not only in the joys of creation

but also in the seriousness happened in the human life. Creative expression of feelings, sorrows, joys, grief, etc. give birth to the literary text and it fosters in the society and should lead the society. Literature enriches our lives because it increases capacity for understanding and communication.

A literary text is quite different from other sorts of texts. It is not because it uses totally different language but because it exploits figurative language that requires a great endeavor and creativity on the part of both teachers and learners to understand it well. In this connection, Lazar (1993, p. 14) mentions, “The study of literature makes literature itself the content or subject of a language course, while the use of literature as a resource draws on literature as one source”. Among many different kinds of texts for promoting interesting language activities. Clearly, if it is the study of literature which is our aim then developing the literary competence of our students is crucial.

Lazar (ibid.) gives the following reasons for introducing literature in language classroom:

-) it is very motivating.
-) it is authentic materials.
-) it has general educational value.
-) it is found in many syllabuses.
-) it helps students to understand another culture.
-) it is a stimulus for language acquisition.
-) it develops students’ interpretative abilities.
-) students enjoy it and it is fun.
-) it is highly valued and has a high status.
-) it expands students’ language awareness.
-) it encourages students to talk about their opinions and feelings.

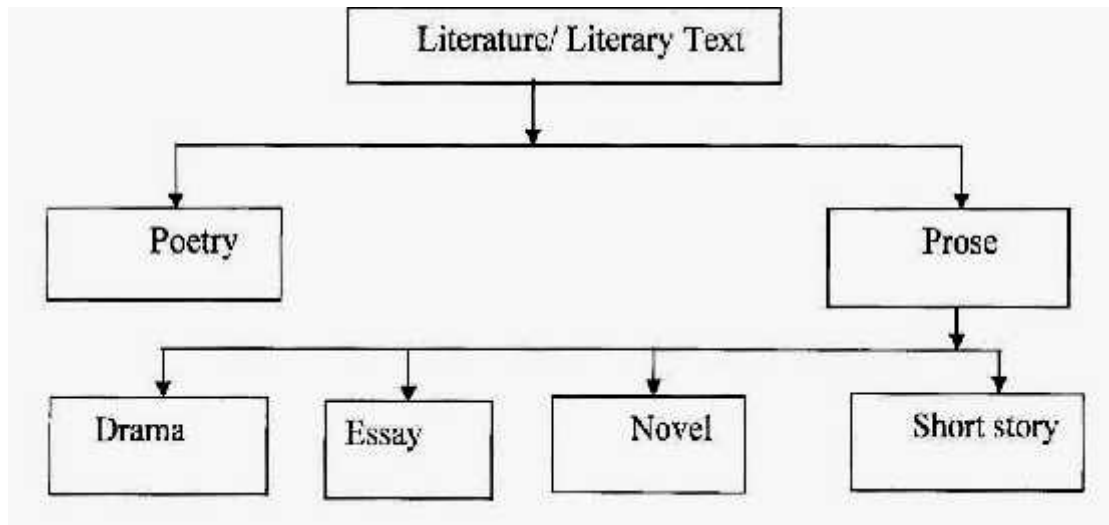
Regarding this, Lazar (1993,p. 17) says, “Literature may provide a particular way of stimulating this acquisition as it provides meaningful and memorable contexts for processing and interpreting new language”. Collie and Slater (1987, p. 5) express saying ... literature provides a rich context in which individual lexical or syntactical items are made more memorable. The formation and function of sentence, the variety of possible structures and different ways of connecting ideas ... a literary genre can serve as an excellent prompt for oral work.

2.1.2 Relation between Language and Literature

Language and literature are the inseparable entities like two sides of a coin. Literature has the use of language, wherever literature exists there is language. So, language has become a must to literature and conversely literature is a vehicle for teaching language. These two entities are inseparable in the sense that each depends upon others, for example, literature needs language to express feelings, emotions, and thoughts to the readers.

Lazar (1993, p. 7) argues, “Literature does not constitute a particular type of language in itself, but that it may reveal a higher incidence of certain kinds of linguistic features which are tightly patterned in the text”. Thus, literature is a vehicle for teaching language and can be developed through literature and it should be included in language course. Language is the usage of that easy word which we use to communicate with each other in our day to day life. While conversing with each other, we never use the bookish words. We only use the easy words which are easy to understand in speaking or to communicate. While in literature, it is the advance form of language, which has almost bookish words i.e. strong vocabulary, even it needs intelligence to understand the literary meanings of the quoted words. Thus, language is the basic mode while literature is the advance mode just like i.e. words are language and phrases are literature. Language is the basics and language skills are used in literature.

2.1.3 Genres of Literature



Generally, literature displays its two forms: poetry and prose, these two forms are different in subject matter and structure. Prose can be classified into different forms of genres as given below:

2.1.3.1 Prose

In literature, prose refers to any spoken or written language that is in its ordinary form. It lacks any formal pattern or metrical structure. It applies a natural flow of speech instead of rhythmic structure. They are as follows:

Drama

Drama is a piece of creative writing which is composed to be performed on the stage. Especially, drama is not written for reading purpose but to be performed on the stage and to give entertainment to the spectators. According to Jacobus (2001, p. 1), “Drama is the art of representing the pleasure of others, events the happened or that use imagine happening” (as cited in Awasthi, Bhattarai, & Khaniya, 2010, p.67). There are different elements of drama i.e. plot, character, dialogue, setting, conflict and theme. And there are also different type of drama i.e. tragedy, comedy, tragicomedy, and farce.

Essay

An essay is a piece of writing which is often written from an author's personal point of view. Essay can consist of a number of elements, including: literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. Abrams (2001, p.87) views, "Essay is any short composition in prose that undertakes to discuss a matter, express a point of views, persuade us to accept a thesis on any subject or simply entertain". Essays may be long or short, factual or fictional, practical or playful. They may serve any purpose and take any form of essay according to their nature. They are: descriptive, reflective, narrative, pervasive, argumentative essay and so on.

Novel

Novel is a fictional prose narrative of considerable length, typically having a plot that is unfolded by the actions, speech, and thoughts of the characters. Novel might be fictional and non-fictional. Fictional novels are written with imaginary characters and events but non-fictional novels narrate the truth history of someone or something. There are different elements of novel as: plot, character setting, style and theme.

Short Story

A short story is fictional work of prose that is shorter in length than a novel. Short stories generally produce a single focused emotional and intellectual response in the reader. The short story should be read in one sitting because of the shorter length, a short story usually focuses on one plot, one main character, and one central theme. The short story include tales, fantasies, humor and satire character studies, biography, history, education, religion and local color types. There is a wide range of plot forms and structures found the short story.

2.1.3.2 Poetry

Poetry is an art of producing pleasure by the expression of imaginative thoughts and feeling in metrical language. The author in poetry doesn't express his ideas, feelings directly to the readers. Such ideas, feelings, emotion of an author are expressed to the readers through the use of images symbols, metaphors and personification. From structural point of view poetry is written in lines of arbitrary length instead of in paragraph. Following Wordsworth, poetry is the spontaneous overflow of powerful feelings recollected in tranquility. He further says that poetry is the breath finer spirit of all knowledge, the first and last of all knowledge and as important as the heart of man. The language of the poetry makes students aware of the fact that language is not always governed by the rigid body of rules. It helps to develop students' interpretative and creative abilities.

Poetry employs the figurative use of language. Different sorts of figures of speech can be found in the language, of poetry such as simile, rhyme, refrain, metaphor, symbol, meter, etc. the language, of poetry is thus connotative and figurative. There are different forms of poem like ballad, sonnet, elegy, ode, epic, lyric, etc. Poetry is an important genre of literature, which is essentially a game with artificial rules and it takes two players: a writer and a reader to play it.

a. Elements of Poetry

Stanzas: stanzas are a series of lines grouped together and separated by an empty line from other stanzas. They are the equivalent of a paragraph in an essay. One way to identify a stanza is to count the number of lines. E.g couplet, quatrain, sestet, octave, etc.

Rhyme: Rhyme is the repetition of similar sounds. They give balance and please the ear. Sometime rhymes are exact, other times they are just similar.

Rhyme is basically similar sounding words like ‘cat’ and ‘hat’, ‘close’ and ‘shows’.

Repetition: Repetition occurs when a word or phrase used more than once. Repetition can create a pattern.

Assonance: Assonance happens when vowels agree in words, though they may not rhyme. E.g. peach, tree.

Rhythm: Rhythm is the music made by the statements of the poem, which includes the syllables in the lines the best method of understanding is to read the poem aloud. Listen for the sounds and the music made when we hear the line spoken aloud. How do the words resonate with each other? How do the words flow when they are linked with one another? Does sound right? Do the words fit with each other? These are the things we consider while studying the rhythm of the poem.

Meter: Meter is the basic structural make-up of the poem. Do the syllables match with each other? Every line in the poem must adhere to the structure. A poem is made up of blocks of lines, which convey a single strand of thought. Within those blocks, a structure of syllables which follow the rhythm has to be included. This is the meter or the metrical form of poetry.

Alliteration: Alliteration is also used in several poems for sound effect. Several words in the sentence may begin with the same alphabet or syllable sound. For example, in the sentence “many minute miniature movements”, the sound of the alphabet ‘M’ is repeated in all the four words continuously. When we say those words aloud the sound effect generated is called alliteration.

Simile: A simile is a method of comparison using the words like’ or ‘as’. When, in a poem, something is said to be ‘like’ another it means that the poet is using simile to convey his feelings about what she/he is describing. For example, in the statement ‘Her laughter was like a babbling brook’, the poet is

comparing the laughter of the girl to the sound made by a babbling brook.

Metaphor: A metaphor is a method of comparison where the words ‘like’ and ‘as’ are not used. To modify the earlier example if the statement used had been something like ‘her laughter, a babbling brook’, then it would be the use of metaphor.

Theme: This is what the poem is all about. The theme of the poem is the central idea that the poet wants to convey it can be a story, or a thought, or a description of something or someone anything which is what the poem is all about.

Symbolism: Often poems will convey ideas and thoughts using symbols. A symbol can stand for many things at one time and leads the reader out of a systematic and structured method of looking at things. Often a symbol used in the poem will be used to create such an effect.

These are some elements of poetry as retrieved on June, 7, 2013 from (www.dmturner.org/elements.htm). They are an essential part of what any good poem is all about, structurally. Of course, it does not mean, that all poems must have all these elements, it depends entirely upon the poet, who has all these tools at his disposal, to use in order to convey his ideas most effectively.

b. Types of Poetry

Sonnet

The word ‘sonnet’ is derived from the Italian word ‘Sonnetto’ which literally means a ‘little sound’ or ‘song’. A sonnet is composed within 14 lines usually in iambic pentameter with considerable variations in the rhyme scheme. A sonnet expresses single thought, feeling, emotional and some ideas are explored only at the end. There are two main parts in a sonnet i.e., octave and sestet.

The first eight lines are called octave and last six lines are called sestet. The

sonnet is composed with special rhyming scheme.

There are different types of sonnets according to their rhyming scheme, i.e. Petrarchan sonnet, Shakespearean sonnet, Spenserian sonnet, etc.

Elegy

Elegy is a sad poem, it is composed for lamenting on someone's or something's death, mourning of someone and separation of lovers and beloved. There are three types of elegy i.e. dirge, threnody and pastoral elegy.

'Tears idle' 'In memoriam' by Lord Tennyson, 'Gauri' by Madhav Ghimire are the examples of elegy which are composed in the death of friend and wife, respectively.

Ode

And ode is a lyrical address and dedication to any person, thing or element and is usually lengthy, serious and has a meditative tone. The writing-style is elevated with formal structure of stanzas. We can distinguish two types of odes: the public and private. The public odes are written for ceremonial occasions, such as funeral and state events, while the private odes are intense, private, meditative, and reflective.

To Autumn, On Melancholy by Keats and Ode to the west wind by Shelly are the example of odes.

Ballad

Ballads are the most basic type poems and usually popular local legends, folk tales or heroic accounts as their subjects. These types of poetry often repeat a common refrain. Ballads can be divided into two broad types: The folk or traditional ballad and the literary ballad. A very good example is "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge.

Epic

Minutely descriptive literary work chronicling the exploits of historic and heroic figure is known as an epic. The long narrative poem serious in subject, elevated in style, center on the divine figure and the action depend on fate of a tribe or nation or human race. ‘The Paradise Lost’ by John Milton, ‘Odyssey’ by Horner, ‘Sakuntala’ by Devkota are some examples of epic.

Lyric

The poem which is like a song is called lyric. A poem that expresses the poet’s innate feelings and emotions. It is a non-narrative poem which present a single character or speaker who expresses the state of mind or process of thoughts or feelings. ‘To Night’ by P.B. Shelly, ‘Sick Rose’ by Robert Bum are the example of lyric.

Pastoral

A pastoral is a poetic description of the peaceful, rural life and bucolic, scenic beauty. Retrieved from (www.poeticterminology.net.com)

2.1.4 Components of the Course: Literature in English Language Teaching

“Literature in English Language Teaching” is prescribed for the students of M.Ed. second year majoring in English under FOE, Tribhuwan University.

This course is numbered as English Ed. 522 which carries 50 full marks. The nature of the course is theoretical.

This course is designed with a view to orient the students to the various genres of literature to develop their linguistic competence through it. The unit one deals with teaching poetry. The second unit deals with the teaching drama. Likewise, the third unit deals with teaching short story. The fourth unit deals

with teaching novel. Similarly, fifth unit deals with teaching essay. And, the last unit discusses the contemporary literary criticism.

The general objectives of the course are as follows:

-) To acquaint the students with literature and its genres.
-) To familiarize the students to the importance of literature genre in the language classroom.
-) To develop students ability to design lessons plan and activities for
-) To use different forms of literature genre for the teaching of the English language.

On the whole, this course aims to introduce literature and its genre in language classroom to the students of Masters Level in the FOE under Tribhuvan University. For this course, many textbooks are available as reference books written by foreign scholars, for example Abrams (2007), Collie & Slater (2010), Lazar (2010), etc and textbook of Nepalese scholars like Awasthi, Bhattarai & Khaniya(2010) is prescribed.

2.1.5 Importance of Poetry in Language Classroom

Poetry and language teaching are closely related. Poetry provides learners with a lot of exposure to the variety of language functions and structural pattern. Poetry may be used in language classes to develop the students' knowledge of English. Extracts from various poems are analyzed to illustrate different linguistic features, such as phonological matters of pronunciation, rhythm, intonation, vocabulary, grammar, and meaning. For example,

Who seh West Indian creole

is not a language of love?

Well I tell you...

When me and she eye

mek four

negative vibration

walk out de door

(from John Agard, 'Mek Four')

In above extracted piece of poem there is use of figurative language. These figurative languages can be taught through poetry.

Poetry is any kind of verbal or written language that is structured rhythmically and is meant to tell a story or express any kind of emotion, ideas or state of being. Poetry is used to achieve this artistic expression in several ways. There are certain forms and pattern that poets follow in the composition process of their work. These different forms were birthed out of separate artistic and cultural movements. Most of these forms coincide with the previously mentioned definition of poetry; and, the most popular of these forms are elegy, narrative odd, ballade, sonnet, villanel, sestina, free verse and epic.

Different schools of poetry are each characterized by a associated with specific styles of composition, and/or themes that give them their identities. However, these themes and methods of composition are complex. Structure and technique to follow in order to become inspired and compose poetry to achieve goals set for expressions have been problems for writers throughout history. There have been a claimed works that addressed these troubles written by credible writers, most notably Aristotle's "Poetics", Edgar Allan Poe's "The philosophy of composition", and Sir Philip Sydney's "The defense of Posey". They each incorporate their respective writer's ideas on how a poem should be composed and structured, as well as how to evoke of catharsis or other emotion from the readers and they give the writers' ideas and what a poem should contain in order to classify it. It is mandatory that people meaning to be educated in poetry understand these works in order to be able to comprehend and indentify different poetic forms.

Retrieved from (www.joejantas.filep.wordpress.com)

2.1.6 Perception: Introduction

The term ‘perception’ is derived from the Latin word ‘perceptio’ which was in turn derived from Latin word ‘percepere’ which mean observation. Hornby (2005, p. 1122) defines perception as “an idea, a belief or image we have as a result of how we see or understand something”. Similarly, Sanford and Capaldi (1964, p. 175) define it as “the process of becoming aware, of extra, of the extra organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences”. Moreover, Hochberg (1964, p. 660) argues that “perception refers to both the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished”. 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 experience of the world around us; but it allows us to act within our environment.

Thus, perception is concerned with the way that a person behaves towards something or somebody that shows how the people think and feel. Perception is important factors in language learning which guides a person for the better language learning. Especially, perception maybe expressed in such terms such as for or against, like or dislike, for some general or specific stimulus. It creates motivational factors to learn any foreign language. Therefore, perception is a powerful device or key that can change the way of language learning. In this view, the learners need positive perception to learn languages; it is important factors in learning.

2.2 Review of Empirical Literature

Research should draw knowledge from the previous studies since they provide foundation to the present studies. Though a number of research works have been carried out in the field of literature none of the research have been carried out to study the students’ perception on the poems included on the course:

Literature in English Language Teaching. So, I tried to explore the perception of M.Ed. level students' towards teaching poetry. Some related research works to this study are as follows:

Gyawali (2004) carried out research on the topic "A Study on Teaching Poetry at Secondary level". The objective of the study was to identify the strategies and problems of teaching poetry at secondary level. The primary sources of data were English teacher and students of secondary level who were teaching and learning the present curriculum for class nine and ten. He used the questionnaire and observation as the main tools of data collection. The populations of study were twenty secondary school teachers and 20 students of Rupandehi District (public) were randomly selected. He concluded the majority of the teachers were acquired with the learning strategies and learning process was as completely teacher centered.

Timsina (2007) carried out a research on the title "A Study on Teaching Poetry in Higher Secondary Level". The objectives of his study were to analyze the strategies and complexities of teaching poetry in higher secondary level and also to find out the contribution of teaching poetry in developing language skills and aspect. For this he randomly selected seven higher secondary schools from Udaypur district. He selected 35 students 5 from each and seven teachers. He concluded that teaching learning process was completely teacher- centered and majority of the teachers taught vocabularies, described the title and explained the picture of the poem.

Sharma (2008) carried out a research entitled "Attitudes of Teacher and Students towards Teaching Literature in the Faculty of Education". The purpose of this study was to find out the attitudes of the teachers and students towards teaching English literature in the faculty of education. In his study, English teachers who were teaching at different campuses in the Kathmandu valley, in FOE from affiliated and constituent campuses of T.U. and the student from M.Ed. level were used as the primary source of data. He used

questionnaire as a main tool for the collection of data. He selects 20 teachers and 60 students by using purposive non-random sampling procedure. He found that students and teachers both have highly positive attitudes towards teaching in English literature in the FOE for those who are specializing in English. Moreover, they were not satisfied with the weight given to English literature in existing English curriculum.

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

Bhusal (2012) out a research under the title “Students’ Perception towards the Course Literature for Language Development”. The main purpose of this study was to analyze the course on the basis of strengths and weaknesses as pointed by students. She selected 40 students of B.Ed. level from different colleges of Kathmandu valley as the primary sources of data by using purposive non-random sampling procedure. She used the questionnaire as a main tool for the collection of data. She concluded in her study that most of the students had positive perception towards the course and they argued that the knowledge helps in future and this course really develops language ability, critical and creative thinking, competence and interpretive ability in the learners.

Although some researchers have been conducted on the different aspects of language and literature, find any related research to my research topic. Most of the teachers and student of college level realize that poetry is the most difficult genre of literature for teaching. So, I had selected to carry out a research work

entitled “Students’ Perception on the Poems Included in the course: Literature in English Language Teaching” at M.Ed. level.

2.3 Implications of the Review for the Study

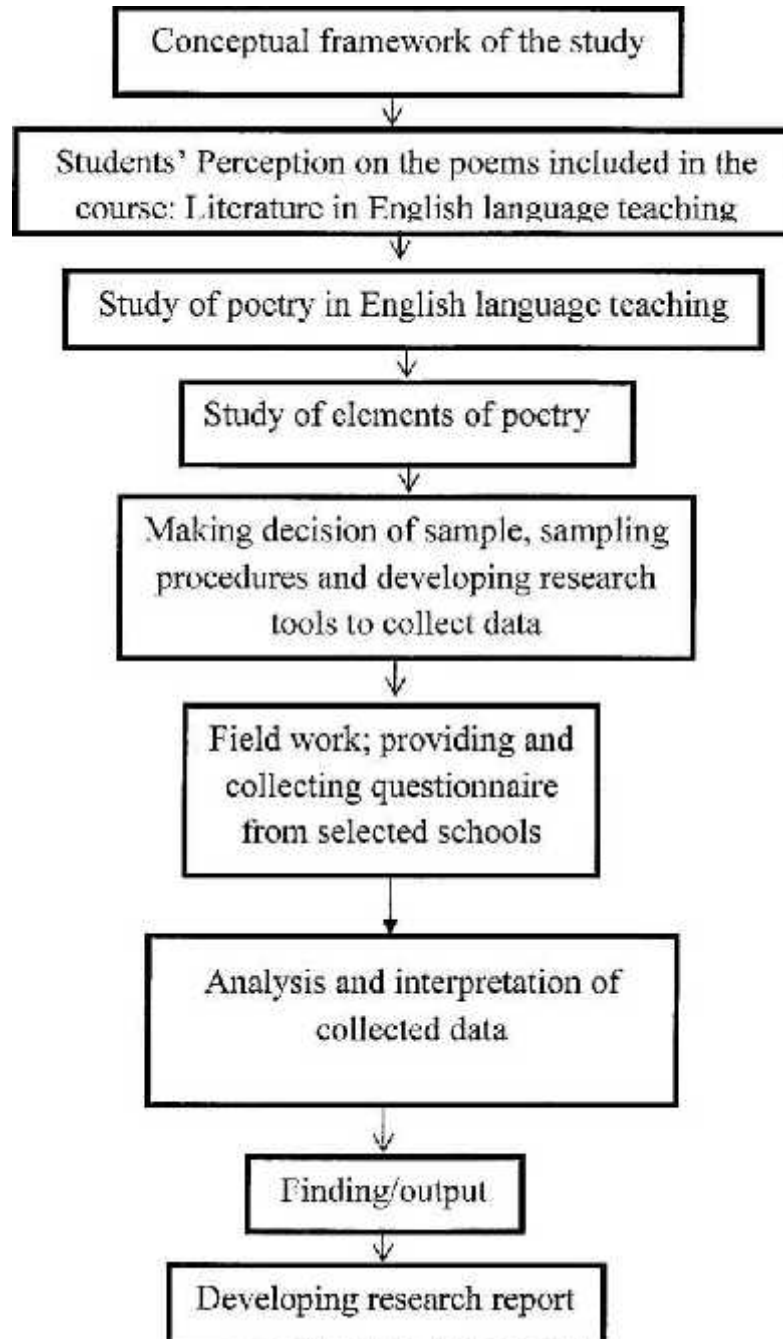
For the systematic completion of the research, researcher must go through the existing literature. Literature review theoretically supports to the research work. It is also helps to bring clarity and focuses on research problem, improve methodology and contextualize the findings the findings. Literature review is a continuous process in research work so that it serves as a guideline to the researcher.

I have gone through different existing literatures and other different articles, books, and journals. All those reviewed literatures have described about the students’ perception. Literature review helped to establish my area of study and focus on the research problems. Literature review also enabled me to learn from the previous theory on the subject, in turn it became the theoretical support for this research. It has facilitated me to select research methodology to complete this study.

Although a large number of articles and books have been published related to students’ perception, there has not been research carried out on the students’ perceptions towards the perception on poetry so far. That is why I decided to carry out the research on the present topic.

2.3 Conceptual Framework

For the systematic completion of this research study, I followed the following framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

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

3.1 Design and Methods of the Study

Survey research is almost always based on a sample of the population; the success of the research is dependent on the representativeness of the sample with respect to a target population of interest to the researcher. Survey is identifying principles about the sample design, data collection instruments, statistical adjustment of data and data processing. Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from linguistics to literature. Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions can be compared, or determining the relationships that exists between specific events. Survey is always done in a natural setting, so that I had select survey research design because it provides me and authentic and reliable data through this design. It provides me to find out Students' Perception on the Poems Included in the course: Literature in Language Teaching. I had selected this design for my topic for applying the questionnaire tools. It is the suitable tool to use in my research topic.

According to Nunan (2008, p. 141) there are some steps while carrying out a survey research is followed:

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| 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 the issues? |

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| Step 4: Determine sample | -How many subjects should we Survey and how will we identify these? |
| Step 5: Identity survey instruments | -How will the data be collected: questionnaire/interview? |
| Step 6: Design survey procedures | -How will the data collection actually be carried out? |
| Step 7: Identify analytical procedures | -How will the data be assembled and analyzed? |
| Step 8: Determine reporting procedures | -How will result be written up and presented? |

3.2 Population, Sample and Sampling Strategy

The populations of the study were all the second year M.Ed students of the Kathmandu Valley who were studying M.Ed in English Second Year, under FOE, T.U. I selected 40 students from four different campuses of the Kathmandu Valley.

3.3 Study Area

I selected forty students of M.Ed. second year from four different colleges. That is Department of English Education, Kirtipur, Mahendra Ranta Campus Tahachal, Kathmandu Sikshya Campus, Bhaktapur Multiple Campus. I selected 10 students from each affiliated campus, by using purposive non- random sampling procedure.

3.4 Data Collection Tools and Techniques

I used questionnaire as the basic tool for data collection. I used closed-ended types of questions.

3.5 Data Collection Procedure

After preparing questionnaire, I went to the field for data collection. For these purpose I selected and listed the name of the Education Campuses. Then I visited the selected Campuses, in the same way I asked permission with the authority. After that, I selected the required number of sample to elicit the necessary information to fulfill the objectives. Then, I contacted to the population, established rapport and fix the time. Finally, I distributed questionnaire to the informants and collected the data after one week.

3.6 Data Analysis and Interpretation Procedure

The systematically collected data were transcribed, coded, analysis, interpreted then presented descriptively as well as analytically.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

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 students' views regarding the poetry "Literature in English Language Teaching" which is prescribed for the students of the M.Ed. second year in English. While carrying out this research, I collected the required data from 40 students who have read the whole course for one academic year. In this study, respondents were selected by using purposive non random sampling procedure.

The questionnaire was the main tool for collection of data in which only closed ended questions are used. The students responded accordingly, too. The responses of the students have been analyzed under the following headings:

Responses of students collected from close ended questions regarding the course "Literature in English Language Teaching".

4.1 Analysis and Interpretation of the Results

Under this heading, the responses of the students regarding the perception of the poetry 'Literature in English Language Teaching' is dealt. The students were provided questionnaires having 22 close-ended questions related to the perception towards the poetry. The responses are analyzed and interpreted descriptively using tables. The responses of the students are tabulated first and described later to make the analysis and interpretation more effective.

4.1.1 Relevancy of the Course in terms of Need and Content

Regarding the relevancy of the course in terms of need and content, I tried to explore whether the course is relevant to need and content. The respondents expressed their approval and sufficiency of the course. In this case, respondents dropped their views as follows:

Table 1

Relevancy of the Course in Terms of Need and Content

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
1	Relevancy of the course in terms of need and content	11	27.5	22	55	6	15	1	2.5

The above table shows that 27.5% of the total population respond as ‘strongly agreed’ i.e. the course is relevant to the need. Similarly, the majority of the respondents 55% perceive the poetry included in the course were relevant in term of need and content responded as ‘agreed’. Likewise, 15% students show their disagreement to the issue whereas 2.5% respond ‘strongly disagreed’. All this data provided (implied) that all the students would not strongly agree as regards the relevancy of course, need and content (55%) agreed i.e. they saw relevancy of course in term of need and content.

4.1.2 Satisfaction with the course

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

Table 2

Satisfaction with the Course

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
2	Satisfaction with the Course	5	12.5	27	67.5	8	20	-	-

This table shows that 12.5% of the sample populations respond ‘strongly agree’, 67.5% respond ‘agreed’ and 20% students respond ‘disagreed’. Thus this percentage indicates that out of 100% larger numbers of students (67.5%) were satisfied with the course.

4.1.3 Helping in the field of ELT

Different students opined differently as regards included content help in the field of ELT. The table 3 talks about the percentage.

Table 3

Helping in the field of ELT

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
3	Helping in the field of ELT	19	47.5	20	50	—		1	2.5

Table 3 shows the percentage of the response of students on helping in the field of ELT. It shows that 47.5% of the sample populations respond ‘strongly agreed’. Similarly, the percentage of the students respond ‘agreed’ is 50% and whereas, 2.5% students showed their strong disagreement. Thus, analyzing the data, it indicates that out of 100% the majority of the students (97.5%) argued that this course is helpful in the field of ELT.

4.1.4 Mastery over English Language

Concerned with whether knowledge of poetry contributes to enhancing the English language learning, the varied responses were collected from the respondents. The table 4 talks about their perceptions:

Table 4

Mastery over English Language

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
4	Mastery over English Language	13	32.5	16	40	9	22.5	2	5

This table shows that the majority of the students showed their agreement that literature is necessary to get mastery over English language. It shows 32.5% of the sample populations respond ‘strongly agreed’. Similarly, 40% students respond ‘agreed’. Whereas, 22.5 % students respond disagree. On the other hand, 5% students showed their strong disagreement. Analyzing the above data majority of students (72.5%) argued that the knowledge of literature is necessary to get mastery over English language.

4.1.5 Helping for Students daily Communication

Regarding the helping for students' daily communication, different students responded differently. The table 5 talks about their perception.

Table 5

Helping for Students daily Communication

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
5	Helping for students daily communication	1	2.5	21	52.5	10	25	8	20

Table no. 5 shows that the percentage of the responses of students on helping for students daily communication. It shows that 2.5% of the sample populations respond 'strongly disagreed'. Similarly, the percentages of the students respond 'agreed' are 52.5%, whereas, 25% students respond disagree. On the other hand, 20% students showed their strong disagreement. These percentages show nearly (55%) students argued that this knowledge helps in daily communication.

4.1.6 Having difficulty Language to Understand

In reference with the question asked whether the poetic language is easy to comprehend varied responses were collected. Different students viewed differently regarding this issue. The table 6 talks about their perception.

Table 6

Difficulty Language to Understand

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
6	Difficulty Language to understand	20	50	15	37.5	4	10	1	2.5

This table talks about the difficulty language to understand. It shows that majority of students showed their strong agreement that poetic language is difficult to understand. 50% of the total population responded 'strongly agree', 37.5% students agreed, 10% students disagreed but 2.5% students strongly disagreed. Analyzing the above data majority of students (87.5%) argued that poetry has difficult language to understand.

4.1.7 Developing students interpretive ability

Poetry develops interpretive ability in the learners. So, whether this course develop interpretive ability in the learners or not is dealt in this heading. The percentage of students responding on this topic is presented in the table 7.

Table 7

Responses on the interpretive ability

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
7	Developing Interpretive ability	9	22.5	28	70	3	7.5	-	-

This table shows that 22.5% students respond ‘strongly agree’ and 70% students respond ‘agree’ whereas, 7.5% students respond ‘disagree’. This means majority of the students (92.5%) agree that literature develops interpretive ability in learners.

4.1.8 Developing the language ability in the learners

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

Table 8

Responses on the Language ability

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
8	Developing Interpretive ability	15	37.5	22	55	3	7.5	-	-

This table presents that the percentage of the students responding ‘strongly agree’ is 37.5%. Similarly, 55% students respond ‘agreed’ and the percentage of students respond ‘disagreed’ is 7.5%. Thus, mostly students (87.5%) argued that this course develop language ability in the learners.

4.1.9 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 9

Creative and Critical Thinking

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
9	Developing Interpretive ability	15	37.5	18	45	4	10	3	7.5

This table presents that 37.5% students of the total students respond ‘strongly agreed’. Similarly, 45% students respond ‘agreed’, whereas, 10% students respond ‘disagreed’ and 7.5% students respond ‘strongly disagreed’. This means majority of the students (82.5%) argued that poetry develops creative and critical thinking in the learners.

4.1.10 Developing linguistic and cultural competence in learners

Poetry develops linguistic, communicative and cultural competence in the learners. In this regard, students showed their view as follows.

Table 10

Responses on the Competence

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
10	Responses on the competence	10	40	22	55	1	2.5	1	2.5

Table 10 shows that 40% students respond ‘strongly agreed’. Similarly, 55% students respond ‘agreed’, whereas, 2.5% students respond ‘disagreed’ and 2.5% students respond ‘strongly disagreed’. This means majority of the students (95%) argued that poetry develops linguistic, communicative and cultural competence in the learners.

4.1.11 Providing Adequate Knowledge of Poetry

Concerned with whether the course included is self sufficient in imparting comprehensive knowledge to the students regarding poetry, different respondents gave varied opinions. The table below figures it out:

Table 11

Adequate Knowledge of Poetry

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
11	Adequate knowledge of poetry	3	7.5	25	62.5	10	25	2	5

Table no. 11 shows that 7.5% students respond ‘strongly agreed’. Similarly, 62.5% students respond ‘agreed’, whereas, 25% students respond ‘disagreed’ and 5% students respond ‘strongly disagreed’. This means majority of the students (70%) argued that this course provides adequate knowledge of poetry.

4.1.12 Sufficiency of Content to Cover all Types of Poetry

With regard to the quest of whether the course is comprehensive enough to include all accepted sorts of poetry, the respondents came up with varied opinions to answer. Here below is its graphic representation:

Table 12

Sufficiency of Content to Cover all Types of Poetry

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
12	Sufficiency of content	-	-	14	35	21	52.5	5	12.5

This table shows that 35% of the total population responds ‘agreed’. Similarly, 52.5% students respond ‘disagreed’. Likewise, 12.5% students respond

‘strongly disagreed’. This means majority of students (55%) did not agree with the selection of content which are selected in this course is not sufficient to cover all types of poetry.

4.1.13 Difficulty of Poetry Among other Genres

Regarding the poetry is the most difficult genres among other genres. Different students responded differently. The percentages of responses of the students can be shown in the following table:

Table 13

Difficulty of Poetry among Other Genres

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
13	Difficulty of poetry among other genres	13	32.5	18	45	5	12.5	4	10

This table shows that the percentage of the students respond ‘strongly agreed’ is 32.5%. Similarly, the percentage of the students respond ‘agreed’ is 45%. Likewise, the percentage of the students respond ‘disagreed’ is 12.5%. Moreover, the percentage of the students respond ‘strongly agreed’ is 10%. Thus, majority of students (45%) respond as they are ‘agreed’ i.e. poetry is difficult genres among other genres.

4.1.14 Time Allotment to teach Literature

As regards the time allotment to teach literature, the students responded differently. The table 14 talks about the percentage of responses of students.

Table 14

Time Allotment to Teach Literature

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
14	Time allotment to teach literature	-		3	7.5	27	67.5	10	25

Table no. 14 shows that 7.5% of the total populations respond ‘agreed’. Similarly, 67.5% students respond ‘disagreed’. Likewise, 25% students respond ‘strongly disagreed’. Thus, majority of the students (67%) respond as they are disagreed i.e. the time allotment is not appropriate to teach all genres of literature.

4.1.15 Literary Genres Related with Students Interest

Whether the literary genres are related with students' interest or not is tried to capture in this topic. The percentage of students responding to the topic is presented in the table 15.

Table 15

Literary Genres Related With Students Interest

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
15	Literary genres related with students interest	3	7.5	14	35	21	52.5	2	5

Table no. 15 presents that 7.5% of the total populations respond as ‘strongly agreed’ i.e. literary genres related with students interest. Similarly, 35% of the total populations respond as ‘agreed’. Likewise, 52.5% students show their disagreement to the issue whereas, 5% students respond ‘strongly disagreed’. Thus, nearly 57.5% of students were not agreed with the literary genres related to student interest.

4.1.16 Elements of Poetry for Developing Linguistic Skills

To the inquiry made to figure out whether the elements of poetry help in developing the linguistic skills, varied responses were filed. The percentage of students responding to the topic is presented in the table 16.

Table 16

Elements of Poetry for Developing Linguistic Skills

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
16	developing linguistic skills	5	12.5	31	77.5	3	7.5	1	2.5

This table shows the 12.5 students of total population respond ‘strongly agreed’. Similarly, 77.5% of the total population responds as agreed. Likewise, 7.5% students showed their disagreement, whereas, 2.5% students respond strongly agree. These shows that majority of the students (90%) argued that elements of poetry helps learners for developing linguistic skills.

4.1.17 Symbolic Nature of Poetry Included in the Course

Regarding symbolic nature of poetry included in the course, student responded differently. The percentage of responses of students is presented in the following table.

Table 17

Symbolic Nature of Poetry

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
17	Symbolic nature of poetry	13	32.5	26	65	1	2.5		-

This table presents that 32.5% students of the total students respond ‘strongly agreed’, and 65% students respond ‘agreed’, whereas, 2.5% students respond ‘disagreed’. This means majority of the student (97.5%) agreed that course included symbolic nature of poetry.

4.1.18 Use of Simile and Metaphor in the Poetry

Use of simile and metaphor in the poetry, in this regards students showed their view are as follows:

Table 18

Use of Simile and Metaphor in the Poetry

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
18	Use of simile and metaphor in the poetry	20	50%	20	50%	-	-	-	-

This table presents that the percentage of the students respond ‘strongly agreed’ is 50% and the percentage of students respond ‘agreed’ is also 50%.

Thus, all students agreed that there is use of simile and metaphor in the poetry.

4.1.19 Teaching of Poetry to Motivating the Students

As regards teaching of poetry to motivate the students, the students responded differently. The table 19 talks about the percentage of responses of students.

Table 19

Teaching of Poetry to Motivate the Students

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
19	Poetry to motivate the students	11	27.5	25	62.5	4	10		—

This table presents that 27.5% students of the total population respond ‘strongly agreed’, 62.5% students respond ‘agreed’ whereas, 10% students respond ‘disagreed’. This shows that majority of the students (90%) shows their agreement that teaching of poetry motivate the students.

4.1.20 Sufficiency of Textbook to Meet the Objectives of the Course

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

Table 20

Sufficiency of Prescribed Textbook

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
20	Sufficiency of the prescribed textbook	4	10	18	45	15	37.5	3	7.5

This table shows that 10% students respond ‘strongly agreed’, 45% students respond ‘agreed’, 37.5% students respond 'disagreed' and 7.5% students respond ‘strongly disagreed’. This means majority of the students (55%) argued that prescribed textbooks are sufficient to meet the objectives set out in the course.

4.1.21 Forms of Poetry and its Sufficiency to Know About Poetry

Regarding the forms of poetry and its sufficiency to know about poetry, I tried to explore whether the forms of poetry included in the course are sufficient to know about poetry. The percentage of the responses of the students is presented in the table 21.

Table 21

Forms of Poetry and its Sufficiency to Know About Poetry

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
21	sufficiency to know about poetry	4	10	18	45	15	37.5	3	7.5

This table talks about the different forms of poetry and its sufficiency to know about the poetry. It shows that 10 % of total population responds ‘strongly agreed’. Similarly, 45% students respond ‘agreed’. Likewise, 37.5 % students respond disagree and 7.5% students respond ‘strongly disagree’. This means majority of students (55%) showed their agreement that included poetry is sufficient to know about poetry.

4.1.22 Philosophical nature of poetry

The poetry is highly philosophical in nature on this regards students view different. So, the following table talks about philosophical nature of poetry.

Table 22

Philosophical nature of poetry

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
22	Sufficiency to know about poetry	9	22.5	22	55	9	22.5	—	—

This table shows that 22.5% of the total population responds ‘strongly agreed’. Similarly, 55% students respond ‘agreed’, likewise, 22.5 students respond disagree. This indicates that majority of students (77.5%) presumed that course included philosophical nature of poetry.

4.2 Summary

The main purpose of this study was to identify the students’ perception on the poems included in the course: Literature in English Language Teaching. To conduct this research I used questionnaire as a tool. After analyzing and interpreting the data explored through questionnaire: this study has come up with the following findings.

- J Majority of the students (80%) were satisfied with the course and they argued that the course “Literature in English Language Teaching” is relevant in terms of need and interest.
- J Majority of the students (97.5%) argued that this course is helpful in the field of ELT.
- J Majority of the students argued that the knowledge of literature is necessary to get mastery over English language and this knowledge helps in daily communication.
- J Majority of the student (87.5%) argued that poetry had difficult language to understand.
- J Most of the students argued that poetry develops the language ability, interpretive ability and it also develops critical and creative thinking in the learners.
- J Majority of the student (95%) argued that the poetry really develops learners’ linguistic, communicative and cultural competence in learners.
- J Most of the students argued that this course provides adequate knowledge of poetry.
- J Majority of the student (65%) disagreed that the selection of the content in this course is not sufficient to cover all type of poetry.
- J Majority of the student (77.5%) argued that poetry is difficult genre among others genres of literature.
- J Majority of the student (92.5%) disagreed that the time allotment in the course is not sufficient to teach all genres of literature.
- J Majority of the student (97.5%) argued that poetry that are included in the course are symbolic in nature. Similarly, simile and metaphor have made the poetry more beautiful in the course.
- J Most of the student argued that prescribed textbook is sufficient to meet the aims and objectives set out in the course and they argued that this

course is also able to motivate student.

) Majority of the student (52.5%) argued that the forms of the poetry that are included in the course are sufficient to know about poetry and most of the poetry is highly philosophical in nature.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATION

This chapter deals with the summary and conclusion of the research on the basis of collected data. It also incorporates some pedagogical implications for policy related, practice related and further research related on the basis of the findings of the study.

5.1 Conclusions

Poetry is important to the learners because they can develop language awareness from it. Poetry provides pleasure and makes classroom lively. It can develop creative thinking and interpretive ability in the learners. After the analysis of data, I have made following conclusions of this study.

-) Poetry included in the course has made the students satisfy.
-) Poetry included in the course is helpful in the field of ELT.
-) The language of literature is important for daily communication.
-) Poetry develops linguistic, communicative and cultural competence in the learners.
-) Poetry helps to develop creative thinking and interpretive ability in the learners.

5.2 Recommendations

On the basis of the findings of the research, I have made the following pedagogical implications.

-) Students are satisfied with the poems included in the course: Literature in English Language Teaching. So, this satisfaction should be maintained.

-) The knowledge of poetry is important to develop linguistic and cultural competence so poetry should be taught in every level giving equal status as it is given to other subjects.
-) Prescribed textbook is sufficient to meet the objectives set out in the course, so students should be encouraged to study all prescribed textbook.
-) To provide the sufficient knowledge about different types of poetry there should be sufficient time for related courses.
-) To teach all the genres of literature included in the course, proper time should be allotted.
-) Knowledge of poetry is of paramount importance for developing critical and creative thinking, so poetry should be taught in the course literature.
-) Teaching of poetry makes students motivated, so it should be included in the course.
-) Use of simile and metaphor in the poetry have made more beautiful to the poetry included in the course, so such figurative language can be enhanced through poetry, that are important for learners.

5.3 Policy Related

-) The government of Nepal can utilize this study to formulate the policy related to students' perception in relation to classroom teaching.
-) Curriculum planners, course designers and textbook writer can develop the related ideas while designing the curriculum, course book, training course, textbook, and materials.
-) The teacher can make strategies to educating students that can facilitate in language teaching.

5.4 Practice Related

-) The teachers should take care of their students' perception while teaching poetry in language classroom.

-) This study helps the teachers to reflective in their teaching by judging their own practice of teaching and the role they play in the classroom.
-) Studying this research, teachers can change their teaching strategies and be a good facilitator and understand their students' perception.
-) The teachers can create success-oriented learning atmosphere and able to select the materials which can be use to arouse their students' interest and cater to their learning styles.

5.5 Further Research Related

This study is just entry in the department of English education, and limited to students' perceptions only so that we need to make great detailed study in it. Hopefully, research related to this area will be carried out in future at that time this work can serve as a reference tool, for those who want to carry out.

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APPENDIX I

Questionnaire of students

Dear students,

This questionnaire is a part of my research study entitled “Students’ Perception on the Poem included in the course: Literature in English Language Teaching”, under supervision of **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education, T.U. Kirtipur. Your cooperation in completion of questionnaire through authentic and reliable information will be of great value to me. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you will be exclusively used only for the present study.

Researcher

Ms. Renuka Shrestha

Name of the student:

Campus:

Year:

Please go through the questions and tick () which you believe to be true.

1. The present Course ‘Literature in English Language Teaching’ is relevant in terms of need.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

2. You are satisfied with the course ‘Literature in English Language Teaching’.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

3. The content which is included in the course of really helps in the field of ELT.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

4. The knowledge of the poetry is necessary to get mastery over English language

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

5. The languages which are used in poetry are helpful for the student daily communication.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

6. Poetry included in the course has difficult language to understand.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

7. Poetry included in the course develops student interpretive abilities.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

8. The poetry really develops the language ability of the learners.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

9. The poetry develops critical and creative thinking in the learners.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

10. The poetry really develops learners' linguistic, communicative and cultural competence in learners.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

11. The course provides adequate knowledge of poetry.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

12. The selection of the contents in this course is sufficient to cover all types of poetry.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

13. In literature poetry is the most difficult genre.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

14. Time allotment in your course is appropriate to teach all genres of literature.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

15. The entire literary genres in your course are related with students' interest.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

16. The elements that are found in the poetry help to develop linguistic skills.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

17. The poetry included in the course is symbolic in nature.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

18. Simile and metaphor have make the poetry more beautiful in the course.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

19. Teaching of poetry has been able to motivate students.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

20. The prescribed text book is sufficient to meet the aims and objectives set out of the course.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

21. The forms of poetry included in the course are sufficient to know about poetry.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

22. Most of the poetry are highly philosophical in nature.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

APPENDIX I

The course contains six units which are as follows:

Unit I: Teaching Poetry

Different forms of poetry

Sonnet

Elegy

Ode

Ballad

Epic

Lyric

Pastoral

Narrative

Romance

Poetry in a language classroom

Planning for and designing materials for teaching poetry

Activities for teaching poetry

Sample poems

Unit ii: Teaching Drama

Elements of drama

Types of drama

Dramatic conventions

Unities of drama

Five-fold structure of drama

Popular forms of drama

Drama in the language classroom

Planning lessons and designing materials for teaching drama

Sample dramas

Unit iii: Teaching Short Story

Elements of short story

Short story in language classroom

Unit iv: Teaching Novel

Elements of novel

Novel in language classroom

Activities for teaching novel

Sample texts for novel

Unit v: Teaching Essay

Elements of Essay

Essay in language classroom

Planning lessons and designing materials for teaching essay

Activities for teaching essay

Sample essays

Unit vi: Contemporary Literary Criticisms