

Indian Government School Students' Perceptions of Linguistic Gains from Novels Prescribed by CBSE for IX Class: 'Three Men in a Boat'

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Abstract

This study will give educational practitioners strategies to design and integrate novel reading content purposefully for the students; so that students can develop a positive attitude towards novel reading which will in turn help them to gain linguistically and make study more effective. This study will also through light on the teachers that in order to make students acquire linguistic gains one has to put an eye on few basic factors like students' comfort level in adopting novel reading; problems they are facing during the reading of a novel; and their satisfaction level after reading the novel. This study will also be of immense help to the school administrators to opt for better curriculum in school so that students develop a positive attitude towards novel reading and attain linguistic gains.

Keywords: Linguistic gains from novels; Perception of linguistic gains; Novels prescribed by CBSE; Three men in a boat

Introduction

Novels are usually long narratives in prose form, usually describing fictional characters and events in the form of continuous stories.

The genre is also described as having "a continuous and comprehensive history of approximately two thousand years." This view shows that the origin of this novel is the traditions of classical Greece and Rome, the Middle Ages, early modern romance, and the novella. The latter is the word used to describe short stories in Italian, which provided the current general English terminology in the 18th century. However, Ian Watt pointed out in "The Rise of the Novel" (1957) that this novel was first published in the early 18th century.

Miguel de Cervantes, author of Don Quixote, is often referred to as the first important European novelist in modern times.

Romance is a long prose closely related to it. Walter Scott defines it as "virtual narrative in prose or poetry; its focus is on wonderful and rare events", while in the novel, "these events are adapted to human events and modern social conditions." In many romantic histories, including Scott, Emily Brontë's "Wuthering Heights" and Herman Melville's "Moby -Dick's historical romance is often referred to as a novel, and Scott refers to romance as a "kind title". The romance defined here should not be confused with romance novels or romantic novels. Other European languages cannot distinguish between romance and fiction.

Define the Genre

The novel is a lengthy, fictional narrative that describes an intimate human experience. Modern novels usually adopt the style of literary prose. In the 15th century, the development of prose novels was encouraged by the innovation of printing and the introduction of cheap paper.

The term English (and Spanish) currently used in the work of prose novels comes from Italian novella, meaning "new", "news" or "short story of new things", which itself comes from the Latin novella, which is Singular noun in Latin. Neutral plural of neutral words, small words of neologism, meaning "new". Most European languages use the word "romantic" (eg French, Dutch, Russian, Slovenian, Serbo-Croatian, Romanian, Danish, Swedish and Norwegian "Roman"; German "Roman"; Portuguese "Romantic" and Italian "romanzo") expand the narrative.

In the past one hundred

In the past one hundred years, the theory of language teaching and the trend of language acquisition have changed. This has been affected by the language, psychology, education, and political views produced by the "mixture of assertions, theories, observations, and experiments" (Hall and Cook, 2012). However, since twenty years ago, literature has always been regarded as an influential tool and trend in language teaching. Literature plays an important role in language courses and teaching. However, many language instructors think why and how to embody literature in language courses. Many teachers believe that using literature in language teaching is a valuable and interesting strategy (Sage, 1987). Although literature has a very important meaning in language courses, many language teachers have encountered some problems in language teaching through literature. First, there are few suitable teaching materials available for language teaching through literature. Secondly, the literature field is not fully prepared for the teaching of language courses. Third, there are not enough goals to define the importance of literature in language classes. Some language teachers have tried to consider literature in their teaching, but insufficient training in this field prevents them from fully achieving their goals.

There is no doubt that language teachers are the key element of language education for learners (Pinter, 2006). They also play an important role in teaching language through literature. Therefore, in order to improve teaching efficiency, they need to consider some factors. First, they should define the goals of the language of instruction according to the expectations and requirements of the learners. Secondly, they should choose appropriate language teaching methods. Third, they should choose literary works related to the teaching goals. By considering these goals, they can acquire emotional teaching language through literature.

Research Questions

- 1) Are there any differences in the attitude of students towards Novel-reading before the partial reading experience based on gender
- 2) Are there any differences in the attitude of students towards Novel-reading after the partial reading experience based on gender

- 3) Are there any differences in the students' attitudes towards Novel-reading before and after the partial reading experience?
- 4) What are the students' perceived linguistic gains from reading the Novel?
- 5) What are the students' perceived obstacles in reading the Novel?

Objectives

- 1) To find and compare the attitude of students towards Novel-reading before the partial reading experience based on gender.
- 2) To find and compare the attitude of students towards Novel-reading after the partial reading experience based on gender.
- 3) To find and compare the attitude of students towards Novel-reading before and after the partial reading experience in general.
- 4) To find the students' perceived linguistic gains from reading the Novel.
- 5) To find the students' perceived obstacles in reading the Novel.

Hypotheses

- 1) There is no significant difference between the attitude of students towards Novel- reading before the partial reading experience.
- 2) There is no significant difference between the attitude of students towards Novel- reading after the partial reading experience.
- 3) There is no significant difference between the attitude of students towards Novel- reading before and after the partial reading experience in general
- 4) There are no perceived linguistic gains from reading the Novel.
- 5) There are no perceived obstacles in reading the Novel.

Delimitations of the Study

- Time was the biggest constraint in this study since it did not give the researcher the freedom to spend the kind of attention, that the researcher would have otherwise spent. Hence the study was limited to one year only.
- The study was limited to INDIA only.
- The study was limited to one INDIA government school only.
- The study was limited to students of class IX only.
- The study was limited to one Novel "THREE MEN IN A BOAT" only.

Review of Related Literature

(Gareis et al. 2009) asserted that novels can be suitable for various language courses in middle school and post-secondary education. In Hong Kong, (Yang, 2001) used a comparative study to investigate the influence of the use of mystery novels on the reading ability and motivation of non-academic adult English learners. In Lebanon, (Bacha, 2010) studied the attitudes and preferences of college students towards novel reading through investigation methods. Both studies confirmed the benefits of novel reading. In Spain, (Pellicer-Sánchez and Schmitt, 2010) recorded the vocabulary development and attitudes of 20 EFL college students by reading a real novel. The results showed that not only a lot of vocabulary was learned, but the positive attitudes towards the novel-reading experience also increased.

In the EFL context of Taiwan, there are very few studies that have explored the possibility and effectiveness of teaching unabridged novels in language classes. (Tsou, 2007) used a novel as a supplement to regular EFL textbooks in three high school classes, and studied students' gains in reading ability and attitudes. Other researchers have studied the effects of applied novel reading in a wide range of reading programs, literature-based teaching, or network intensive classes with English majors (Wu, 2005; Jou, 2006). Although all the above-mentioned studies have achieved positive results, there is little knowledge about non-English major college students (who mainly participated in studies involving graded readers or simplified novels) (Chen, 2005), and they have little knowledge of such novels. Its use of it produces reactions and feelings. These students with low English proficiency introduced the people who are worth discussing the real novel reading in the EFL class.

The Relationship between Literature and Language

Literature is composed of language, and it also provides space for language application. Brumfit and Carter (Brumfit and Carter, 1986) considered literature to be "an ally of language." This method is undoubtedly novel because literature has been widely used as a means of teaching language skills. Here, we first consider the functional transformation of literature in the foreign language teaching tradition and then reach its status quo in the communicative approach.

The present study considers the benefits of reading literature both as a common language and a literary language in foreign language learning.

Methodology of Research

Method

In research methodology, the design that has been followed by the investigator in the present study is known as the descriptive survey method of research. This suitable method has been applied for the present study, focusing on the objectives of the study.

Population

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher.

All the students of an Indian government school were considered as the population for the present study.

Sampling Techniques

Systematic sampling or purposive sampling was done to select one government school from the list of Government schools of INDIA. After selection of the school Random sampling was done to select 40 samples.

Sample of the Study

A sample of 40 students were randomly selected which were considered as the actual sample for the present study.

Table 01. Paired Samples Statistics

sample	Number
Boys	20
Girls	20
Total sample	40

Distribution of the sample test wise

Distribution of the sample test wise:

sample	Number
Pre-test	40
Post-test	40
Total sample	40

Tool Used

QUESTIONNAIRE – ‘Perception and attitude towards novel reading’

The investigator could not find any appropriate standardized tool for the present study thus in the absence of the standardized tool a questionnaire was used for collecting data which was constructed by the investigator along with the experts' advice and suggestions.

Course Material Used

Three Men in a Boat

"Three men in a boat" published in 1889 is a humorous story by the British writer Jerome K. Jerome, who traveled from Kingston to Oxford and back to Kingston for a two-week boating holiday. This book was originally intended to be a serious travel guide and introduces the local history along the way, but the humorous elements continue so that the serious and somewhat sentimental passages seem to distract the graphic novel. One of the most praised things about "Three Men in a Boat" is how outdated it is to modern readers-even today, these jokes still seem fresh and witty.

Teaching Procedure

The novel-reading class lasted for four weeks. At the beginning of the class, facts about the curriculum and structure of the novel were given. In addition, the teacher also plays the role of a role model for good reading habits; therefore, the teacher trains students in some teaching strategies, such as how to read widely and how to get the main ideas, instead of reading word by word.

Students are required to read 5 to 6 pages a day to complete the entire novel before the end of this month. Every week, students will make an oral summary of the whole class and ask the teacher questions to assess their level of understanding of the content. Since the evaluation may harm students' interests, no tests were conducted to evaluate literary works. In the current study, a pre-test was conducted before the content of the lecture, and a post-test was conducted after the content of the lecture one month later to test the perception and attitude toward reading novels.

Procedure of Data Collection

These data were collected after a survey was conducted at the India Government School. Purpose sampling is used to select schools. Through the random sampling method, 40 students (i.e; 20 boys and 20 girls) were selected as the actual sample. For pre-testing, after obtaining permission from the head of each organization, the questionnaire was distributed to the samples. After an hour and a half, the questionnaire was recovered from the students. For the later test, after more than a month of novel reading class, the same questionnaire was distributed to the same group of students again. The content of the lecture is the novel "Three Men in a Boat". The raw scores obtained from the samples are used as research data, and the data is analyzed to draw research conclusions. Used statistics such as frequency, mean, standard deviation, and t-test for tabulation and analysis.

Procedure of Data Analysis

Used open questions and used qualitative procedures to find new reading gains and obstacles. Quantitative procedures are used for data analysis to discover and compare perceptions and attitudes towards novel reading. In this study, statistical formulas are used to calculate the mean and standard deviation; T-test in the process of quantitative analysis.

Analysis and Interpretation

Testing of Hypothesis 1: There is no significant difference between the attitude of students toward Novel-reading before the partial reading experience.

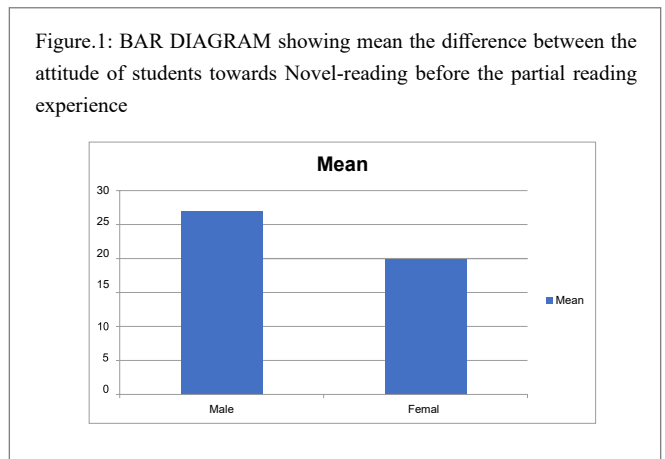
Table 1: Showing the significant difference between the attitude of students toward Novel- reading before the partial reading experience

Groups	Number	Mean	S.D.	S.Ed.	t-ratio
male	20	27.33	2.81	0.84	7.30
female	20	20.16	2.58		

Significant at .01 level

The t-ratio calculated in Table.1 was found to be 7.30 and the needed values to be significant at the .01 level is 2.750 and at the .05 level 2.042. So, the calculated t-ratio value is greater than the table value at the .01 level of significance. Therefore, it is significant at the .01 level.

It indicates that there exists a significant difference between male and female students toward Novel-reading before the partial reading experience. The mean score of males (27.33) is greater than the mean score of females (20.16).



Testing of Hypothesis 2

There is no significant difference between the attitude of students towards Novel-reading after the partial reading experience.

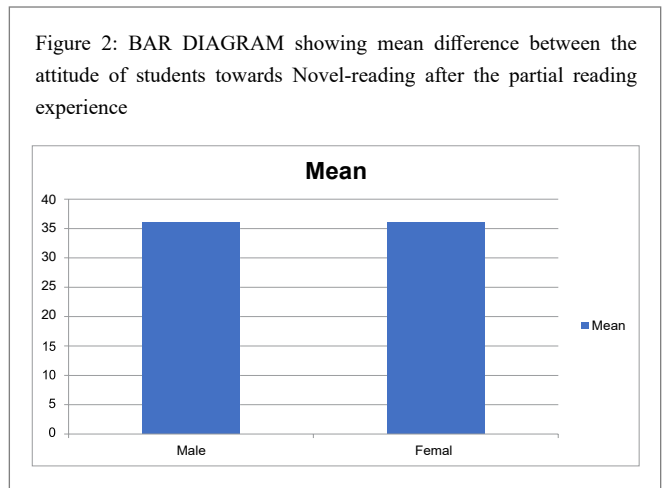
Table 2: Showing significant difference between the attitude of students towards Novel- reading after the partial reading experience

Groups	Number	Mean	S.D.	S.Ed.	t-ratio
Male	20	36.67	2.63	0.81	2.01
Female	20	36.12	2.60		

* Not Significant at .01 level

Table 2 shows that calculated value was 2.01, which is less than table value (2.750) at .01 level of significance. Therefore, it is not significant at .01 level.

It indicates that there exists no significant difference between male and female students towards Novel-reading after the partial reading experience. The mean score of male (36.67) is almost same as the mean score of female (36.12).



Testing of Hypothesis 3

There is no significant difference between the attitude of students towards Novel-reading before and after the partial reading experience in general Table 3.

Table 3: Showing significant difference between the attitude of students towards Novel- reading before and after the partial reading experience

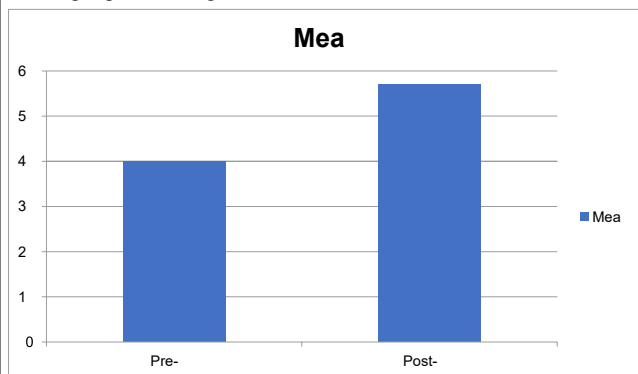
Variables	Number	Mean	S.D.	S.Ed.	t-ratio
Pre-test	40	40.16	4.53	0.82	7.24
Post-test	40	57.33	4.83		

Significant at .01 level

The t-ratio calculated in Table.3 was found to be 7.24 and the needed values to be significant at .01 level is 2.750 and at .05 level 2.042. After calculation; t-ratio value is greater than the table value at .01 level of significance. Therefore, it is significant at .01 level.

It indicates that there exists significant difference between the attitude of students towards Novel-reading before and after the partial reading experience in general. The mean score of post-test (57.33) is greater than the mean score of pre-test (40.16).

Figure 3: BAR DIAGRAM showing mean difference between the attitude of students towards Novel-reading before and after the partial reading experience in general



Testing of Hypothesis 4

There are no perceived linguistic gains from reading the Novel.

1. Most students perceived difficulty with linguistic aspects before the pre-test i.e before the partial reading experience.
2. Some students stated, they had to look up unfamiliar and old vocabulary in the dictionary to understand the novel words before the pre-test i.e before the partial reading experience.
3. Several students complained about complex grammatical structures before the pre-test i.e before the partial reading experience.
4. In addition some students were not satisfied with the theme of the novel due to a large amount of description about the nature instead of every day dialogues before the pre-test i.e before the partial reading experience.

5. Finally just a few students were not interested in novel reading after the post- test i.e after the partial reading experience.

Testing of Hypothesis 5

There are no perceived obstacles in reading the Novel

1. Students complained about the details of content and grammatical points which were not explained by the teacher.
2. Students stated that the novel was too difficult.
3. Finally students reported 45 min a day was not enough to discuss the content of the novel.

Results

Findings

Findings of Objective 1

There is no significant difference between the attitude of students towards Novel-reading before the partial reading experience stands **rejected**.

Findings of objective 2

There is no significant difference between the attitude of students towards Novel-reading after the partial reading experience is **accepted**.

Findings of objective 3

There is no significant difference between the attitude of students towards Novel-reading before and after the partial reading experience in general stands rejected.

Findings of objective 4

There are no perceived linguistic gains from reading the Novel stands rejected.

Findings of objective 5

There are no perceived obstacles in reading the Novel stands rejected.

Conclusion

From the Findings of Objective 1

It can be concluded that there is a significant difference between the attitude of students towards Novel-reading before the partial reading experience.

From the Findings of Objective 2

It can be concluded that there is no significant difference between the attitude of students towards Novel-reading after the partial reading experience

From the Findings of Objective 3

It can be concluded that there is a significant difference between the attitude of students towards Novel-reading before and after the partial reading experience in general.

From the Findings of Objective 4

It can be concluded that there are perceived linguistic gains from reading the Novel.

From the Findings of Objective 5

It can be concluded that there are perceived obstacles in reading the Novel.

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