

**RELEVANCE OF TEACHING ENGLISH LITERATURE
IN THE COMPULSORY ENGLISH
COURSE AT SECONDARY LEVEL**

**A Thesis Submitted to the Department of English Education
In partial fulfilment for the Masters Degree in Education**

**Submitted by
Durga Kumari Neupane
Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2008**

**RELEVANCE OF TEACHING ENGLISH LITERATURE
IN THE COMPULSORY ENGLISH
COURSE AT SECONDARY LEVEL**

**A Thesis Submitted to the Department of English Education
In partial fulfilment for the Masters Degree in Education**

**Submitted by
Durga Kumari Neupane
Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2008**

**T.U. Reg.No:9-2-1514 -2002
Second Year Examination
Roll.No:280248
Campus Roll No: 633**

**Date of Approval of the
Thesis Proposal: 2065-3-13
Date of Submission: 2065-8-22**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Durga Kumari Neupane** has prepared this thesis entitled **Relevance of Teaching English literature in the Compulsory English Course at Secondary Level.** under my guidance and supervision.

I recommended the thesis for acceptance.

Date: 2065-8-22

.....

Mrs. Tapasi Bhattacharya

Reader

Department of English Education

Faculty of Education

T.U, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

T.U. Kirtipur

.....

Chairperson

Tapasi Bhattacharya(Guide)

Reader

Department of English Education

T.U. Kirtipur

.....

Member

Dr. Anju Giri

Reader

Department of English Education, T.U. Kirtipur

.....

Member

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis Evaluation and Approval Committee.

Signature

.....

Chairperson

Dr Chandreshwar Mishra

Reader and Head

Department of English Education

T.U. Kirtipur

Dr Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U. Kirtipur

.....

Member

Mrs. Tapasi Bhattacharya (Guide)

Reader

Department of English Education

T.U. Kirtipur

.....

Member

Date: 2065-8-22

DECLARATION

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

Durga Kumari Neupane

DEDICATION

Dedicated

to my parents who spent their whole life for my career development and
to teachers who inspired me all the time to do well.

ACKNOWLEDGEMENTS

I would like to express profound gratitude to my guide **Mrs. Tapasi Bhattacharya**, Reader at the Department of English Education, University Campus, Kirtipur T.U. who inspired me a genuine guidance to accomplish this research study.

I would like to extend my sincere gratitude to **Dr. Chandreshwar Mishra**, Reader and Head of the Department of English Education, University Campus Kirtipur for his constant co-operation. I am very much indebted to **Dr. Anju Giri** Reader of the Department of English Education, University Campus, Kirtipur. My sincere gratitude goes to **Prof. Dr. Jai Raj Awasthi**, Chairperson of English and Other Foreign Languages Education at the Department of English Education T.U. for his valuable co-operation and suggestion. I think without his cooperation and constructive comments it would be very difficult to bring this thesis in this form.

I would like to extend my profound gratitude to **Prof. Dr. Govinda Raj Bhattarai**.

I am very much indebted to **Prof. Dr. Santi Basnyat**. I would also like to extend my sincere thanks to **Dr. Anjana Bhattarai** Reader at the Department of English Education TU, for her suggestion and co-operation.

I would like to extend my sincere gratitude to **Mr. Vishnu Prasad Singh Rai**, **Prof. Dr. Thirth Raj Khaniya**, **Dr. Balmukunda Bhandari** and **Mr. Laxmi Bahadur Maharjan** for their genuine guidance, inspiration and insightful comment.

I am very much indebted to **Mrs. Madhu Neupane**, **Mr. Prem Phyak**, **Mrs Sarswati Dawadi**, **Mrs Hema Rawal** and **Mr. Vesh Raj Pokherel** lectures at

the Department of English Education University campus, Kirtipur, T.U. for their inspiration, encouragement suggestion and educational guidance.

I am also thankful to **Mr. Kamal Bhurtel** and **Everest Bhurtel** for helping me to complete this study and in computer typing along with their valuable suggestions and co-operations.

Durga Kumari Neupane

ABSTRACT

The purpose of the study was to find out attitudes of students and teachers of the secondary level towards Teaching English Literature and the relevance of literary genres in the Compulsory English course at the secondary level. Ten government schools were selected for the study. The researcher used the survey method for the study and two sets of questionnaires consisting of only closed ended questions for the students but both closed ended and open ended questions for teachers. Most of the closed ended questions were to be answered on a five point likert scale ranging from strongly agree to strongly disagree. Where open ended questions required teachers' brief opinions. The researcher then met 80 students and 10 teachers in the selected schools and distributed the questionnaires to them on the basis of judgmental selection. While analyzing the data, for each response of the teachers and students has been counted and changed into percentage. The researcher found that the students were very much interested and motivated with the literature especially short stories and dramas but present compulsory English course has included very limited number of literary genres and language of the texts is difficult to understand. They viewed that the numbers of literary genres should be increased.

This study consists of four chapters. Chapter one deals with general background, review of the related literature, objectives of the study and significance of the study. Chapter two consists of the methodology adopted to carry out the research. This chapter consists of sources of the data, population of the study, sample population, tools for data collection, process of the data collection and the limitation of the study. Chapter three deals with the analysis and the interpretation of the collected data. Chapter four deals with the findings and recommendations of the study.

CONTENTS

	Page No.
DECLARATION	i
RECOMMENDATION FOR ACCEPTENCE	ii
RECOMMENDATION FOR EVALUATION	iii
EVALUATION AND APPROVAL	iv
DEDICATION	v
ACLNOWLEDGEMENTS	vi -vii
ABSTRACT	viii
CONTENTS	ix-x
CHAPTER ONE: INTRODUCTION	1 - 16
1.1 General Background	1- 12
1.1.1 Value of Literature in Language Teaching	4 - 5
1.1.2 Definition of the Term Attitude	5 - 6
1.1.3 Why Attitude is Important for Learning?	6
1.1.4 How can Attitude be Tested?	6 - 9
1.2Review of the Related Literature	12 -15
1.3 Objectives of the Study	15
1.4 Significance of the Study	15 - 16
CHAPTER TWO: METHODOLOGY	17-19
2.1 Sources of Data	17
2.1.1 Primary Sources of Data	17
2.1.2Secondary Sources of Data	17 - 18
2.3 Sample Population	18
2.4 Tools for Data Collection	18
2.5 Process of Data Collection	19

2.6 Limitations of the Study	19
CHAPTER THREE: ANALYSIS AND INTERPRETATION	20 - 44
3.1 Analysis of the Data Obtained from the Students	21- 25
3.2 Analysis of the Data Obtained from the Teachers (Closed Ended Questions)	25- 30
3.2.1 Analysis of the Data Obtained from the Teachers (Open Ended Questions)	29- 30
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS	45 - 48
4.1 FINDINGS	45 - 46
4.2 RECOMMENDATIONS	47 - 48
REFERENCES	
APPENDICES	
Appendix: I	
Appendix: II	
Appendix: III	
Appendix: IV	
Appendix: V	
Appendix: VI	
Appendix: VII	
Appendix: VIII	
Appendix: IX	
Appendix: X	
Appendix: XI	
Appendix: XII	
Appendix: XIII	
Appendix: XIV	