

# **CHAPTER ONE**

## **INTRODUCTION**

The present study is an attempt to investigate the teachers' and students' attitudes towards the relevance of children's literature in M.Ed. level. Chapter one consists of General Background of the Study, Review of the Related Literature, Objectives of the Study and Significance of the Study.

### **1.1 General Background**

Literature is an art of writing which aims at producing aesthetic pleasure within the human being. It is a powerful feeling in the creative human mind. An author expresses inner ideas, feelings, attitudes and thoughts in the form of literature. Literature reflects the different structures, patterns of the society and human behavior. It means the manner of human being, norms of the society, culture, religion and customs are reflected through literature in very interesting way.

Hornby defines literature in his Oxford Advanced Learner's Dictionary(8<sup>th</sup> edition) as pieces of writing that are valued as work of art, especially novels, plays and poems which are called different genres of literature. This definition focuses only on the written materials but excludes the oral materials like folk-stories, proverbs, etc.

On the other hand, Lazar defines literature in this way, "Literature is a world of fantasy, horror, feelings, vision,...put into words" (1993, p.1). From this definition, it is clear that literature can not be confined to the written arts but all those world of fantasy, horror, feelings, vision, etc. which are put into words are literature. Any way literature can be expressed either orally or through writing. It is powerful feelings in the creative human mind which is expressed

through language. In the absence of language, literature is impossible. So it is said that language is the medium of literature.

The primary aim of literature is to give pleasure, to entertain those people who are voluntarily attended to it. So it is such a means that allows one to arise happiest and the terribly painful aspects of life. It gives pleasure in two ways i.e. people who create literature feel themselves very pleasure. On the other hand, the people who read or hear the literary arts they get pleasure because literature expresses the nature of the world, human's thoughts, emotions, etc. in very interesting way.

Literature is the heart of language. Literature can be manifested through human language. Every human language has its own literature either oral or written. Without literature the perfume of the language is lost. On the other hand without language the literature becomes unable to understand. So that language and literature are two sides of the same coin. They are inseparable. Literature contains a diverse use of language and various levels of discourse. It enables us to make right rather than wrong choices. Beside this it helps us to find meaning in our world and expresses it and shares it with others.

From the above discussions, it can be concluded that literature is a body of language which combines artistically the linguistic arts, social structures, cultural values and feelings of human beings together. It is the various ways of using language.

### **1.1.1 Literature in Language Teaching**

It has been already discussed above that literature is the various ways of using language. Because of including various ways of language use, literature has an important role in language class. It provides the authentic materials for language teaching. It motivates the learners for learning language. Moreover, it helps to develop the understanding power of students about the target culture and society.

Thus, literature is the best tool for language teaching. It increases students' imaginative and creative power because when reading a literary text the mind immediately starts generating fresh thoughts and new stories owing to its inherent creativity. Knowledge of the cognitive mechanisms that takes place in the reader's mind when confronted with a literary text can help teachers engage learners in more natural and creative activities. The teaching learning activities which take place in such natural and creative environment become more effective (Collie & Slater, 1987).

Similarly, Lazar (1993), states that reading literary texts helps our students to understand and appreciate multiple levels of meaning, metaphors and phonological patterning in many other type of texts (p. 8). So it is the best tools for language teaching which creates the favourable environment for the best result in language learning. Language learners learn how to draw the information from given syntax, semantics and illustration. They also infer the meaning from context by recognizing discourse patterns which are used in literature.

On the other hand, language teaching is the matter of pedagogy. It is very challenging job. The aim of language teaching is to develop four skills of students i.e. listening, speaking, reading and writing. To develop such skills, literature plays vital role because while the students read literary text, they naturally practice such skills.

Carter and Long (1991), propose three models to show the reason behind using literature in language teaching. They are:

**I. The cultural model:** According to this model, Literature expresses the most significant ideas and sentiments of human beings and teaching literature represents a means by which students can be put in touch with a range of expressions over a historical period. Literature enables students to understand and appreciate cultures and ideologies different from their own in time and

space and to come and perceive tradition of thought, feeling and artistic form within the heritage of such cultures endows.

**II. The language model:** According to this model, language is the literary medium, literature is made from language and the more students can read the better they will be able to come to terms with a literary text as literature. This model aims to proceed with particular attention to the way language is used. In this model the importance of interpreting relations between linguistic forms and literary meanings and of learning to read between rather than in the lines is the paramount. (p. 1-9)

**III. The personal growth model:** Knowledge of literature is better expressed in terms of pleasure and enjoyment. According to this model, helping students to read literature more effectively is helping them to grow as individuals as well as in their relationships with the people and institution around them. The overall aim of this model is to motivate the students to read by relating the themes and topics depicted in a literary text to his or her own personal experience in order to make the text ‘their own’.

From the above discussions, it is clear that literature is the best tool for language teaching. The roles of literature in language teaching are listed as follows.

- I. To motivate learners.
- II. To provide authentic materials.
- III. To make familiar with target culture.
- IV. To expand students’ language skills and awareness.
- V. To develop the students’ confidence in language learning.
- VI. To create natural environment in language classroom.
- VII. To make able to use and understand the variety of language.
- VIII. To make teaching learning activities more effective and interesting.

### **1.1.2 Children’s Literature**

Generally, literary genres are composed to create pleasure in people. We find a lot of literary books in the library or bookshop which are written for adults but very small amount for children. Before the nineteenth century, very few books were especially written for children. Since then, changing attitudes towards childhood and children's development, along with the increased sophistication of print technology, have led to the development of children's literature as a major industry (Chang, 2010. The role of children's literature in the teaching of English to young learners in Taiwan. Retrieve on August 25, 2011, from [www.asian-efl-journal.com/thesis-chang.pdf](http://www.asian-efl-journal.com/thesis-chang.pdf)).

There is another case, there are many children's books marketed for children. In those books children are given a simple character or role as silly or as a kind of toy or the stories are laced with special interest, social agendas, etc. This is not to say that there are no any authors of children's literature writing seriously and significant materials today. But we can find in small number of those materials in comparison to adults'.

Exactly, no one could define the children's literature. Whilst the term 'children's literature' is not easily defined, its use in fulfilling a number of functions within a whole school curriculum cannot to be denied.

Etymologically, children's literature is made up of two words, i.e. 'children' and 'literature'. Children refer to the people who are below twelve years old and literature means arts of writing. So children's literature refers to those arts of writing which are written for and used by the people who are below twelve years old. While defining it, many writers state differently. Some of them focus on the intended audience, some focus on purpose and some focus on empathy. (Credaro, A. 2006. The instructional use of children's literature. Retrieved December 28, 2009, from [www.children'sliterature.com](http://www.children'sliterature.com)).

From the above discussions, it is clear that, there are different views in defining children's literature. Some of them try to define as the books written by the children. Some says books written for children, and others as the books chosen

for the children, or chosen by the children. In common, they all emphasize the fact that children's literature is written for children and, therefore, with the needs and interests of children in mind. Thus, children's literature is defined here as any material that is written for, and read by, that group referred to as 'children'.

Hanson (1998) defines children's literature as the materials created for and widely read, viewed and heard by children that has an imaginative element (ELT402:Children's literature for teacher librarian. Retrieved March 2, 2004 from [www.digital-libraian.com/childlit.html/](http://www.digital-libraian.com/childlit.html/)). Likewise, Nancy Anderson, Associate Professor in the College of Education at the University of South Florida in Tampa defines children's literature as all the books written for children excluding works such as comic books, joke books, cartoon books, dictionaries, encyclopedias and other reference materials (Anderson, 2006. Elementary children's literature. Boston: Pearson Education. Retrieved July 12, 2010, from [www.childrensliterature.com](http://www.childrensliterature.com)).

From the above discussions we can conclude that children's literature is those books which are related to children, written about children, beneficial for children and intentionally written for children. But in some cases the books which were intentionally written for children were popular among adult for example J.K. Rowling's 'Harry Potter'.

### **1.1.3 History of Children's Literature**

Because of the difficulty in defining children's literature, it is also difficult to trace its history to a precise starting point.

Some stories popular among children were written in the 15th Century. Thomas Malory's Morte d'arthur (1486) and the tales of Robin Hood (1450) were not written with children in mind, but children have been fascinated by these stories for centuries (Random history of children's literature. Retrieved April 12, 2004 from [www.randomhistory.com/1-50/024children.html](http://www.randomhistory.com/1-50/024children.html)).

In 17th Century, Jan Amos Komensky published the illustrated informational book entitled 'Orbis Pictus' (1658) in Bohemia. It is considered to be the first picture book published specifically for children. Also during this time, Charles Perrault (1628–1703) laid the foundations of the fairy tales in France. His stories included 'Little Red Riding Hood', 'Sleeping Beauty', 'Puss in Boots', and 'Cinderella'.

In 18th Century, John Newbery published 'A Little Pretty Pocket-Book' in England. He sold it with a ball for boys or a pincushion for girls. It is considered a landmark for the beginning of pleasure reading marketed specifically to children. Previous to Newbery, literature marketed for children was intended to instruct the young, though there was a rich oral tradition of storytelling for children and adults. By the publication of William Blake's 'Songs of Innocence' in 1789, books written specifically for the use of children outside of school had become subordinate branch of English literature (Random history of children's literature. Retrieved April 12, 2004 from [www.randomhistory.com/1-50/024children.html](http://www.randomhistory.com/1-50/024children.html)).

In the early 19th century, Jakob and Wilhem were responsible for the writing down and preserving of oral traditions in Germany such as 'Snow White', 'Rapunzel', and 'Hansel and Gretel' (1812). One of many didactic writers popular in the first half of the nineteenth century was Maria Elizabeth Budden. Between 1835 and 1848, Hans Christian Andersen (1805–1875) of Denmark published his beloved fairy tales 'The Little Mermaid' (1836), 'The Emperor's New Clothes' (1837), 'The Ugly Duckling' (1844), 'The Snow Queen' (1845) and others. During Andersen's lifetime he was feted by royalty and acclaimed for having brought joy to children across Europe. His fairy tales have been translated into over 150 languages (Random history of children's literature. Retrieved April 12, 2004 from [www.randomhistory.com/1-50/024children.html](http://www.randomhistory.com/1-50/024children.html)).

In 1894, Rudyard Kipling published 'The Jungle Book', a collection of stories about a boy who lives in the jungle with animals that has been made into a series of animated and live-action film adaptations.

In 20<sup>th</sup> century, many writers such as Roald Dahl, C. S. Lewis, Laura Ingalls Wilder, J.M Barrie, Kenneth Grahame, etc. wrote some children's literature. Among them J. K. Rowling is one of the great writer who published 'Harry Potter' in the UK in 1997. Her books have sold more than 400 million copies worldwide. They are translated into more than 63 languages and she has become one of the wealthiest women in the world - a publishing phenomenon.

Similarly, in 21st Century, Eoin Colfer (born 1965) published the first installment of his 'Artemis Fowl' series in Ireland in 2001 (Random history of children's literature. Retrieved April 12, 2004 from [www.randomhistory.com/1-50/024children.html](http://www.randomhistory.com/1-50/024children.html)).

#### **1.1.4 Children's Literature in Language Teaching**

Literature is the best tool for language teaching. According to Lazar (1993), it is motivating, stimulus for language acquisition, students enjoy it. Similarly, Carter and Long (1987), stated that literature is a legitimate and valuable resource for language teaching (p.4). According to Collie and Slater (1987), literature is the best tool for language teaching because it offers bountiful and extremely varied body of written materials. Other reasons are: valuable and authentic materials, cultural environment, and personal involvement (p. 3-5).

Like literature, children's literature plays vital role in language teaching because it is a branch of literature. In an EFL/ESL (English as a foreign language learner / English as a second language learner) context, literature is associated with advanced university students or other high level adults. However, children's literature is an important part of English language literature as a body of work, and using it for EFL/ESL teaching has many benefits for students. Use of children's literature can be an effective and



enjoyable tool to teach language. Students who are enthralled by a story forget their worries and anxieties about the new language (Brown, 2004. Using children's literature by the language teachers. Retrieved September 23, 2009 from [www.ucalgary.ca/dkbrown/rteacher.html](http://www.ucalgary.ca/dkbrown/rteacher.html)).

Children's literatures are reinforcing material in language teaching. It has a meaningful and genuine context that makes it easier to access. The use of isolated sentences to illustrate particular language points prevents the learner to make any analysis on the basis of context. Both native speakers and foreign language learners need a meaningful context to work with language. It is also important to develop all language skills i.e. listening, speaking, reading and writing. Such kinds of skills are developed by the use of children's literature in language teaching.

The educational value of using stories and the technique of storytelling has always been undisputed throughout the world. Now more and more EFL teachers of young learners are using carefully selected stories from the world of children's literature because they have become more familiar with an acquisition-based methodology and because stories comply to the major objectives in most countries for foreign language teaching to young learners: linguistic, psychological, cognitive, social and cultural. On the other hand implementing a children's story-based approach requires a great deal of energy, creativity and excellent classroom management skills and flexibility from teachers. So it is very useful to develop a qualified teacher (Teaching English through children's literature. Retrieved July 14, 2009 from [www.teachingenglish.org.uk/learning-english-through-childrens-literature](http://www.teachingenglish.org.uk/learning-english-through-childrens-literature)).

From the above discussions, it is clear that, there is a great role of children's literature in language teaching. It provides an authentic material for language class. It is motivating materials for language learner. It helps to develop the different teaching skills of a teacher. It is helpful for those who want to be language trainers, planners, policy makers, course designers, etc. But generally,

children's literature is to be supposed only for children in our society. It is taken only as a kind of toys to engage children. People still couldn't understand its importance. Neither the parents nor the teachers use it properly.

### **1.1.5 Use of Children's Literature in Teaching and Learning of English at M.Ed. Level**

One of the biggest challenges in using children's literature to facilitate the English language learners is related to selection and methodology. There are various kinds of children's literature. Such as picture books, songs and rhymes collection, story books, etc. It is obvious that the aims of selecting and using children's literature in language class are necessarily different in different contexts. So that according to the general and specific objectives of certain academic level, children's literature should be carefully selected and used in language classroom. Without right selection and methodology, intended objectives can not be achieved.

In Nepalese context, use of children's literature in teaching English for M.Ed. level is not also easy because generally, it is thought that children's literature are useful materials only for children. On the other hand, selecting the good children's literature is very difficult and also there is problem in dealing the texts from highly advanced level students' perspective.

Though it is challenging job, children's literature should not be neglected in the different level of academic courses because children are the future of nation. So they need to be cared by the nation and other related sectors. They should be given a lot of opportunities to develop their personality. For this education sector is most responsible. And the aim of the department of English education is to produce a qualified English language teachers, English language trainers, curriculum designers and planners, etc. To be qualified and skilled in the above mentioned field he/she should have the knowledge about the children, the capacity to understand child's psychology, ideas about how to deal with children, etc. which can be developed through using children's literature in

teaching-learning activities. Through children's literature various kinds of children's behaviours, natures, attitudes and cultures are expressed interestingly and variously.

The Faculty of Education (FOE) has recently included some children's literary genres in the course 'Literature in Language teaching' of M.Ed. II year under TU, aiming to achieve its objectives. It has included two stories entitled 'The Little Mermaid' by Hans Christian Anderson and 'Vanka' by Anton Chekhov and two novels entitled 'To Kill a Mockingbird' by Harper Lee and 'What Katy Did' by Susan Coolidge. Previously 'children's literature' was included as an elective course at B. Ed. level but it could not be put in practice due to various reasons. But now it is included as texts of compulsory course 'Literature in Language Teaching' in M.Ed. It seems that a bit focus is given to the children's literature in language teaching. But in the Universities of Foreign Countries like Webster University School of Education, West Virginia University at Parkersburg, Inter American University of Puerto Rico Cidra Campus, Central Michigan University: College of Humanities and Social & Behavioral Science Master Course Syllabus have included the separate course under the title 'Children's literature' (Using children's literature in university syllabus. Retrieved February 14, 2010 from [www.slideshare.net/.../children's-literature-course-syllabus](http://www.slideshare.net/.../children's-literature-course-syllabus) ).

It means they have given more emphasis to children's literature at the university level. But in Nepal, adequate emphasis is not given to this field. Children's literary genres are limited in the school level curriculum. Somehow, the Department of English Education of T.U. felt its importance and has recently included some children's literary genres in its syllabus which are already mentioned above.

I have attempted to study the relevance of children's literature in M.Ed. level. Although some literary genres are included in the course of M.Ed. II year, my special focus is on the novel 'What Katy Did' by Susan Coolidge.

The novel 'What Katy Did' by Susan Coolidge follows the adventures of Katy Carr and her family who lived in Brunet town in 1860s. In this novel Coolidge clearly sketched the children's character through Katy's role. Katy, who is a tall and untidy girl always getting into scraps but wishing to be beautiful and famous by doing something great. When a terrible accident makes her an invalid, her illness and recovery gradually teach her to be as good and kind as she has always wanted. In this way the author provided the major and heroic role to Katy, a twelve years old child. So this novel is not only taken as a children's reading material but also useful for teachers, parents and others to understand child's psychology.

### **1.1.6 Master of English Education**

If we trace back the history of formal education in Nepal, it is not so long. The formal education of Nepal was started only in 1854 when the Prime Minister Jang Bahadur Rana opened Darbar High School in Kathmandu. From the same time English entered in Nepalese education. However, it was not introduced in the higher education until 1918 when Tri-Chandra College was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP). Until then the English language teachers were not trained. It started only in 1971 when FOE of T.U. launched B. Ed program in English education (Awasthi 2005, p.22).

Since the establishment of FOE, it has aimed to produce trained and qualified teachers, educators, policy makers, educational administrators and planners, experts in the field of education. To meet the objectives of FOE, T.U. had launched the two years program of M.Ed. According to Khaniya (2005) Master Level program (M.Ed. English) was introduced for the first time in 1976 in Nepal. The Department of English Language Education has remained a sole authority for producing trained English teachers, high quality experts and ELT researchers required for the country (p. 30).

According to the Department Profile (2005, p. 1), the main objectives of M.Ed. English program are as follows:

- ) To develop leadership manpower in the field of education.
- ) To produce better qualified and competent teacher educators.
- ) To produce efficient educational planners, administrators, supervisors and educational experts.
- ) To promote innovative practices in the field of education.
- ) To produce better trained teachers.

Since the establishment of the Department of English Education under T.U., it has been making efforts to achieve its objectives. For this purpose, the syllabus has been changed time to time by FOE. Recently, FOE has changed the course of M.Ed. English and has included the course 'Literature in English Language Teaching' as compulsory subject. Though, the term 'children's literature' is not clearly introduced, some children's literary genres are included in this course. Therefore I have attempted to study the relevance of children's literature in this level.

### **1.1.7 An Introduction to Attitude**

The term attitude is borrowed from the Latin word 'aptus' which means fitness or adoptedness. It is the way of thinking or feeling about something or somebody. In another word, the way of behaving towards something or somebody that shows how we feel and think. Splosky (1996, p. 31), states that attitude means the way that the persons behave towards something/somebody that shows how the people think and feel. Attitude is one of the most important factors in second language learning. Especially, attitude may be expressed in such terms such as for or against, favorable or unfavorable, approval or disapproval, like or dislike, for specific stimulus.

Similarly, Mary Finocchiaro (1991, p. 34), states that the attitudes of the students, teachers, community members, peers and other with whom the

students come into contact all affect motivation to some extent but it is attitude of the teacher towards the students and towards his or her profession that is the essence and core of motivation.

From the above discussions, it is obvious that attitude is the way of feeling, thinking and behaving towards something or somebody. Generally, people have two types of attitudes i.e. positive and negative. Attitudes are directly connected with what we do. In the regards of teaching and learning, attitudes play important role because positive attitude creates motivation and in the absence of which teaching-learning process can not happen successfully. Therefore learning process and attitudes towards it go simultaneously.

Attitude is abstract in nature. Exactly, to measure other's attitude is a very difficult job. And there is not any mechanical devices developed to measure it. So the researcher must depend upon the responses what people perform. The popular way of measuring attitude is by developing questionnaire or interview schedule and extracts other's view towards an object or issue. According to Kumar (2005, p. 145), there are three major types of attitudinal scale. They are:

The summated rating scale, also known as the Likert Scale

The equal-appearing-interval or differential scale, also known as the Thurston Scale, and

The cumulative scale, also known as the Guttman Scale.

In addition, the attitudes or opinions can be interpreted by applying simple statistical tools like measure of central tendency i.e. mean, median, and mode.

Attitudes are action tendencies. The knowledge of it provides considerable predictive usefulness as to what an individual or group will do. It is such powerful psychological element, which internally drives the whole teaching learning process. It is a great factor, which handles the other elements like motivation, interest, will, need, etc. Generally attitude can be changed, changing attitude is very important in second language teaching and learning.

The learner having negative attitudes towards the target language and culture can not learn better than those who have positive attitudes.

## **1.2 Review of the Related Literature**

To complete this study, I had consulted many books, theses of previous masters on related area, articles, journals, etc. The previous researches conducted by different researchers are reviewed as follows:

Awasthi (1979) carried out the first research in his M.Ed. thesis entitled ‘A Study of Attitudes of Different Group of People towards English Language in the Secondary Level of Kathmandu District.’ He found out that different groups of people had positive attitudes towards the English language in the secondary level and they were in favour of continuing English as a compulsory subject. He adopted survey method to carry out the research.

Khanal (1999) conducted a research entitled ‘A Study on Attitudes of Secondary Level Students towards Learning English’. The main purpose of the study was to find out the attitudes of secondary level students towards learning English. He applied the questionnaire as a tool of data collection. He found the positive attitudes towards learning English but they had some negative attitudes towards the textbooks, learning environment within the schools and examination system.

Singh (2004) carried out a research on the topic ‘Teaching English Literature at Higher Secondary Level’. The main purpose of the study was to find out the relevancy of teaching literature in language class. The tools for the data collection were observation and questionnaire. He found from his study that poor and faulty strategies were used by the English language teachers while teaching literature in the classroom because they were not confident and clear about what type of strategies should be used to teach literature at higher secondary level. He also found that there are a lot of contributions of literatures in the language classroom because literature familiarizes the students with literary world, expands language awareness, increases the storehouse of the vocabularies.



Khadka (2005) carried out a research under the title 'Teaching Drama at Secondary Level.' The main purpose of the study was to analyze the strategies and complexities of drama teaching at secondary level. Questionnaire and classroom observation were the tools of the data collection. He concluded in his study that poor teaching strategies were applied by the English language teachers and there were a lot of complexities of drama teaching but it could not contribute to develop language skills and aspects.

Neupane (2008) carried out a research entitled 'Importance of Teaching English Literature at Secondary Level.' The main purpose of the study was to find out the attitudes of secondary level students and English teachers towards the importance of teaching literature at secondary level. She used the questionnaire as tool for data collection. She found the positive attitudes towards the importance of teaching literature at secondary level. And she also found that literary genres are relevant in the secondary level.

Sharma (2008) carried out a research entitled 'Attitude of Teachers and Students towards Teaching Literature in the Faculty of Education.' He adopted survey method to complete his study. The purpose of the study was to find out the attitudes of teachers and students towards teaching English literature in the Faculty of Education. He used the questionnaire as tool for data collection. He found the positive attitudes towards the importance of teaching literature in the Faculty of Education.

Many research studies have been carried out in the Department of English Education regarding literature. The previous researchers focused their study on the importance of literature, relevance of literature, teaching strategies of different literary genres, etc. but none of the studies has mentioned about the importance of Children's Literature in language teaching at M.Ed. level. So it is quite new issue in this department. The present syllabus of Department of English Education of T.U. has included some children's literary genres. So I have attempted to extract the attitudes towards including these materials under

the course title 'Literature in English Language Teaching' in the Department of English Education in the university syllabus. I have attempted to find out the relevance of children's literature and attitudes of the students and teachers of M.Ed. II year towards it.

### **1.3 Objectives of the Study**

The objectives of the study are as follows:

- I. To find out the relevance of children's literature in language teaching course.
- II. To find out the attitudes of students and teachers towards teaching and learning children's literature at M.Ed. level.
- III. To point out some pedagogical implications.

### **1.4 Significance of the Study**

Children are the main part of the society. The future of the nation depends upon them. So they should be provided favourable environment for their personality development. For this, the educational sector, social sector, economic sector, NGOs/INGOs which are working for children should be very much responsible. Among various responsible sectors, educational sector is much more responsible because education is the backbone of the human development. So the materials which are facilitative to the children's development should not be neglected in the academic field. To provide the qualitative and practical education to the children, a number of researches should be conducted in the area of children's literature and its utilization. It provides the better knowledge about the nature and psychology of children but there are only a few researches available related to teaching English literature and no researches are conducted including the issues of children's literature in language teaching course at the university syllabus. Thus, the present study will be valuable to the English Department. This research will be also beneficial to the language teachers as well as the students of the M.Ed.

Moreover, this study will be useful to the course designers, planners, policy makers, researchers, child psychologists, children right activists, children organizations and other concern authorities.

## **CHAPTER TWO**

### **METHODOLOGY**

I adopted the survey method to carry out this research. This design enabled me to find out the attitudes of both teachers and students towards relevance of children's literature in M.Ed. level. Moreover, I had selected a text the novel 'What Katy Did' related to children's literature form the course of M.Ed. II year to make my study more specific. And I had tried to find out the attitudes towards different aspects of the text. To gain the objectives of the study, I adopted the following methodology.

#### **2.1 Sources of Data**

I used both primary and secondary sources of data to complete this study.

##### **2.1.1 Primary Sources of Data**

This study was mainly based on the primary sources of data. The data were collected from the teachers and students who were teaching and studying M.Ed. English second year in four campuses of Kathmandu valley, under T.U. So the primary sources of data were four teachers and sixty students from the selected campuses.

##### **2.1.2 Secondary Sources of Data**

I consulted different books, previous M.Ed. theses, journals, articles and different websites to facilitate the present study. Some of them were Collie and Slater (1987), Cater and Long (1991), Lazar (1993), Brown (1994), Kumar (2006), Neupane (2008), etc.

## 2.2 Population of the Study

The population of the study was the English teachers who were teaching 'Literature in English Language Teaching' course in M.Ed. II year under T.U. and the students of same level specializing in English. Sixty students and four teachers were selected as sample. The sample population of the study was taken from four campuses of the Kathmandu valley which are providing M.Ed. English education under T.U. The name of the campuses and the selected number are given in the following table.

Table No. 1 Name of the Sampled Campuses and No. of the Teachers and Students

S.N.	Name of the Campuses	Number of Students	Number of Teachers	Total
1	University Campus, Kirtipur	15	1	16
2	Mahendra Ratna Campus, Tahachal	15	1	16
3	Sanothimi Campus, Bhaktapur	15	1	16
4	Kathmandu Shikshya Campus, Kathmandu	15	1	16
Total	Four Campuses	60	4	64

## 2.3 Sampling Procedure

The sample population of this study consisted of sixty students and four teachers of the selected four campuses of Kathmandu valley. The informants were selected by purposive non-random sampling procedure. Fifteen students and a teacher from each of the campuses who are involved in learning and teaching activities on 'Literature in English Language Teaching' course in those campuses were selected.

## **2.4 Tools for Data Collection**

I used questionnaires as a tool for data collection. Both open-ended and close-ended questions were constructed. Two sets of questionnaires (see appendices A & B) were administered, one for teachers and another for students. Twenty-four questions were included in each set. Close-ended questions required the attitudes of the respondents with strong reason to support their answers. On the other hand open-ended questions required the opinions of the respondents.

## **2.5 Process of Data Collection**

I visited the selected campuses which are providing M.Ed. specializing in English in Kathmandu valley. I established rapport with the concerned authorities. Then I met the teachers and students who were teaching and learning 'Literature in English Language Teaching' course respectively. After that I explained the purpose of the study and distribute the questionnaires (which I had attached in appendices A & B) on the basis of my judgment. I distributed the questionnaires to the 15 students and a teacher of each of the campuses i.e. University Campus Kirtipur, Mahendra Ratna Campus Tahachal, Kathmandu Shikshya Campus Exhibition Road and Sanothimi Campus Bhaktapur. Finally, I collected the filled up questionnaires (see appendices C&D).

## **2.6 Limitations of the Study**

This study could not cover all the areas and aspects of the children's literature. So it had the following limitations:

- I. The area of the study was confined to four campuses of the Kathmandu valley i.e. University Campus Kirtipur, Mahendra Ratna Campus Tahachal, Kathmandu Shikshya Campus Exhibition Road and Sanothimi Campus Bhaktapur.

- II. The study was limited to the Faculty of English Education under T.U.
- III. The study was limited to sixty-four respondents of selected campuses.
- IV. The tool for data collection was only the questionnaire.
- V. The study was limited to find out the attitudes of teachers and students of selected campuses towards relevance of children's literature in M.Ed. level.
- VI. The respondents were only from the M.Ed. English teachers and students.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. The data collected from the respondents were analyzed and interpreted to find out the attitudes of teachers and students towards including children's literary genres in the course of M.Ed. II year under the course title 'Literature in English Language Teaching'.

I used two sets of questionnaires (see appendices A&B) consisting of open-ended and close-ended questions as a research tool. Both the responses of students' and teachers' were the main measuring instruments for the study. Some close-ended questions were to be answered with five alternatives, i.e. 'SA', 'A', 'N', 'D' and 'SA'. Some close-ended questions were to be answered with correct choices of given multiple answers. The responses of questions are analyzed descriptively as well as statistically. The percentage was the main basis for the data analysis. While analyzing the data, the total number of the teachers' and students' responses were counted and changed into percentage. If there was fifty per cent or above positive responses, it was considered as positive attitude and below fifty per cent positive responses as negative attitude towards questions. The questionnaires used to elicit the data were divided into the following areas:

- I. Importance of children's literature in M.Ed. Level.
- II. Relevance of children's novel 'What Katy Did'.
- III. Effectiveness of language used in the novel for language teaching.
- IV. Effectiveness of main character presented in the novel.
- V. Appropriateness of allocating teaching hours for the novel.
- VI. Appropriateness of allocating weight for the novel.
- VII. Lesson got from the novel as being a M.Ed. Level student.



- VIII. Facilitation provided to the students of M.Ed. II year by the novel to be a qualified teacher.
- IX. Addition of some other children's literature in the M.Ed. course.
- X. Designing the language teaching course including the separate course 'children's literature'.

### **3.1 Analysis and Interpretation of Information Obtained from the Questionnaires**

This unit mainly deals with attitudes of students and teachers of M.Ed. II year towards including some children's literature in language teaching course. It has already mentioned that I had distributed two set of questionnaires with 24 different questions, i.e. close-ended and open-ended for the collection of data. All the responses of 24 questions (which I had attached some models in appendices C&D) were analyzed within 10 areas because some questions were related to each other. The attitudes of students and teachers were presented separately in separate title.

#### **3.1.1 Attitudes of Teachers towards Children's Literature in M. Ed. Level**

Under this subtitle, I had tried to find out the attitudes of teachers towards children's literature in M.Ed. level. The teacher respondents were asked Q. No. 2 and 7 open-ended questions and No.10 and 15 close-ended. Most of the teacher respondents advocated that M.Ed. students are destined to be a qualified teachers, expert, trainers, etc. For this they must be familiar with children's literature and their world which provides the knowledge for understanding the child psychology. On the other hand it is useful for language development, so it is relevant in this level. Likewise, 25% respondents opined that it is better to include in bachelor level for the pre-requisite knowledge which helps the students to understand it easily in M.Ed. level.

### 3.1.2 Attitudes of Students towards Children's Literature in M. Ed. Level

Under this subtitle, I had tried to find out the attitudes of students towards how important is the children's literature in M.Ed. level. For this, student respondents were asked to answer Q. No. 4 an open-ended question. The responses collected from them are analyzed and categorized into three criteria, which are presented in the following table.

Table No. 2 Attitudes of Students towards Importance of Children's Literature in M.Ed. level

The categorized answers	Number of the respondents	
	Frequency	Percentage
Positive	46	76.36
Negative	2	3.32
Neutral	12	19.92
Total	60	100

Table No. 2 shows that 76.36% respondents were positive towards the importance of children's literature in M.Ed. level. They stated that faculty of education is directly concerned with the development of 'Education System' in the country. After completion of the study of M.Ed. level, they are very much responsible to provide the quality education by treating the children according to their natures. For this they must be familiar with the children's world which they get from children's literature. On the other hand 3.32% respondents had negative attitudes. They stated that children's literature has not any importance in M.Ed. level because it is unmatched in this level. It matches only in elementary level. Likewise 19.92% remained neutral.

### 3.1.3 Attitudes of Teachers towards Relevance of Children's Novel 'What Katy Did' in Language Teaching Course

Under this subtitle, I had tried to find out the attitudes of teachers towards the relevance of children's novel 'What Katy Did' in Language teaching course. I

had used some open-ended and close-ended questions, i.e. Q. No. 4, 9, 12 and 14 to elicit the information. While analyzing the information collected from the respondents, it is found that 75% teachers had positive attitudes. They advocated that it is one of the best materials in Language teaching course which provides two fold benefits i.e. from one side it is a kind of literature which is motivating, authentic material and from another side it reflects the children's psychology, their different natures, behaviours and social shift of 19<sup>th</sup> century in English society which help the trainee teachers to treat the students accordingly. Likewise 25% respondents remained neutral.

### **3.1.4 Attitudes of Students towards Relevance of Children's Novel 'What Katy Did' in Language Teaching Course**

Under this subtitle, I had tried to find out the attitudes of students towards relevance of children's novel 'What Katy Did' in language teaching course. To extract the attitudes of student respondents, the respondents were asked to answer the open-ended as well as close-ended questions, i.e. Q. No. 6, 7, 9, 10 and 14. The responses collected from them are analyzed and presented in the following table.

Table No. 3 Attitudes of Students towards Relevance of Children's Novel 'What Katy Did' in language teaching Course

The attitudes the of respondents	Number of the respondents	
	Frequency	Percentage
Positive	54	89.64
Negative	2	3.32
Neutral	4	6.64
Total	60	100

Table No. 3 clearly shows that 89.64% respondents had the positive attitudes. They opined that the novel 'What Katy Did' by Susan Coolidge is helpful to become familiar with natural environment for language teaching and learning. It creates an authentic environment for teaching and learning activities. So it is

relevant materials in language teaching course. On the other hand, 3.32% had negative attitudes. They argued that it is only for children and suitable for secondary level but not relevant for M.Ed. level. Whereas, 6.64% respondents remained neutral. They treated the children's novel 'What Katy Did' a kind of literature. So how the literature is valued, the same value is given to this novel by them.

### **3.1.5 Attitudes of Teachers towards Effectiveness of Language Used in the Novel for Language Teaching**

Under this subtitle, I had attempted to find out the attitudes of teachers towards the effectiveness of language used in this novel for language teaching. The teacher respondents were asked Q. No. 20 close-ended as well as open-ended question. On the basis of the analysis of responses, I found that almost all respondents were agreed with the statement that language used in the novel is effective for language teaching and learning. They stated that language used in the novel is simple and students found it easy to understand and entertain to read.

### **3.1.6 Attitudes of Students towards Effectiveness of Language Used in the Novel for Language Teaching**

Under this subtitle, I had tried to extract the attitudes of students towards effectiveness of language used in the novel for language teaching-learning activities. The student respondents were asked Q. No. 17 a close-ended as well as open-ended question. The information collected from the respondents are tabulated and presented in the following table.

Table No. 4 Attitudes of Students towards Effectiveness of Language Used in the Novel for Language Teaching

The attitudes the of respondents	Number of the respondents	
	Frequency	Percentage
Strongly Agree	4	6.64
Agree	38	63.33
Neutral	3	4.98
Disagree	15	24.9
Strongly Disagree	-	-
Total	60	100

From the table No. 4, it is clearly known that only 6.64% student respondents strongly agreed that the language used in this novel is effective. They opined that because of the simplicity and naturalness of language it is very effective. On the other hand 63.33% respondents agreed and 4.98% remained neutral. Likewise, 24.9% respondents disagreed. They opined that some western cultural terminologies which are different from English are used and poems used in this novel are very difficult to understand.

### **3.1.7 Attitudes of Teachers towards Effectiveness of Main Character Presented in the Novel**

Under this subtitle, I had tried to find out the attitudes of teachers towards the effectiveness of main character presented in this novel. The respondents were asked to answer Q. No. 18 and 21 open-ended as well as close-ended questions. The information collected from them are analyzed and presented in the following table.

Table No. 5 Attitudes of Teachers towards Effectiveness of Main Character  
Presented in the Novel

The attitudes the of respondents	Number of the respondents in Percentage
Strongly Agree	25
Agree	75
Neutral	-
Disagree	-
Strongly Disagree	-
Total	100

The above table No. 5 shows that most of the respondents, 25% strongly agreed and 75% respondents agreed that the main character presented in this novel is as a role model and dealt in scientific way which represents the average children's character. They opined that it is helpful to build the quality of a good teacher by providing the way of treating the children according to their nature.

### **3.1.8 Attitudes of Students towards Effectiveness of Main Character Presented in the Novel**

Under this subtitle, I had tried to find out the attitudes of the student respondents towards effectiveness of main character presented in the novel. The respondents were asked to answer Q. No. 6, 19 and 20 open-ended as well as close-ended questions. The results from the respondents are presented in the following table.

Table No. 6 Attitudes of Students towards Effectiveness of Main Character  
Presented in the Novel

The attitudes the of respondents	Number of the respondents	
	Frequency	Percentage
Strongly Agree	2	3.33
Agree	37	61.66
Neutral	15	24.99
Disagree	6	9.99
Strongly Disagree	-	-
Total	60	100

From the above table No. 6, it is clear that 3.33% strongly agreed towards the effectiveness of main character presented in the novel. They opined that the main character presented in the novel is as a role model. Most of the children are alike to the main character of this novel. So it clearly sketched the nature of children. Likewise, 61.66% agreed, they stated that characteristic of children is clearly presented in the novel through the main Character. On the other hand, 24.99% remained neutral. They stated that it can not be told that the character is effective or ineffective but it depends on the technique and knowledge of the user. Likewise, 9.99% disagreed. They argued that the character only represents the western cultural children. So in many different situations, it is not effective.

### **3.1.9 Attitudes of Teachers towards Appropriateness of Allocating Teaching Hours for the Novel**

To find out the teachers' attitudes towards the appropriateness of allocation of teaching hours for the novel, the teacher respondents were asked a close-ended as well as open-ended question i. e. Q. No 17. Most of the respondents had negative attitudes towards the allocated teaching hours. They strongly disagreed. They reasoned that the syllabus contains many texts of literature and

it is difficult to complete within a very limited time. According to their responses, allocated teaching hours are not sufficient on the basis of the text.

### **3.1.10 Attitudes of Students towards Appropriateness of Allocating Teaching Hours for the Novel**

To find out the attitudes of students towards the appropriateness of allocating teaching hours for the novel, the student respondents were asked Q. No. 15 to tick the best one and give reason to support their answer. Their responses are tabulated and presented in the following table.

Table No. 7 Attitudes of Students towards Appropriateness of Allocating Teaching Hours for the Novel

The attitudes the of respondents	Number of the respondents	
	Frequency	Percentage
Strongly Agree	-	-
Agree	7	11.62
Neutral	-	-
Disagree	40	66.4
Strongly Disagree	13	21.58
Total	60	100

Table No. 7 shows that 11.62% respondents agreed. They opined that in M.Ed. level teaching learning activities can be done through discussion and class work presentation. And the course designer might expect activeness of students entertaining in self study of literature. So that the allocated time is appropriate. On the other hand, 66.4% disagreed and 21.58% strongly disagreed. They argued that actually there is 15 periods allocated for all novels. Within this limited time, they have to study altogether 4 novels. And for each novel 3.75 hours is allocated. So it is not appropriate for them.



### 3.1.11 Attitudes of Teachers towards Allocation of Weight for the Novel

Under this subtitle, I had attempted to find out the attitudes of teachers towards allocation of weight for the novel. The teacher respondents were asked to answer Q. No. 19. Most of the respondents had positive attitudes to the statement that the weight should be allocated appropriately. They opined that very nominal marks on the package have been allocated. It can not be effective to achieve the goal only because of inclusion of the texts without allocating proper weight.

### 3.1.12 Attitudes of Students towards Allocation of Weight for the Novel

Under this subtitle, I had attempted to find out the attitudes of the student respondents towards allocation of weight for the novel. The student respondents were asked Q. No.16. The responses collected from them are tabulated and presented in the following table.

Table No. 8 Attitudes of Students towards Allocation of Weight for the Novel

The attitudes the of respondents	Number of the respondents	
	Frequency	Percentage
Strongly Agree	14	23.24
Agree	34	56.44
Neutral	12	19.92
Disagree	-	-
Strongly Disagree	-	-
Total	60	100

Table No. 8 clearly shows that 23.24% respondents strongly agreed and 56.44% respondents agreed that the weight should be allocated properly. On the basis of the course contents, the allocation of weight is not suitable. On the other hand 19.92% remained neutral.

### **3.1.13 Attitudes of Teachers towards the Lesson (morals) to be Taught to M. Ed. Level Students form the Novel**

Under this subunit, I had attempted to extract the attitudes of respondents towards lesson that can be taught to the M.Ed. level students from the novel. They were asked to answer Q. No. 5, 6 and 22. According to the responses collected from them, it is found that most of the respondents had positive attitudes towards the lesson to be taught from the novel. They stated that English language can be taught in comparative manner through this novel as well as social shift of English society happened in 19<sup>th</sup> century, about the treatment to the children when they are well and injured and about the responsibility one has to bear according to time factor.

### **3.1.14 Attitudes of Students towards the Lesson Learnt form the Novel**

Under this subunit, I had attempted to find out the attitudes of students. They were asked Q. No. 5, 11, 18, and 21 open-ended as well as close-ended questions. The responses collected from the respondents are analyzed and presented in the following table.

Table No. 9 Attitudes of Students towards the Lesson Learnt form the Novel

The attitudes the of respondents	Number of the respondents	
	Frequency	Percentage
Positive	54	89.64
Negative	-	-
Neutral	6	9.96
Total	60	100

Table No. 9 clearly shows that 89.64% respondents had positive attitudes towards the lesson got from the novel. They opined that they got the lesson from the novel is that we should work being dedicated to our goal, children have their own world, they have to face a lot of challenges. So they need a lot of care and encouragement to save them from the scraps. They further stated

that this kind of lesson can not get from adult's literature. On the other hand 9.96% respondents remained neutral.

### **3.1.15 Attitudes of Teachers towards Facilitation Provided to the Students of M. Ed. by the Novel**

Under this subtitle, I had attempted to find out the attitudes of teachers towards facilitation provided to the students of M.Ed. level by the novel. The teacher respondents were asked Q. No. 11, 14, and 16 open-ended as well as close-ended questions. Most of the respondents had positive attitudes towards it. They opined that the novel is helpful to understand the children's psychology, childish behaviour and different nature of children which are very important quality of a good teacher. Moreover, they stated that this novel clearly mirror the child psychology. After reading this novel one can understand how to deal with children having different manner.

### **3.1.16 Attitudes of Students towards Facilitation Provided to the Students of M. Ed. by the Novel**

Under this subtitle, I had attempted to find out the students' opinions towards facilitation provided to the students of M.Ed. by the novel. The student respondents were asked Q. No. 8 and 12 close-ended as well as open-ended questions. The responses collected from them are analyzed as follows.

Table No. 10 Attitudes of Students towards Facilitation provided to the Students of M.Ed. by the Novel to the Students of M.Ed.

The attitudes the of respondents	Number of the respondents	
	Frequency	Percentage
Positive	57	95.01
Negative	-	
Neutral	3	4.90
Total	60	100

As shown in the table No. 10, most of the respondents i.e. 95.01% had positive attitudes. They supported their attitudes by the following point: It helps to understand the nature of different children and treat accordingly. On the other hand, 4.90% respondents remained neutral. They had taken the novel as a general literary genre.

### **3.1.17 Attitudes of Teachers towards Addition of Some Other Children's Literature in the M.Ed. Course**

Under this subtitle, the teachers' attitudes were elicited by asking Q. No. 24 close-ended as well as open-ended question. The responses collected from the teacher respondents shows that majority of the teachers had positive attitudes. They opined that it is necessary for M.Ed. level. They stated that some essays and poems related to children can be included for the addition of the variety of children's literature which is useful for the better skill and performance of student-teachers in the language classroom but the literature course should not be confined within children's literature.

### **3.1.18 Attitudes of Students towards Addition of Some Other Children's Literature in the M.Ed. Course**

Under this subtitle, I had attempted to find out the attitudes of students towards addition of some other children's literature in the M.Ed. course. The students' respondents were asked Q. No. 13, 23 and 24 close-ended as well as open-ended questions. The responses collected from them are analyzed and presented in the following table.

Table No. 11 Attitudes of Students towards Addition of Some Other Children's Literature in the M.Ed. Course

The attitudes the of respondents	Number of the respondents	
	Frequency	Percentage
Positive	47	78.04
Negative	3	4.90
Neutral	10	16.6
Total	60	100

Table No 11 shows that 78.04% respondents had positive attitudes towards addition of some other children's literature in M.Ed. Course. They opined that some poems and essays should be included in the course because varieties of literary genres provide variety of ideas about children's psychology, teaching idea, etc. On the other hand 4.90% respondents had responded negatively. Likewise, 16.6% remained neutral. They stated that on the basis of the effectiveness of those materials they should be included.

### **3.1.19 Attitudes of Teachers and Students towards Designing Language Teaching Course Including 'Children's Literature' as a Separate Course**

Under this subtitle, I had attempted to find out the attitudes of teachers and students towards designing language teaching course in university level including the separate course 'Children's Literature'. For this the researcher asked Q. No. 3 an open-ended question. Most of the teacher respondents opined that it is good for a student-teacher to know children's literature but literature course must not be confined to it because he/she needs to know all aspects of literature. So it can be enlarged as a portion with serious concern and can be made separate area of the study.

The responses collected from the students are analyzed and presented in the following table.

Table No. 12 Attitudes of Students towards Designing University Course  
Including 'Children's Literature' as a Separate Course

The attitudes the of respondents	Number of the respondents	
	Frequency	Percentage
Positive	49	81.66
Negative	-	-
Neutral	11	18.34
Total	60	100

Table No. 12 clearly shows that 81.66% respondents had positive attitudes towards designing the university course including the separate course 'Children's Literature'. They opined that in the educational sector of Nepal the adequate focus is not being given to this area. None of the university included 'Children's Literature' as a separate course. However, Faculty of Education under T.U. has included some selected texts which represent children's literature. It is somehow praiseworthy but not adequate. On the other hand 18.34% respondents remained neutral. They stated that it depends on the education policy of Nepal. Moreover, they opined that according to the needs of the nation and society it should be done but not to copy what others do.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications of the findings of the research, which are made on the basis of analysis and interpretation of the collected data from the teacher and student respondents.

#### **4.1 Findings of the Study**

After the analysis and interpretation of the data collected from the respondents, the major findings of the study are summarized as follows.

The teachers and students of M.Ed. II year have positive attitudes towards the children's literature in language teaching course. Moreover, they are not satisfied to the allocation of weight and teaching periods of literature course.

##### **4.1.1 Findings Based on the Attitudes of the Teachers**

- I. Almost all teachers have positive attitudes towards inclusion of children's literature in M.Ed. level. But there is not any introduction of children's literature in the course. So they seem little bit serious towards it.
- II. Most of the teachers are in favour of including children's literature in course content of bachelor level for the prerequisite knowledge in M.Ed. level.
- III. Most of the teachers have positive attitudes towards inclusion of children's novel 'What Katy Did'.
- IV. Almost all teachers have positive attitudes towards the effectiveness of language of the novel for language teaching course because of the use of varieties of discourse level and its easiness.

- V. Most of the teachers are not satisfied with the allocation of teaching hours and weight for the novel. They opined that very limited time and nominal weight is allocated for the novel.
- VI. Almost all teachers have positive attitudes towards the facilitations provided by the novel to the students of M.Ed. level. They stated that it facilitates the students by providing the knowledge of children's psychology, the way of treating them and the way of using language.
- VII. Most of the teachers have positive attitudes towards the enlargement of the children's literature as a separate area of the study with serious concern.

#### **4.1.2 Findings Based on the Attitudes of the Students**

- I. The students of M.Ed. II year have positive attitudes towards including children's literary genres in M.Ed. course. 76.36% respondents said that it is necessary to teach children's literature in this level which provides the varieties of knowledge about children's world, their psychology which is required for the language teacher in his/her classroom.
- II. Most of the students of M.Ed. II year have positive attitudes towards including children's novel 'What Katy Did' in language course. They opined that it is relevant in the level from two ways i.e. literary perspective and psychological perspective.
- III. 69.97 % respondents of M. Ed. II year have opined that language used in the novel is effective for language teaching because of its simplicity and naturalness.
- IV. Most of the students are not satisfied with the allocation of teaching hours of the novel. They said that there is only 15 periods allocated for teaching four novels and only three and half period is for per novel



which is very limited. Within this limited time novel cannot be completed.

- V. Almost all students i.e. 95.01% students have positive attitudes towards the facilitation provided to the students of M.Ed. II year. They said that this novel provides the knowledge about the nature, behaviour, wishes and psychology of children which facilitate them to treat children according to their different nature.
- VI. Most of the students i.e. 78.04% are in favour of including varieties of children's literature i.e. essays and poems.
- VII. Most of the students i.e. 81.66% have positive attitudes towards including the separate course children's literature in higher level.

## **4.2 Recommendations**

On the basis of the findings obtained from the analysis and interpretation of the collected data, some recommendations with pedagogical implications are given below:

- I. Children's literature is relevant in language education. So that it should be included not only in M.Ed. level but also in bachelor as well as higher secondary level for its basic knowledge.
- II. There should be introduction of children's literature in the course of higher education.
- III. It would be better to include all kinds of literary genres of children's literature in the course.
- IV. The teaching hours should be increased for teaching novels and for the whole course 'literature'.
- V. The allocation of the weight should be reorganized.

- VI. It would be better to develop 'children's literature' as a separate area of the study in university syllabus.
- VII. It would be better to include children's literature in the course of higher education to imply the literary theory from psychoanalytic prospective.
- VIII. It is praiseworthy work to include the children's literature like the selected text i.e. children's novel 'What Katy Did' by Susan Coolidge, which is very interesting and useful to all kinds of students, teachers, parents as well as others who wants to be familiar with the children's world. So that, the other texts like it should be included in the academic course.
- IX. All the texts of children's literature, which are included in the course are of foreign authors and foreign context. It would be interesting and more practical if the text were included of our own context.
- X. It is better to increase weight given to the course 'Literature in Language Teaching Course' and more children's literature should be included which is very useful to develop the linguistic as well as literary capacity of the students.
- XI. The texts or materials which are not easily available in market or which are out of access of the teachers and students should be discourage to include in course because if the materials are not in access of the students it is difficult to study and understand about it. The materials are available in different web sites but they are not complete and not as good as original.

## References

- Anderson, N. (2006). *Elementary children's literature*. Boston: Pearson Education. Retrieved July 12, 2006, from <http://www.children'sliterature.com>
- Awasthi, J.R. (1979). *A study of attitude of different groups of people towards the English language in secondary schools of Kathmandu district*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Awasthi, J.R. (2003). Teacher education with special reference to English language teaching in Nepal. *Journal of NELTA*, 8, 17-28.
- Brown, D.K. (2004). *Using children's literature by the language teacher*. Retrieved September 23, 2009 from [www.ucalgary.ca/dkbrown/rteacher.html](http://www.ucalgary.ca/dkbrown/rteacher.html)
- Brown, E. (2004). Using children's literature with young learner. *The internet TESL journal*, Vol. X, No. 2. Retrieved February 23, 2004, from <http://iteslj.org/>
- Cater, R. & Long, M. (1991). *Teaching literature*. London: Longman.
- Chang, J.Y. (2010). *The role of children's literature in the teaching of English to young learners in Taiwan*. Retrieved August 25, 2010, from [www.asian-efl-journal.com/thesis-chang.pdf](http://www.asian-efl-journal.com/thesis-chang.pdf)
- Children's literature in language classroom*. (n. d.). Retrieved November 2, 2007 from [http://www.ehow.com/how\\_4895193\\_use-literature-teach-writing-research.html#ixzz15j12SO5h](http://www.ehow.com/how_4895193_use-literature-teach-writing-research.html#ixzz15j12SO5h)
- Collie, J. & Slater, S. (1987). *Literature in the Language classroom*: Cambridge University: CUP.
- Credaro, A. (1999-2006). *The instructional use of children's literature*. Retrieved December 28, 2006 from <http://www.children'sliterature.com>
- Finocchiaro, M. (2004). *Teaching English as a second language*. London: Hopper & Raw publishers.
- Ford, S. (1984). *Learning with children's literature*. Retrieved April 7, 1989 from <http://www.children'sliterature.com>

- Gower, R. (1987). *Reading literature*. Great Britain: Modern English Publication.
- Hanson, K. (1998). *ETL402: Children's literature for teacher librarians*. Retrieved from [www.digital-librarian.com/childlit.html/](http://www.digital-librarian.com/childlit.html/)
- Hornby, A.S. (2010) Oxford advanced learners dictionary of current English 8<sup>th</sup>Ed. New York: Oxford University Press.
- Khadka, J.B.(2005). *Teaching drama at secondary level: Problems and prospective*. An Unpublished M.Ed. thesis, Kathmandu: Tribhuwan University.
- Khanal, U. (1999). *A study on attitude of secondary level students towards learning English*. Unpublished M.Ed. thesis, Kathmandu: Tribhuwan University.
- Khaniya, T.R. (2005). Department of English language education. *Department profile*. FOE, T.U., 29-33.
- Kumar, R. (1999). *Research methodology*. New Delhi: Sage Publication.
- Lazar, G. (1993). *Literature and language teaching*: Cambridge University Press.
- Lobban, M. (1989). *Literature across the curriculum: What does it mean in secondary schools*. Retrieved August 28, 1989 from <http://www.warriorlibrarian.com>
- Neupane, D.K. (2008). *Importance of teaching English literature at secondary level*. Unpublished M.Ed. thesis, Kathmandu: Tribhuwan University.
- Random history of children's literature*. (n.d.). Retrieved April 12, 2004 from [www.randomhistory.com/1-50/024children.html](http://www.randomhistory.com/1-50/024children.html)
- Sharma, B.K. and Phyak, P.B. (2006). *Teaching English Language*. Kathmandu: Sunlight Publication.
- Sharma, Y.R. (2008). *Attitudes of teachers & students towards teaching literature in the Faculty of Education*. An Unpublished thesis of M.Ed., T.U., Kathmandu.

- Shing, S.K. (2004). *Teaching literature at higher secondary level*.  
Unpublished M.Ed. thesis, Kathmandu: Tribhuwan University.
- Splosky, B. (1969). *Attitudinal aspects of second language learning*. Bobbay:  
Tata MC Graw-Hill.
- Teaching English through children's literature*. (n.d.). Retrieved July 14, 2009  
from [www.teachingenglish.org.uk/learning-english-through-childrens-literature](http://www.teachingenglish.org.uk/learning-english-through-childrens-literature)
- Timsina, H. (2007). *A study on teaching poetry at higher secondary level*.  
Unpublished M.Ed. thesis, Kathmandu: Tribhuwan University.
- Using children's literature in university syllabus*. Retrieved February 14, 2010  
from [www.slideshare.net/./childrens-literature-course-syllabus](http://www.slideshare.net/./childrens-literature-course-syllabus)

## Appendix – A

Date:

Dear respondents,

This questionnaire has been prepared to draw information for the research work entitled '**Relevance of Children's Literature in Language Teaching course: An Attitudinal Study**' under the supervision of **Dr. Govinda Raj Bhattarai**, Professor, Department of English Education, T.U. Kirtipur, Kathmandu.

In the recent new course of English M. Ed. II year of TU, some children's literary genres are included, among them 2 stories and 2 novels. So I want to study the relevance of these materials in M. Ed. Level. But the special focus of my study is on the novel entitled 'What Katy Did' by Susan Coolidge. Therefore I would like to request you to help by providing the reliable information regarding the following Questions.

### Questionnaire for the teachers

Name:

Qualification:

College:

Teaching experience:

1) In your opinion, what is children's literature?

.....  
.....  
.....

2) What is your attitude towards including some children's literary genres in the course of M. Ed. Level?

.....  
.....  
.....

3) In the University of Foreign Country like Webster University School of Education, West Virginia University at Parkersburg, Inter

American University etc. had included the whole course 'Children's Literature' in their syllabus. But in Nepal, University syllabus couldn't include it. In this situation, as being a lecturer of Education English, what suggestions will you provide to the concerned authority?

.....  
.....  
.....  
.....  
.....

4) In your opinion, why the novel 'What Katy Did' by Susan Coolidge is included in the course of Education English?

.....  
.....  
.....  
.....

5) What kind of lesson can be given to the students of M. Ed. Level from this novel?

.....  
.....  
.....  
.....

6) Generally children's literature is supposed to be the toys to engage children. In this context, what kind of responses did you get from the students of master level while teaching this children's novel?

.....  
.....  
.....  
.....

7) In your opinion, what is the main aim of including this novel in M. Ed.

Level?

.....  
.....  
.....  
.....

8) Did you face any problem while teaching this children's novel to the adult students?

.....  
.....  
.....  
.....  
.....

9) How effective is this novel for the students of Education English of M. Ed. Level who are trainee teachers?

.....  
.....  
.....  
.....  
.....

**Tick the best answer**

10) Do you feel the necessity of children's literature in M. Ed. level?

- a) Yes, it is very necessary because it plays vital role in developing the capacity of understanding about children.
- b) No, it is unnecessary because it is not suitable for this level.
- c) No matter it works in this level.
- d) Yes, because it is a branch of literature.

11) Children's literature provides the opportunity.....

- a) To understand the different kinds of children's psychology.
- b) To create enjoyment to all.
- c) To be familiar with children of different culture.
- d) To imply literary theory from psychoanalytic perspectives.



- 12) The novel 'What Katy Did' by Susan Coolidge is
- a) Suitable for the students of M.Ed. II year.
  - b) Not suitable for the student of M. Ed. II year.
  - c) Suitable only for children.
  - d) Suitable for all level of language teaching.

13) The novel 'What Katy Did' is helpful....

- a) To produce a competent teacher.
- b) To produce a competent language teacher.
- c) To produce a simple teacher.
- d) To care children.

14) a. Children's novel 'What Katy Did' by Susan Coolidge can mirror children's psychology.

- i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....

.....

14) a. It is relevant material for master level.

- i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....

.....

15) a. It is one of the best materials for language teaching.

- i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....

.....

16) a. After reading this novel one can understand how to deal with children.

- i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....

.....

17) a. The teaching hours allocated for this novel is appropriate.

- i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....  
.....

18) a. This novel is different from others children's reading materials because in this novel children's characters is dealt in scientific way which helps to build the quality of good teacher.

i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....  
.....

19) a. The weight should be allocated for this novel appropriately.

i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....  
.....

**If you agree with the following statements write '1' and if you disagree write '2' in the box.**

20) Language used in this novel is very simple and effective for language teaching and learning.

Give reason.....  
.....

21) Characters in this novel are as the role model to understand the children's psychology.

Give reason .....  
.....

22) The lesson created through this novel plays vital role in language teaching classroom.

Give reason.....  
.....  
.

23) Children’s literature is reading material only for children.

Give reason .....  
.....

24) Some essays and poems related to children should be included in

M. Ed. level.

Give reason .....  
.....

Here, SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree and SD=Strongly Disagree.

(Please make sure that you have answered all the question.)

**“Thank you for your kind co-operation”.**

## **Appendix – B**

Date

Dear respondents,

This questionnaire has been prepared to draw information for the research work entitled **‘Relevance of Children’s Literature in Language Teaching Course: An Attitudinal Study’** under the supervision of **Dr. Govinda Raj Bhattarai**, Professor, Department of English Education, T.U. Kirtipur, Kathmandu.

In the recent new course of English M. Ed. II year of TU, some children’s literary genres are included, among them 2 stories and 2 novels. So I want to study the relevance of these materials in M. Ed. Level. But the special focus of my study is on the novel entitled ‘What Katy Did’ by Susan Coolidge. Therefore I would like to request you to help by providing the reliable information regarding the following Questions.

### **Questionnaire for the students**

Name:

College Name:

1) What is literature?

.....  
.....  
.....  
.....

2) What is children’s literature?

.....  
.....  
.....  
.....

3) In the University of Foreign Country like Webster University School of Education, West Virginia University at Parkersburg, Inter American University etc., they had included the whole course

‘Children’s Literature’ in their syllabus. But in Nepal, University syllabus couldn’t include it. In this situation, as being a student of Education Faculty, what suggestions will you provide to the concerned authority?

.....  
.....  
.....  
.....  
.....

4) Generally children’s literature is supposed to be the toys to engage children. In this context, what is the importance of children’s literature in M. Ed. Level? Give your opinion.

.....  
.....  
.....  
.....

5) As being a trainee teacher, what lesson did you get from the novel by Susan Coolidge ‘What Katy Did’?

.....  
.....  
.....  
.....

6) Does the main character Katy Carr represent the character of all children or students? Give your opinion.

.....  
.....  
.....  
.....

7) What is the importance of this novel in language teaching course?

.....  
.....  
.....

8) In your opinion, why is it included in your course?

.....  
.....  
.....

9) How effective is this novel for your level? Give your opinion as a trainee teacher.

.....  
.....  
.....  
.....

**Tick the best answer**

10) The novel by Susan Coolidge is.....

- a. Suitable for M. Ed. level.
- b. Just for entertainment.
- c. Not suitable for this level.
- d. Not relevant for this level.

11) This kind of novel is necessary in this level.....

- a. For language teaching course.
- b. To engage children in learning language.
- c. To understand the novel.
- d. To know about Katy Carr.

- 12) What did you get after reading this novel?
- a. Some clues to understand the children's psychology.
  - b. Entertainment.
  - c. Some message about Katy Carr.
  - d. It tells us about Carr's family.
- 13) How does it facilitate you to be a good teacher of children?
- a. It tells us about the children.
  - b. It helps to create the appropriate environment for the children.
  - c. It helps to understand the nature of different children and treat accordingly.
  - d. It provides main clues about how to deal with children.
- 14) What other literatures related to child psychology should be included in this level?
- a) It is enough.
  - b) Some children's essays and poems should be included.
  - c) As per the needs of course.
  - d) On the basis of the value of those materials.
- 15) It is one of the most effective materials of teaching and learning language.

i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....

16) The teaching hours allocated for this novel is appropriate.

i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....

17) The weight for this novel should be allocated appropriately.

i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....

18) Language used in this novel is effective for language teaching and learning activities.

i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....

19) After reading this novel we (students) learn how to treat children.

i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....

20) The children's characters in this novel are arranged scientifically which teaches us to treat children according to their nature.

i) SA ii) A iii) N iv) D v) SD

b. Give reasons.....

**If you agree the following statements write '1' and if you disagree write '2' in the box.**

21) Characters in this novel are as the role model to understand the students' psychology.

Give reason.....

22) The lesson created through this novel plays vital role in language teaching classroom.

Give reason.....



23) Children’s literature is reading material only for children.

Give reason .....

.....

24) Some essays related to children should be included in language teaching course.

Give reason.....

.....

25) Some poems related to children should included in language teaching course.

Give reason.....

.....

Here, SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree and SD=Strongly Disagree.

(Please make sure that you have answered all the question.)

**“Thank you for your kind co-operation”.**