

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is the most widely used means of communication among human beings. It is the system of expression of meaning. It is the species-specific property of mankind. According to Wardhaugh (1972), “Language is the system of arbitrary vocal symbols used for human communication” (p.3) (as cited in Brown, 1994, p. 4). Likewise, Sapir (1978) states, “Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols” (p.8). Thus, from the above definitions it is obvious that language is a tool for expression of ideas. It is unique property of human beings.

Among the languages spoken in the world, English has been recognized as a widely used language for global communication. It is a prestigious and a standard language in the world. It is an international lingua franca and also used as an official language in the countries like India, Hong Kong (China), Philippines, Singapore, South Africa, Ireland, New Zealand and so on. It is spoken as a mother tongue in the countries like Britain, America and Canada. It is one of the most widely used language among the six UN official languages. It has the largest body of vocabulary and the richest body of literature. It is not only language for international communication but also a gateway to the world body of knowledge. We can have access to the advanced scientific technology, world civilization, medicine, economics and other areas of knowledge by means of English.

### **1.1.1 Need and Importance of the English Language in Nepal**

In the context of Nepal, the English language has been given priority over other international languages. It is taught as a compulsory subject from primary to bachelor level and also as an optional or specialized subject. In addition, a number of English medium schools have been established in private sector under the supervision, guidance and control of the Ministry of Education. So English has become the cry of the day in Nepal.

Nepal needs English for academic activities, to establish diplomatic relations with the foreign countries, to run trade, business and industries, and for the development of advanced science and technology. Moreover, it is necessary to ensure better career within and outside the country. So, English has almost become the language of survival in Nepal. Furthermore, in the present era of globalization English has been an essence for developing international brotherhood.

English has begun to be learnt in Nepal after it entered the Indian subcontinent with the expansion of British Empire in the east. The British introduced English in Indian Education system and later it was expanded to Nepal. In this context, Awasthi (2003) writes,

Formally English entered in Nepalese Education in 1854 when the Prime Minister Jang Bhadur Rana opened Darbar High School in Kathmandu.

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.

initiated B. Ed. programme in English education (p. 22).

Thus, English is taught as a specialized subject in I. Ed., B. Ed. and M. Ed., in T.U., in the faculty of education.

### **1.1.2 Literature: An Introduction**

The word 'literature' has different meanings depending upon who is using it and in what context. It could be applied broadly to mean any symbolic record, encompassing everything from images and sculptures to letters. In a narrower sense, the term could mean any text composed of letters. More generally, one could equate literature with the collection of stories, poems, plays that revolve around a particular topic. The 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 and 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 (<http://www.ecrivain-public.biz>).

In simple words, literature is a body of verbal works, written or oral, related by subject matter by language or place of origin, or by dominant cultural standards. It includes a body of fiction, poetry, drama and criticism that are recognized as having permanent aesthetic value.

According to Lazar (1993), "Literature is a world of fantasy, horror, feelings, thoughts, visions...put into words. It is the use of language to evoke a personal response in the reader or listener"(p. 1). Thus, literature involves multiplicity of thoughts, feelings and ideas. It involves especial and unusual language as well. It is the best use of language. It is also called criticism of life and mirror of contemporary society. It is the expression of human thoughts feelings, emotions and experiences. It tries to bring both heart and mind together.

### **1.1.3 Relation Between Language and Literature**

Language and literature are the inseparable entities like the two sides of a coin. They form the same coin. Literature has the use of language, wherever literature exists there is language. In this regard, Carter and Long (1991) write, “Literature is a legitimate and valuable resource for language teaching” (p. 4). Similarly, for Lazar (1993), “Literature may provide a particularly appropriate way of stimulating acquisition as it provides meaningful and memorable contexts for processing and interpreting new language” (p.17). In this context, Regmi (2004) writes, “We can put both language and literature on the same table of discussion and see them relatively and reciprocally in order to make them right judgement and find out the reality from controversy”. Since literature is rooted in language and language gets life through its literature, language and literature are therefore not poles apart but closely interconnected. Thus, we can conclude that there is not sharp line of demarcation between language and literature and it is also difficult to show the dichotomy between these two. So, language has become a must to literature and conversely literature is a vehicle for teaching language. Hence, language can be an end and literature a means. As language can best be developed through literature, it should be integrated in language course.

### **1.1.4 A Brief Introduction to the English Literature**

The horizon of the English literature is quite broad. It has the rich body of literature dominating all the other languages. Any literature written in the English language is the English literature. The literature is known as the English literature not because the authors of England have written it but because it has used the English language as the natural medium of communication to compose it. Therefore, the English literature incorporates the Asian literature, Black literature, American literature British literature and so on which are composed in English language.

### **1.1.5 Literature and Language Teaching**

Literature occupies an important place in language classroom i.e., literary texts play a vital role in language teaching. It helps language teaching by providing a great variety of authentic content. Moreover, it helps to increase the students' understanding of target culture and fosters their imaginative and creative thinking. Thus, literature which accepts language as its raw materials; is not only the mode of expression, vehicle for thoughts but also a useful and effective resource of language teaching and helps learners in fostering their language skills. In this regard Jha (1993) writes, "There is no other way of acquiring a sophisticated command of language except through assiduous study of its literature" (p. 69). Language teaching is a matter of pedagogy; it is an art. The aim of language teaching is to impart linguistic skills to the language learners. It is a very challenging job. A language teacher should be competent in subject matter as well as methodology. In this regard Obeidat (1997) writes,

Having mere knowledge of accuracy in phonology, syntax, patterns of discourse and grammatical sequences per se is not enough to get mastery over language. Thus, not only does literature provide the student with a considerably wide variety of syntax and vocabulary, but it also exposes the student to language used at its best. Since literature has a very effective and subtle impact on the students' language skills and linguistic performance, students should not therefore be forbidden to study (p. 35).

Moreover, the sound knowledge of literature helps in language teaching by providing authentic content and reliable materials. Carter and Long (1991) attempt to show the reason behind using literature to language teaching

proposing three models. These models try to establish preliminary theoretical base of teaching language through literature. They are:

- a. The cultural model
- b. The language model
- c. The personal growth model (pp.1-3).

**a) The cultural model:** Using literature to language teaching, according to this model, enables students to understand and appreciate cultures and ideologies in the target language. Moreover, the learners may increase their understanding of the target culture and foster their imaginative writing by an examination of a foreign culture through literature.

**b) The language model:** This model focuses on the assumption that literature is used as a tool for language teaching. It is sometimes argued that a justification for the teaching of literature is its value in promoting language development. Thus, one of the main reasons for teachers' orientation towards a language model for teaching literature is to put students in touch with some more suitable and varied creative uses of the language.

**c) The personal growth model:** This model focuses on the assumption that many learners want to love literary texts, as we have found now and again. It is because they wish to be familiar with the patterns of social interaction. One of the main goals of teachers who are primarily committed to a personal growth model of literature teaching is to help students to achieve engagement with the reading of literary texts. Moreover, helping students to read literature more effectively is helping them to grow as individuals as well as their relationships with people and institutions around them.

### **1.1.6 Purpose of Teaching Literature**

Teaching and learning of literature in the language classroom is a matter of great pleasure. It helps to create interest in the learners. Moreover, stylistics i.e., linguistic analysis of literary texts, helps to expand language awareness in the learners. According to Lazar (1993), “Stylistics which involves the close study of literary text itself, has two main objectives: firstly, to enable students to make meaningful interpretations of the text itself; secondly to expand students knowledge and awareness of language in general” (p. 31).

Thus, although the aim of using stylistics is to help students to read and study literature more competently, it also provides them with excellent language practice.

The following can be the purposes of teaching literature:

- i) To develop interpretive ability in the students.
- ii) To acquaint students with the culture of the target language.
- iii) To foster students' creative potentialities.
- iv) To flourish world body of literature.
- v) To create students' interest towards language leaning.
- vi) To expand students' language awareness.
- vii) To make students familiar with the characteristic features of literary language i.e., deviated, rhetorical, prosodic and connotative.
- viii) To develop habit of critical reading and creative writing.
- ix) To help students to acquire confidence in language learning.
- x) To teach language successfully.

### **1.1.7 Importance of Literature in Language Classroom**

Literature and language teaching are closely related. Literature provides learners with a lot of exposure to the variety of language functions and structural patterns. To quote Collie and Slater (1987), one of the reasons for teaching literature is that “It offers bountiful and extremely varied body of written materials. Other reasons are: valuable and authentic material, cultural environment, personal involvement” (pp. 3-5).

Thus, literature provides the students with the cultural knowledge of the language they are learning. Language and culture are so closely associated that it is difficult to understand one fully in the absence of another. Lazar (1993) gives the following reasons for introducing literature in language classroom:

- i) it is very motivating
- ii) it is authentic material
- iii) it has general educational value
- iv) it is found in many syllabuses
- v) it helps students to understand the target language
- vi) it is stimulus for acquisition of language
- vii) it develops students' interpretive abilities
- viii) students enjoy it and it is fun
- ix) it is highly valued and has high status
- x) it expands student's language awareness
- xi) it encourages students to talk about their opinions and feelings (pp. 14-15).

In addition, some of the selected texts of literature can be useful to teach the language skills: listening, speaking, reading and writing. Similarly, some texts of literature are useful to teach reading comprehension. While answering the question ‘Is literature taught or caught?’ Brumfit and Carter (1986), mention



that “None of us teaches anything worthwhile directly to the students: we simply create conditions for successful learning” (p. 23). Now there is no debate on whether literature should be introduced in the language classroom or not. Thus, the importance of introducing literature in the language classroom cannot be exaggerated. The most important is that literature provides the context for meaningful learning, which in turn, can have lasting effect on the life of learner. Literature, since it offers numerous advantages to language teaching, indeed has a place in ESL/EFL curriculum. For students it can provide a key to motivating to read, works as an ideal vehicle for illustrating language use and for introducing cultural assumption.

To sum up, the following can be the reasons for teaching literature in language classroom:

- i) Teaching literature is necessary as it develops learner's linguistic, communicative and cultural competence.
- ii) Literature enriches our mind and enhances learner's language potentialities.
- iii) Literature offers a bountiful and extremely varied body of written material which helps to develop critical and creative thinking in the learners.
- iv) Literature is a key source to enrich our vocabulary.
- v) Literature is a good source for developing students overall capacity to infer meaning and make interpretations.
- vi) A literary text interests, stimulates and provokes the imagination of readers.
- vii) Literature is legitimate and valuable source for language teaching.
- viii) It develops analytical power and insights to view the world differently.
- ix) Reading literature is a matter of pleasure.
- x) Language study remains incomplete without the study of literature.

- xi) Literature is a mental diet. As food clothing and shelter are the basic needs of people so is the literature for literate and educated people. Reading literature has become a part of life for educated people.

Thus, the above stated significance of utilizing literature in the language class lead to the summation that the integrated approach for language and literature is most rewarding for teaching and learning process. It stimulates student's language development process and enhances their sensitivity to the use of language in literature. Selecting appropriate text in the view of students' proficiency and interests gives them additional familiarity with many different linguistic uses, forms, convention and written modes. Moreover, literary texts also serve as excellent prompts for overall modality of language. Language learning through literary text as an authentic material is appropriate method for language learning and fortifying language skills. We read other texts for information whereas literary texts are not for information but for sharing experience between author and reader (Sharma 2005, p.9). Similarly, Obeidat (1997) concludes, "Aside from the constructive role that literature plays in improving the students' knowledge skills, it is a pivotal means for honing the students open-mindedness giving them real opportunities to be exposed to foreign cultures and foreign peoples" ( p. 35).

### **1.1.8 Literature as a Subject**

When we include literature in the field of language teaching and learning, we are treating it as a subject. English literature has become a subject of study in different schools and colleges throughout the world. So, literature can be taken as a subject. Teaching literature as a subject is a question which is certainly the forefront of debate and yet remains controversial today. Although individual learners may often work out a way of teaching literature as a subject, their own experience as students, the type of examination for which they must prepare

and the teachers involved in teaching compels us to define literature as a subject. While treating literature as a subject, we should consider level of learners to select the texts in it. In Nepalese context, in Faculty of Education, TU, although students are trained to be English language teachers, very little attention is paid towards incorporating English literature as the subject. Therefore, the researcher is interested to find out attitude of students and teachers towards teaching literature as the subjects of study.

### **1.1.9 English Courses in Faculty of Education: A Short Glimpse**

T.U. is the oldest University of Nepal established in 1959 A.D. Faculty of Education (henceforth, FOE) is one of the broad discipline in it. These days FOE, T.U. is conducting two-year PCL programme after S.L.C. T.U. is only institution which runs PCL with specialization in English education. The courses include grammar, reading and writing, speech and oral English, methods of teaching and one and a half month practice teaching. Thus, out of 1150 in total, only 400 marks are allocated for specialized area is English where no literature course is taught (Awasthi 2003, p. 24).

Similarly, in three-year B. Ed. programme initiated from 1996 A.D., out of 1500 full marks in total, 900 marks are allocated for English specialized courses. The rest 600 marks are allocated for core subjects. It includes only one course viz. “Eng. Ed. 392, Teaching English literature” weighing 100 full marks which deals with English literature. Similarly, in one year B. Ed. out of 500 marks in total, only 300 marks are allocated for English specialization area which includes one ELT course, one linguistics course and practicum. It does not incorporate any literature course.

Similarly, master level programme (M. Ed. English) which was introduced in 1976, offers altogether 1000 full marks that spread over two years. Of these, core courses cover 200 full marks. The rest 800 marks are allocated for English

specialization which offers courses in Applied Linguistics and ELT Methodology. Only tiny portion i.e. one elective course weighing 50 full marks entitled “Eng.Ed.571, English literature and its pedagogy” is taught in overall master programme which deals with literature (Khaniya, 2005, p. 31).

Thus, the FOE, T.U. is conducting I. Ed., B. Ed. and M. Ed. programmes with the goal of developing qualified teachers, teacher educators, educational administrators, planners, system analyst and experts in the field of education. There are separate subject committees, for each subject, under the FOE to prepare and execute the curricula of different levels. The course structure contains the components like general education, professional education and subject education in case of proficiency certificate and three-year bachelor of education (B. Ed), while for one-year B. Ed. and M. Ed. the Faculty offers courses on professional subject education only (Awasthi, 2003, p. 21).

#### **1.1.10 An Introduction to Attitude**

The term attitude is borrowed from Latin word ‘aptus’ which means ‘fitness’ or ‘adoptedness’. In simple terms, attitude is the predisposition or tendency to react specifically toward an object situation or value usually accompanied by feelings and emotions. So, how people feel or what they believe is their attitude. As mentioned in the Encyclopaedia of Education vol. 1 (1971), “Attitudes refer to how we think, feel about and act toward our fellow human beings and how they think, feel about and act toward us” (p. 396). Thus, it is a set of beliefs toward something. Moreover, this definition of attitudes stressed the integration of thought, feeling and deed. Likewise, to quote Benon (1960),

Technically an attitude is a tendency or pre-disposition toward a certain type of reaction ... As actions tendencies, attitudes are characterized by directionality and often by feelings and emotions.

They may be expressed in such terms as, for or against, favourable and unfavourable, approval and disapproval, and like and dislike, for some specific or general stimulus ... The nature and function of attitudes can not be understood without reference to some object or situation (p. 662).

Thus, from these definitions, it is obvious that attitude is the way of thinking or behaving towards something. It creates motivation towards learning, if it is positive. So, without positive attitude toward something, we can hardly expect of learning something. Therefore, the learning and attitude go side by side. Understanding one's viewpoints, attitudes, beliefs, opinions, sentiments, perception and tendency is prerequisite for any decision making tasks. So, such studies are of great value. Moreover, attitudinal studies have great importance in many social and educational setting as attitude has a close tie with motivation and learning. In this context, Finocchiaro (1969) writes,

The attitudes of students, teachers, community members, peers and other with whom the student comes into contact all affect motivation to some extent but it is attitude of the teacher towards the students and towards his/ her profession that is the essence and core of motivation (p.22).

However, measuring anyone's attitude is a very difficult job. In accordance with Best and Kahn (2004), "Information which attempts to measure the attitudes or beliefs of an individual is known as opinionnaire or attitude scale" (p. 245). So, the researcher must depend upon people's view on something. To measure attitude we can develop a questionnaire or interview schedule and

elicit one's view toward an object or issue. Such attitudinal studies try to seek reason(s) toward some issues or phenomena. Furthermore, the views or opinions can be interpreted by using several scales. Some of them include Likert scales having five alternatives which can be interpreted by using chi-square formula or calculating percentile, Thurstone scale which calculates median value, judgemental scoring with degrees of magnitude, configural scoring and so forth. In addition, the attitudes or opinions can also be interpreted by applying simple statistical tools like measure of central tendency i.e., mode, median, mean or average.

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

Many researches have been done on attitudes towards English in the Department of English education. Awasthi (1979) carried out the first research in his M.Ed. thesis entitled "The Attitudes of Different Groups of People Towards English Language in the Secondary Level of Kathmandu District" and found out that different groups of people had positive attitudes towards the English language and were in favour of continuing English as a compulsory subject in secondary schools and also the majority of people did not want English to be replaced by any other U.N. languages. Similarly, Karki (1989), Khanal (1999), Poudel (2004), Poudel (2006) conducted researches entitled Attitudes Towards English at Campus Level, Secondary Level, PCL Level and Higher Secondary Level Compulsory English, respectively. All of them concluded that students have positive attitude towards learning English as compulsory subject. However, they were not satisfied with the existing curriculum, methods of teaching, learning environment and evaluation system. Moreover, none of these works include attitudes of teachers and students towards teaching literature in the Department of English Education. Likewise, Bhandari (2007) conducted a research entitled 'Attitudes of B. Ed. Students Towards Learning Compulsory English: A Case Study' and found that students

have highly positive attitudes towards learning compulsory English but they were negative towards ongoing evaluation system.

Similarly, several research works have been carried out on different techniques used in teaching literature ranging from school to campus level. Devkota (2003) carried out a research on 'Learning Strategies Used in Studying Literary Texts: An Attitudinal Study'. By his observation he found that students consult dictionary, reference materials and use translation in some cases. Likewise, Gyawali (2004), Bhatta (2006) and Timsina (2007) conducted researches entitled Teaching Poetry at Secondary Level, Students Comprehension Ability of Literary Texts in Grade Ten and Teaching Poetry at Higher Secondary Level, respectively. All of these concluded that both students and teacher faced difficulties while dealing with literary texts, especially poetry. Moreover, students were found better in prose. They also concluded that teaching poetry was an essential way of developing creativity.

In similar way, Gaire (2004) carried out a survey research on 'A Study on Students' Opinions About Learning English'. The purpose of this study was to find out students' opinions about learning English as a foreign or second language. Two hundred students from different campuses of Kathmandu were selected as sample and questionnaires were distributed to elicit the required information. Majority of them were interested to learn English. They stressed on the importance of pronunciation, vocabulary and grammar. Moreover, most of them believed that most important part of learning English is using it.

Similarly, Singh (2005) conducted a research on 'Teaching Literature at Higher Secondary Level'. He attempted to find out relevancies, strategies and problems of teaching literature. He concluded that the strategies followed and students' participation was not satisfactory. Moreover, he concluded that teaching literature in class can not be denied as it helps to expand students' language awareness. However, this research could not find out the attitudes of

teachers and students towards teaching courses of literature in education stream at higher level.

Thus, many researches have been conducted entitled attitudes towards the English language at various levels by various researchers previously. Not only this, there are many researched dealing with the strategies used in teaching different literary genres from school level to campus level. However, no research work is conducted to explore the attitudes towards using literature as a means of teaching language yet. Therefore, the proposed study is different from all the studies carried out so far in the sense that it focuses on both teachers' and students' attitudes towards teaching literature in education stream, under the Faculty of Education in T.U. Thus, it is the first research which reveals the attitude of both teachers and students towards teaching literature. Moreover, no research is carried out which reflects the need and relevance of teaching literature at higher level especially in FOE. So, the researcher is interested in this field to assist to solve the issue of whether to teach literature or not.

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

This study had the following objectives:

- i) to find out the attitudes of teachers and students towards teaching English literature in the Faculty of Education,
- ii) to find out the attitudes of teachers and students towards the weight given for the English literature in the existing curriculum in FOE, in T.U.,
- iii) to suggest some pedagogical implications for improvement.



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

Although this study is confined to find out the attitudes of teachers and students towards teaching literature in the FOE, it helps to provide feedback to rethinking, reformulation, revision and improvement of the existing course.

The study tries to incorporate the options or perception of teachers and students. Further, it tries to address the great issue ‘whether to teach literature in FOE or not?’ Similarly, the findings of the study will be fruitful to those who are directly or indirectly involved in teaching and learning of the English literature as well as the English language. Likewise, the findings will be equally useful for curriculum designers, policy makers, instructors, language teachers, textbook writers and evaluators, as they can take further steps in the light of its findings. Moreover, this work will be invaluable source for those prospective researchers who are interested in conducting research to the relevant areas in the days to come.

## **CHAPTER TWO**

### **METHODOLOGY**

In this study, I adopted the survey research design. This design enabled me to find out the attitudes of both teachers and students towards teaching the English literature. Moreover, I tried to find out attitudes towards existing English curriculum and status of the English literary courses, selection of the texts and the expected change in the days to come. The sources of data, sample size, sampling procedure, tools for data collection, process of data collection and the limitations of the study were specified as follows.

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

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

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

This study was primarily based on primary sources of data. The data were mainly collected from the English teachers who were teaching in different constituent and affiliated campuses in Kathmandu Valley, in FOE under T.U. and from the students studying in M.Ed. level in University Campus Kirtipur in the first and second years.

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

As the secondary sources, I consulted various books, journals, articles, related previous research works and websites. Some of them were Sapir (1978), Awasthi (1979), Brumfit and Carter (1986), Collie and Slater (1987), Carter and Long (1991), Lazar (1993), Brown (1994), Kumar (2006), Issues of Journal of NELTA, ELT FORUM and so forth.

## **2.2 Population of the Study**

The population of the study were the English teachers who were working in FOE, T.U., and students of masters' level specializing in English. The samples of the study were 20 English teachers and 60 students. The teachers were taken as sample of the study from seven different campuses of Kathmandu Valley. Similarly, the students were taken from first year, second year and the ones writing their master's theses as a sample from the University Campus Kirtipur. The names of campuses from which teachers were selected and the number of sampled students are given in appendix-IV.

## **2.3 Sampling Procedure**

The samples were selected by using purposive non- random sampling design. I purposefully selected 20 teachers from 7 different campuses of Kathmandu valley and students from University Campus Kirtipur who had studied the English Curriculum of FOE.

## **2.4 Tools for Data Collection**

The tools for data collection were questionnaires. I used a set of both open-ended and closed-ended questions to collect the data for this study. The same questionnaire was used to collect opinions and experiences of the teachers and students. There were twenty two questions along with sub-questions in four different sectors to elicit the required information. The questionnaire is given in the appendix-I.

## **2.5 Process of Data Collection**

After preparing a set of questionnaire, I collected the names of different constituent and affiliated education campuses of Kathmandu valley. Then I purposefully selected seven education campuses to elicit data for the study. After that, I directly visited those campuses one by one. I contacted and talked to the campus authority. Then I met the English teachers of those campuses,

explained the purpose of my study and requested to provide their opinions through questionnaire. Thus, the twenty teachers were purposefully selected. Similarly, I distributed the questionnaire to the 60 students of M. Ed. from University Campus, Kirtipur by explaining the purpose of study. The students were selected purposively. Finally, I collected the questionnaires from the respondents and thanked all of them. For the secondary sources of data, I consulted my supervisor, related bookshops, libraries and websites.

## **2.6 Limitations of the Study**

This study had the following limitations:

- i) The area of the study was confined to seven campuses of Kathmandu valley i.e., Kathmandu, Bhaktapur and Lalitpur.
- ii) The study was limited to the FOE, in T.U.
- iii) The sample was limited to twenty teachers and sixty students. The teachers were selected from the Kathmandu valley those who were teaching English courses under FOE. The students were taken only from University Campus Kirtipur, particularly those who had specialized in English.
- iv) The study was limited to find out the attitudes of teachers and students towards teaching the English literature in FOE, T.U.
- V) The primary data collection was limited to written sets of questionnaires duly filled in by the respondents.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATIONS**

This chapter is mainly concerned with analysis and interpretation of the data. In this section of the study, the data gathered from different sources were analyzed and interpreted to fulfil the set objectives. The data were analyzed and interpreted under the four broad headings viz. Attitudes towards existing English courses, Attitudes towards the courses of English literature, Selection of the texts and expected changes to the course.

It has already been mentioned that a set of questionnaire consisting of open-ended and closed-ended questions were developed as a tool. Most of the closed-ended questions were to be answered with three alternatives; ‘Yes’, ‘Uncertain’ and ‘No’, numbered i, ii, iii. The percentage is the main basis for the data analysis. While analyzing the data, the total number of responses of teachers and students were counted and changed into percentage. Generally, if the responses were 50% or above, it was considered as positive attitude and below it as negative.

#### **3.1 Teachers’ and Students’ Attitudes Towards Existing English Courses**

In this area, there were altogether six questions along with some sub-questions. They were about the existing English curriculum and their contribution to develop teaching skills, relevance in terms of content or need and major shortcomings.

##### **3.1.1 Attitudes of Teachers Towards the Existing English Courses**

To find out the teachers’ attitudes on the existing courses a number of questions were asked. They were asked to tick the best opinion and give reason

to support their answer. The question nos. 1, 2, 5, 6 are analyzed in percentage in the following table.

Table No. 1: Attitudes of Teachers Towards the Existing English Courses

Q. No. Response	1	2	5	6
Yes	55%	50%	50%	10%
Uncertain	20%	20%	25%	20%
No	25%	30%	25%	70%

Question No. 1 was to measure the adequacy of the present English courses to develop teaching skills. The question was: “Is the present curriculum of English in FOE adequate to develop teaching skills? a. (i) Yes (ii) Uncertain (iii) No, b. Give some reasons.” In response, 55% of the teachers viewed that the curriculum is adequate to develop teaching skills as it focuses on pedagogical and methodological aspects. However, 25% viewed that the courses are not adequate as they are not oriented to develop professionalism and they are more theoretical. Similarly, 20% teachers were uncertain about it.

Question No. 2 was about the relevance of the courses in terms of need or contents. The question was “Are the present courses of English under the FOE relevant in terms of need or content?” In response, 50% responded ‘Yes’, 30% ‘No’ and 20% ‘uncertain’. As the courses deal with English pedagogy they are relevant. However, others viewed negatively as the courses are not updated for long and literary courses are marginalized.

Question No. 3 was asked to find out the major shortcomings of the present major English curriculum in FOE. On the basis of teachers’ responses the following are the major shortcomings of the existing English curriculum.

- i) The courses seem to be more theoretical and the essence of practical part is not followed.
- ii) Lack of research oriented spirit.
- iii) Unnecessary repetition of the course.
- iv) Dominance of paper pencil technique in testing.
- v) Very little or no focus on literary courses.
- vi) The courses are not timely updated.

To conclude, although majority of the teachers expressed their positive attitudes towards the existing courses in terms of teaching day-to-day communicative skill, they showed their reservations to the courses in terms of associating cultural and linguistic aspects of the target language.

Question No. 4 was asked to find out the most favourite and least favourite course for teachers. They were asked to number each course giving 1 to the most favourite and increasing the number for less favourite ones. The data showed that 55% teachers put the “Communicative English” in the first position and 60% of them put the “English Structure” in the last position among the ten representative courses of English. This shows, communicative English is the most favourite and English Structure is the least popular course among the teachers.

Question No. 5 was asked to find out whether the courses taught in FOE are helpful in day to day communication. In response, 50% of teachers responded ‘Yes’, 25% of them said ‘No’ and 25% were uncertain. Thus, the data showed that the courses taught in FOE are helpful in day-to-day communication. The reasons were: inclusion of the Communicative English, which focuses on day to day language functions, Phonetics and Phonology, Speech and Oral English, Writing Skills and so forth. However, 25% reasoned that as the courses lack

communicative components and are more theoretical in nature, they are less helpful in day to day communication.

Question No. 6 was: “Learning English literature is often equated with learning the culture of that language as well. Do you think the courses taught in FOE are enough to impart cultural information associated with the language?” In response to this, 10% said ‘Yes’, 20% were uncertain and 70% said ‘No’. This showed the majority of the teachers viewed the present courses of English are not adequate to impart cultural information associated with the English language. The reason was that literature is a vehicle for teaching cultural aspect, which is not sufficiently included in the existing English courses.

### 3.1.2 Attitudes of Students Towards the Existing English Courses

To find out the students’ attitudes towards the existing English courses, altogether six questions were asked. They were asked to tick the best opinion and give reason to support their answer. Their responses are presented in the following table:

Table No. 2: Attitudes of Students Towards the Existing English Courses

Q. No. Response	1	2	5	6
Yes	51.66%	16.66%	51%	10%
Uncertain	1.66%	20%	5.66%	11.66%
No	46.66%	63.33%	43.33%	78.33%

Question No. 1 was to measure the adequacy of the present English courses to develop teaching skills. In response, 51.66% students said ‘Yes’. They reasoned that as the English courses are designed to produce trained teachers and focus on teaching methodologies, they help to develop teaching skills. However, 46.66% students said ‘No’. They viewed that the courses focus only



on how to teach and not on what aspect. Moreover, they viewed that its implication aspect is weak and more theoretical. Similarly, 1.66% of them were uncertain.

Question No. 2 was to find out the relevance of the courses in terms of need or contents. Among 60 students, 16.66% said 'Yes'. They opined that the courses are helpful to develop trained teachers. However, 63.33% students responded 'No'. They viewed that the courses are not updated and do not incorporate contemporary issues. Moreover, the courses are not based on the learners' need analysis and are mainly methodology oriented and literary courses are not sufficiently included. Similarly, 20% of them were uncertain.

Question No. 3 was asked to find out the weaknesses of the present major English curriculum. On the basis of students' responses, the following are the major shortcomings of the present major English courses:

- i) lack of proper practical orientation,
- ii) very little focus on literary courses,
- iii) courses are not directly relevant to the needs of the society,
- iv) lack of updated courses to incorporate contemporary issues,
- v) more focus on accuracy rather than fluency,
- vi) unnecessary repetition of subject matter,
- vii) the courses teach about language rather than teaching actual language,
- viii) make learners exam - oriented rather than knowledge – oriented.

Question No. 4 was asked to find out the students most preferred and least preferred course of FOE. The data showed that 63.66% students put 'Communicative English' in the first position and 78.33% of them put 'English Structure' in the last position. So, communicative English is the most popular and English structure is the least popular course among the different courses prescribed in FOE.

Question No. 5 was asked to find out whether the courses taught in FOE are helpful in day-to-day communication. Among the total students, 51% said 'Yes', 43.33% said 'No' and 5.66% were uncertain. The students who opined positively gave reason that - as the courses of FOE, Communicative English focuses on day to day language functions, Phonetics and Phonology and others, are helpful in day-to-day communication. However, others who disagreed the statement argued that the courses do not adequately focus on day-to-day English.

The sixth question was asked to find out whether the courses taught in FOE are adequate to impart cultural information associated with English or not. The majority of students, 78.33% said 'No'. They reasoned that literature is the main source to teach cultural information. But the courses of literature are not incorporated adequately in the English course of FOE. So, it can not impart adequate amount of cultural information associated with it. Similarly, 10% said 'Yes'. However, they could not supply significant reasons and 11.66% students were uncertain. This shows that the present courses of FOE are unable to impart adequate cultural knowledge associated with the English language.

### **3.2 Attitudes Towards the Courses of the English Literature**

In this section of the study, altogether seven main questions along with sub-questions were asked. The attitudes of teachers' and students' were analyzed separately.

#### **3.2.1 Attitudes of Teachers Towards the Courses of English Literature**

The responses of the teachers are tabulated and analyzed as below.

Table No. 3: Attitudes of Teachers Towards the Courses of English Literature

Q. No. / Response	8	9	10	11	12	13
Yes	95%	5%	85%	75%	10%	95%
Uncertain	5%	5%	10%	20%	30%	5%
No	0%	90%	5%	5%	60%	0%

Question No. 7 was: “What, in your opinion, are the advantages of teaching the English literature in FOE for those who are specializing in English?”

According to their responses, literature helps to:

- i) teach literary courses in future,
- ii) support their livelihood,
- iii) teach different language skills,
- iv) develop literary competence,
- v) get the real taste of language,
- vi) develop analytical and critical skills,
- vii) familiarize with the target culture.

Question No. 8 was about the necessity of the teaching literature in FOE. The question was: “Do you think teaching literature is necessary at all levels in FOE, T.U.?” As presented in table No. 3, 95% said ‘Yes’ and 5% were uncertain. This shows they have completely positive attitude towards teaching literature in FOE. They reasoned as follows:

- i) the learners will be benefited both linguistically and culturally,
- ii) it helps to develop creative potentiality and critical habits,
- iii) it gives knowledge about literature and philosophy of the society so that language learning becomes possible,
- iv) it makes language learning authentic, motivating and contextual,
- v) it is inseparable part of language teaching.

The ninth question was: “Are you satisfied with the literature courses offered in English, in FOE?” As shown in the table No. 3, 5% said ‘yes’, 5% were uncertain and 90% said ‘No’. This shows that majority of teachers were dissatisfied to the status of existing literary courses. They opined that the courses are optional and the weight given to the English literature is very little. Further, it addresses only the pedagogical facet. So, the content is not enough. Thus, the literary course should be made compulsory.

The tenth question was: “Can literature be used to get fruitful result in teaching language?” In response, 85 %, 10% and 5% said ‘Yes’, ‘Uncertain’ and ‘No’ respectively. This shows that literature can be used as a means to teach language. They opined that literature helps language teaching by creating motivation, offering varieties and contextual use of language.

Question No.11 was: “Do you agree the knowledge of literature is necessary to get mastery over English language?” In response, 75% agreed and said ‘Yes’, 20% could not decide and 5% said ‘No’. Those who said ‘Yes’ argued that as literature occupies one of the important domains and is one of the best ways of teaching cultural aspect, it is necessary to have literary competence apart from linguistic competence to get mastery over the English language.

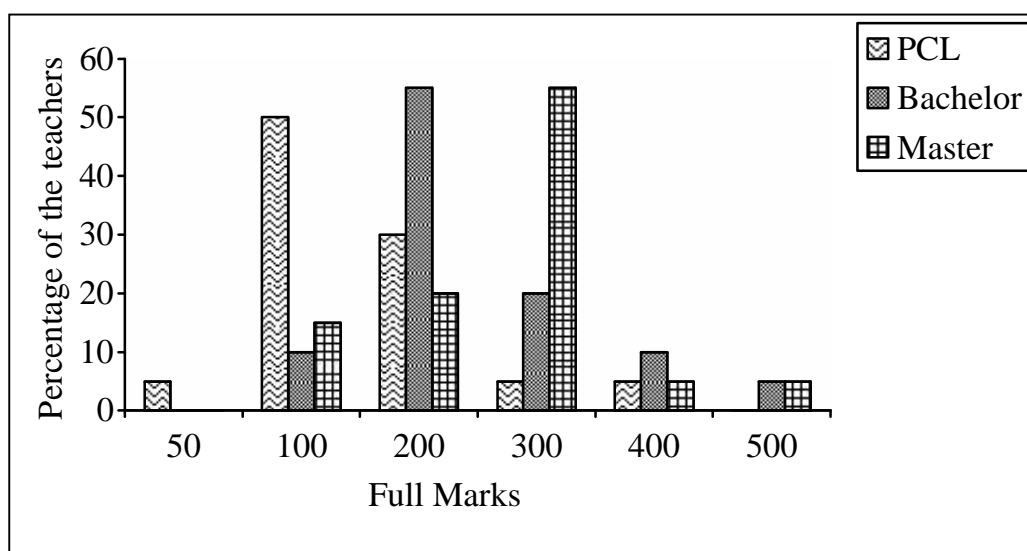
Question No 12 was: “Can one be a successful English teacher without studying the English literature?” In response, 10%, 30% and 60% said ‘Yes’, ‘Uncertain’ and ‘No’ respectively. This shows that knowledge of literature is a must for a successful language teacher. They reasoned that we should have both linguistic and literary competence to teach literary portion. We become neither competent nor confident without studying literature.

The thirteenth question was: “Should literature be included as a compulsory course in major English course in FOE, in T.U.?” In response, 100% teachers

said ‘Yes’; this shows that they are in favour of making literature compulsory. They thought so because everybody gets a chance to be exposed to the English literature and can learn the English culture by means of the English literature. The other reasons were: it is a vehicle for teaching language as such the knowledge of literature is a must to be a competent language teacher.

Similarly, 100% of teachers were in favour of teaching literature from PCL level. The full marks to be allocated for literature in each level, out of total marks, according to them, are as follows:

Diagram No. 1: Teachers’ View on Weight to be Given to the Literary Courses



From the above diagram, we can say that 100 marks literature should be taught compulsorily in PCL as 55% of teachers viewed so. Similarly, 55% of them were in favour of teaching 200 and 300 full marks of literature compulsorily in Bachelor’s and Master’s levels, respectively.

### 3.2.2 Attitudes of Students Towards the Courses of English Literature

The responses of students are tabulated for analysis in the following table:

Table No. 4: Attitudes of Students Towards the Courses of English Literature

Q. No. Response	8	9	10	11	12	13
Yes	91.66%	10%	90%	86.66%	18.33%	95%
Uncertain	3.33%	8.33%	8.33%	5%	8.33%	1.66%
No	5%	81.66%	1.66%	8.33%	73.33%	3.33%

The seventh question was: “What, in your opinion, are the advantages of teaching the English literature in FOE for those who are specializing in English?” According to their response, the following are the advantages of teaching literature:

- i) it arouses interest and motivation in the learners,
- ii) it is a valuable source in imparting cultural information,
- iii) it develops language awareness, critical habits of thinking and self-confidence,
- iv) it helps students to be familiar with different literary genres and develops literary competence,
- v) it offers colloquial and contextual language use.

The eighth question was: “Do you think teaching literature is necessary at all level in FOE, T.U.?” As presented in table No. 4, 91.66% students said ‘Yes’, 3.33% of them were uncertain and 5% of them said ‘No’. This data shows that teaching literature is necessary in the English curriculum. They reasoned that it helps to practice contextual use of language, has general educational values, makes familiar to the emotional use of language and language can best be taught through it.

The ninth question was: “Are you satisfied with the literature courses offered in English, in FOE?” As shown in table No. 4, 10% students said ‘Yes’, 8.33% of

them were uncertain and 81.66% of them said 'No'. This shows that the majority of the students were dissatisfied to the status of existing literary courses. They reasoned that the courses are elective and the weight given is very little. They further said that the courses are only oriented towards the pedagogical facet.

The tenth question was: "Can literature be used to get fruitful result in teaching language?" As shown in table No. 4, 90% of total students said 'Yes', 8.33% were uncertain and 1.66% of them said 'No'. This shows a vast majority of the students have positive attitudes towards literature. They reasoned that as literary texts are interesting to read, they create fun and motivation in language learning. It also gives cultural knowledge and the knowledge of language use. Moreover, it is helpful to teach vocabulary, language skills and aspects. So, it can be used to get fruitful result in language teaching.

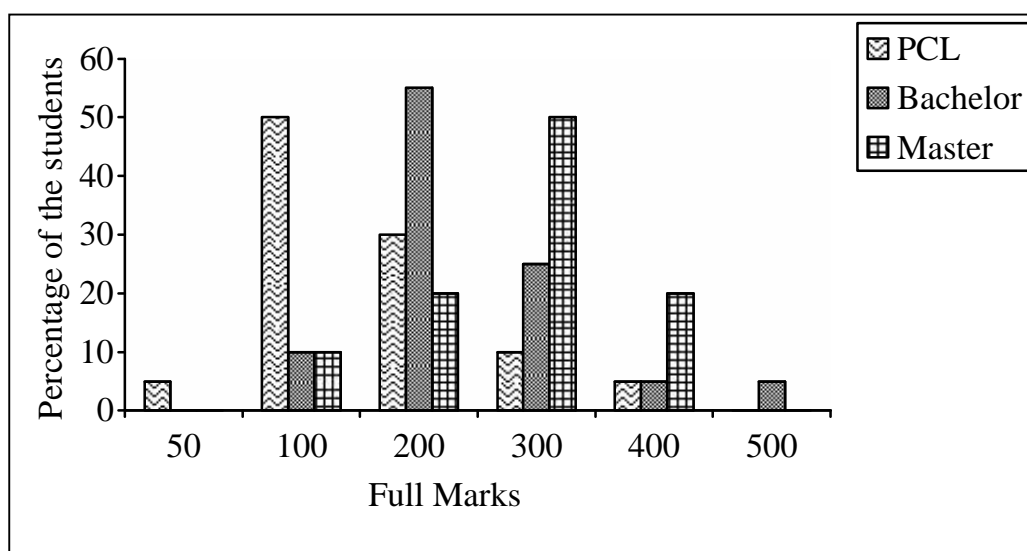
Question No. 11 was: "Do you agree the knowledge of literature is necessary to get mastery over the English language?" In response, 86.66% agreed and said 'Yes', 5% were uncertain and 8.33% said 'No'. Those who said 'Yes' argued that learning language is not only learning of its grammar and vocabulary but also learning the cultural aspect. So, to get complete mastery over a language one must be acquainted with its literature.

Question No. 12 was: "Can one be successful English teacher without studying the English literature?" In response, 18.33%, 8.33% and 73.33% said 'Yes', 'Uncertain' and 'No' respectively. This shows that the majority of students viewed knowledge of literature is a must to be a successful language teacher. They opined that one should have literary competence apart from linguistic competence to be a successful language teacher. Moreover, it is one of the essential aspects of language. However, those who said 'Yes' reasoned that we

can teach linguistic and communicative facet of language. So, knowledge of literature is not a must for an English teacher.

Question No. 13 was: “Should the English literature be included as compulsory course in major English course in FOE, T.U.?” In response, cent percent students had positive attitude towards it and viewed that it should be compulsorily taught from PCL. They reasoned that the knowledge of literature is a must for the prospective English teachers. In their opinion, the weight to be given to the English literature was as follows:

Diagram No. 2: Students’ View on Weight to be Given to the Literary Courses



The above diagram shows that majority of students i.e., 50% said that 100 marks of literature should be taught in intermediate level. Similarly, 200 marks of literature and 300 marks of literature should be taught in bachelor and master levels respectively as 55% of respondents opined so.

### 3.3 Attitudes Towards the Selection of the Texts



In this section, to find out the teachers' and students' attitudes towards the selection of the texts altogether five questions along with sub-questions were asked. The answers are analyzed under the following headings:

### 3.3.1 Attitudes of Teachers Towards the Selection of the Texts

Under this area, different questions were asked to find out the impression of teachers towards the literary courses in English, advantages and mental effects of foreign literary courses in our context. The responses are presented in the following table:

Table No. 5: Attitudes of Teachers Towards the Selection of the Texts

Q. No.	14	16
Response		
Yes	95%	5%
Uncertain	5%	0%
No	0%	95%

Question No. 14 was: "Do you prefer to study the English literature?" In response to this, 95% of teachers responded 'Yes' and 5% were uncertain. This shows that teachers have interest in studying literature. They reasoned that it is interesting to read the literary texts. Moreover, they preferred to read literature as it refreshes mind, develops fluency in language, broadens the mind and gives a lot of entertainment.

Question No .15 was asked to find out the most popular and the least popular genres of literature among the teachers. As 45% of teachers put the poem in the first position and 55% of them put non - fictions in the last position, it is obvious that poems are the most popular and non - fictions are the least popular texts among the teachers.

Question No. 16 was: “What is your impression towards the English literary course in FOE? Is it sufficient?” Maximum No. of teachers i.e., 95% said ‘No’ and only 5% said ‘Yes’. They reasoned that firstly, the courses are not compulsory. Secondly, the weight of 100 marks in B. Ed. and 50 marks in M. Ed. are not sufficient to develop literary competence. Moreover, the courses do not include thematically relevant topics. This shows that the literary courses included in FOE are not adequate in their view.

Question No. 17 was: “What are the advantages of teaching the English literature? Mention any three.” According to the responses provided by the teachers, the following are the advantages of teaching the English literature:

- i) it helps to develop literary competence in English,
- ii) it develops language awareness,
- iii) it helps to build up confidence in teachers,
- iv) it helps to develop analytical and critical habits in learners,
- v) it develops creative potentialities and imaginative thinking,
- vi) it helps to expand vocabulary power,
- vii) it helps to understand the English culture,
- viii) it arouses curiosity and motivation among the learners.

Question No. 18 was: “What mental effects does a foreign literary text have in our context?” According to the teachers’ response, such texts may create problems in cultural adjustment. Moreover, some texts, if irrelevantly selected, can be most difficult to understand due to the complexity of the texts. Further, if the texts are thematically irrelevant, they can create confusion.

### **3.3.2 Attitudes of Students Towards the Selection of the Texts**

In this section, different questions were asked to find out students’ attitudes towards the English literary courses, their advantages and mental effects of

foreign literary texts in our context. Their responses are presented in the following table:

Table No.6: Attitudes of Students Towards the Selection of the Texts

Q. No. Response	14	16
Yes	100%	6.66%
Uncertain	0%	8.33%
No	0%	85%

Question No. 14 was: “Do you prefer to study the English literature?” As shown in table No.6, cent percent students said ‘Yes’. This showed that they were interested to study the English literature. They preferred to study the English literature because:

- i) it is interesting to read and gives much pleasure and entertainment,
- ii) it helps to gain overall knowledge in English literature.

Question No. 15 was: “asked to find out the most popular and least popular texts among the students. As 50% of total students and 50% of them put the poems and non-fictions in the first and the last position respectively; this showed that poems are the most popular and non-fictions are least popular texts among the students.

Question No. 16 was: “What is your impression towards the English literary courses in FOE? Is it sufficient?” As shown in table No. 6, maximum number of students, 85%, responded ‘No’, 8.33% of them were uncertain and only 6.67% of them said ‘Yes’. This shows that the course of literature i.e., 100 marks elective paper in B. Ed. and 50 marks in M. Ed. are insufficient to develop literary competence. Moreover, as education stream focuses on pedagogical aspect, it pays little attention to the literary courses.

Question No. 17 was: “What are the advantages of teaching the English literature? Mention any three.” Based on the students' responses the following are the advantages of teaching English literature:

- i) it creates high level of motivation and helps to make language learning successful,
- ii) we can be acquainted with the knowledge of the English,
- iii) it helps to bring variety in language classroom,
- iv) it works as a vehicle for language teaching as it works as an authentic material,
- v) it helps to develop fluency as well as vocabulary power,
- vi) it provides exposure in emotive and contextual use of language.

Question No. 18 was: “What mental effects does a foreign literary text have on our context?” In the students' perspective, some literary texts can be difficult to understand so they may cause cognitive defect. In addition, there can be the cultural influence and can create illusions. Similarly, subject matter of foreign literary texts can be irrelevant in our context.

### **3.4 Attitudes Towards Expected Change to the Course**

In this section, teachers' and students' attitude were tried to find out towards the expected changes to be made in the existing curriculum to make it more effective and qualitative. For this purpose, altogether four questions were asked. The data are analyzed and interpreted below:

#### **3.4.1 Attitudes of Teachers Towards Expected Change of the Course**

In this section, teachers' responses were analyzed to find out their viewpoints towards the improvement of the course. Their responses are tabulated as follows:

Table No. 7: Attitudes of Teachers Towards Expected Change of the Course

Q. No.	19	20	21
Response			
Yes	5%	10%	90%
Uncertain	5%	10%	10%
No	90%	80%	0%

The first question in this area was: “Are you satisfied with the exposure given to the English literature in education stream?” A few number of teachers, 5%, said ‘Yes’, 5% of them were ‘Uncertain’ and 90% of them said ‘No’. This shows that the exposure given to the English literary course in education stream is very less. They said that it is insufficient in terms of weight and coverage.

Question No. 20 was: “a) Are you satisfied with the courses in I. Ed., B. Ed. and M. Ed., in English? (i) Yes (ii) Uncertain (ii) No. b) What can we do to make the courses more effective and qualitative?” Very less number of teachers, 10%, was satisfied. They viewed that it gives the knowledge on teaching methodology. However, 80% of them were dissatisfied with the courses. They suggested that the courses should include more literary contents; courses should be regularly updated, made practical and avoid unnecessary repetitions.

Question No. 21 was: “Do you think the present English curriculum of FOE needs some changes?” In response, 90% of the teachers said ‘Yes’ and 10% of them were uncertain. This shows that the present English curriculum needs some changes. They suggested the following directions for change:

- i) curriculum should be updated regularly to incorporate contemporary issues,
- ii) the nature of the course should be made more practical,
- iii) the testing system should be made formative as well,

- iv) it needs radical changes in the whole educational system,
- v) research component should be emphasized,
- vi) compulsory courses should be replaced by literary courses especially at Master level.

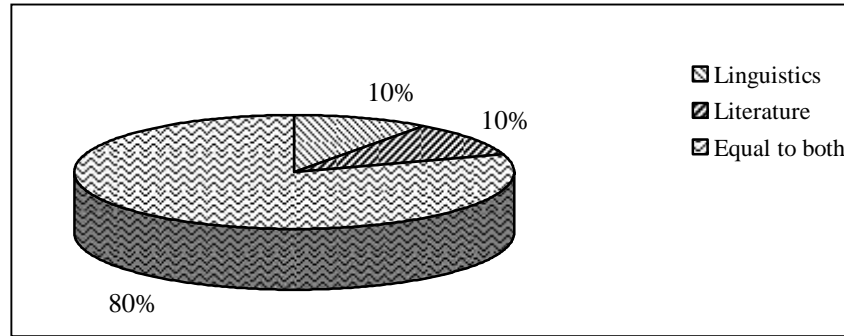
The last question was: “If you are asked to revise the present English curriculum of FOE, in T.U., which aspect do you emphasize?” The responses were as follows:

Table No. 8: Teachers’ View on Domains of Language Teaching

Linguistics	Literature	Equal to both
10%	10%	80%

The above table shows that 10% of the teachers said that linguistic aspect should be focussed. They reasoned that once we have linguistic knowledge, we can study literature at leisure. Similarly, 10% of them said that literary aspect should be focussed. They reasoned that literature is the best vehicle to learn language. The maximum number of teachers i.e., 80% said that both aspects should be equally emphasized. They said so because there should be harmonious relation between these two domains. In addition, to get complete mastery over language, one must have both linguistic as well as literary knowledge. The responses can be shown in the following chart for more clarity:

Diagram No.3: Teachers’ View on Domains of Language Teaching



In addition, as the main tenet of education stream is to impart teaching skills, the methodology courses should be incorporated in both linguistics and literary domains to produce trained language teachers.

### 3.4.2 Attitudes of Students Towards Expected Change of the Course

In this section, the students' opinions elicited using different questions are analyzed as follows:

Table No. 9: Attitudes of Students Towards Expected Change of the Course

Q. No.	19	20	21
Response			
Yes	8.33%	6.66%	95%
Uncertain	1.66%	8.33%	3.33%
No	90%	85%	1.66%

As tabulated above, the first question in this area was: "Are you satisfied with the exposure given in education stream?" Only 8.33% of students said 'Yes', 1.66% were uncertain and 90% of them said 'No'. This shows that majority of them were not satisfied with exposure given to the English literature. To them, the exposure given is very little and fails to offer adequate literary information.

Question No. 20 was: "a) Are you satisfied with the courses in I. Ed., B. Ed. and M. Ed., in English? (i) Yes (ii) Uncertain (iii) No. b) what can we do to

make the courses more effective and qualitative?” Only 6.66% of students were satisfied and responded ‘Yes’. Similarly, 8.33% of them were uncertain and 85% of students said ‘No’ i.e., they were dissatisfied. Their suggestions for required change were to incorporate more courses of English literature, to revise the course time to time, to make the course more practical, to focus on research component.

Question No. 21 was: “Do you think the present English curriculum in FOE needs some changes?” As shown in table No. 9, 95% of students responded ‘Yes’ and were in favour of change. However, 3.33% remained ‘Uncertain’ and 1.66% said ‘No’. They suggested the following directions for change.

- i) The course should focus on what aspect part from how aspect. For this some courses of literature should be added.
- ii) The repetition of the courses should be minimized.
- iii) The compulsory courses should be avoided especially at Master’s level.
- iv) Communicative component and practical aspect should be focused.
- v) Provision of monitoring should be practised.
- vi) The assessment system should be systematized.

The last question was: “If you are asked to revise the present English curriculum of FOE, at T.U., which aspect do you emphasize?” The responses to this question were as follows:

Table No. 10: Students’ View on Domains of Language Teaching

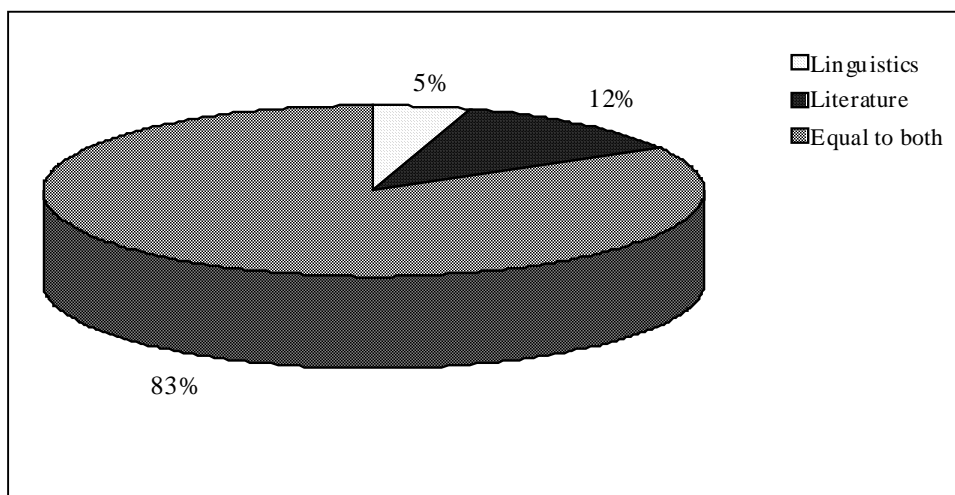
Linguistics	Literature	Equal to both
5%	12%	83%

As shown in the above table, 5% of the students emphasized to the linguistic aspect. To them, once we are equipped with the linguistic knowledge we can



study literature ourselves. Similarly, 12% of them emphasized to literature. They reasoned that we, prospective teachers, can not teach literary courses unless we are equipped with literary knowledge. However, majority of them 83%, emphasized to both aspects. They argued that both linguistics and literature are interconnected to each other and to get mastery over language we should have harmonious knowledge of both domains. So, while selecting the courses both domains should be emphasized. The responses can be more vividly presented in the following diagram.

Diagram No. 4: Students' View on Domains of Language Teaching



Moreover, in both domains the teaching methodology courses are to be incorporated to produce the trained English teachers.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

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

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

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

The teachers and students both have highly positive attitudes towards teaching the English literature in the Faculty of Education for those who are specializing in English. Moreover, they are not satisfied to the weight given to the English literature in existing English curriculum.

##### **4.1.1 Some Common Findings**

1. Both teachers and students have positive attitudes towards teaching literature.
2. Both teachers and students are in favour of teaching English literature compulsorily to those who are specializing in English.
3. They view literature to be taught starting from PCL to Master's level.
4. Teaching English literature helps to impart cultural information and also makes language learning fruitful as it works as a vehicle for language teaching.
5. As the spirit of education stream is to develop teaching skills the present English courses are mostly methodology oriented, however, they lack adequate literary contents.
6. Both linguistic and literary competences are required to get mastery over language.
7. The weight given to the English literature in the existing English curriculum is inadequate.

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

1. Teachers have positive attitudes towards teaching literature at FOE.
2. The present English courses of FOE are adequate to develop teaching skills. They are also relevant in terms of need and contents.
3. The courses of FOE are more theoretical, lack adequate research oriented spirit, has unnecessary repetition of content, are not regularly updated and lack adequate literary contents.
4. The 'Communicative English' is the most popular and the 'English Structure' is the least popular courses among the teachers.
5. The present English courses are helpful in day-to-day communication as 50% teachers viewed so.
6. The present English courses are not adequate to impart cultural information associated with the English language.
7. Teaching of the English literature helps to develop literary competence, to teach different language skills, develops confidence in teachers, develops language awareness, expands vocabulary power, develops creativity and analytical skill, arouses motivation and helps to impart cultural information.
8. Teaching the courses of English literature is necessary in all levels at FOE.
9. Teachers are not satisfied to the exposure given to the English literature.
10. The knowledge of the English literature is essential to get mastery over the English language and also to be a successful teacher.
11. Literature is to be taught compulsorily at FOE from PCL. Out of total marks, 100 marks of literature should be taught in PCL. Likewise, 200 and 300 marks of literary courses should be included in Bachelor's and Master's levels, respectively.
12. Most of the teachers are interested to study the English literature.

13. Among the different texts, poems are the most popular and non-fictions are the least popular texts for teachers.
14. Foreign literary texts, if thematically irrelevant, make students mentally polluted.
15. Most of the teachers are in favour of changing the existing curriculum as it solely focuses on methodology discarding significant literary contents. They view the courses are more theoretical and do not incorporate contemporary issues.
16. Existing core courses are not necessary especially in Master level.
17. Both linguistics and literature are equally important to get mastery over language.

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

1. Students have positive attitudes towards teaching literature at FOE.
2. The present English courses of FOE are helpful to develop teaching skills.
3. The present English courses are not relevant in terms of need and contents.
4. The present English courses lack proper practical orientation, literary courses and are not relevant to the needs of contemporary society and make learners examination oriented.
5. The 'Communicative English' is the most popular and the 'English Structure' is the least popular course among the students.
6. The courses are helpful in day-to-day communication.
7. The present English courses fail to impart cultural information associated with the English language.
8. Teaching literature arouses interest and motivation in the learners, develops critical habit of thinking and language awareness, helps to develop fluency, conveys cultural information and offers authentic and contextual language use.

9. Teaching the courses of literature is necessary in all levels at FOE.
10. The exposure given to the English literature is insufficient.
11. The knowledge of literature is necessary to get mastery over the English language.
12. Out of total marks, 100, 200 and 300 marks of literature should be taught in Intermediate, Bachelor and Master levels, respectively.
13. The knowledge of literature is a must for a successful language teacher.
14. Poems are the most popular and non-fictions are the least popular reading texts among the students.
15. Foreign literary texts, sometimes, can create cultural problems.
16. Most of the students prefer to study the English literature as they are interesting to read and help to gain overall knowledge in the English literature.
17. Most of the students are in favour of changing the courses as they focus only on how aspect and neglect significant contents.
18. Both linguistics and literary knowledge are necessary to get mastery over language and to be a competent language teacher.

## **4.2 Recommendations and Pedagogical Implications**

On the basis of the findings obtained from the analysis and interpretation of the collected data, some salient pedagogical implications with some recommendations have been suggested as follows:

1. More literary content should be added in the English curriculum of FOE. Moreover, literature should be taught as a means not an end.

2. The courses should be made more practical.
3. The courses should be updated regularly to incorporate contemporary issues.
4. Communicative component should be focused while designing the language curriculum.
5. While teaching language, cultural information should also be taught. For that, adequate space should be given to the literary courses.
6. The weight given to the English literary course at FOE should be increased.
7. Literature should be taught compulsorily for the prospective teachers.
8. At least 100 marks in Intermediate, 200 marks in Bachelor and 300 marks in Master level should be allocated in the English literary courses.
9. While selecting the text the poems should be focussed along with other texts.
10. Apart from how aspect i.e. methodology what aspect i.e. content should also be proportionately focussed in the curriculum of FOE.
11. Both linguistics and literary contents should be focussed while teaching language. For that, reasonable focus should be given to each.
12. The courses should be made research oriented in the higher education. For that, field work, project work should be used.
13. Testing system should be made formative rather than only summative.
14. Core courses should be replaced by literary courses at master's level.
15. Unnecessary repetition of the courses should be avoided.
16. University should practice the provision of monitoring in different levels and in different times.
17. In both linguistics and literature the methodological aspect and content should be taught proportionately.

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## APPENDIX - I

### Questionnaire

**Dear Informant,**

**This questionnaire has been prepared to draw information for the research work entitled ' Attitudes of Teachers and Students towards Teaching Literature in the Faculty of Education.' The research work is being carried out under the supervision of Dr. Anjana Bhattarai, Reader, Department of English Language Education, Faculty of Education (FOE), T.U. Kirtipur, and Kathmandu. The researcher hopes that you will give reliable and authentic information to co-operate him and that will be valuable contribution to complete the research work. Moreover, the findings, in turn, will have greater significance to take necessary action to the required direction in the days to come.**

Researcher

Yuba Raj Sharma  
T.U. Kirtipur,

**Kathmandu**

**Name of the informant:** .....

**Sex:** Male (  ), Female (  )

**Qualification:** ..... **Training:** .....

**Name and Address of Campus:**

.....

**Status:** Student (  ), Teacher (  )

For teachers only

**Level at which you are teaching:**

.....

**Teaching experience (in year):**.....

**Subject/ course you have been teaching:**  
.....

For Students only

**Level at which you are studying:**.....

**Year (1<sup>st</sup> /2<sup>nd</sup> /thesis):**.....

Please tick (√) the best answer and give some reasons to support your answer.

Questions Related to the English Courses:

**1. a) Is the present curriculum of English in Faculty of Education (FOE) adequate to develop teaching skills?**

- i) Yes                      ii) Uncertain                      iii) No**

**b) Give some reasons** .....

.....

.....

**2. a) Are the present courses of English under FOE is relevant in terms of need or content?**

- i) Yes                      ii) Uncertain                      iii) No**

**b) Give some reasons to support your answer.**

.....

.....

.....

**3. What do you think are the major shortcomings of present major English curriculum in the Faculty of Education? Mention any three.**

.....

.....

.....

**4. Order the following courses from most relevant to least relevant by giving**

**numbers 1, 2,3...in the brackets?**

- English structure (The practical English Grammar)**
- Fundamental of Language and Linguistics**
- English Sounds and Structures (Theory + Practice)**
- Communicative English (Theory + Practice)**
- Writing Skills in English**
- Teaching English Literature**
- Grammar: Theory and Practice**
- ELT Methods and Practices**
- Applied Linguistics**
- Research Methodology in Language Education**

**5. a) Do you agree that present courses taught in FOE are helpful in day-to-day communication?**

- i) Yes                      ii) Uncertain                      iii) No**

**b) How?.....**  
.....  
.....

**6.a) Learning English literature is often equated with learning the culture of**

**that language as well. Do you think the courses taught in FOE are enough to**

**impart cultural information associated with the English language?**

- i) Yes                      ii) Uncertain                      iii) No**

**b) Support your answer by giving appropriate reason.**

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

Questions Related to Course of the English Literature:

**7. What, in your opinion, are advantages of teaching English literature in FOE**

**for those who are specializing in English?**

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

**8. a) Do you think teaching literature is necessary at all levels in FOE, in T.U.?**

- i) Yes                      ii) Uncertain                      iii) No**

**b) Why do you think so give reasons?**

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

**9. a) Are you satisfied with the literature courses offered in English, in FOE?**

- i) Yes                      ii) Uncertain                      iii) No**

**b) Give some reasons.**

.....  
.....

**10. a) Can literature be used to get fruitful result in teaching language?**

- i) Yes                      ii) Uncertain                      iii) No**

**b) How? .....**

.....  
.....

**11. a) Do you agree the knowledge of the English literature is necessary to get**

**mastery over the English language?**

- i) Yes                      ii) Uncertain                      iii) No**

**b) Why do you think**

**so?.....**

.....  
.....

**12. a) Can one be a successful English teacher without studying the English literature?**

**i) Yes**

**ii) Uncertain**

**iii) No**

**b) Support your answer by giving some reasons.**

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

**13. a) Should the English literature be included as compulsory course in major**

**English course in FOE, in T.U.?**

**i) Yes**

**ii) Uncertain**

**iii) No**

**b) Why do you think so?**

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

**c) If yes, from which level?**

**i) PCL**

**ii) Bachelor**

**iii) Master**

**d) How much weight should be given to literature in each level? Write in full**

**marks:**

**i) I.Ed. ....(out of 1150 full marks)**

**ii) B.Ed. ....(out of 1500 full marks)**

**iii) M.Ed. .... (out of 1000 full marks)**

Questions Related to Selection of the Texts:

**14. Do you prefer to study the English literature?**

i) Yes

ii) Uncertain

iii) No

b) Why?.....  
.....  
.....

15. Order the following texts by giving number 1, 2,3...from most significant

to least significant to be emphasized while selecting texts in FOE, in T.U.

( ) Poems ( ) Dramas ( ) Novels ( ) Stories ( ) Non -fiction

16.a) What is your impression towards the English literary course in FOE?

Is it sufficient?

i) Yes

ii) Uncertain

iii) No

b. Give some

reasons.....  
.....  
.....

17. What are the advantages of teaching the English literature? Mention any

three.

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

18. What mental effects does a foreign literary text have in our context?

.....  
.....

Question Related to Expected Change of the Course:

19. a) Are you satisfied with the exposure given in English literature in education stream?

i) Yes

ii) Uncertain

iii) No

b) Give reasons. ....

.....  
.....

**20. a) Are you satisfied with the courses offered in I. Ed., B. Ed. and M.Ed. in.**

**English ?**

- i) Yes                      ii) Uncertain                      iii) No**

**b. What can we do to make the courses more effective or qualitative?**

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

**21. a) Do you think the present English curriculum in FOE need some changes?**

- i) Yes                      ii) Uncertain                      iii) No**

**b) If so, suggest some possible direction for improvement.....**

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

**22.a) If you are asked to revise the present English curriculum of FOE, in T.U.,**

**which aspect do you emphasize?**

- i) Linguistics                      ii) Literature                      iii) Equal**

**to both**

**b) Why?.....**

.....  
.....

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

"Thank you for your kind co-operation".



## APPENDIX - IV

**Table No. 1: Names of the Sampled Campuses**

<b>S.N.</b>	<b>Name of Campuses</b>	<b>No. of the teachers</b>
<b>1.</b>	<b>University Campus, Kirtipur</b>	<b>7</b>
<b>2.</b>	<b>Mahendra Ratna Campus, Tahachal</b>	<b>5</b>
<b>3.</b>	<b>Kathmandu Shikshya Campus</b>	<b>2</b>
<b>4.</b>	<b>Mangal Multiple Campus</b>	<b>2</b>
<b>5.</b>	<b>Janamaitri Multiple Campus</b>	<b>1</b>
<b>6.</b>	<b>Sanothimi Campus, Bhaktapur</b>	<b>2</b>
<b>7..</b>	<b>Lalit Shikshya Campus, Patan</b>	<b>1</b>
	<b>Total</b>	<b>20</b>

**Table No. 2: The Sampled Students**

<b>S.N.</b>	<b>University Campus, Kirtipur</b>	<b>No. of students</b>
<b>1.</b>	<b>First Year</b>	<b>10</b>
<b>2.</b>	<b>Second Year</b>	<b>10</b>
<b>3.</b>	<b>Thesis Year</b>	<b>40</b>
	<b>Total</b>	<b>60</b>