

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is the main means of human communication. It is a voluntary vocal system of human communication through which human beings communicate and express their ideas, feelings, emotions, and attitudes, desires, thought and so on. As Sapir (1978) defines, "A language is purely human and non-instinctive method of communicating ideas, emotion and desires by means of voluntarily produced symbols" (p.8). Similarly, Chomsky (1957) states, "Language is a set (finite or infinite) of sentences, and each infinite in length and constructed out of finite set of elements" (p.13).

Language is inherent property, as well as special gift for human beings. It is a means of human communication. Every human being acquires his/her language (mother tongue). There are enumerable language communities in the world and every language community has its own language. We cannot think of any academic, social, artistic activities without language. It is extremely complex and highly developed means of human communication.

There are many languages spoken in the world. Among them, English is the most widely used language in the world because it has gained the status of international link language since it is used to communicate with the people who are from different linguistic backgrounds. More than 350 million people in the world use English as their native language. Nearly half of the world's books of science and technology are written in English. We can find that more than fifty percent people use English as a

medium of communication. It functions as an excellent vehicle for transmission of modern civilization all over the world. To take the pace of development for being acquainted with daily happenings, to be familiar with technological achievements and for other many purposes, English is being the basic need for the people of the world and for the Nepalese people as well.

1.1.1 English Language Teaching and Learning in Nepal

Language teaching and learning involve first language and second language/foreign language. Acquiring first and learning second language involve different processes of language teaching and learning. New concerns have occupied in the minds of the methodologists; applied linguists and new techniques have been used widely. To get the mastery over language and culture, everyone needs to have the ability in every skills and aspects of language, as well as needs to study the creation of language, i.e. different textbooks, novel, essay, poem, drama, vouchers and prospects, etc. which consist of the image of this society in the form of literature.

According to history, the system of teaching and learning English in Nepal was formally introduced with the establishment of Durbar High School, the first English medium school in Nepal in 1854 A.D. Prime Minister Janga Bahadur Rana established this school after his return from England to give formal education to his children and the children of other ruling members. Then, the door of Durbar High school was opened in 1981 A.D. to the normal people of the nation.

English has been given priority as an international language in Nepal. It is taught as a compulsory subject from primary to bachelor level and also as an optional subject. In addition, a number of English medium schools

have been established at primary sector, under the supervision, guidance and control of the ministry of education. Nepal needs English for academic activities to establish diplomatic relations with the foreign countries and for the development of science and technology. So, it has become the language of survival in Nepal.

In higher education, English was started formally with the establishment of Tri-Chandra College in 1918 A.D. Before the establishment of SLC Board in 1933 A.D. and T.U. Examination Board in 1956 A.D., English occupied an essential trick for the medium of instruction in Education in Nepal.

1.1.2 Literature: An Introduction

According to Collie and Slater (2000), "Literature is an art of writing which collects the people's imaginations and emotions systematically into words"(p.6). Similarly, according to Lazar (1993), "Literature is a world of fantasy, horrors, feeling, thoughts, visions, ... etc. which put into words. It is a use of language to evoke a personal response in the reader or listener" (p.1).

Collie and Slater (2000) introduce some characteristics of literature, which make it much vivid and clear. They are as follows (pp.3-6):

- i. Literature is secret and vital thing, which studies human internal and external feelings.
- ii. Literature has its own suggestiveness, which is broadly known as tragic-comic action of human heart.
- iii. Literature glimpses imaginations, thoughts, feelings, emotions, etc.
- iv. Literature has permanent universality.
- v. It is the record of human spirit and history of human race.

When we analyze different definitions given by great scholars, we can generalize that literature is an expression of thoughts and feelings, imagination and experience, costumes and behaviors, etc., through artistic language.

Literature is an artistic human creation by the tactful and playful dictions expressing experiences, ideas, feelings, emotions, opinions, etc. to depict social realities. The language used in literature is somehow different from other form of discourse. It is the artistic way of writing or organizing language, which provides the students with access to the culture of the people whose language they are studying. The importance of literature can be summarized as follows:

- i. It may provide particularly an appropriate way of stimulating language acquisition,
- ii. It provides meaningful and memorable contexts for processing and interpreting new language.
- iii. It has wider educational function in the classroom, which helps to stimulate the imagination of our students, to develop their critical ability and to increase their emotional awareness.
- iv. It provides the authentic and motivating materials because students may experience a real sense of achievement at tackling literary materials in the classroom.
- v. It helps to develop students' interpretative abilities since literary texts are often rich in multiple level or meanings. So, it is particularly good source for developing learner's/student's abilities to infer meaning and to make interpretation.
- vi. Literature helps to educate the whole person. It has a wider educational function in the classroom which helps to stimulate

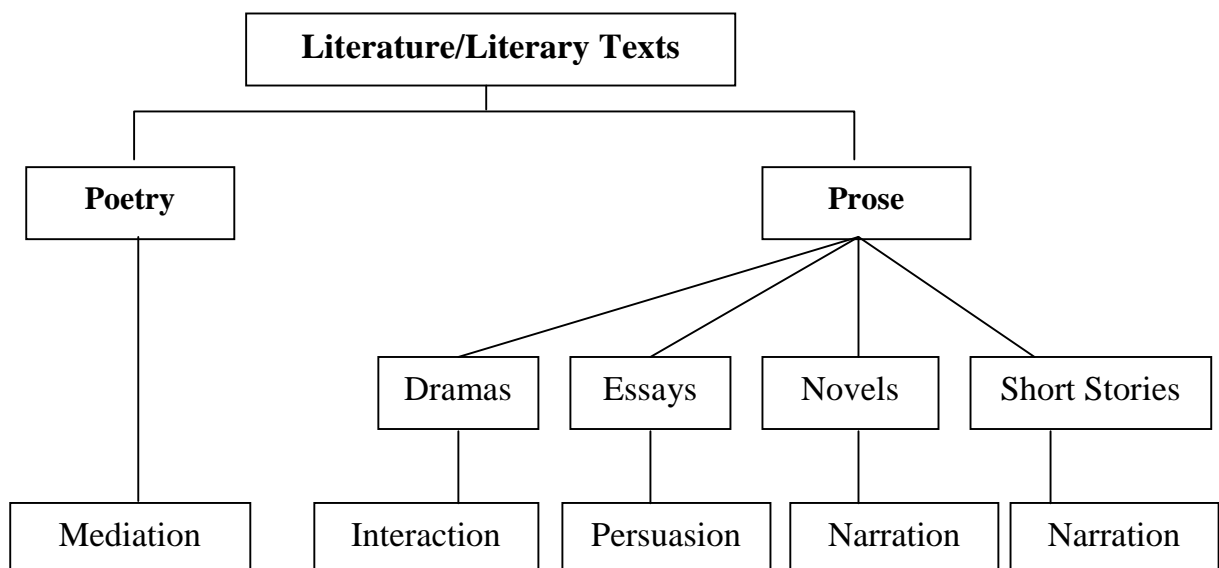
the imagination in students, to develop their critical abilities and to increase their emotional awareness and so on. It has important role in language learning.

Literature and language are intricately attached. The teaching of literature is directly related to language teaching. It reflects time, place, culture and society. It is true that without the study of literature, language learning remains incomplete.

1.1.3 Classification of Literary Texts

According to Lazar (1993), "Literature means... to meet a lot of people, to know other different points of view, ideas, thoughts, minds to know ourselves better" (p.1).

Literature simply refers to the piece of writing that is valued as work of art, especially poems, dramas, novels and short stories. In a general sense, it is the expression of human thoughts, feelings and experiences in the artistic way of writing. On the basis of the way of organizing language to form literary text, it is categorized into two forms: poetry and prose. These two forms are different in structure and subject matter. They can be classified into various broader genres:



The above mentioned literary texts (poetries, drama, essays, novels and short stories) are not only the broader forms of literature but also literary texts. They are different fields under literary studies, which are as follow in brief:

1.1.3.1 Poetry

According to Wordsworth (1975 as cited in Regmi 2004, p.26), "Poetry is the spontaneous overflow of powerful feelings... recollected in tranquility (pp. 9-10)".

Poetry is one of the literary texts in which the words are used specially to express the writer's emotions, feelings and thoughts. Linguistic structures are often violated in it. It follows the metrical composition like rhyme, rhythm, meter and tone.

Poetry is the oldest of all literary genres. 'Beowulf' is the first poetry in English literature. In past, literature simply meant the poetry. Poetry, a conventional form of literature has the following characteristic features:

- a) Poetry uses connotation: In it the ideas, feelings, thoughts of the author are not directly conveyed to the readers but are conveyed through the use of images, symbols and figures of speech.
- b) Poetry has the use of metrical composition- meter, rhyme, rhythm, and foot, alliteration, assonance etc. But the modern poetry may or may not use metrical composition.
- c) Poetry provides entertainment and gives instruction to the readers.
- d) Imagination and feeling are predominant characteristics of poetry.

1.1.3.2 Prose

In general, prose refers to writing that is not poetry. Prose is an inclusive form for all discourses, spoken or written, which are not patterned into lines and rhymes either of metric verse or free verse. In short, the characteristics of prose are as follows:

-) Prose does not follow metrical composition, uses the plain structure of language.
-) The words are used directly to address the reader.
-) It is argumentative, narrative and descriptive.
-) It is substitutive since it has the use of metonymy.
-) It does not violate the linguistic structures, etc.

1.1.4 Language and Literature

Language is the means of human communication whereas literature is a piece of writing that is valued as works of art especially poems, dramas, novels, and short stories. Those literary texts: novels, short stories, plays and dramas which are fictional, convey their message by paying considerable attention to language which is rich and multi-layered or involves a special or unusual use of language.

Language and literature need to be compared and contrasted from the point of view of classroom to find out the similarities and differences. The relationship between language and literature is very often emphasized and stated that they are not mutually exclusive. There is literariness in everyday use of language and literature is the product of language. The roots of literature are in everyday stories, dramas, rhymes, songs, rhetoric and flow of language in relationship. Literature, therefore, resides in the

conversational use of everyday language. It is the soul of language since it is the record of men's experience, aspirations and medium.

Literature contains various levels of discourse. The varieties of language found in literature provide a very interesting basis for language teaching. From the structural point of view, literature uses advanced and specific language, which helps the learners to be familiar with different literary figures of speech, which enrich the readers' level of understanding and interpretation as well. So, literature is one of the best resources of language learning and teaching programs. If we teach language through literature, language learning becomes interesting and effective.

1.1.5 Value of Literature in Language Teaching

The value of literature in language teaching refers to the role of literature in language teaching. According to Lazar (1993), "Literature should be used with students because it is motivating, stimulus for language acquisition, students enjoy it, and it is fun, it is found in many syllabuses and the like" (p.14). Collie and Slater (2000, p.3) mentioned the values of literature in language teaching as follows:

-) Literature is very motivating.
-) It offers valuable authentic materials.
-) It offers general educational value.
-) It helps students to understand another culture.
-) It is stimulus for language acquisition.
-) It develops student's interpretative abilities, i.e. language enrichment.
-) Students enjoy it and it is fun.
-) It is highly valued and has a high status.

) It encourages students to talk about their opinion and feelings, i.e. personal involvement is there (p.3).

The importance of literature can be discussed in the following points:

a. Literature provides authentic materials: One of the main values is that literature offers bountiful (large) and extremely varied body of written material, which is important in the sense that it says something about fundamental human issues and it is enduring rather than ephemeral. Literature is an 'authentic' material. By that we simply mean that most works of literature are not fashioned for specific purpose of teaching a language. They are originated from the particular society, culture and family backgrounds. They highly incorporate many authentic samples of language, for example; pamphlets, cartoons, newspapers or magazine articles. Learners are thus exposed to language that is as genuine and undistorted as can be managed in the classroom context.

b. Cultural enrichment/Access to cultural background: Literature can provide students with access to the culture of the people whose language they are studying. It is true of course that the 'world' of a novel, play or short story is created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. Readers can discover their thoughts, feelings, customs, possessions; what they buy, fear, enjoy; how they speak and behave behind closed doors so that the foreign learners can be easily familiar with cultural background whose language is being learnt.

c. Literature provides motivating materials: Literature is highly valued for its motivating material. It exposes students to complex themes and fresh, unexpected uses of language. If the materials are carefully chosen,

students will feel that what they do in the classroom is relevant and meaningful to their own lives.

d. Literature encourages language acquisition: Literature may provide a particularly appropriate way of stimulating language acquisition as it provides meaningful and memorable contexts for processing and interpreting new language. This is because literature is very rich in multiple levels of meaning. The reading of literature becomes an important way of supplementing the inevitably restricted input of the classroom as well as if the recorded literary materials are available. The students can acquire a great deal of new language by listening to it.

e. Literature expands students' language awareness: Literary language is somehow different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion. This seems to be particularly true of poetry. Poetry recognizes syntax, creates its own vocabulary, freely mixes registers and creates its own pronunciation. It draws creatively on a full range of archaisms and dialects and generates vivid new metaphors.

f. Personal involvement: Literature can be helpful in the language learning process because of the personal involvement it fosters in readers. Core language teaching materials must concentrate on how a language operates both as a rule based system and socio-semantic system. The process of learning is essentially analytic, piecemeal and the level of personality, fairly superficial. Engaging imaginatively with literature enable learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system.

g. Literature helps to develop students' interpretative abilities: It has been argued that literature is particularly good source for developing

students' abilities to infer meaning and to make interpretations. This is because literary texts are often rich in multiple levels of meaning, and demand that the learner/reader is actively involved in 'teasing out' the unstated implication and assumption of the text. In a poem, for example, a word may take on a powerful figurative meaning beyond its fixed dictionary definition. Thus, by encouraging our students to grapple (deal) with multiple ambiguities of the literary text, we can help to develop their overall capacity to infer meaning.

h. Educate the whole person: Literature may have a wide educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotion in English/ target language. They feel empowered by their abilities to grapple with the text and its language, and to relate it to the values and traditions of their own society. Thus, literature is indispensable for language class.

1.1.6 An Introduction to the Course TEL

Teaching English Literature (Eng. Ed. 392) in B.Ed third year is an elective subject. It bears 100 marks and has taught only in B.Ed. for one academic year. It mainly concerns on how to teach literature with special reference to teaching of English literature. This course contains an introduction of literature in general followed by its pedagogical aspects. It concludes with the application of the introductory knowledge and pedagogical aspects of Teaching English Literature in brief. This course aims the students to be aware about the literature, different genres of literature: poetry, essay, drama, and fictions and discusses the basic

elements associated with them. Similarly, it also contains descriptions of important periods (i.e., Elizabethan, Romantic, Victorian,...etc.) from the history of English literature as well as some examples of literary creations created by different renowned literary figures.

(i) The specific objectives of this course are:

- to make teacher trainees understand what literature is
- to make them able to classify literary texts
- to make them familiar with characteristic features of literary language
- to make them understand aims, objectives and approaches of teaching literature
- to make them able to analyze and appreciate literary texts
- to make them able to explain the value of the literature in language teaching
- to introduce them able to English literature
- to enable them to teach different types of English literary text effectively

1.1.7 Attitude: A Brief Account

There are many factors that affect language learning which are, attitude, motivation, physical condition, methods of teaching, age of the learner, language aptitude, learning environment, instructional material, and so on.

Attitude is one of the important factors in language learning. The word 'attitude' is a borrowed term in English from Latin word 'aptus' which means fitness or 'adoptness'. A person's attitude represents how he/she feels or his/her state of mind about something or somebody. Brown (1981 as cited in Ellis 1985, p.117) uses the term 'attitude' to refer to the set of

beliefs that the learner holds towards members of the target language group (e.g. whether they are seen as 'honest' or 'dishonest', 'interesting' or 'boring', etc.) and towards his own culture. Like this, Gardner and Lambert (1972 as cited in Ellis 1985, p.118) define attitude as, "the persistence shown by the learner in striving for a goal". They have also investigated a number of different attitudes, which they consider relevant to learning. The result of their empirical research is summarized as follows:

- i) Attitude is important factor, which helps to determine second language learning.
- ii) The effect of attitude appears to be separate from the effect of aptitude.

The role of attitude in learning a language is vital, which determines learning. According to Wilkins (1972), "Attitude variables can also be classified as educational and social". Example of educational attitude would be attitude towards the teacher, the course, the method of teaching, the learning environment and so on. Attitude towards culture, community, social group, etc. would be the examples of social attitudes. Similarly, Stern (1983, p.376) has classified the attitude into three types. They are:

- 1) Attitude towards the community and people who speak L₂ (i.e. group specific attitude).
- 2) Attitude towards learning the language concerned.
- 3) Attitude towards language and language learning in general.

These attitudes are influenced by the kind of personality of the learner, for instance whether he is ethnocentric or authoritarian. They may be influenced by the social milieu in which learning takes place. Different

attitudes for instance may be found in monolingual and bilingual contexts.

Attitude creates the motivational factor to learn any language. To do something, we must have positive attitude. If the learners have positive attitude towards learning the English language or literature, they are highly motivated and learn better. Without positive attitude, we can hardly expect learning anything (i.e., language, literature, etc) successfully. Thus, the learning and attitude go side by side, only the positive attitude can lead the successful learning.

1.1.8 Measuring Attitude

How people feel, what they believe, is their attitude. It is very difficult to describe and measure human attitudes. According to Best (2007), "An information form that attempts to measure the attitude or belief of an individual is known as an opinionnaire or attitude scale" (p.317). To describe and measure attitude is difficult but not impossible. Researchers must be on what people have their belief and feelings. This is the area of opinion. Through the use of the questions or by getting people's reaction to statements, opinions can be obtained. From this statement of opinion, one may infer or estimate their attitude, what they really believe. There is no pure method of describing and measuring attitude, since even behavior itself is not always a true indication of attitude. for e.g., when politicians kiss babies, their behaviors may not be a true expression of affection towards infants. Social custom or the desire for social approval makes many overt expressions of behaviour mere formalities, quiet unrelated to people's inward feelings. Even if there is no such a method of describing and measuring attitude, psychologists and sociologists have explored an interesting area of research, basing their data on people's expressed

opinions. Several methods have been employed to find out attitude, which are as follows:

- i) Asking people how they feel about a subject. This technique may employ a schedule or questionnaire of the open or closed form. It may employ the interview process in which the respondents express their opinions orally.
- ii) Asking people to check in a list the statement with which they agree.
- iii) Asking people to indicate their degree of agreement or disagreement with a series of statements about a controversial subject.
- iv) Inferring their attitude from reaction to projective devices, through which they may reveal attitude unconsciously.

There are three major types of attitudinal scales

- a) The Likert scale (summated rating scale)
- b) The Thurstone scale (the equal-appearing interval scale or differential scale)
- c) The Guttman scale (the cumulative scale)

1.1.8.1 The Likert Scale

"The Likert scale is also known as the summated rating scale. It is based upon the assumptions that each statement/item on the scale has equal 'attitudinal value', 'importance' or weight in terms of reflecting an attitude towards the issue in question" (Kumar, 2007, p.145). In Best and Kahn's words (2007), "Since the Likert type scale takes less time to construct, it offers an interesting possibility for the students of opinion research" (p.318).

The first step in constructing a Likert type scale is to collect a number of statements about a subject. The correctness of the statement is not important as long as they express opinion held by a substantial number of people. It is important that they express definite favorableness or unfavorableness to a particular point of view and that the number of favorable and unfavorable statement is approximately equal.

After the statements have been gathered, a trial test should be administered to a number of subjects. The attitude or opinion scale may be analyzed in several ways. The simplest way to describe opinion is to indicate percentage responses for each statement. For this type of analysis by item, three responses 'agree', 'undecided' and 'disagree' are preferable. If Likert type of scale is used, it may be possible to report percentage responses by combining the two categories: 'strongly agree' and 'agree' and 'strongly disagree' and 'disagree'. The Likert scale technique also assigns a scale value to each of the five responses such as: strongly agree, agree, uncertain, disagree and strongly disagree.

1.1.8.2 The Thurston Scale

Thurston scale, which calculates a 'weight' or 'attitudinal value' for each statement. In psychology this scale was first formal technique for measuring an attitude. Louis Leon Turnstone developed it in 1928 as a means of measuring attitude towards religion. The weight for each statement is calculated on the basis of rating assigned by a group of judge. Each statement with which respondents express agreement is given as attitudinal score equivalent to the 'attitudinal value' of the statement. On the basis of the judges' ratings, calculation of the median value of their rating for each item is done.

The main advantage of this scale is that the importance of each statement is determined by judges. It reflects the 'absolute' rather than relative attitude of respondents. Thus, the scale is able to indicate the intensity of people's attitude and any change in this intensity should be replicated.

1.1.8.3 The Guttman Scale

This scale is developed by Louis Guttman, which is also known as cumulative scale. This scale is most difficult scale to construct; that is why it is not commonly used. This scale doesn't have much relevant for us.

So, there are three types of scale that measure attitude: the Likert, Thrustone and Guttman scales. The Likert scale is the most common because it is easy to construct. The main assumption of this scale is that each statement is equally important. The 'importance' of each item for the Thrustone scale is determined by a panel of judges.

1.2 Review of the Related Literature

Some of the studies have been carried out in 'altitudinal study' of course book, syllabus, teachers' guide, English language and so on in the department, but no study has been carried out on the 'Students' Attitude Towards Studying Literature' (A Case of B.Ed. Third Year). Some research works have been produced on attitude towards English in the Department of English Education.

Awasthi (1979) carried out a research entitled "The Attitude of Different Groups of People Towards English Language in the Secondary Level of Kathmandu District". He found that different groups of people had

positive attitude towards English language and were in favour of continuing English as compulsory subject in secondary schools and up to SLC. And also the majority of people did not want English to be replaced by any other UN language. Similarly, Karki (1989) carried out a research on "Attitudes of Campus Students Towards the English Language". She found that the students had positive attitude towards English. They did not feel that English is unnecessarily imposed on them. However, they were not satisfied with the present curriculum, textbook, methods of teaching and evaluating system.

Likewise, Giri (1995) carried out a research entitled "A Survey into Peoples' Attitudes Towards the Existing SLC Examination in Nepal". He found that people were positive towards SLC examination. They had suggested that SLC examination should not be privatized. Similarly, Khanal (1999) carried out the research entitled "A Study on the Attitudes of Secondary Level Students Towards Learning English". He found that the students were positive towards learning English. But the students had negative attitude towards the materials, methods and examinations systems.

Likewise, Bastola (2003) in his thesis entitled "Teachers' Guide for Grade IX English: An Attitudinal Study" attempted to find out the attitude of teachers and experts and found that all the teachers and experts had positive attitude towards the teachers' guide. Similarly, Devkota (2004), carried out the research entitled 'Learning Strategies: An Attitudinal Study' with the objectives of finding out the learning strategies employed by the students of B.Ed. English in studying texts. He found that students consult dictionaries, glossaries and reference materials when they do not understand the meaning. In the same way, Paudel (2006) completed a research entitled "Attitudes of Higher Secondary Students Towards

Learning English". He found that the students of higher secondary level had highly positive attitudes towards learning English. They were fully positive to learn English as a compulsory subject at this level.

All the research works mentioned above are related to the attitudes towards the English language, teachers' guide, learning strategies employed by the student's and so on. This present study attempts to collect and analyze the attitude of students towards studying literature in B.Ed. third year. This B.Ed English language-teaching curriculum is given emphasis in the field of linguistics and language teaching in the first, second as well as in the third year too. In third year (Eng. Ed.392) 'Teaching English Literature' is taught as an elective subject consisting of 100 full marks. The great number of students do not get chance to study since it is taught as an elective subject not as a compulsory subject even if they have wish to study literature. In such situation, this research will help to present the reality what is their interest towards teaching English literature (Eng.Ed.392).

1.3 Objectives of the Study

The proposed study had the following objectives:

- a) to find out the students' attitude towards studying English literature in the Faculty of Education.
- b) to find out the students' attitude towards the literature, syllabus, textbook, curriculum, method of teaching and system of evaluation of TEL.
- c) to suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

This study has tried to find out the attitudes of the students towards the course, Teaching English Literature (Eng. Ed. 392) prescribed for the students of B.Ed third year majoring in English. This is the first research work carried out in the Department of English Education T.U. in this area. Thus, it is invaluable for the Department of English Education itself. The study is further, fruitful/beneficial to the students, teachers, syllabus designers, the textbook writers, and others who are directly or indirectly involved in teaching learning literature as well as language for the pedagogical purpose. The findings of the study are helpful to solve some of the practical problems of the classroom and even the problems of testing and evaluation of the performance of the students. So, this study has the pragmatic value. It is also useful to those who are interested in conducting research in analysis of course in any level.

1.5 Definitions of the Specific Terms

Attitude: The predisposition or tendency to react specifically towards an object, situation or value usually accompanied by feelings and emotions.

Opinion: This term in general refers to the views or beliefs of a person about something somebody how/what that is. In this study, it refers to the basic concept, idea, belief or view regarding the course teaching English literature (Eng. Ed. 392) in B.Ed third year.

TEL: A course prescribed for the students of the B.Ed. Third year majoring in English. The code no. of the course is Eng. Ed. 392.

CHAPTER- TWO

METHODOLOGY

In this study, I adopted the survey research design. This design enabled me to find out the attitudes of the students towards teaching the English literature in B.Ed. third year. Moreover, I tried to find out attitudes towards exiting English, curriculum and status of the English literary courses, selection of the test and 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

Both primary and secondary sources of data were important for this study. So, the researcher used both sources of data in order to carry out this research.

2.1.1 Primary Sources of Data

The study was primarily based on primary sources of data. The data are mainly collected from the students of M.Ed. first year students majoring in English in the University Campus, Kirtipur.

2.1.2 Secondary Sources of Data

Apart from primary sources of data the researcher consulted various books, theses, articles, journals, and the materials available in internet, which were closely related to this study. Some of them were Lazar (1993), Kumar(2006), Collie and Slater (2000), Verma and

Krishnaswamy (2006), Regmi (2006), Brown(1994), Abrams (2001), Sharma and Phyak (2006), etc.

2.2 Population of the Study

The total population of the study consisted of the students who passed B.Ed. studying Teaching English Literature as an elective subject in English and studying in M.Ed. first year specializing in English in University Campus , Kirtipur.

2.3 Sampling Procedure

The students were sampled by using purposive non-random sampling design. I purposefully selected eighty students from University Campus, M.Ed. first year majoring in English.

2.4 Tool for Data Collection

The tools for data collection were questionnaires. I used a set of both closed-ended and open-ended questions to collect the data for this study. There were twenty –nine questions in five different sections to elicit the required information. The questionnaire is given in the appendix with answers.

2.5 Process of Data Collection

First of all, I prepared a set of questionnaire. Then, I requested the Department and with class teacher to select the students for eliciting the data for the study. After that, I purposefully selected eighty students, explained the purpose of my study and requested them to provide their opinions through the questionnaire. Then, I distributed the questionnaires to the eighty students of M.Ed. first year majoring in English in

University Campus, Kirtipur. Finally, I collected the questionnaires from the respondents and thanked them. For secondary sources of data, I consulted different books, related journals, researches, libraries and so on.

2.6 Limitations of the Study

The study had following limitations:

- (a) The researcher was concerned only with students' attitudes towards studying literature (Eng.Ed.392) in B.Ed. third year.
- (b) The study area was only concerned with literature, syllabus, textbook, teaching method, and evaluation system of the course teaching English literature.
- (c) The researcher used only the Likert scale type questionnaire as a tool for data collection.
- (d) Questionnaires were prepared based on the course of Teaching English literature (Eng. Ed.392).
- (e) The population of the study was limited within eighty students from M.Ed. first year, Department of English Education.
- (f) The data collection was limited to written sets of questionnaires duly filled by the respondents.

CHAPTER–THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data. The data gathered from different sources were analyzed and interpreted under the five headings , viz. attitude towards literature, teaching methods/techniques and evaluation system of the course Teaching English Literature (Eng.Ed.392) in B.Ed. third year.

A set of questionnaire consisting of open-ended and closed-ended questions was developed as a tool. Most of the closed –ended questions were to be answered with three alternatives; 'yes', 'uncertain', and 'no'. The percentage was the main basis for the data analysis. While analyzing the data, the total number of responses of the students were counted and changed into percentage. Generally, if the responses were fifty percent or above, it was considered as positive attitude and below it as negative. The responses of open-ended items were expressed in words and phrases are analyzed descriptively.

3.1 Attitudes of Students Towards the Literature

In this area, there were altogether seven questions along with some sub-questions. They were about the literature; i.e. interest of the students towards studying literature, usefulness of literature, reading environment and role of literature in study.

To find out the students' attitude of towards literature a number of questions were asked. They were asked to tick the best opinion and give reasons to support their answer. These questions 1, 2, 3, 4, 5, 6 and 7 are analyzed in percentage in the following table.

Table No. 1

Attitudes of Students Towards the Literature

Q. No.	1	2	3	4	5	6	7
Response							
Yes	32%	77%	68%	85%	93.15%	76.62%	86.25%
No	16%	18%	28%	11.25%	6.25%	23.38%	2.5%
Uncertain	2%	5%	4%	3.75%	0%	0%	11.25%

Question no. 1 was asked to find out the students' interest to study English literature. The question was: "Do you prefer to study English literature? (i) Yes (ii) Uncertain (iii) No. Why?".

In response, 82% of the students viewed that studying English literature is very interesting as it offers variety of subject matter in an artistic style. However, 16% viewed studying literature is not so interesting as it is more hypothetical rather than based on reality and that makes the men passive in the field of scientific invention. Similarly, 2% students were uncertain about it.

Question no. 2 was about the usefulness of TEL in teaching English language. The question was "Do you agree that TEL in B.Ed. third year is beneficial in teaching English language?" In response, 77% said 'yes', 18% 'no' and 5% 'uncertain'. This data showed that TEL in B.Ed. third year is beneficial in teaching the English language: The reasons were: it offers authentic use of language, varied new vocabularies, makes familiar with literary terms and so forth. However, 18% viewed that TEL in B.Ed. third year is incomplete because of its narrow area of literature and gives more focuses on method of teaching than the subject matter. It lacks communicative aspect of teaching. .

Question no. 3 was asked to measure students' views towards the need of literary knowledge for teaching learning language. In response, 68% of students said 'yes', 28% of them said 'no' and 4% were 'uncertain'. This shows that majority of the students viewed that literary knowledge is essential in teaching and learning language. The reasons were: literature is a store of new vocabularies, mirror of language and culture, offers new ways of using the language exponent in daily life. Similarly, 28% said that the role of TEL is nothing in language learning, breaks the rule and regulation of language use and less focuses on language teaching and learning.

Question no. 4 was asked to find out the students' opinion toward the classroom environment while teaching learning literature. In response, 85% of the students said 'yes', 11.25% of them said 'no' and 3.75% were 'uncertain'. Thus, the data showed that TEL makes the classroom interesting. The reasons were inclusion of the varied interesting subject matter, provides the environment and real use of language, makes the reader creative and so on. Similarly, 11.25% said that the course offers difficult literary terms, imaginative events, focuses on western culture rather than ours and so forth.

Question no. 5 was to measure the role of TEL to improve vocabulary power. In response, 95.75% students said 'yes'. They opined that literature itself is a store of vocabularies, makes familiar about register, makes familiar with contextual meaning of different words. Similarly, 6.25% students said 'no'. They viewed that the course is not everything because learning depends upon the labour of the learner, makes puzzle in meaning even in a single word, neglects systematic use of language in practice and so forth.

Question no. 6 was asked to find out whether the course TEL is useful to be familiar with world and its historical development or not. Among the total students, 72.62% said 'yes'. They opined that literature is a mirror of the history, transfers message all over the world, presents every aspects of the society and so on. Similarly, 23.38% said 'no'. They opined that this course focuses mainly on teaching learning than historical events of the world, offers only artistic form of language not information as by science and so on. Similarly, 11.25% students opined 'uncertain'. They opined that TEL is already creative .So, it hampers the creativity of the students', creativity depends upon the person not on the subject and so on. Similarly, 2.5% opined 'no'.

3.2 Attitudes of Students Towards Syllabus

To find out the students' attitude towards syllabus, altogether seven questions (i.e. 8-14) were asked. They were asked to tick the best opinion and to give reason to support their answer. Their responses are presented in the following table:

Table No. 2

Attitudes of Students Towards English Syllabus

Q. No.	8	9	10	11	12	13	14
Response							
Yes	56.25%	80%	68.75%	16.45%	74.48%	52.58%	46.68%
No	35%	16.25%	26.25%	81.02%	17.73%	43.58%	40.78%
Uncertain	8.75%	3.75%	5%	2.53%	3.79%	3.84%	10.54%

Question no. 8 was asked to measure the relevance of course TEL in terms of teaching in B. Ed. third year. The question was: "Do you agree that the present course TEL in B.Ed. third year is relevant in terms of teaching? "In response, 56.25 % said 'yes'. They said that it provides

basic knowledge of teaching learning literature, offers varied subject matters, covers every literary genre in short and so on. Similarly, 35% said 'no'. They said that TEL provides incomplete knowledge of literature, neglects the method of teaching and learning, focuses western culture than the local one and so on. Similarly, 8.75% were uncertain.

Question no. 9 was asked to find out the usefulness of the present course TEL in B.Ed. third year for developing communicative competency. The data showed that 80% students said 'yes', 16.25% said 'no' and 3.75% were 'uncertain'. The students who opined positively gave reasons that TEL offers varied exponents and situations of their use, communicative in its nature. Similarly, 16.25% said 'no'. However, they could not supply significant reason and 3.75% were uncertain.

Question no. 10 was asked to find whether linguistics deals with language and teaching English literature deals with different forms of language use or not. Among them, 68.75% students said 'yes'. They opined that study of varied form / artistic uses of languages is the field of literature. Similarly, 26.25% students opined 'no'. They viewed that literature is an artistic use of language but not a study of language as a science. Similarly, 5% of them were uncertain.

Question no. 11 was asked to find out whether the course TEL only as an elective subject consisting 100 full marks in B. Ed. third year is sufficient or not. The majority of students, 81.02% said 'no'. They opined that it is highly neglected, there were no proper chances to study for every students even if they had interests, teaching language without literary knowledge is really difficult. So, it is completely injustice in study. Similarly, 16.45% said 'yes'. They viewed that Education Faculty is the field of linguistics not a field of literature and learning literature is for fun

rather than to learn something new. Similarly, 2.53% of them were uncertain.

Question no. 12 was asked to find out the students' opinion towards the need of TEL in B.Ed. for those who are specializing in English. Among them, 74.48% said 'yes'. They opined that literature is a major part of language learning and teaching, helps to develop all round development of language in a learner because it consists of variety of subject matter. Similarly, 17.73% said 'no'. They viewed that it is an artistic way of expression but nothing new. Similarly, 3.79% were 'uncertain'.

Table No. 3
Students' Views on Weight to be Given to the TEL

Full marks in B.Ed. first year	Percentage	Full marks in B.Ed. 2 nd year	Percentage	Full marks in B.Ed. third year	Percentage
50	10%	50	10%	50	5%
100	60%	100	65%	100	30%
150	30%	150	20%	150	55%
200	0%	200	5%	200	10%

The above table shows that majority of the students i.e., 60% said that 100 marks of literature should be taught in B.Ed. first year. Similarly, majority of students said 100 marks of literature in B.Ed. second year, and 150 marks of literature should be taught in B.Ed. third year.

Question no. 13 was asked to find out whether the medium of TEL should be fully in English. Among the total students, 52.58% said 'yes', 43.58% said 'no' and 3.84% were 'uncertain'. The students who opined negatively gave the suggestion to use mother tongue in some cases e.g., If there is no

equivalent term to explain, students do not understand the term in English, short time to explain and so on.

Question no. 14 was asked to find out students' opinion regarding the inclusion of linguistics and literature in B.Ed. specializing in English. Among them, 48.68% said 'yes', 40.78% said 'no', and 10.54% were 'uncertain'. The students who opined positively gave reason that as the courses of linguistics and literature in Education Faculty are the two interrelated and important subjects of English, both are equally essential in language teaching and leaning, linguistics is a skeleton and literature provides flesh. Similarly, 40.78% said 'no'. They viewed that they are distinct field, education is field of linguistics, and literature breaks the language system.

3.3 Attitudes of Students Towards Textbook

In this section of the study, altogether six questions related to the textbook of TEL i.e., contents of the textbook, correlation of contents among different subjects, availability of the material, as well as difficulty of the contents were asked. The responses of the students are tabulated for analysis in the following table.

Table No. 4

Attitudes of Students Towards Textbook

Q. No. Response	15	16	17	18	19	20
Yes	65%	58%	62%	30%	40%	32%
No	23%	42%	25%	68%	60%	63%
Uncertain	12%	10%	13%	2%	0%	5%

Question no. 15 was asked to find out the student's opinion regarding the interrelationship of the contents of TEL. Among them, 65% of the students opined 'yes', 23% opined 'no' and 12% were 'uncertain'. This showed that the contents of TEL are interrelated. They expressed that contents are systematically presented from simple to complex, fully based on literature and literature teaching. Similarly, some students opined 'no', giving such reasons; there is no one to one relationship among the contents, no level of difficulty of the contents according to the level of the students and so on.

Question no. 16 was asked to find out the students' opinion about whether the contents included in the course of TEL are appropriate for providing the knowledge for literature teaching or not. In response, 58%, 42% and 10% said 'yes', 'no' and 'uncertain' respectively. This shows that contents included in the course of TEL are appropriate for providing the knowledge for literature teaching. They reasoned that TEL covers all the aspects of literature, introduces all literary genre, provides ideas how to teach, and provides historical development of literature in sum.

Question no. 17 was asked to find out the students' opinion as to whether the TEL helps to study other subjects written in English or not. In response, 62%, 25% and 13% said 'yes', 'no' and 'uncertain' respectively. They said TEL helps to study other subjects written in English because the same vocabulary is used by different subjects, contains variety of subject matter, informs different forms of language use, and so forth.

Question no. 18 was asked to find out the students' opinion whether the teacher finished the course in time or not ? In response, 30%, 68% and 2% said 'yes', 'no' and 'uncertain' respectively. This showed that majority of the teachers do not finish the course in time.

Table No. 5

The Literary Genre which Takes More Time

Literary genre	Novel	Poem	Drama	Essay	Story
Students opinion	45%	35%	9%	8%	3%

This table shows that the majority of the students opined that literary genre such as novel takes more time. Similarly, story takes the least time.

Question no. 19 was asked to find out the students opinion "Whether the materials easily found in the market in time or not ? If not which one is difficult to find?" In response, 40% and 60% said 'yes' and 'no' respectively. This showed that those materials are not found easily in the market.

Table No. 6

The Literary Material that is Difficult to Find in the Market

Response	Percentage
The novel good earth	68%
Original version of the poem	22%
The drama	7%
The essay	3%

This table shows that the majority of the students said the novel 'Good Earth' is the most difficult to find in the market. Similarly, the original versions of the poems, dramas and essays are difficult to find in the market respectively.

Question no. 20 was asked to find out difficulty of TEL in B.Ed. students. The Question was: "Do you feel that TEL is difficult to study? If yes, which one of the literary genre is difficult to study and why?" As

presented in table No. 4, 32% said 'yes', 63% said 'no' and 5% were uncertain. This shows that they do not feel difficulty to study TEL.

Table No. 7

The Difficult Literary Genre

Drama	Poem	Novel	Story
18%	50%	30%	8%

The diagram shows that majority of the students i.e., 50% felt that poem is difficult to study. They opined that poem consists of symbolic, identical meaning. Non linguistic features play vital role in meaning. Similarly, 30% out of them opined the literary genre novel is difficult to study. They opined that, it takes long time to study, different characters, scenes make difficult to memorize, difficult to manage time to study longer text.

3.4 Attitudes of Students Towards Teaching Methods / Techniques

Under this area, different questions were asked to find out the students' opinion related to teaching methods and techniques that were used in TEL. The responses are presented in the following table.

Table No. 8

Attitudes of Students Towards Teaching Method / Techniques

	Q.No.	21	22	23	24
Response					
Yes		23%	26%	22%	75%
No		77%	69%	87%	25%
Uncertain		0%	5%	1%	0%

Question no. 21 was asked to find out whether the methods used by the teacher were interesting. Among the total students 77% said 'no', and 23% said 'yes'. This data shows that most of the students did not agree with the methods used by the teacher.

Table No. 9

Students' Interest on Methods of Teaching

Direct	Audiolingual	Communicative	Grammar Translation
10%	25%	60%	5%

This table shows that most of the students (i.e., 60%) agreed to study literature using communicative method of teaching. They opined that communicative method is new, gives emphasis on students active participation in study, emphasizes on teaching in target language. Similarly, 25% students opined in favor of audiolingual method of teaching. They opined that audiolingual method is highly emphasized and practiced, focuses on listening and speaking, the primary aspects of language and use of teaching materials in teaching and so on.

Question no. 22 was asked to find out students' opinion about the technique the teachers use while teaching TEL. They said 'no' by 69%, 'yes' by 26% and 'uncertain' by 5% of them. In response to the question which one of the technique does the teacher used frequently. Their responses were as follows:

Table No. 10:

Techniques used in Teaching English Literature

Techniques	Lecturer	Drill	Role play	Pair work
Percentage	86%	10%	2%	2%

This table shows most of the students said mostly the teacher used lecturer technique in teaching TEL. Similarly, 10%, 2% and 2% said drill, role play and pair work techniques used in TEL respectively.

Table No. 11

Technique that has been Found the Most Effective

Techniques	Lecture	Pair work	Group work	Role play
Percentage	5%	55%	15%	25%

This table shows that majority of the students found that pair work technique is the most effective one. They said that pair work technique offers active participation in learning, develops students' co-operation, and makes classroom funny and, so on. Similarly, 25% of the students found that role-play technique is found to be the most effective. They opined that role-play offers real situation and contextual use of language, removes hesitation of the students, makes them active develops co-operation, provides the situation for proper practice and so forth.

Question no. 23 was asked to find out students' opinion regarding the teaching learning environment managed by the teacher. In response, 87% of the students opined 'no' 12% 'yes' and 1% 'uncertain'. They gave the following reasons of dissatisfaction related to management of teaching learning environment.

- i. Teachers do not warm up the class before teaching.
- ii. They always apply traditional method of teaching
- iii. They do not use teaching materials
- iv. They neglect students participation and impose lecturer/teacher centered method
- v. They can not satisfy the students about subject matter and so forth

Question no. 24 was asked to find out whether the teachers use mother tongue while teaching or not. As shown in the table no. 8, maximum number of students, 75% said 'yes' and 25% of them said 'no'. This shows that most of the teachers use mother tongue while teaching English literature. And they said that the teachers use mother tongue in the following situation:

- i. When there is no equivalent term to explain.
- ii. When students feel difficult to understand the meaning
- iii. To explain abstract concept clearly
- iv. To motivate students by telling jokes and so on.

3.5 Attitudes of Students Towards Evaluation System

In this section of the study, altogether five main questions along with sub-questions were asked. The attitudes of the students are presented in the following table.

Table No. 12

Attitudes of Students Towards the Evaluation System

Q. No.	25	26	27	28	29
Response					
Yes	13%	63%	75%	73%	66%
No	87%	30%	25%	25%	34%
Uncertain	0%	7%	0%	2%	0%

Question no. 25 was: "Are you satisfied with the evaluation system i.e., examination conducted only once a year?" In response, 13% and 87% said 'yes' and 'no' respectively. This shows that most of the students are not satisfied with the evaluation i.e., system of examination, conducted only one time in a year. They reasoned as follows:

- i) Three hours paper pencil test is not sufficient for evaluation.
- ii) It is more subjective and lengthy.
- iii) It is only in favor of exam-oriented students.
- iv) There is more probability of halo effect.
- v) Evaluates only one skill at a time not all in balance.

Question no. 26 was asked to find out the students' opinion as to whether the marking system of the course TEL is appropriate or not. The majority of the students, 63% said 'yes'. They said that system of marking is based on scientific method. Similarly, 30% said 'no'. But, they could not supply significant reasons and 7% were uncertain. This shows that marking division system of TEL is appropriate.

Question no. 27 was asked to find out the students' attitude towards weight age of objective questions. The majority of the students, 75% said 'yes'. Similarly, 25% students said 'no'. Out of them, 35% opined that would be 15, 30% said 25, 20% said 10 and 20% said that there was no

need of objective question. They said that objective question focuses on parrot reading. So, there is more probability of cheating and guessing to answer.

Question no. 28 was asked to find out whether the internal examination system is essential for this course TEL or not. The majority of the students, 73% said 'yes'. Similarly, 25% said 'no' and 2% were 'uncertain'. This shows that most of the students are in favor of internal examination. They gave the following reasons supporting the importance of internal examination:

- i) It minimizes the load of final examination.
- ii) Helpful to improve weakness of the students.
- iii) Makes students active, regular.
- iv) Useful to secure good marks.
- v) Creates co-operative environment between students and teacher.

Similarly, some students presented the following views, reasoning against the need of internal examination:

- i) It is time consuming and expensive from the point of economy.
- ii) It is only in favour of regular students.
- iii) There is more probability of halo effect in marking and so on.

Question no. 29 was asked to find out whether the students feel difficult to pass TEL or not. In response to this, 66% said 'yes'. They opined that it is due to the pre-literary knowledge, lack of authentic material and qualified teachers, lack of creative or analytical way of answering the question. Students said that TEL is difficult to pass. Similarly, 34% students opined that to pass TEL is not difficult. They opined that subject matters of TEL are interesting to study, so easy to memorize for long, subjectivity in answer, and freedom in creative answer, no need of parrot reading and writing and so forth.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The 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

The major focus of the study was to find out the attitude of the students towards Teaching English Literature (Eng.Ed.392) course. On the basis of the analysis and interpretation of the data, the major findings of the study can be summarized as follows:

1. Students have positive attitude towards TEL in B.Ed.
2. The course Teaching English literature course is important for the students to study the English language because it is very interesting to study which provides the knowledge of literature, and helps in teaching learning language.
3. TEL is a part of language learning because it develops the store of vocabulary and creativity in thinking and writing.
4. TEL provides authentic language and interesting environment of language learning. It broadens the mind because literature is a mirror of the society, culture and historical development of world in an artistic form of language.
5. The present course teaching English literature in B.Ed. third year is relevant in terms of teaching because it provides the knowledge of literature and literature teaching in short.

6. TEL is helpful to develop communicative competence providing the knowledge of language exponents and situational use of them. It provides situation and authentic use of language in conversation.
7. TEL only as an elective subject consisting of 100 marks is insufficient because it does not provide the subject matter in detail according to the level and need of the students.
8. Literature teaching is necessary at every year in B.Ed. for those who are specializing in English because teaching language without literature knowledge is incomplete.
9. Out of total marks, 100, 100 and 150 marks of literature should be taught in B. Ed. first, second and third years respectively.
10. Linguistics and literature teaching both should be included in B.Ed. specializing in English because they are the two sides of a same coin /language learning.
11. TEL helps to study other subjects like science, math, history, etc. written in English because of the repetition in use of the same vocabulary.
12. The literary genre novel (i.e. Good Earth) takes the most time in teaching. Similarly, 'Good Earth' is the most difficult one to find in the market.
13. The literary genre 'poem' is most difficult to study because of its incomplete nature of structure and consisting of indirect and symbolic meaning.

14. Students are not satisfied with the methods used by the teacher while teaching TEL. Teachers use the traditional method of teaching neglecting the role of the students.
15. Most of the students like communicative method of teaching because it focuses on communicative competency and active participation of students in conversation among the students and teacher as well.
16. Teachers do not use role-play, pair work, and dramatization techniques of teaching in English literature as needed. They use lecture technique frequently. They have found role-play technique the most effective one because it is student-centered, which provides them chances with practice.
17. Students are not satisfied with teaching learning environment managed by the teachers because they do not care classroom environment and students' interest.
18. Students are not satisfied with the evaluation system i.e. examination conducted only once in a year because 3 hour paper pencil examination cannot evaluate the exact level of students' ability. Summative exam deprives from improving weaknesses of them.
19. Majority of the students agree with weightage of objective questions consisting of 20 marks.
20. They think that internal examination system is essential for this TEL because it minimizes the load of final examination, provides chance to improve weakness, makes students alert, helpful for securing good mark etc.

21. Most of the students feel difficult to pass TEL due to lack of pre-literary knowledge, lack of creative and analytical power in writing, varied and vast subject matters, lack of authentic and trained teacher and so on.

4.2 Recommendations

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

1. The study of English literature is interesting, helpful for studying the English language and literature. It is taught as an elective subject. So, every student even if they had interests to study, they cannot do so. So, it should be made compulsory.
2. Literary knowledge is essential in language learning and teaching. It is insufficient in comparison to the weightage and subject matter. So, it should be made broad including more subject matters providing 100/100 marks in each year of B.Ed. in education English.
3. Literature teaching helps in developing communicative competence. To make it more communicative and to develop language competence, communicative elements of language should be included in it.
4. Linguistics and literature are the two sides of a coin that is why both of them should be given equal importance in teaching because linguistics provides knowledge about language and literature gives ideas how to use language artistically in according to the situation.

5. TEL is helpful to be familiar with the world and its historical development. That is why the selection of subject matter should again focuses more on these types.
6. The medium of teaching should be as far as in the target language. That is why it should be given emphasis on selection of qualified and trained teachers by the college management committee.
7. The contents included in the course of TEL are appropriate for providing knowledge of literature teaching. But in comparison to the level of the students and need from the perspective of teaching, it is less. So, the curriculum should have included some more subject matters for study.
8. TEL helps to study other subjects like history, math, science, population etc. written in English. So, the subject matter should be made related as far as possible.
9. Teachers generally do not finish the course in time. To finish the course in time, the period of the class should be increased and the teacher should teach following the lesson plan.
10. Teaching material, especially, the novel 'Good Earth' is difficult to find in the market. So, the campus should manage enough copies in the library.
11. The communicative method of teaching should focus on teaching English literature because of its practical nature in language teaching.
12. It would be better to apply different techniques in teaching according to the nature of subject matter, which brings variety in

teaching. So, less emphasis should be given to the traditional lecture technique.

13. Students are not satisfied with the teaching-learning environment managed by the teachers. So, the teacher should be careful to manage the classroom environment, students' interest, and use of material in teaching.
14. Current examination system should be changed. Formative/internal examination should be focused.
15. Teacher should apply mother tongue to explain if the text is difficult for better understating. But as much as possible English medium of teaching should be emphasized.
16. Teacher should be as friendly as possible in and outside the classroom to make students develop positive attitude towards studying English literature. They should also motivate and encourage the students to speak English.
17. Majority of the students feel it difficult to pass TEL. That is why they should labour hard. It is also better to appoint qualified teachers, conduct extra-remedial classes, and expose them to different reference books and materials. Students should practice all the given exercises and give more time to this subject.

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Appendix

Teaching English Literature

Course No. Eng. Ed. 392

Full Mark: 100

Nature of the course: theory

Pass mark: 35

Course Description

This is a course on how to teach literature with special reference to the teaching of English Literature. The course content and introduction to literature in general

(i) **The specific objectives of this course are:**

- to make teacher trainees understand what literature is
- to make them able to classify literary texts
- to make them familiar with characteristic features of literary language
- to make them understand aims, objectives and approaches of teaching literature
- to make them able to analyze and appreciate literary texts
- to make them able to explain the value of the literature in language teaching
- to introduce them able to English literature
- to enable them to teach different types of English literary text effectively

(ii) The course content of B.Ed. third year TEL in detail are:

Unit one: Introduction to literature

1.1 What is literature?

) literature as a subject, as a discipline, as a register

1.2 Classification of literary texts

1.2.1 Poetry: epics, lyrics, ballads, odes, elegies and sonnets

1.2.2 Prose :

Essays: descriptive, Narrative reflective, expository,
Argumentative and personal

Short stories: myths and legends, fables and parables, fairy tales,
and folk tales and modern stories

Novels: fictions and non fictions

1.2.3 drama : tragedies, comedies, tragic comedies, one act5 plays

1.3 The language of literature

1.3.1 Lexical/ semantic and grammatical features

1.3.2 Phonological, graphological , lexical /semantics deviations

1.3.3 Figures of speech: Allegory, Circumlocution, euphemism , hyperbole , paradox, parody, personification , pleonasm, pun, sarcasm, satire, simile, synecdoche

1.3.4 Prosodic features :

Rhyme: Sound and sight rhymes, full and half rhyme interline and
intra-line rhyme.

Rhythm: Regular and irregular, rhythm in prose and poetry,

- Regular rhythm (foot and its types), meters

- Alliteration and Assonance

1.3.1 Imagery and Allusions

1.3.2 Cohesion and Coherence

1.4 Literary universals: formal, rhetorical prosodic, symbolic, aesthetic

Unit –Two introductions to teaching Literature

2.1 Aims and objectives of teaching literatures

2.2 Approaches to literary texts analysis

2.2.1 Non textual approach: background information

2.2.2 Textual approach

- Language: form, structure, dictions, imagery, allusion
- Content, theme, plot, character
- Style : descriptive, narrative , emotive, reflective, personal , impersonal, plain rhetorical , satirical, cryptic, compact, elaborate, poetic, prosaic

2.3 Critical appreciations of literary texts

2.3.1 Language style, techniques

2.3.2 Universal elements

2.3.3 Contemporary issues

2.3.4 Aesthetic features

2.3.5 Originality

2.4 Value of literature in language teaching

Unit Three: Teaching English Literature

3.1 Introduction to English literature

- The Elizabethan age, the Neoclassical age, the Romantic age , the Victorian, The Modern age , the Post Modern age

3.2 teaching English poetry

William Shakespeare, My Mistress Eyes are Nothing like the sun,

Alexander Pope: Epistle to Miss Blount

William Blake: The Sick Rose

William Words worth: Composed upon West Minister Bridge

John Keats: ode on a Grecian Urn

Lord Tennyson: In Memoriam

Robert Frost: Stopping by Wood on a Snowy Evening

William butler Yeats: Leada and Swan

Dylan Thomas: years in the Turrests Hear

Anny Sexton: the Kiss

3.3 Teaching English Essays

Sir Francis Bacon: Of Friends

Oliver Goldsmith: National Prejudices

George Bernard Shaw: the Party System

Bertrand Russell: Sciences and Values

3.4 Teaching English Short Stories

Vergina woolf: The Dutches and the Jeweller

William Somerset Maugham: the Kite

Evelyn Waugh: On Guard

3.5 Teaching English Novel

Pearl S. Buck: The Good Earth

3.6 Teaching English Drama

August Wilson: Fences

III) Instructional Techniques

Lectures, Discussion, Demonstration and illustration, Explanation,
Group work, self study

IV) Evaluation Scheme and Time Allotment

This course is for one academic year and it carries 100 marks. The
distribution of makes and time is as follows:

Unit	marks	Time
I and II	50%	50%
III and IV	50%	

V) Assessment Technique

Written examination: 100%

VI) Prescribed Textbooks

- 1 A Collection of English Literary Texts : forthcoming
- 2 Margaret Wood : instruments of Darkness
- 3 Pearl S. Buck: The Good Earth. Harmondsworth : penguin
- 4 Teaching English Literature : forthcoming
- 5 Stephen's J. and R. Waterhouse, Literature, Language and change, London: Routledge (The Interface Series), 1990.

VII) References

- 1 British Council: Effective Teaching and Learning.
- 2 Brumfit, C.J. and R.A. Carter (eds): Literature and Language Teaching. Oxford: CUP, 1986.
- 3 Burgess, A. English Literature. London: Longman, 197\$.
- 4 Carter and Lon: Teaching Literature
- 5 Cuddon, J.A. Dictionary of literary theory, Harmondsworth: penguin, 1982.
- 6 Hill, J.: Using Literature in Language Teaching London: Macmilan Publishers, 1986.
- 7 Hooper, A.G. An Introduction to the Study of Language and Literature, London: Longman, 1961.
- 8 Short, M. (Ed) Reading, analysis and Teaching literature, London: Longman 1988.
- 9 Tomlison, B.: Openings: Language Through Literature. Harmondsworth: Penguin, 1994.
- 10 Wessels, C. Drama, Oxford: OUP, 1987.
- 11 Widdowson, H.G. Stylistics and Teaching of literature. Longman. 1975

Appendix

Name of the Students Used for Data Collection

Tribhuvan University, Central Department of English Education

Faculty of Education, Kirtipur

S.N.	Name	S.N.	Name
1.	Dambar Basnyat	2.	Laxmi Prasad Khanal
3.	Purna Kumar Rai	4.	Nawaraj Sapkota
5.	Hasta Bdr. Bhandari	6.	Bhubaneshor Bhattra
7.	Ramesh Bdr. Singh	8.	Roman Adhikari
9.	Sumar Thapa	10.	Yubraj B.C.
11.	Rajendra Poudyal	12.	Uwaraj Nepal
13.	Dharma Pr. Adhikari	14.	Arjun Khanal
15.	Birendra Khusiyait	16.	Sujan Karki
17.	Pradip Bhusal	18.	Mahesh Guragari
19.	Devi Bhandari	20.	Rajan Shapkota
21.	Dhan Bdr. Shrestha	22.	Gita Bhandari
23.	Shahdev Acharya	24.	Balram Rokya
25.	Som Karki	26.	Krishna Shrestha
27.	Punam Pande	28.	Burga Prasad Pokhral
29.	Krishna Adhikari	30.	Birendra Shah
31.	Devendra Poudyl	32.	Prem Khanal
33.	Rajendra K.C.	34.	Madav Timisna
35.	Suraj Karki	36.	Krishna Lamsal
37.	Manoj Paudyl	38.	Janak Raj Regmi
39.	Manju Sapkota	40.	Mahesh Raj Thapa
41.	Mohan Khatri	42.	Drona Bdr. Sawad
43.	Dharma Prasad Tiwari	44.	Hikmat Buddha
45.	Buddhi Ram Chaudhari	46.	Dinesh Bhatta

47.	Dev Bhandri	48.	Arwind Krishna Yadav
49.	Berendra Tharu	50.	Matrika Subedi
51.	Kishori Sharma	52.	Ramesh Prasad Ghimire
53.	Raju Neupane	54.	Saraswati Neupane
55.	Soochana Pokhrel	56.	Khem Bhattraï
57.	Dharmaraj Rai	58.	Jamuna Kubar
59.	Rajan Khanal	60.	Yubraj Pokhrel
61.	Basanta Chimoria	62.	Aswin Kumar Trital
63.	Drona Trital	64.	Madav Timisna
65.	Suniuta Katuwal	66.	Khadya B.K.
67.	Laxman Rai	68.	Sharmila Bhattraï
69.	Sugan Karki	70.	Subas Magar
71.	Kishor Thapa	72.	Pramila Gautam
73.	Tika Gharti Magar	74.	Janaki Gautam
75.	Santosh Banjeda	76.	Jibachh Kumar Yadav
77.	Sugan Shrestha	78.	Shatrughan Kumar Yadav
79.	Krishna Kumar Yadav	80.	Shiba Kumar Yadav