

CHAPTER ONE

INTRODUCTION

1.1 General background

Language is a vital tool to express the ideas, feelings and to convey the message. Language has made human being different from the animal kingdom. We cannot imagine a successful and prestigious life in the absence of language. Information is transferred from one person to another through language. Therefore, the language is universal medium for conveying facts including thoughts, emotions and feelings of every human being. Therefore, language is a means of communication.

Similarly, Crystal (1976, p.213) says that, “Language refers to the concrete act of speaking, writing or singing in a given situation. Hence language is a vehicle of communication for human beings.”

Literature is a powerful feeling in the creative human mind. It is a play of language in pleasure and sarcastic manner. Literature expresses inner ideas, feelings and thoughts of the human mind. Literature is the true reflection of the society, which mirrors the behavior of the people. The manner of human beings, norms of the society, culture, religion and customs can be well knitted in the chain of literature. Literature begins in the creative possibilities of human language and in the desire of human beings to use their language creatively. Literature is a heart or soul of language.

Therefore, truly speaking literature is the true manifestation of human language. Every human language has its literature, either oral or written. Without literature, the fragrance of language is lost. The language becomes

dead without its literature. Thus, literature is very breath or blood of language, which keeps it alive.

Likewise, For Lazar. (1993, p.1), “Literature is a world of fantasy, horrors, feelings, thoughts, vision etc. which are put into words.”

Similarly, Collie and Slater (1990, p.3) define; “literature as an art of writing which collects the people’s imaginations and systematically into words.”

Likewise, according to Cambridge Encyclopedia (1990), “The term literature is a site of ideological conflict, may be taken to refer exclusively to those canonical works in the established genres which have pleased many and many long.”

Literature begins in the creative possibilities of the human language and in the desire of human beings. Though its origin lies in the joy of creation, literature can be intensely serious. Literature enriches our lives because it increases our capacities for understanding and communication. It helps to find out meaning in the world and to express it and share it with others. So this is the most humane activity of our existence.

Literature is for pleasure as well. This pleasure can be brought from literary quality of work of art and the way it imitates life. Writers get pleasure from two ways. First, they get pleasure by creating art. Second, they get pleasure by seeing the pleasure their works gives to us. Readers get pleasure from literature with its capacity of imitating life. A literary work is supposed to imitate life.

Literature is usually universal because it is not limited with time and space. Moreover, it expresses feelings and emotions. Language plays very important role in literature. Literature appeals to our senses by creating different images. Literature uses words in a special ways that draws our attention. Literature is an

art that express life in words of beauty and truth. It is the written record of man's spirit, his thoughts, emotions and aspirations; it is the history of human race.

Literary works are mainly of two types: realistic and fantastic. Both types of works give pleasure to us. One gives pleasure from real world and another gives the events. In both works imagination is seen working for effect very dominantly.

Therefore, truth and sincerity are looked in literary works. A writer's true and sincere labor works to give pleasure in anyway we like and admire the worth of work because of the impression that it creates. Literature takes us into the dream world where we lose ourselves for sometimes. The dream world becomes real to us than the world of realism. Literature pleases us by imitating life by displaying its writers visions of life as it is or the writer think it should.

From our discussion, we can get the following characteristics of literature.

- i. Literature is the reflection of the society.
- ii. It reflects the actual human behavior.
- iii. It is not closed field.
- iv. Its boundary is not limited.
- v. It has no beginning, middle and endings.
- vi. Literary works are didactic.
- vii. It teaches us what life is.
- viii. It teaches us what the real world is.
- ix. It enriches our ability or capacity for understanding and communication.

Literature contains a diverse use of language and various levels of discourse. It provides a very interesting basis for language teaching. If language taught through rules and grammar, it becomes tedious and boring tasks for the students. In addition, if it is taught through literature language learning becomes interesting. A second language learner is not considered to be a competent language learner unless learner knows the target culture of the target group/native speakers. The literature helps to familiarize the second language groups and their culture. A second language learner can get the flavor of native speaker's feelings, attitudes and thoughts in the literature. Thus, language learning is almost impossible without literature.

1.1.1 Value of Literature in Language Teaching

The value of literature in language is vital because without studying it language remains incomplete. The value of literature in language teaching can be mentioned below:

Literature develops the language skills: literature assists to develop the students all four-language skills i.e. listening, speaking, reading and writing. Studying literature, the students naturally practice language skills. They study different literary texts, enjoy in writing, listen to the texts and participate in speaking.

Literature helps in the personal growth: literature enhances the personal growth by providing an opportunity to learn various kinds of knowledge in literature i.e. identifying with the different cultures and societies, learning different ways to express something, appreciating the text critically, reading intensively. It deepens their experience and heightens their feelings.

Literature develops language awareness: literature spreads language awareness of the learners. They come to know different forms of discourse with deviation

different types of registers; styles varieties etc are the subject matters of the language to be studied through literature.

Literature makes language teaching lively and interesting: literature expands the teaching and learning interestingly. In literature, the students enjoy poems, songs, dramas etc that makes the language learning and teaching interesting and vivid.

1.1.2 Definition of the Term Attitude

Attitude is a borrowed term in English from Latin word “aptus” which means fitness or adopedness. According to Wilkins (1972, p. 184) “attitudes are likely to be closely related to the reasons for learning”.

Similarly, Mary Finocchiaro (1991,p.34), states that " The attitudes of the students, teacher, 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 toward his or her profession that is the essence and core of motivation."

Likewise, Splosky (1969, p.31) states “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. Simply speaking, it refers to the way of thinking or behaving towards something. Especially attitude may be expressed in such terms such as for or against favorable or unfavorable, approval or against, like or dislike, for specific stimulus.”

Likewise, Ellis (1994, p.16) states that learners’ attitudes have an impact on the level of proficiency achieved by individual learners and are themselves influenced by this success. We will also find cases of learners who begin with

positive attitude but who, for one reason or another, experience, inadequate learning opportunities, fail to progress as they expected and consequently become more negative in their outlook (attitudes have been measured both indirectly and directly).

1.1.3 Why attitude is important for learning?

Attitudes are action tendencies, or knowledge of them provides considerable predictive usefulness as to what an individual or group will do. Thus, the learning and attitude goes side by side and only the positive attitude can lead learning. Time and circumstances change the attitude and that affect directly to the learning because the learners have to be positive attitude to learn something.

To represent some unique investigatory focus, attitudes research in education should stress the collocation of intersection of these three dimensions of attitudes. Thus the harmony or conflict between thought, feeling and actions determines the learner's internal drives to learn a language.

The term 'attitudes' refer to the set of beliefs that the learner holds towards members of the target language group and also towards his own culture, languages and languages learning in general. Thus, a conception of attitude change which equally integrates belief and behavior and includes the value of conflict as a means of institutional reform designed to realize universal human values has profound educational implications. Brown (2000, p.180)

1.1.4 How can attitude be tested?

Testing is the judging the values of something. Reliability and validity are the main factors to be considered while testing. For this, construction, administration, scoring and establishing the norms of the test should be considered systematically.

Our concern is on attitude, the nature and function of attitudes cannot be understood without reference to some object or situation. The duality of internal predisposition and external objects raises the question as to whether and how the later may influence the former. Attitudes do vary with differences in situations. Yet in analyzing attitudes we must reckon with the degree of their stability. The situations toward which predispositions are oriented may either be specific or general. So, the stability of a specific attitude may vary with time and circumstances. On the other hand, generality refers to the spread and integration of the same or similar attitudes towards a variety of situations. So, generality of attitudes is revealed in the typification of the individual or institutions one likes or dislikes.

To know another's attitude toward a person may permit a highly probable forecast as to how he may react, but the prediction will seldom being predispositions which set off ambivalent responses, or to situational elements such as the prestige of others or the suggestion effects of leaders. These additional factors may lead to modification or inhibition of attitudes that would otherwise indicate an overcoming act.

More particularly, most scientific study of attitudes centers on their genesis and change with an eye to predicting overt conducts. Both statistical and life-history methods, common to all of social psychology have been used in this field.

Attitudinal scales measure the intensity of respondents' attitudes towards the various aspects of a situation or issues and provide techniques to combine the attitudes towards different aspects into one overall indicator. This reduces the risk of an expression of opinion by respondents being influenced by their opinion on only one or two aspects of that situation or issue. Thus, the researcher, when ascertaining attitudes in the usual manner, should construct the questions designed to know the respondents' attitudes towards

all these aspects separately, either on a categorical or on a numerical scale i.e. attitudinal scales which scales which play an important role in overcoming the problems.

According to Kumar (2005, p.145) There are 3 major types of attitudinal scale:

- a The summated rating, also known as the Likert Scale;
- b. The equal-appearing-interval or differential scale, also known as the Thurston Scale; and
- c The cumulative scale, also known as the Guttman Scale.

(1) Likert Scale: This scale is based upon the assumption that each statement/item on the scale has equal 'attitude value', 'importance' or 'weight' in terms of reflecting an attitude towards the issue seldom have equal attitudinal value. In this scale multiple options for respondents' agreement are given and analyzed data on the basis of mean. For e.g.

Poems in the secondary level's compulsory English are suitable according to the knowledge level of the students.

SA	A	U	D	SD

- a. SA b A c. U d. D e. SD

Where, SA = strongly agree, A = Agree, U = Uncertain, D = Disagree, SD = strongly disagree

For the above attitudinal scales, we can also change the scales into numbers too. For e.g. SA = 1, A = 2, U = 3, D = 4 and SD = 5.

(2) Thurston Scale: The Thurston Scale calculates a 'weight' or 'attitudinal value' for each statement. The weight for each statement is calculated on the basis of rating assigned by a group of judges. Each statement with which respondents express agreement value of the statement. For e.g.

The poems in present compulsory English can develop the reading skill of the students.

(I) Yes (II) No

Thus, the main advantage of this scale is that, as the importance of each statement is determined by judges, it reflects the 'absolute' rather than relative attitudes of respondents.

(3) Guttman Scale: The Guttman Scale is one of the most difficult scales to construct and therefore is rarely used. For this, multiple choice options are given to respondents and the analysis is done by the cumulative set of scores. For e.g.

17. What sort of the stories will be appropriate to the secondary level students?

- (a) myths
- (b) fables
- (c) fairy tales
- (d) folk tales

The following is the summary of the above definitions of the attitude:

- (a) Attitude is related to learning a language.
- (b) It is the set of beliefs of an L2 learner.
- (c) It stresses the integration of thought, feeling and deed.
- (d) We do have attitude toward activities.
- (e) Attitude affects the motivation to learn a language.

- (f) The harmony or conflict between thought, feeling and action is found in a man.
- (g) It influences the language learning.
- (h) Attitudes are evaluation disposition, set of beliefs, set of potential interest and the set of motivational forces.

Thus, an action tendency, attitudes are characterized by directionality and often feelings and emotions. They may be expressed in such terms as, for or against, favorable or unfavorable, approval or disapproval and like and dislikes, for some specific or general stimulus. The affective features of attitudes are evidence in the intensity of feeling and emotion which individuals show toward certain situation. Not all attitudes, however, are surcharged with affect. One may have an abstract, intellectual attitude respecting science or a philosophical concept.

The nature and function of attitudes cannot be understood without reference to some object or situation. The duality of internal predisposition and external object raises the question as to whether and how the latter may influence the former. Attitudes do vary with differences in situation. Yet in analyzing attitudes we must reckon with the degree of their stability.

The situations toward which predispositions are oriented may either be specific or general. So, too, the stability of a specific attitude may vary with time and circumstances. On the other-hand, generality refers to the spread and integration of the same or similar attitudes toward a variety of situations. So, too generality of attitudes is revealed in the typification of the individuals or institutions one likes or dislikes. As to the content of attitudes they may be private or public, unique or common. Private attitudes are those held by an individual with respect to matters considered intimate to him or, at those concerned with public issues in which one's political, economical, religious, club or other associates are likely also to have an interest. Such attitudes are

after closely correlated with public opinions and become verbalized in the discussion of various issues. Common attitudes refer to those which are identical or similar to those held by other members of one's community, special interest group, or larger society. A man's unique attitudes are those distinctive to him and serve to set him off from his fellows. As a rule common and public attitudes tend to be closely related, and unique and private ones after have much the same source and character.

So that it is no doubt that attitude plays vital role in second language learning. Learners should have positive attitude for effective language learning because it arouses motivation on the part of the learners. Without creating motivation, language teaching will be worthless. Similarly, if the learners have negative attitude towards the English language learning it will be hardly possible to learn it. Students may not have interest and active participation in the language learning in the absence of positive attitude. In fact attitude means learners concept towards second language and most researches, which were carried out on the adult learners of SLA have shown that the learners' positive attitude towards speakers of the target learners resulted in success. Attitude of the learners towards the learning situation, learning contents and teachers' attitude towards learners and teaching items affect the language learning.

In fact attitude can be changed, changing attitude is very important in second language learning and teaching. If the learners have positive attitude towards the target language and the speakers of the target language and their culture, they will certainly learn better than those who foster negative attitude towards the target language.

Thus, attitude is such a powerful psychological element, which internally drives the whole teaching learning process. It is a great factor, which handles

the other psychological elements such as motivation, interest, practicing, participation etc.

Moreover, literature is very important for the development of the English language at secondary level. The age of learners at secondary level is the golden age to building block of linguistic competence.

Therefore the researcher studied the attitude of students and teachers: either emphasis should give to the literary genres or to the language skills. Because secondary level is a very important base to develop the linguistic behavior and age of this level is a golden age to develop the competency in language in the students. The secondary level students should have positive attitude to learn the English language because this level is taken as a base for learning English. Similarly, literature is also a stimulation to learn language.

1.2 Review of the Related Literature

For the purpose of this study; many books, thesises of previous masters on related area, articles, and journals were consulted. The previous research studies conducted by the researchers were as follows:

Collie and Slater (1987, p.3) have aimed to provide new and experienced teachers with very practical help-ideas, approaches and techniques that have worked in classroom. This book also has aimed to find to ways of making literature a more significant part of a language teaching program. They view that literature offers a bountiful and extremely varied body of written material, which is important in the sense that it says something about fundamental human issues and which is enduring rather than ephemera.

Gower (1987, p.7), views that literature is the best tool to teach language effectively. He opines that literature builds confidence creates motivation,

assists understanding, and helps students to express their feelings. He further adds that the literature helps to learn language without any rigorous effort.

Many research works have been conducted in different departments on different levels but not any research has been done on the importance of teaching English literature at secondary level. The researcher wanted to extract the attitudes of teachers and students of secondary level towards present compulsory English course at the secondary level related to literary genres by expecting whether they were satisfied with present course or they were expecting something change on it. Therefore, the researcher had selected this very topic for her study.

Lazar (1993, p.1) stated that literature provides a comprehensive, organized authoritative resources for language teachers and training development. He views literature as an integral part of language teaching. Literature provides afresh and authentic knowledge to the learners. Students get opportunity to acculturate with the language and learn in interesting manner, students can develop their four skills viz listening, speaking, reading and writing through the study of different literary genres.

Khadka (2005), conducted a research entitled “Teaching Drama at Secondary Level: Problems and Prospects”. The main purpose of his study was to analyze the strategies and complexities of drama teaching at secondary level. Questionnaire and class observation were the tools of the data collection. He identified from his study that the English language teachers applied poor teaching strategies and there were many complexities of drama teaching but it could contribute a lot to develop language skills and aspects.

Awasthi (1997) conducted a research entitled “A study of attitudes of different groups of people towards the English language in the secondary schools of

Katmandu district". The main purpose of the study was to identify the attitudes of the students, parents, English language teachers, headmasters, secondary school supervisors and members of the Katmandu district committee. The researcher adopted the survey method. He found out from the study that the different group of people had positive attitudes toward the English language.

Khanal (1999) carried out a study on the topic: "A Study on Attitudes of Secondary Levels Students towards Learning English". The main objective of the study was to find out the attitudes of secondary level students learning English. He had used the questionnaire as a tool of data collection .He found the positive attitude towards learning English .They are fully supported by their parents but they have negative attitudes towards some concepts of the textbooks, learning environments within the school 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 the English language teachers were using poor and faulty strategies 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 many contributions of literatures in the language classrooms to enhance language learning because literature familiarizes the students with literary world, expands language awareness, increases the storehouse of the vocabularies.

Timsina (2007), carried out a research entitled "A Study on Teaching Poetry at Higher Secondary Level" .The main purpose of the study was to analyze the strategies and complexities of poetry teaching at higher secondary level .He mentioned both primary and secondary sources. He applied the questionnaire,

interview and class observation as a research tools .He found poor and faulty strategies being used by the English language teachers while teaching poetry in the class room. It was also found the great number of teachers read the poem loudly and explained the meaning of the poem in Nepali language in while reading activities.

1.3 Objectives of the study

The Objectives of the Study were as follows:

- a. To find out the relevance of Teaching English literary genres in the compulsory English course at the Secondary Level.
- b. To find out the attitudes of teachers and students of the secondary level towards teaching English literary components in the compulsory English course at the secondary level.
- c. To suggest some pedagogical implications.

1. 4 Significance of the Study

There are only a few researches available related to teaching English literature and no researches are conducted in this topic. There are hardly three or four researches carried out related to literature in our department. Thus, the present study will be valuable to the English department. This research will also be beneficial to the teachers as well as the students of secondary level.

Moreover, this study will be useful to the course designer of school level, teacher trainers, researchers and who are directly or indirectly related to the teaching learning of language and literature.

CHAPTER TWO

METHODOLOGY

The researcher adopted the survey method in this research. This method helped her to collect the data from the informants to find out the attitude and relevance of teaching English literary genres in the compulsory English course at the secondary level. Similarly, the researcher adopted both types of sources of data i.e. primary and secondary.

The researcher adopted the sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study in the study were as follows:

2.1 Sources of Data

The researcher adopted both primary and secondary sources of data. The sources of data were as follows:

2.1.1 Primary Sources of the Data

The study was mainly based on the primary sources of data. The data mainly collected from the students of grade ten and the English teachers of the secondary level from the Katmandu. The Primary sources of data were ten English teachers and the eighty students from the selected secondary schools.

2.1.2 Secondary sources of the Data

The researcher consulted different books, previous thesises, reports, articles and other related materials for the research. Some of them were as follows:

a. Awasthi (1997)

- b. Collie and Slater (1987)
- c. Gower (1907)
- d. Lazar (1993)
- e. Kumar (1996)
- f. Best and Kahn (2000)

2.2 Sample population

Eighty students of grade 10 and ten English teachers of the secondary level from the selected secondary school of Kathmandu were selected. Ten teachers were selected; one from each school from ten schools. Likewise, eighty students of grade ten were selected purposively.

2.3 Tools of Data collection

To collect the data questionnaires were the tools. The mode of the questionnaires is both closed ended and open ended. Only closed ended for the students both closed ended and open ended questions for the teachers were asked. Altogether twenty two closed ended questions were asked to the students. Similarly, twenty two questions were asked to the teachers where nineteen questions were closed ended and three questions were open ended. Closed ended questions required the attitudes towards literary components and relevance of them in the compulsory English course at the secondary level. Similarly, the open-ended questions required brief opinions of the teachers towards literary components. The closed ended questions were divided into four sections such as: attitude towards poems, essays, dramas and stories and the closed ended questions were to be answered as five point likert scales ranging from strongly agree to strongly disagree.

2.4 Process of Data Collection

The researcher visited the selected schools of Kathmandu district and requested the concerned authority of school to get the permission to collect the data. Then the researcher visited the students of selected schools and distributed the questionnaires. The researcher also met the teachers who have been teaching compulsory English course at secondary school and she requested to fill in the questionnaires. After distributing the questionnaires, the researcher collected the filled up questionnaires from them. This process of data collection was conducted in the ten schools one by one.

2.6 Limitations of the Study

This study could not cover all the related area and places of the literature. So that the present study was confined on the following areas

- a. The present study was limited to the Secondary Schools of the Katmandu valley.
- b. Eighty students of grade 10 and ten teachers of the secondary level were included in the research study.
- c. The magnitude of the study population was ninety where eighty students and ten teachers.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter is mainly concerned with the analysis and interpretation of the collected data. The data collected from the informants are interpreted analytically and descriptively to find out the attitude of the teachers and the students regarding literature in the compulsory English course at the secondary level.

While analyzing the data the total number of teachers and students for each response is counted and changed into percentage. Then the researcher has presented firstly the data as a whole of ten schools in the table with analysis, which shows the attitude of whole eighty students towards the literary genres in the compulsory English course. Likewise, the attitude of ten teachers towards the literary genres is presented secondly in table with its analysis. The attitude of the students towards literary genres is divided into four sections and analyzed accordingly such as poems, essays, drama and stories related questions in the same table (in holistic table). Then the attitude of the teachers towards four genres is also presented as accordingly in next table table. The open-ended questions of the teachers are analyzed descriptively.

The researcher has mentioned the school wise table in the appendix section but analysis is mentioned in this chapter.

3.1 Analysis of the Data Obtained from Students

Table no. 1

Q. No.	Title	Alternatives					
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	
Attitude towards Poem							
	1. Poems are difficult to understand.	36%	34%	20%	2.5%	7.5%	
	2. Poems make class interesting.	31.5%	40%	15%	5%	8.5%	
	4. Poems of secondary level develop writing skill.	9%	18%	16%	44%	13%	
Attitude towards Essay							
	5. Essays create real life situation in the class.	37.5%	50%	6.25%	6.25%		
	6. Essays are not enough according to the need of the students.	31.5%	62.5%	3.75%	2.5%		
	7. Essays help writing skill.	43.75%	47.5%	3.75%	2.5%	2.5%	
	8. More essays should be taught.	43.75%	50%	2.5%	3.75%		
	9. Essays are helpful to develop reading habit.	31.25%	25%	6%	25%	12.5%	
Attitude towards Drama							
	11. Drama makes class interesting.	37.5%	53.5%	5%	2.5%	2.5%	
	12. Dramas are difficult to understand.	36.25%	37.5%	17.5%	5%	3.75%	

13. Drama develops listening skill of the students.	46.25%	50%	2.5%	1.25%		
14. More dramas should be taught.	43.75%	53.5%	1.25%	2.5%		
Attitude towards story						
16. Stories are the best motivating tools.	47.5%	50%	1%	1.5%		
17. Stories help the creative writing.	33.75%	2.5%	12.5%	43.75	7.5%	
18. Stories are helpful to enhance reading habit of the students.	3.75%	3.75%	41.25%	37.5%	13.75%	
19. Stories are interesting to the learners.	2.5%	5.6%	7.5%	50%	34.4%	
20. More stories should be taught.	27.5%	60%	6.5%	3.5%	2.5%	

Analysis of data with five options: a, b, c, d and e

Q. No.	Alternatives					
	a	b	C	d	e	
3. Type of the poem they liked.	12.5% (past historian)	15% (current affairs)	72.5% (real life situation)			
10. Type of essay they liked.	5% (political)	4% (religious)	77.5% (fantastic)	13.5% (Personal)		
15. Type of drama they liked.	5.25% (Tragedy)	81.25% (Comedy)	13.5% (Tragic comedy)			
21. Suitability of the type of story.	73.75% (Short stories)	6.5% (Long stories)	19.75% (Modern stories)			
22. Attitude towards literature.	2% (Language skill without literature)	66.25% (More stories should be taught)	15% (More poems should be taught)	11.25% (More dramas should be taught)	5.5% (More essays should be taught)	

Regarding the questions related to the poems from (question nos. 1 to 4), 70% of the students agreed that the poems in the compulsory English were difficult

to understand, 20.5% of them remained neutral but 9.5% of them disagreed it. Over seventy-i.e.71.5% of the students accepted that the poems would make language class very interesting. Fifty eight percent of them chose real life situation poems, 28% of them chose current affairs poems and 20% of them chose past historical poems in their course.

Similarly, questions related to the essays from (question nos. 5 to 10), 87.5% of the students advocated that essays bring real life situation in the classroom. Ninety two percent of the students agreed that the essays in the compulsory English were not enough according to the need of the students and they advocated that more essays should be taught to develop creative writing and to develop writing skills of the students. Sixty-two students out of eighty-liked fantastic essay, eleven out of eighty chose personal, four chose political and three students chose religious essays in their course. Regarding the question related to drama from (question nos.11 to 15), 88% of the students said that drama would make language class interesting and would develop listening skill of the students. So they advocated that more dramas than present should be taught to develop linguistic knowledge. Seventy four percent of the students viewed that the dramas in compulsory English were difficult to understand meaning. Sixty-five students out of eighty chose the comedy 11 chose tragic comedy and four out of eighty chose tragedy type of drama.

Regarding the stories, from (question nos. 16 to 22), 97.5% of the students agreed that stories would be the best motivating tools in the language classroom it could help to develop creative writing of the students but 63 students out of eighty disagreed that the stories in present compulsory were helpful to develop reading habit. Sixty-eight students out of eighty stated that the stories did not address to the interest of the students. Majority of the students i.e. 66.25% expressed that more stories should be taught, 15% of them

viewed that more poetries should be taught, 11.25% of them said more dramas should be taught, 5% of the viewed more essays should be taught but 2.5% of them said that language skills should be taught without literature. Majority of the students i.e. 73.75% of the students chose short stories, 20% of them chose modern stories but 6.25% of them liked long stories in their course.

So above analysis shows that students are very much interested in short stories, poetries, dramas and essays but very limited number of them is included in present course. The language and content used in literary genres is difficult to the students.

3.2 Analysis of the data obtained from Teachers

Twenty-two questions were asked to the teachers where nineteen questions were closed ended and three questions were open ended. Closed ended questions are divided into five sections: poems, drama, essay, story related questions. It is expected to extract the general attitude towards the literary genres from the open-ended questions. Ten teachers were selected one teacher from each school. The analysis of the data collected from the teachers is shown in the table and description follows it.

Table no. 2

Q. No.	Title	Alternatives				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards poem						
	1. Suitability of the poem.	30%	30%	10%	20%	10%
	2. Helpful to develop reading skill.	60%	30%			10%
	3. Helpful to develop writing skill.	10%	30%	30%	20%	10%
	4. Enhance the pronunciation.	30%	60%	11%		
	6. The present poems are Interesting.	10%	10%			80%
Attitude towards Drama						
	7. Relevance of the prescribed drama.	40%	30%		20%	10%
	8. Drama should be taught more than others.	40%	30%	10%	20%	
	9. Helpful to the listening skill.	30%	50%	10%	10%	
	10. Students were motivated with drama.	40%	40%		20%	
	11. Drama enhances the speaking skill (prescribed drama).	20%	40%	20%	20%	
Attitude towards Essay						
	12. Enhance the reading skill.	30%	40%	10%	20%	
	13. Essays are not suitable according to the level of the students.	60%	30%	10%		
	14. Create real life situation in the classroom.		20%	30%	50%	

15. Acculturate the students.	30%	30%	20%	20%	
Attitude towards story					
16. Stories are the best motivating tools.	50%	40%	10%		
18. Stories can develop reading habit.	80%	20%			
19. Suitability of the present stories according to the level of students.	20%	50%	10%	20%	

Analysis of data with five options: a, b, c, d and e

Q. No.	Alternatives				
	a	b	C	d	e
5. Poems in the present compulsory English.	60% (Theme related)	30% (Topic related)			10%
6. Suitability of the poem according to level.	10% (Theme related)	10% (Topic related)	(Past historical)	(Current affairs)	80% (real life situation)
17. Suitability of the stories according to level.	10% (Myths)	20% (Fables)	50% (Fairy tales)	20% (Folk tales)	

The above table shows that in the poem related questions from (1 to 6) that 60% of the teachers viewed that the poems at the secondary level were suitable and they could help to develop the reading and writing skill of the students. Majority of the teachers i.e. 90% advocated that poems could enhance the pronunciation skill of the students. Sixty percent of the teachers viewed that real life situation poems should be effective at the secondary level.

Regarding the questions related to the drama, 70% teachers advocated that the dramas mentioned in the secondary level were relevant according to level of the students, dramas were helpful to develop listening and speaking skill of the students and students would be motivated with dramas but 70% teachers stated that dramas were not sufficient in the number so they stated to include more number of dramas at this level.

Regarding the questions related to the place and effectiveness of the essay at secondary level, 75% teachers viewed that teaching of essay could enhance the reading skill. Most of the teachers i.e. 60% said that reading of the essay could acculturate the students with the foreign culture and the essays mentioned in the compulsory English of secondary level were not addressed to the need and interest of students.

Regarding the questions related to the stories from (question no 16 to 19), 90% of the teachers accepted that stories were best motivating tools and all of them said stories could develop the reading habit of the students. Similarly 70% of them state that stories were suitable according to the level of the students and 60% of them said that folk tales would be effective at this level.

Thus the above data generally shows that in the compulsory English at secondary level, the language skills were emphasized but not emphasized

literary genres. To the secondary level more dramas should be included than others.

3.2.1 Analysis of the data obtained from the teachers' open ended questions.

a. Question no. 20 what is the place of short stories at the secondary level?

Most of the teachers, 95% stated an effective value of short stories at this level. They viewed that short stories had deserving place at secondary level because they could motivate the students, could provide interest to the language classroom and could make the classroom very funny. The short stories could attract the attention of the students, could enhance reading skill and could motivate them to write something. They also advocated that the stories could trigger the creative writing of the students.

b. Question no.21. What is the major issue regarding the literature in the present compulsory English at secondary level?

Almost all teachers, i.e.97% gave their opinions that the main issue is literary genres are not emphasized; they are so limited and are few in numbers where the language skills are emphasized only. Teachers also said that the language used in the poems and dramas is difficult both in form and content. They said that the language should be simple according to the linguistic level of the students.

c. Question no. 22. What do you suggest to the concerned authority as a English teacher regarding the literature in compulsory English course at secondary level?

Majority of the teachers i.e. 97% said that language teaching would be effective through literature so more literary genres should be included specially short stories and dramas. They also added that some contents of the Nepali English writers should be included.

3.3.1 Analysis of the data obtained from Students.

1. Amarjyoti Secondary School Syuchatar

Regarding the poems, the researcher found that (question nos. 1 to 4) 87.5% of the students agreed that the poems in the compulsory English were difficult to understand, however, 12.5% of them remained neutral in it. Most of the students i.e. 62.5% of the students chose real life situation and 37.5% of them preferred past historical poems.

Regarding the essay, (question no. 5 to 10), 75% of the students agreed that essays could bring real life situation in the language classroom but 25% of them remained neutral in it. Similarly 75% of the students stated that essays included in the compulsory English were not enough according to the need of the students and all of them viewed that more essays should be taught to develop their creative writing. Similarly, 50% of the students chose fantastic and 50% chose religious type of the essays in their course.

Regarding the questions related to the drama, all of the students advocated that drama makes language class very interesting and drama can develop the listening skill of the students. 37.5% of the students accepted that the dramas in compulsory English are difficult to understand meaning, 37.5% of them remained neutral but 25% of them disagreed. Most of the students i.e. 75% of expressed that more dramas should be taught to develop the language

knowledge of the students. Similarly 75% of the students chose comedy and 25% of them preferred the tragic comedy type of drama.

Regarding the stories, from(question nos. 16 to 22), 75% of the students viewed that the stories were the best motivating tools in the language classroom but 25% of them remained neutral in it. All of the students said that stories can develop the creative writing of the learners and they claimed that the stories included compulsory English were helpful to develop reading habit of the students.

Regarding the type of stories, 87.5% of the students chose modern stories but 12.5% of them preferred short stories. Finally, 37.5% of the students said that more stories should be taught, 37.5% of them advocated that more poems should be taught, similarly, 12.5% of them expressed that more essays should be taught and 12.5% of them stated that language skills should be taught without literature.

2. Vaishnavi Secondary School, Kirtipur

Regarding the questions related to the poems the data shows that 62.5% of the students accepted that the poems in the course were very difficult to understand, similarly, 25% of them disagreed but 12.5% of them remained silent in it. Regarding the type of poems, all of the students preferred the real life situation poems in the course. Likewise 37.5% of the students strongly agreed and 25% agreed the poems prescribed in the compulsory English were helpful to develop writing skill of the students, 25% disagreed it but 12.5% of them remained neutral.

Regarding the questions related to the essays from (question nos. 5 to 10), 75% of the students advocated that essays could create real life situation in the

language classroom but 25% disagreed but all of them accepted that the essays could help the writing skill of the students. Fifty percent of them stated that the essays in their course were not enough according to their need, similarly 37.5% disagreed but 12.5% of them remained neutral in it. Most of the students i.e. 87.5% stated that more essays should be taught to develop the creative writing of the students but 12.5% of them remained neutral in it. Similarly 62.5% students preferred the fantastic type of essay, 12.5% preferred political, personal and religious essays respectively.

Regarding the drama, (question no.11 to 16), 87.5% students stated that the drama could make language class interesting but 12.5% of them remained neutral in it. Similarly 75% students disagreed that the dramas in the course were difficult to understand but 25% of them agreed it. Fifty percent of the students advocated that more dramas should be included to develop the linguistic knowledge. Most of the students i.e. 62.5% of the students chose comedy; similarly 25% chose tragic comedy and 12.5% of them preferred the tragedy type of drama in the course.

Regarding the story, (question no. 16 to 22), 62.5% students viewed that the stories were the best motivating tools in the language classroom and stories could help to develop creative writing, likewise 12.5% of them disagreed but 25% of the students remained neutral in it. Similarly 62.5% students expressed that more stories should be taught but 25% of them disagreed and 12.5% remained neutral in it. Fifty percent of the students chose modern stories, 37.5% chose short stories and 12% of them preferred long stories. Likewise 62.5% of the students said that more essays should be taught and 37.5% of them stated that more stories should be taught.

3. Janasewa Higher Secondary School, Kirtipur

The data shows that regarding the questions related to the poems such as: the poems in the compulsory English at secondary level are very difficult to understand; fifty percent of the students agreed similarly, 25% of them strongly agreed and 12.5% of them disagreed but 12.5% of them remained neutral in it. All of them advocated that the poems could make language class very interesting. Most of the students i.e. 75% liked the real situation poems but 25% of them advocated about current affairs poem. Similarly 62.5% of the students agreed that poems in the compulsory English of secondary level could develop writing skill where as 25% disagreed but 12.5% remained silent in it.

Regarding the questions related to the essay: (question no. 5 to 10), 37.5% of the students strongly agreed in the (question no.5) - essays bring real life situation in the language classroom. 37.5% of them agreed in it but 12.5% of them disagreed in it. Likewise 75% of the students strongly agreed and 12.5% of them agreed that the essays prescribed in the secondary level were not enough according to the need of the students and 75% of them agreed that essays can help the writing skill of the students. Similarly 75% of them advocated that the essays of the compulsory English were helpful to develop the reading habit of the students but 12.5% of them disagreed and 12.5% of them remained neutral in it. Thirty eight percent of the students chose personal essays, same percent of them liked fantastic type of the essays but 25% of them chose the political type of essay in the course.

Regarding the questions related to the drama (question no. 11 to 15), all of the students agreed that the drama could make language class interesting and drama could develop listening skill. Most of the students i.e. 75% of the marked on agree and 12.5% of them marked on strongly agree to the statement that more dramas should be taught to develop language knowledge but 12.5% of them remained neutral. Most of the students i.e. 75% of the students

preferred comedy type of drama but 25% of them preferred the tragic comedy type of drama.

Similarly regarding the story from (question no. 16 to 22), all of the students agreed that the stories were the best motivating tools in the language classroom and 75% of them agreed that stories could help to develop the creative writing of the students but 25% of them disagreed it. Similarly 75% of the students accepted that the stories in the compulsory English were helpful to develop the reading habit of the students and 12.5% of them strongly agreed but 12.5% of them disagreed it. Most of the students i.e. 87.5% said that more stories should be taught at secondary level but 12.5% of them remained silent in it. Similarly majority of the students i.e. 75% of chose modern stories and 25% of them chose long stories. Finally 62.5% of the students said that more essays should be included, 25% of them viewed that more poetries should be taught and 12.5% of them expressed that more stories should be mentioned in the compulsory English course of secondary level.

4. Janapath Secondary School, Kalanki.

Regarding the poems (question no.1 to 4), the data shows that 87.5% students supported that the poems of the compulsory English were very difficult to understand the meaning where 12.5% of them remained neutral. Majority of the students i.e. 75% said that the poems would make language class very interesting, 12.5% of them disagreed but 12.5% of them remained neutral in it. Likewise most of the students i.e. 62.5% of the students chose real life situation and 37.5% of them chose the past historical poems in the course. Majority of the students i.e. 75% of the students disagreed that the poems prescribed in the

compulsory English develop writing skill of but 12.5% of them agreed it and 12.5% of them remained neutral in it.

Regarding the questions related to the essay, (question no. 5 to 10), fifty percent of the students agreed and 25% of them strongly agreed that essays could create real life situation in the language classroom but 25% of them remained neutral in it. Similarly 75% of them viewed that the essays of compulsory English were not enough according to the need of students, 12.5% of them disagreed but 12.5% of them remained neutral in it. All of them expressed that more essays should be included to develop creative writing of the students. Likewise 75% of the students chose fantastic essay but 25% of them chose the personal type of essay in their course.

Regarding the drama (question no. 11 to 15), all of the students agreed where 62.5% of them agreed and 37.5% of them strongly agreed drama would make language class interesting. All of them stated that the dramas in compulsory English were very difficult to understand meaning and 87.5% of them viewed that more dramas should be taught to develop the linguistic competence of the but 12.5% of them remained silent in it. Majority of the students i.e.75% preferred the comedy, 12.5% of them chose the tragedy and 12.5% of them chose the tragic comedy type of drama.

Similarly the question related to the story (question no. 16 to 22), all of the students supported that the stories were the best motivating tools in the language classroom. Most of the students i.e. 62.5% of the students agreed that the stories in compulsory English were interesting to the learners but 25% of them disagreed and 12.5% of them remained neutral in it. Regarding the type of story, 50% of the students chose short stories, 37.5% of them chose modern story and 12.5% of them chose long stories in the course. Finally, most of the students i.e. 62.5% of the students advocated that more essays should be taught,

25% of them viewed that more stories should be taught and 12.5% of them said that more poems should be taught in the compulsory English at secondary level.

5. Gorakhnath Secondary School, Kirtipur

The data shows that regarding the poems (question no. 1 to 4), most of the students i.e. 87.5% agreed that the poems in the compulsory English were very difficult to understand but 12.5% of them remained neutral in it. Fifty percent preferred the real life situation poems, 25% of them chose current affairs poems and 25% of them chose past historical poems. Most of the students, i.e. 62.5% disagreed that the poems prescribed in the compulsory English develop writing skill of the students, 25% of them agreed but 12.5% of them remained neutral in it.

Regarding the questions related to the essay, 87.5% of the students advocated that essays could create real life situation in the classroom but 12.5% of them remained silent in it. Majority of the students i.e. 87.5% agreed that the essays mentioned in the compulsory English were not enough according to the need of the students but 12.5% of them remained silent in it. Similarly all of them expressed that more essays should be included to develop the creative writing of the students. Fifty percent chose fantastic type of essay, 25% of them chose the personal essays and 25% of them preferred the religious type of essay in the course.

Regarding the drama (question no. 11 to 15), all of the students stated that drama could make language class very interesting but most of them i.e. 75% agreed that the dramas in the compulsory English were very difficult to understand the meaning. Likewise all of them stated that more dramas should be taught to develop the linguistic competence. Majority of the students i.e.

75% chose the comedy, 12.5% of them chose the tragedy and 12.5% of them chose the tragic comedy type of drama in the course.

Regarding the questions related to the stories, all of them accepted that the stories were the best motivating tools in the language classroom and stories could help to develop the creative writing. Majority of the students i.e. 75% chose short stories, 12.5% of them chose modern stories and 12.5% of them chose the long stories in their course. Fifty percent of the students said their more stories should be taught, 37.5% of them stated that more dramas should be taught and 12.5% of them said that more essays should be taught in the compulsory English of secondary level.

6. Gyanodaya Secondary School, Kalimati.

Regarding the poems (question no. 1 to 4), all of the students accepted that the poems in the compulsory English were very difficult to understand. Similarly, all of the students said that the poems could make class interesting. Most of them i.e. 87.5% viewed that the poems in the compulsory English could develop the writing skill of the students but 12.5% of them remained silent in it. Regarding the type, real life situation poems were preferred.

Similarly the question related to the essay, 62.5% of them accepted that essays could create real life situation in classroom, 25% of them disagreed but 12.5% of them remained neutral in it. Similarly 62.5% of the students disagreed that the essays included in the compulsory English were not enough according to the need of the students but 25% of them agreed and 12.5% of them remained neutral in it. Majority of the students i.e. 87.5% of them advocated that more essays should be mentioned to develop the creative writing but 12.5% of them remained neutral. Likewise 62.5% of the students disagreed that the essays in the compulsory English were helpful to develop the reading habit of the

students, 12.5% of them remained neutral but 25% of them agreed the statement. Similarly 62.5% of them chose the fantastic essays, 12.5% of them chose religious, 12.5% personal, and 12.5% chose political type of essays.

Regarding the questions related to the drama (question no. 11 to 15), all of the students stated that drama could make language class very interesting. Most of the students i.e. 62.5% said that the dramas in the compulsory English were difficult to understand the meaning, 25% of them disagreed and 12.5% of them remained neutral in it. Likewise 87.5% of the students expressed that more dramas should be taught to develop the language knowledge but 12.5% of them disagreed it. Similarly 62.5% of the students chose comedy and 37.5% of them chose tragic comedy type of drama in their course.

Regarding the story (question no. 16 to 22), most of the students i.e. 87.5% accepted that stories were the best motivating tools in the language classroom but 12.5% of them remained silent in it.. Most of the students i.e. 62.5% disagreed that the essays in the compulsory English were helpful to develop the reading habit of the students but 37.5% of them agreed the statement. Similarly 62.5% of the students chose the short stories and 37.5% of them chose modern stories in their course. Finally, 50% of the students expressed that more stories should be taught, 37.5% of them viewed that more poetries should be taught and some of them i.e.12.5% stated that language skills should be taught without literature.

7. Kirtipur Secondary School, Kirtipur

The data shows that regarding the questions related to the poems (question nos. 1 to 4), 75% of the students said that the poems of the compulsory English

were difficult to understand but 25% of them remained neutral in it. Fifty percent of the students chose real life situation poem, 37.5% of them chose past historical poem and 12.5% of them preferred the current affairs poems in the course. Similarly 37.5% of the students disagreed that the poems of the compulsory English could develop the writing skill of the students but 62.5% of them remained neutral in it. Regarding the questions related to the essay, (question nos. 5 to 10), all of the respondents stated that essays could create real life situation in the language class and they advocated that more essays should be mentioned to develop creative writing skill. Likewise 62.5% of the students responded that the essays in the compulsory English were helpful to develop reading habit of the students but 37.5% of them remained neutral in it. Similarly, 62.5% of the students chose fantastic essays, 25% of them chose personal essays and 12.5% of them chose political essays in the course.

Regarding the drama (question nos.11 to 15), all of them responded that drama could make language class interesting and could develop listening skill of the students.. Most of the students i.e. 62.5% of the students agreed that the dramas in the compulsory English are difficult to understand meaning but 37.5% of them remained neutral in it. 87.5% of the students expressed that more dramas should be mentioned to develop the linguistic competence in the students but 12.5% of them remained neutral in it. 62.5% of the students choose tragic comedy but 37.5% of them choose the comedy type of drama in their course.

Regarding the questions related to the story (question no. 16 to 22), all of the students expressed that the stories were the best motivating tools in the classroom and stories could help to develop the creative writing. Most of the students i.e. 62.5% expressed that the stories in the compulsory English were helpful to develop reading habit of the students, 12.5% of them disagreed it but 25% of them remained neutral in it. Fifty percent of the students chose short

stories and 50% of them chose modern stories in the course. Finally, 37.5% of the students said that more stories should be taught, 37.5% of them said that more essays should be taught and 25% of them viewed that more dramas should be taught.

8. Mangal Higher Secondary School, Kirtipur

The data shows that regarding the poems (question nos.1 to 4), 87.5% of the students said that the poems in the compulsory English of secondary level were very difficult to understand meaning but 12.5% of them remained neutral in it. Fifty percent of the students chose real life situation poems, 37.5% of them chose past historical poems and 12.5% of them chose current affairs poems. Majority of the students, 62.5% disagreed that the poems in the compulsory English develop writing skill of the students but 25% of them agreed and 12.5% of them remained neutral in it.

Regarding the question related to the essay (question nos.5 to 10), all of them said that essays could create real life situation in the language classroom and more essays should be taught to develop creative writing. Majority of the students i.e. 87.5% of the students agreed that the essays in the compulsory English were not enough according to the need of the students but 12.5% of them remained neutral in it and 75% of the students agreed that they were not helpful to develop the reading habit. Likewise 50% of the students chose fantastic, 37.5% of them chose personal and 12.5% of them chose religious type of essays in their course.

Regarding the drama (question nos.11 to 15), all of them accepted that drama could make language class interesting. Most of the students i.e. 62.5% said that the dramas in the compulsory English were difficult to understand meaning but 12.5% of them remained neutral in it and they added that more dramas should

be taught to develop the linguistic competence but 12.5% of them remained neutral. Similarly 75% of the students chose comedy and 25% of them chose tragic comedy type of the drama in their course.

Regarding the story (question nos.16 to 22), all of the students stated that the stories were the best motivating tools in the classroom and could develop the creative writing of the students. Majority of the students i.e. 87.5% disagreed that the stories in the compulsory English were helpful to develop reading habit and interesting but 12.5% of them remained neutral in it. All of them said that more stories should be included to develop creative power. Similarly 62.5% of the students chose short stories and 37.5% of them chose the modern stories in the course. Finally, 50% of the students said that more stories should be included, 25% of them viewed that more poems should be taught and 25% of them expressed that more dramas should be taught in the compulsory English at secondary level.

9. Mangalodaya Secocondary School, Thankot, Katmandu

The data shows regarding the questions related to the poems (1 to 4), most of the students i.e. 87.5% accepted that the poems in the compulsory English were very difficult to understand but 12.5% of them remained neutral in it. All of the students said that the poems could make language class very interesting. Most of the students i.e. 87.5% out of total chose real life situation poems but rest of the students i.e. 12.5% of them chose the current affair poems in the course. Majority of the students i.e. 75% disagreed that the poems in the compulsory English could develop the writing skill. They stated that the poems of compulsory English could not create motivation to write something. But 12.5% of the students agreed the statement and rest of the students i.e. 12.5% remained neutral in it. Regarding the questions related to the essay, all of the students advocated that essays could bring real life situation in the classroom.

They accepted the essay was motivating things in the language classroom. Most of the students i.e. 87.5% agreed the essays in the compulsory English were not enough according to the need of the students but 12.5% of them remained silent in it. Similarly all of the students viewed that more essays should be taught to develop creative writing. Majority of the students i.e. 62.5% of the students disagreed that the essays in the compulsory English were helpful to develop the reading habit of the learners but 37.5% of them agreed this statement. So, majority of the students stated that the essays of present compulsory English could not develop reading habit of the students. Likewise 87.5% of the students chose fantastic type of essay but rest of them i.e.12.5% of them chose the personal type of the essay in the course.

Regarding the questions related to the drama (question nos.11 to 15), all of them viewed that drama could make language class interesting. Fifty percent of the students marked on agree and 37.5% of them marked on strongly agree for the statement: the dramas in the compulsory English are difficult to understand meaning. They accepted that the dramas were difficult both linguistically and meaningfully but 12.5% of them nether neither agreed nor disagreed it. Likewise all of the students said that more dramas should be taught to develop the language knowledge. Majority of the students i.e. 87.5% out of total favored the comedy and rest of the other i.e. 12.5% offered the tragic comedy type of the drama in the course.

Moreover the questions related to the story (question nos.16 to 22), all of the students said that stories were the best motivating tools in the language classroom and they could help to develop the creative writing. Similarly, 87.5% of the students disagreed that the stories in the compulsory English were helpful to develop reading habit of the students. So, they needed something change in the course but 12.5% remained neutral in it. Majority of the students

i.e. 87.5% of the students chose short stories and rest of them, 12.5% offered modern stories in the course. Finally (question no. 22) most of the students i.e. 62.5% said that that more stories should be taught and 37.5% of them viewed that more poems should be taught at secondary level.

10. Chundevi Secondary School, Thankot, Katmandu

Regarding the questions related to the poems (question nos.1 to 4), the data shows that 87.5% of the students accepted that the poems in the compulsory English were very difficult to understand but a few number of them i.e. 12.5% remained neutral in it. All of them advocated that the poems could make language very interesting. Majority of the students i.e. 75% chose real life situation poems and 25%of them chose current affairs poems and said that the poems prescribed in the compulsory English could not develop the writing skill of the students but 25% of them remained neutral in it.

Regarding the essay (question nos. 5 to 10), all of them stated that essays could bring real life situation in the classroom. Most of the students i.e. 87.5% stated that the essays prescribed in the compulsory English were not enough according to the need of them but one of the students out of eight remained neutral in it. Majority of the students i.e. 87.5% advocated that more essays should be taught to develop creative writing but 12.5% of them remained silent it. Most of the students i.e. 62.5% did not accept the statement that the essays in the compulsory English were helpful to develop the reading habit of them. So, they said essays were difficult and content were not matched with their.

daily life but 37.5% accepted this statement. Majority of the students i.e. 75% students chose fantastic type essays but rest of them i.e. 25% chose personal type of essays in the compulsory English.

Regarding the question related to the drama (question nos.11 to 15), all of the students viewed that dramas could make language class interesting. Likewise 87.5% of the students stated that the dramas in the compulsory English were difficult to understand meaning but 12.5% remained neutral in it. All of the students stated that more dramas should be taught to develop the linguistic competence. Similarly, 87.5% of the students chose comedy type and 12.5% chose tragic comedy type of the drama.

Regarding the story (question no. 16 to 22), all of the students advocated that stories were the best motivating tools in the language classroom. Most of the students i.e. 87.5% advocated that stories could help to develop creative writing, but one of them out of total remained neutral in it. Majority of the students i.e. 75% disagreed that the stories in the compulsory English were helpful to develop reading habit of the students and they were interesting to the learners, five percent remained silent in it. Seven students out of eight supported more stories should be taught and one of the students disagreed in it. Most of the students i.e. 75% chose short stories and 25% chose modern stories in the course. Finally, over seventy i.e.75% of the students advocated that more stories should be taught, 12.5% expressed that more poems should be taught and 12.5% of them said more dramas should be taught in the compulsory English.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The researcher collected data from teachers and students by administering questionnaires. The findings of the study are summarized and suggestions are recommended on the basis of collected data. She found that the place of literary genres in the compulsory English course is so little and confined. Students were so interested in the stories, dramas but these are less emphasized. The findings that the researcher found from her study are given below serially according to the main headings if the objectives.

(a) It was found that literary genres are relevant to the secondary level as most of the teachers i.e. 95% and students i.e. 92% stated it).

(i) It was found that the stories are the best motivating tools in the language classroom.

(ii) Essays enhance the reading skill of the students.

(iii) The poems enhance the reading and writing skill of the students.

(iv) Dramas develop the listening and speaking skill of the students.

(v) Short stories develop reading habit of the students.

(b) It was found negative attitude of teachers as well as students towards present compulsory English course regarding place of the literary components.

(i) It was found that the language used in poems is very difficult which is not according to the linguistic level of the students.

- (ii) Essays prescribed in the compulsory English course could not address the interest and need of the students.
 - (iii) The dramas in compulsory English are difficult to understand the meaning.
 - (iv) The stories in the compulsory English course are not interesting according to the level of students.
 - (v) The content of the literary components in the compulsory English course is not matched with real life of the students. (Majority of the teachers i.e. 95% responded that)
- (c) It was found that students were interested and attracted with literary genres.
- (i) Students of secondary level were interested by folk tales, comedy type of dramas, real life situation poems and fantastic essays.
 - (ii) It was found that students were more interested by short stories specially.
 - (iii) It was found that the students of secondary level needed more literary components than present course.

4.2 Recommendations

On the basis of the findings, the following recommendations have been made:

(a) Literary genres are relevant to the secondary level so that it would be better to increase them in the compulsory English course.

(i) Literary genres help to develop four language skills of the students in interesting and motivating environment. So, these should be emphasized in the course.

(ii) It would be better to include the folk tales, real life situation poems, comedy type of dramas and fantastic type of essays in the compulsory English course at secondary level.

(iii) The researcher would like to recommend to the curriculum development centre to include the context of literary components in the compulsory English from the Nepali literature too. Likewise the researcher would like to recommend introduce the Nepali literary figures such as: Laxmi Prasad Devkota, Bal Krishna Sam, and Madhab Ghimire in the course to make it more interesting.

(b) (i) It would be better to use simple language in poems and other genres according to the linguistic level of the students.

(ii) More interested and fantastic type of essay would be effective at secondary level.

(iii) The content of dramas should address the knowledge, level and real life situation of the students.

(iv) More interested and funny type of stories would be effective at this level.

(c) Language skill teaching will be effective through literature. So it would be better to teach language skill through literature.

(i) It would be better to motivate the students to write the stories, essays and poems to foster language development through creative writing.

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Appendix –I

Analysis of the data obtained from the students of every school.

Amarjyoti Secondary School Syuchatar

Q. No.	Alternatives				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards poem					
1	37.5%	50%	12.5%		
2	62.5%	37.5%			
3					
4	50%	50%			
Attitude towards Essay					
5	37.5%	37.5%	25%		
6	12.5%	62.5%	25%		
7	62.5%	37.5%			
8	50%	50%			
9	50%	37.5%	12.5%		
10					
Attitude towards Drama					
11	87.5%	12.5%			
12		37.5%	37.5%	25%	
13	62.5%	25%	12.5%		
14	37.5%	37.5%	25%		

Attitude towards Story					
16	25%	50%	25%		
17	75%	25%			
18	87.5%	12.5%			
19	75%	12.5%	12.5%		
20	25%	25%	37.5%	12.5%	

Analysis of data with five options: a, b, c, d and e

Q. No.	Alternatives				
	a	b	c	d	e
3	37.5%		62.5%		
10		50%	50%		
15		75%	25%		
21	12.5%		87.5%		
22	12.5%		87.5%		

Appendix –II

Vaishnavi Secondary School, Kirtipur

Q No.	Alternatives				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards Poem					
1	25%	37.5%	12.5%	12.5%	12.5%
2	50%	37.5%	12.5%		
3					
4	25%	37.5%	12.5%	12.5%	12.5%
Attitude towards Essay					
5	50%	25%		12.5%	12.5%
6	12.5%	37.5%	12.5%	25%	12.5%
7	87.5%	12.5%			
8	50%	37.5%	12.5%		
9	50%	25%	12.5%	12.5%	
Attitude towards Drama					
11	50%	37.5%	12.5%		
12		25%		50%	25%
13	37.5%	50%	12.5%		
14	25%	25%	25%	12.5%	12.5%
Attitude towards Story					
16	37.5%	25%	25%	12.5%	
17	37.5%	12.5%	25%	25%	
18	50%	37.5%	12.5%		
19	25%	25%	25%	25%	25%

20	12.5%	50%	12.5%	12.5%	12.5%
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Analysis of data with five options: a, b, c, d and e

Q No.	Alternatives				
	a	b	c	d	e
3			100%		
10	12.5%	12.5%	62.5%	12.5%	
15	62.5%	12.5%	25%		
21	37.5%	12.5%	50%		
22		37.5%			62.5%

Appendix –III

Janasewa Higher Secondary School, Kirtipur

Q No.	Alternatives				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards Poem					
1	25%	50%	12.5%	12.5%	
2	25%	75%			
4	12.5%		62.5%		25%
Attitude towards Essay					
5	37.5%	37.5%	12.5%		12.5%
6	75%	12.5%			12.5%
7	25%	50%	12.5%		12.5%
8	62.5%	25%			12.5%
9	50%	25%	12.5%	12.5%	
Attitude towards Drama					
11	25%	75%			
12		12.5%	25%	37.5%	25%
13	25%	62.5%		12.5%	
14	12.5%	75%	12.5%		
15					
Attitude towards Story					
16	37.5%	62.5%			

17	37.5%	37.5%			25%
18	75%	12.5%	12.5%		
19	37.5%	37.5%	12.5%	12.5%	
20	62.5%	25%	12.5%		

Analysis of data with five options: a, b, c, d and e

Q. No.	Alternatives				
	a	b	c	d	e
3		25%	75%		
10	25%		37.5%	37.5%	
15		75%		25%	
21		25%		75%	
22		12.5%	25%	62.5%	

Appendix –IV

Janapath Secondary School, Kalanki.

Q. No.	Alternatives				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards poem					
1	37.5%	50%		12.5%	
2	37.5%	37.5%	12.5%	12.5%	
3					
4		12.5%	12.5%	50%	25%
Attitude towards Essay					
5	25%	62.5%	12.5%		
6	25%	50%	12.5%	12.5%	
7	25%	62.5%	12.5%	12.5%	
8	75%	25%			
9		87.5%	12.5%		
Attitude towards Drama					
10					
11	37.5%	62.5%			
12	25%	50%	12.5%	12.5%	
13	50%	37.5%	12.5%		

14	37.5%	50%	12.5%		
Attitude towards story					
16	62.5%	37.5%			
17	12.5%	75%	12.5%		
18	37.5%	25%	12.5%	12.5%	
19	25%	62.5%	12.5%		
20	37.5%	62.5%			

Analysis of data with five options: a, b, c, d and e

Q. No.	Alternatives				
	a	b	c	d	e
3	37.5%		62.5%		
10			75%	25%	
15	25%	75%	12.5%		
21	50%	12.5%	37.5%		
22		25%	12.5%	62.5%	

Appendix –V

Gorakhnath Secondary School, Kirtipur

Q. No.	Alternatives				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards Poem					
1	25%	62.5%	12.5%		
2	37.5%	50%	12.5%		
4	12.5%	12.5%	12.5%	37.5%	25%
Attitude towards essay					
5	25%	50%	12.5%	12.5%	
6	12.5%	75%	12.5%		
7	25%	75%			
8	75%	25%			
9	25%	62.5%		12.5%	

Attitude towards Drama					
11	50%	50%			
12	12.5%	62.5%	12.5%	12.5%	
13	12.5%	87.5%			
14	25%	75%			
Attitude towards Story					
16	87.5%	12.5%			
17	87.5%	12.5%			
18	12.5%	87.5%			
19		75%	12.5%	12.5%	
20	87.5%	12.5%			

Analysis of data with five options: a, b, c, d and e

Q No.	Alternatives				
	a	b	c	d	e
3	25%	25%	50%		
10		25%	50%	25%	
15	12.5%	75%	12.5%		
21	75%	12.5%	12.5%		
22		50%		37.5%	12.5%

Appendix –VI

Gyanodaya Secondary School, Kalimati.

Q. No.	Alternatives				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards poem					
1	25	75%			
2	37.5%	62.5%			
4		37.5%	25%	25%	12.5%
Attitude towards Essay					
5	25%	37.5%	12.5%	25%	
6		25%	12.5%	37.5%	25%
7	37.5%	37.5%	12.5%	12.5%	
8	50%	37.5%		12.5%	
9		25%	12.5%	37.5%	25%
Attitude towards Drama					
11	75%	12.5%		12.5%	
12	12.5%	50%	12.5%	12.5%	12.5%
13	25%	50%		12.5%	12.5%
14	62.5%	25%		12.5%	

15					
Attitude towards story					
16	50%	37.5%		12.5%	
17	50%	25%	12.5%	12.5%	
18		37.5%		37.5%	25%
19	25%	37.5%	25%		12.5%
20	50%	25%	12.5%	12.5%	

Analysis of data with five options: a, b, c, d and e

Q. No.	Alternatives				
	a	b	c	d	e
3			100%		
10	12.5%	12.5%	62.5%	12.5%	
15		62.5%	37.5%		
21	62.5%		37.5%		
22	12.5%	50%	37.5%		

Appendix –VII

Kirtipur Secondary School, Kirtipur

Q. No.	Alternatives				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards poem					
1	37.5%	37.5%	25%		
2	25%	62.5%	12.5%		
3					
4			62.5%	25%	12.5%
Attitude towards Essay					
5	62.5%	37.5%			
6	62.5%	37.5%			
7	37.5%	62.5%			
8	50%	50%			
9		62.5%	37.5%		
10					
Attitude towards Drama					
11	75%	25%			
12		62.5%	37.5%		

13	50%	50%			
14	50%	37.5%	12.5%		
Attitude towards story					
16	100%				
17	37.5%	62.5%			
18		62.5%	25%	12.5%	
19		100%			
20	100%				

Analysis of data with five options: a, b, c, d and e

Q. No.	Alternatives				
	a	b	c	d	e
3	37.5%	12.5%	50%		
10	12.5%		62.5%	25%	
15		37.5%	62.5%		
21	50%		50%		
22		37.5%		25%	37.5%

Appendix –VIII

Mangal Higher Secondary School, Kirtipur

Q. No.	Alternatives				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards poem					
1	37.5%	50%	12.5%		
2	50%	50%			
4		12.5%	25%	50%	12.5%
Attitude towards Essay					
5	75%	25%			
6	12.5%	75%	12.5%		
7	37.5%	50%	12.5%		
8	62.5%	37.5%			
9			25%	37.5%	37.5%
Attitude towards Drama					
11	62.5%	37.5%		12.5%	
12	50%	37.5%	12.5%		
13	37.5%	37.5%	12.5%	12.5%	
14	50%	37.5%		12.5%	
Attitude towards story					
16	62.5%	37.5%			
17	50%	37.5%	12.5%		

18			25%	37.5%	37.5%
19			12.5%	37.5%	50%
20	62.5%	37.5%			

Analysis of data with five options: a, b, c, d and e

Q No.	Alternatives				
	a	b	c	D	e
3	37.5%	12.5%	50%		
10		12.5%	50%	37.5%	
15		75%	25%		
21	62.5%		37.5%		
22		50%	25%	25%	

Appendix –IX

Mangalodaya Secocondary School, Thankot, Katmandu

Q. No.	Alternatives				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards poem					
1	37.5%	50%	12.5%		
2	75%	25%			
4		12.5%	12.5%	37.5%	37.5%
Attitude towards Essay					
5	87.5%	12.5%			
6	62.5%	12.5%	12.5%		
7	50%	37.5%		12.5%	
8	50%	50%			
9	37.5%			12.5%	50%
Attitude towards Drama					
11	12.5%	87.5%			
12	37.5%	50%	12.5%		
13	62.5%	25%	12.5%		
14	37.5%	62.5%			
Attitude towards story					
16	87.5%	12.5%			
17	62.5%	25%	12.5%		

18		12.5%		75%	12.5%
19		25%	12.5%	62.5%	
20	62.5%	37.5%			

Analysis of data with five options: a, b, c, d and e

Q No.	Alternatives				
	a	b	c	D	e
3		12.5%	87.5%		
10			87.5%	12.5%	
15		87.5%	12.5%		
21	87.5%		12.5%		
22		62.5%	37.5%		

Appendix –X

Chundevi Secondary School, Thankot, Katmandu

Q. No.					
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Attitude towards poem					
1	62.5%	25%	12.5%		
2	75%	25%			
3					
4		12.5%	12.5%	62.5%	12.5%
Attitude towards Essay					
5	62.5%	37.5%			
6	37.5%	50%	12.5%		
7	75%	12.5%		12.5%	
8	62.5%	25%	12.5%		
9	37.5%			37.5%	25%
10					
Attitude towards Drama					
11	75%	25%			
12	62.5%	25%		12.5%	
13	37.5%	50%	12.5%		
14	62.5%	37.5%			

15					
Attitude towards story					
16	75%	25%			
17	62.5%	25%		12.5%	
18		12.5%	12.5%	62.5%	12.5%
19		25%	12.5%		62.5%
20	62.5%	25%		12.5%	

Analysis of data with five options: a, b, c, d and e

Q No.	Alternatives				
	a	b	c	d	e
3		25%	75%		
10			75%	25%	
15		87.5%	12.5%		
21	75%		25%		
22		75%	12.5%	12.5%	