

**CORRELATION BETWEEN ENGLISH LANGUAGE AND
LITERATURE – IN – ENGLISH: A CASE STUDY OF MELL
STUDENTS, USMANU DANFODIYO UNIVERSITY, SOKOTO**

BY

ROTIMI TAIYE OGUNGBEMI

ADMISSION NO. (1011110030)

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APPROVAL PAGE

This project has been supervised, read and approved as having satisfied the requirements for the award of B.A. Hons. (English language) of Usmanu Danfodiyo University, Sokoto.

Dr. Muhammed Aminu Mode
Date
Project Supervisor

Signature and

Dr. Muhammed Aminu Mode
Date
Head of Department

Signature and

External Examiner

Signature and Date

DEDICATION

This work is dedicated to God. He made it possible.

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Achieving success in this research would have been impossible if God had not stood for me. The wisdom, courage and strength He gave to me throughout the course of my programme, all glory be to Almighty God.

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To bless and keep you save.

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ABSTRACT

This study examined the Correlation between English – language and literature – English: A case study of MELL, UDUS, Sokoto. The research centers on finding out the reason why most students in tertiary institutions being scared of some aspects of the genres of literature with emphasis majorly on poetry. Research questions were formulated based on the above variables. Two research questionnaires (for students of MELL) which is the case study and B. ed English – language students of UDUS, as a pilot study. The findings were analyzed in percentage and frequency statistical tools. Finally, summary, conclusion and recommendation were proffered.

CHAPTER ONE

1.0 Introduction

This section is aimed at giving a general introduction regarding the study. It discusses the background to the study and statement of the research problem. It also goes further in explaining the objectives of the Study, significance of the Study, as well as its Scope and Delimitations.

1.1 Background of the Study

There is no gain saying the fact that English has become an African Language. The language has become an invaluable legacy of the British which has provided African with yet another means of expressing their culture. Thus, English became the language of administration, law and legislative functions especially in Nigeria (Ker, 2002). In English language studies, literature is also featured as an important aspect for example; figures of speech in literature are also taught in English language. This goes to show that the English language is not devoid of literature.

Today in Nigeria, the English language has become so central in every sphere of life, that most people equate literacy and indeed education with the

ability to read and write in English language (Otagburuagu, 2002). Faloye and Babatunde, (1991) similarly contained that:

....Since the advent of formal education, instructions in all subject areas have been in English students are taught and tested in English. They are made to read in English and even think in English.

Emphatically speaking, literature in English is an integral part of the English language. It cannot be separated because of the intricate nature of the two fields of the study. In English language studies, literature-in-English is necessary because it reflects the custom, the tradition and norms of the society. A lot of researches have been done on the genres of literature like prose, drama and poetry. Sequel to this fact, many students of English language abhor going into poetry study.

This work is interested in finding out why students are scared of poetry. Could it be that students shy away from studying poetry due to their inefficiency in the use of English language? This could be a contributory factor for students to study poetry effectively. Such a student needs to have a good command of English language.

1.2 Statement of the Problem

Literature has constituted a dreadful phenomenon to some students of English language. They are either scared of the complex nature of the diction and styles or the task of reading through so many pages of a literature text. This observation must be largely responsible for the loss of interest in most general aspects of literature.

This is a very serious problem, because the reality in the field has led to a drastic fall in the standard of education in the country. Worse still, is the fact that most students of English language are scared of some aspects of literature like poetry and in somewhat the genres of literature. From the foregoing, the major problem of this research is finding out whether a student of English language needs the knowledge of literature or not?

1.3 Research Questions

The following research questions are found very necessary to direct the researcher towards the land of data to be collected which will be relevant to the topic:

1. Does the knowledge of literature-in-English affect the performance of students of English language in Usmanu Danfodiyo University, Sokoto?
2. Does the attitude of students towards literature affect their performance in English language?
3. How does decline in reading culture affect students of English language in Usmanu Danfodiyo University, Sokoto?
4. What are the reasons why students of English language avoid literature-in-English courses in Usmanu Danfodiyo University, Sokoto?
5. Can one fathom the background of English language students on their performance in literature-in-English?

1.4 Objectives of the Study

The nexus of this study is to survey the English language needs of literature-in-English in Usmanu University, Sokoto. Therefore, the objectives include the following:

1. To find out whether or not the literature aspect of English has an effect on the student's performance in English language.
2. To know the reasons why students of English language abscond from literature-in-English courses.

3. To find out whether the decline reading culture in the country is responsible for lack of interest in literature-in-English.
4. To find out the magnitude of literature-in-English for English language use in their study.
5. To find out whether or not the literature-in-English background of students of English language affects their performance

1.5 Scope and Delimitation

Literature is made up of three basic genres: Prose, Drama and Poetry. This study: The English language needs of literature-in-English with emphasis on poetry, however, it has been delimited to only the English language students of the Usmanu Danfodiyo University, Sokoto.

1.6 Significance of the Study

Since many students of English language in higher institutions generally lack interest in literature-in-English, it becomes imperative for the researcher to survey factors responsible for the negative attitude towards the subject. The result of the study could be significant for the following reasons:

1. The students of English language could realize the importance of literature-in-English.
2. The study could motivate further researches on the literature-in-English language students.
3. The attitude towards literature-in-English could improve the knowledge of it.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is aimed at reviewing the related literature concerning the research topic: English language needs of literature-in-English, with emphasis on poetry. This goes further in making reference to the works of various authors which would give a clear picture and easy comprehension in the review.

2.2 Theoretical Framework

This project has its theoretical framework, the communication theory developed by Hymes (1972), referring to “communicative competence”.

Hymes held that such a view of linguistic theory is knowing much of language without the language itself is “sterile”. In Hyme’s view, a person who acquires communication competence acquires both knowledge and ability for language use with respect to:

1. Whether (and to what degree) something is formally possible.
2. Whether something is appropriate in relation to a context in which it is used and evaluated.

3. Whether something is in fact done, actually performed and what its doing entails. (Hymes 1972:281).

2.3 The Concept of English Language

Language is conventional and a unique human attribute. The term English itself is an abstraction. Thus, an appropriate descriptive label for the term is “World English”. However, native English speaking nations have their respective national standard varieties. All these varieties shared features from the common core of World English most especially at the level of syntax, phonology, lexis and morphology e.t.c.

According to Hornby (2000), language is the system of communication in speech and writing that is used by people of a particular country.

There are varieties of it but the one that is highly known or recognized in Nigeria is the variety of English which does not belong to any particular region and is often known to have certain social or education advantages. This is known as “Received Pronunciation (RP). It is a mother tongue whose political influence economic and social well-being gives impression support. It is a well known fact based on observation that the English Language, though, an

inherited colonial language, is an important language of government business, commerce, education and the mass media.

There are certain basic language skills that are necessary for all language and literature learners to acquire in order to function well. The skills are treated objectively from national and international perspectives. Among these skills is speaking and writing.

i. Speaking Skills

Speaking is an important rudiment for teaching and learning. This could be seen as the ability to speak in a conventional way. For a person to speak, he should have required the act of babbling and using mono-syllable words. There are some things one should put to cognizance when speaking- the rules of correct grammar, the rules of sentence formation and succinct intonation, stress, pitch and to mention a few. All these would help in meeting to the test of speaking. The impartation of teaching learners on speaking skills depends on their competence just as “Chomsky” would say “he sees competence in a child” because of the knowledge the child is having.

ii. Writing Skills

This is a systematic and concise form of composing sentence that would be developed as paragraphs. Writing is an important tool for language or literature or literature student because, it helps in expressing thoughts that could help in there study of the genres of literature. For every successful writing, there must be a purpose or target, this in somewhat you know the mechanics of writing.

For the purpose of this study: A survey of B.A English-language needs of literature-in-English with emphasis on poetry- this will help the poetry students in generating new ideas or concept i.e writing, so as to justify the effectiveness and competence of writing.

2.4 The Concept of Literature

Literature is defined by different writers according to their notions or perspectives. According to Adeniyi; et al, (1997) it is an offshoot of the word ‘literate’ which means ‘able to read and write’.

Vincent (1981) opines that “literature by its very nature tell us more about a people, a society, a situation, an experience in one compressed whole than any

other record can". According to him, the printed word is certainly one of the most enduring ways of keeping ideas and memories.

Corbin (1996) sees literature as anything that one says or writes that reveals a synthesis of experience and imagination regardless of the form it takes. From a cross section of the above scholars' definitions, literature could be seen as a curative and imaginative written work of art that reflects society and its people.

The term literature-in-English is seen by Owolabi D, (2002) as a term that refers to all forms of literature composed in English language whether African, Asia e.t.c English literature is subsumed in literature-in-English.

2.5 The Correlation between English Language and Literature-in-English.

The three components of literature; prose, drama and poetry are the complete form of literature. The glory of any literature amounts to the existing knowledge of English language. Any literature work written deserves an exigent proficiency in the command of English language. If a reader fails to grasp both the plain and implied meaning in literature, his/her attempts at critical analysis become worthless. This therefore prints an idea in our mind, language and literature are of good proximity and equally inseparable.

A major reason for the study of literature in a second language is that it promotes competence in use of second language (L2). Conversely competence in the use of second language (English) is the basic rudiment in the study of second language. Through literature study, the second language learner can internalize and consciously adopt rhythms of nature speech (in drama), economy and richness of the diction (in poetry), rhetorical and organizational devices (in prose).

The language factor is basically in assessing teaching interpretation of literature. Therefore, the redemption of any successful literature work lies on the constant use of English language knowing full well, the grammatical and lexical function that affect the literature.

2.6 Some Purposes of Studying Literature

Onuekwusi, J. (2003) posess that literature provides entertainment, fun and pleasure to readers. These emanates from the intellectual stimulation, the education and experience which literature provides. In the hilarious gain of the reader, such a reader suspends his disbelief and faithfully follows the artist on his journey of creation. The result is that the reader or listener obtains an experience and in somewhat, a form of education without being “involved”.

On the importance of literature to man, Unoh (1981) asserts that good literature can be an important aid to cultural assimilation or acculturation, language development and competence, conflict resolution, emotional development and stability; development of positive and good oriented attitudes to life; a good liberal education, entertainment relaxation and the sharing of vicarious experience of positive value: the development and desirable moral or other attributes: as a consequent of the above, a stable and mature personality is produced.

Nnolim (1988) is of the opinion that:

.... Literature reconciles group of people through shared experience. It teaches about life while it both entertains and offers us aesthetic enjoyment. Every short story, every poem, every drama worth its salt as a work of art, has a thing or two to say about life, and has a moral view of life that it imparts.

Williams (1990) postulates three main purposes necessitating the teaching or studying of literature namely:

- i. Transmission of Cultural Values:** That since literature is a drive of culture, the igniting purpose of culture is the transmission of cultural values. This is because, a comprehensive cultural setting of a literary work is imperative for the fullest glorification of the work. That the

rationale for the study of literature-in-English is instrumental not integrative. It is functional, enabling the student to add to his store of knowledge of human values and experiences without drifting from his own cultural moorings.

ii. Character Development: William (1990) equally states that studying literature teaches life and thereby develops character. This is because when one is faced with an image of himself in a character in a novel or recognizes a behaviour in a familiar situation in a short story, or an emotion captured in a lyrical poem, there is the likelihood that it will have positive effect of it in his own personal growth. This can be seen in L. Solarin's poem "My Grannie" in Banjo A, et al (1993) where the poet cherishes his Grannie and confesses his love for that helpless woman it is quite a familiar situation which can easily change a wicked heart that does not care and have love for aged parents due to their physical appearance and helplessness. Hence, "My Grannie".

... I really love my grannie for although she's very poor; she always has a treat for me when I knock upon her door.... Her face is old and wrinkled and her cloths no longer new but I dearly love my grannie and I know she loves me too.

iii. Coping with Modern Life: Finally, literature helps us to cope with the difficulties of modern life. Hence, it keeps us conscious with concepts or ideas. Therefore, it gets us acquainted, which goes beyond the scope of experience which could be traced to the background of culture.

As Welleck and Warren (1970) contend that “education without literature is not a complete one.

2.7 Genres of Literature

Literature has three major facets namely: Prose, Poetry and drama. These facets are often are often referred to as literary genres, categories or divisions.

Genre: This is a term used in literary criticism to designate the distinct categories into which literary works are grouped according to form or technique or sometimes subject matter.

Tactically, each of the types of genres has its own specific characteristics which make it distinct from others.

2.8 Prose: Definition and Nature

This term applies to all forms of written or spoken expressions which do not have a regular rhythmic pattern. It is most often meant to designate a conscious cultivated writing not merely bringing together of vocabularies, a listing of ideals, or a catalogue of objects.

Some of the qualities of prose include:

- a. It is without sustained rhythmic regularity.
- b. It has some logical, grammatical order, and its ideas are connectedly stated rather than merely listed.
- c. It is characterized by style, though style varies from writer to writer.
- d. It secures a variety of expressions through dictions and through sentence structure.

Prose is the commonest and probably the most popular: the language of prose is the language of news, business, administration and instruction. It is the same language as we read in magazines and of course use in writing letter. Thus, prose maybe said to be everyday language which has been represented or transformed into writing.

According to Onuekwesi, J. (2003), prose is a piece of writing that moves forward go straight on and continues to the end.

2.8.1 Prose Fiction

This is the term used for narrative writing drawn from the imagination of the author rather than from history or fact. The term is mostly frequently associated with novels and stories though drama and narrative poetry are also forums of fiction. Fables and parables, fairy tales and folklore contain fictional elements. The chief function of fiction is to entertain; but it often serves also to instruct, to edify, to persuade, to arouse or even to incite. It is one of the major devices by which human beings communicate their visions of the nature of reality in concrete terms.

2.8.2 The Novella/Novelette

According to Adeniyi; et al. (1997), this applies to work of prose fiction of intermediate length, longer than a short story and shorter than a novel. The novella also displays the customary compact structure of the short story with the greater development of character, theme, and action of the novel e.g. Mariana Ba's So Long A Letter.

2.8.3 The Novel

This is used to name or designate my extended fictional prose narrative. Its use is customarily restricted to narratives in which the representation of development as the results of event or action. Generally, however novel is a book with lengthy stories that deals with imaginary or historical characters. Examples of novels are:

Chinua Achebe's Things Fall Apart

Wole Soyinka's The Interpreters

Ayi kwei Armah's The Beautiful Ones Are Not Yet Born

2.8.4 Non-Fictional Prose

This is the opposite of fiction. It deals with the true experiences and happenings. Non-fiction means prose writings that deal with facts. Examples of non-fiction prose are:

- i. **Autobiography:** This is the story of a person's life as written by that person. Examples of autobiography are
 - a. My Early life by Obafemi Awolowo
 - b. Zainab Shall be Free by Kenneth Kaunda

- c. My Odyssey by Nnamdi Azikiwe
- ii. Biography: This is written account of a person's life written by another person. For example books like
 - a. Life and death of Lauin by Robert Paine
 - b. The prince of the Niger by Chidi Amuta

2.9 Definition of Poetry

Poetry has to do with the act of poem writing. Poem can be described as a literary composition characterized by the presence of imagination, emotion, truth, sense of impression and concrete language expressed rhythmically and with an orderly arrangement of parts and possessing within itself a unity.

Hornby, A.S. (2000) defines poetry as a collection of poems. Similarly, Owolabi, D. (2002) opines that poetry is imaginative literary composition patterned in metrical form.

2.9.1 Genres of poetry

The legendary work of Aristotle suggested that poetry is grouped into three genres – comedy, tragedy and epic. According to him, comedy is an

imitation of what is inferior or that is laughable. He claimed that both tragedies and epics were made to portray suffering in a way to produce certain effects.

2.9.2 Elements of poetry: Imagery

This is one among the elements of poetry as a genre of literature. This simply connotes images that are assembled. The use of imagery in poetry portrays freshness and veracity to ideas, the poet appeals to our different senses by his use of diction to make the reader justify what he/she is experiencing.

2.10 Language Needs in the Study of Poetry

The main purpose of teaching poetry is to make students to be aware of the richness and beauty of language.

Akporobaro, E. (2008:237), “Now the greatest benefit that can be rendered to human beings is to teach them to live well, because this gives them while they are alive a tranquil and pleasant existence without any perturbation, and after death secures them eternal felicity in that other very long existence”.

In poems, messages are sent across to readers in compressed form. Some of these messages are exposed to social, spiritual, emotional and aesthetic in nature. The process of unveiling the messages in a way that the imagination

interest of readers are captured by the use of poetic device. These devices are applied in levels of English language i.e imaginaries and figures of speech, e.g simile, paradox, metaphor, onomatopoeia, hyperbole and to mention a few.

For instance, in a poem “Building The Nation” by Henry Barlow in A selection of African Poetry, the poet tries to deal with the contribution of the persona to nation-building and it is clearly expressed in lines 1 and 2. Lines 3-5 express the actual work done by the persona and give us knowledge of the kind of profession he belongs to and his special assignment of driving the Ps. Hence, this could be seen below.

*Today I did my share in building the nation I
drove a permanent secretary. To an
important urgent function in fact to a
luncheon at the Vic.*

Also, the stanza 2 gives the description of “the menu” of the PS. It also gives us a picture of the trivial and empty nature of the visit as reflected in such expressions as “cold beer with small talk”.

*Wine to fill the hollowness of the laughs Ice-
cream to cover the stereotypes jokes coffee to
keep the PS awake on return journey*

Adebayo; et al. (2002) opines that literature shares proximity to culture and that every nation of the world has its culture with which is identified.

Literature, an important aid in culture and language which helps student in the use of poetic device as illustrated in “ABIKU”- J.P Clark in Adeniyi, V.O (2001):

*... We know the knife scars
serrating down your back and front
And both your ears, notched
As like beak of the swordfish,
A bondsman to this house
Are all relies of your first comings
Then step in, step in and stay
For her body is tired
Tired, her milk going sour
Where many more mouths gladden the heart*

In the poem, the marks giving in Yoruba culture to an “Abiku” a Yoruba word which connotes a child that is born and immediately dies which after a while, the same woman is delivered of another.

The knife scars are compared to the beak of the swordfish with the use of simile, “like”.

.... We know the knife scars serrating down your buck and front
like beak of the swordfish....

Similarly, every reader of the poem feels en-liven and engrossed to “Abiku” in the last part of the stanza where “Abiku” is told, that the mother whose womb carries it is tired and the milk in the breast is getting sour for no proper usage. Hence, the spirit-child is encouraged to come in and stay with others happily since in that household, child-birth is a thing of joy and often celebrated. However, the wonderful work of J.P Clark is the language competence through his use of dictions.

Literature is an application of the Linguistic Science but not the science itself.

He sees it as the history and practice of the written form of a language which has become classical. In supporting his view, Nnolin (1988) is of the view that literature uses English words to add beauty or aesthetic effect on poetic piece of writing.

Hence he states:

....the kid goat is once said to have packed its bag and baggage to go and seek out a wife. The mother naturally opposed the trip. The kid goat turns around and says. “Mother, if you don’t permit me to go out and find a wife, I will marry you”, and with that he made very threatening passes at his mother.....

From the above context, the writer is able to reveal to readers the reason why the kid goat unashamedly goes after its mother up to this 21st century through his beautiful English and literature diction in arranging words in the sentences.

a. Rhythm

This is the precise flow of metrical movement between sound and events. It must essentially synchronize with sound and through a good rhythmic pattern, a song-like effect is usually achieved. It could be pronounced in poetry and music and even in other works of art. Example: “Tick-tock-tic tock” of a clock is a perfect example of rhythm. When in poetry, lines are of equal length with a glide in flow either going up or going down. It is also noticeable in music for music without rhythm is meaningless.

b. Sound

Sound is another embarrassing element of poetry. It is the reading aloud of a poem. Its total effect is derived when treated side by side with rhythm and compared to when we listen to a song or music. Some functions of sounds are:

- i. It suggest the veracity meanings of words in a poem

- ii. It gives pleasure when poem are read aloud

c. Diction

This is the vocabulary, language or choice of words of an author. It is the manner of expressing one's ideas using words.

2.11 Definition of Drama

According to Aristotle, drama is imitated human action. This subject has been defined by several writers. Drama is the specific mode of fiction represented in performance. This comes from a Greek word meaning "action", which is derived from "to do". Similarly, Owolabi (2002) state that drama is any literary composition designed to be acted on a stage before an audience. Examples of dramatic texts are Macbeth by William Shakespeare and The Lion and The Jewel by Wole Soyinka. Dramatist often work on pre-existing mythological or historical themes that were familiar to the audience of the age. Drama is often combined with music and dance. It is of two basic types:

- i. **Stage Drama:** Owolabi (2002) opines that stage dramas are the one designated to be acted on a stage. Examples of it are Hamlet in complete works of Shakespeare (1976) and Wives Revolt by J.P. Clark.

- ii. **Closet Drama:** According to him, closet drama is the type designed to be read instead of performing it on a stage. An example of it is Milton's *Samson Agonistes*, as in Wright, B.A (1963) *Milton's Poems*.

2.11.1 Elements of Drama

According to Aristotle, drama is imitated human action. Action is one of the elements of dramas it is the most indispensable elements as it distinguishes drama from all other literary genres. It is so central that a play is not a play until it has been acted on a stage.

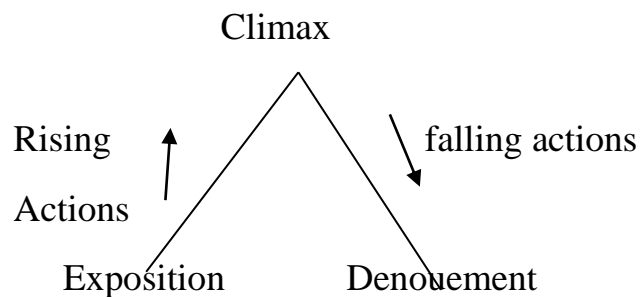
a. Characteristics

This is how the author builds up a character and the roles each character performs. Your characterization must be seriously guided. "Action" people say necessitates character. This suggests that when there is action, there will certainly be characters. A character can be round or flat only that, they perform different assignment as to the idea that describe he kind of character they represent.

b. Plot

This is the systemic arrangement of event in drama. It could also be a simple information gathered. The plot of a drama is normally in triangle as shown in the Freytag triangle which goes from exposition, rising, actions, climax, falling actions and denouement.

Owolabi, D. (2002)



2.11.2 Dramatic Types

Drama is made up of four important forms namely; tragedy, comedy, tragicomedy and melodrama.

a. Tragedy

This is a serious play with a sad ending. An example is William Shakespeare's Romeo and Juliet. It could also be seen as a dramatic form with a

serious subject matter involving a tragic hero that falls from prosperity to wretchedness as a result of a tragic flaw.

b. Comedy

This type of play aims at provoking smiles and laughter. It is a lighter form of drama which aims primarily at amusing and which ends happily. It differs from a farce and burlesque by having more sustained plot, more weighty and subtle dialogue, more natural characters and less boisterous behaviour. An example is Our Husband Has Gone Mad Again by Ola Rotimi (1979).

c. Tragicomedy

This is a play which employs a plot suitable to tragedy but which ends sometime happily like a comedy. The action is serious in theme and subject matter and sometimes in tone as well. It also seems to be leading to a tragic catastrophe until an unexpected turn in events brings about a happy resolution. An example of such a play is the William Shakespeare's The merchant of Venice.

d. Melodrama

The term originated from the Greek word “Melos”, which connotes song. It is a romantic play. Melodrama in fact, relies on extravagant sentimentality or emotionally exaggerated drama.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter unravels the research design, population, sample size, sample and sampling technique, instrumentation, validity and reliability of the instrument, administration of the instrument and method of data analysis.

3.2 Research Design

The study is essentially a sample survey research that involved the use of questionnaire to gather data which helped in knowing the literature -in -English needs of English language students of Usmanu Danfodiyo University, Sokoto. The method is helpful because the questions sampled the opinion of students on why some students shy away from the genres of literature. Above all, it guaranteed a wide coverage of the population.

3.3 Population of the Study

The population for this study was students of English-language in Department of Modern European languages and linguistics Department (MELL) of Usmanu Danfodiyo University, Sokoto. Six-hundred and thirty-three aggregate studying

English language from UG1-UGIV at the Department of Modern European languages and linguistics (MELL) made up the population of the research.

Table 3.1: Population of Study

S/No	Level	Sample population	Percentage
1	UG1	36	5.7
2	UG2	235	37.1
3	UG3	270	42.7
4	UG4	92	14.5
TOTAL		633	100

3.4 Sample Size

To obtain the veracity of this sample, since the total number of English language students were six-hundred and thirty-three, the researcher was able to make use of the ten percent of all the total number of students of English language Department which is sixty-three approximately. Therefore, this was used in justifying the use of the questionnaire.

3.5 Sample and Sampling Techniques

The sum total number of English language students was six-hundred and thirty-three. Therefore, a purposive sampling system was used. This involved the use of the ten percent of the six-hundred and thirty-three students in the Department.

3.6 Instrumentation

The instrument used was the questionnaire for students. The questionnaires were to bring a succinct degree of accuracy in data collections.

3.6.1 Questionnaire

The questionnaire is made up of twenty (20) items designed to finding out the students' knowledge and capability of both English-language and the genres of literature, and discovering their challenges and in somewhat, ways of overcoming it. Each of them has its advantages and disadvantages.

3.7 Validity of the Instrument

In justifying the validity of the instrument, the supervisors who are English experts were presented with the questionnaires for correction. Complicated items were later re-constructed and given back to the experts who actually endorsed and in somewhat, approved the validity.

3.8 Reliability of the Instrument

To obtain the reliability of the instrument a concise study was conducted before the research by the researcher. The sample population was twenty (20) of UG1V, B.Ed students of Usmanu Danfodiyo University, Sokoto, the result was compared with that of the larger group to verify the reliability.

3.9 Administration of the Instrument

The researcher personally surveyed the students. The respondents were summoned in one place where they were given the questionnaires at the same time after a succinct explanation had been given. The questionnaires were collected at the end of the exercise. After the questionnaires were collected, it was tabulated and used in analyzing the data.

3.10 Method of Data analysis

The data collected in this study were analyzed using simple percentage and frequency table. This showed the picture of the exact data obtained. The choice of the method was based on the researcher's belief that a simple explanatory procedure is better used in making the analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In the journey to investigate English-language needs of literature-in-English students of Usmanu Danfodiyo University Sokoto, questionnaires were given to students of the Department. Bellow, attempt was made to analyze these items in the questionnaires gathered from students. The facts were presented in tables according to responses from each item in the questionnaire. Frequency and percentage are used in the data analysis

4.2 Presentation and Analysis of Data

A total of sixty three (63) copies of the questionnaire were received from students of Modern European Languages and Linguistics Department (MELL), Usmanu Danfodiyo University Sokoto, while twenty were received from the UIV B.Ed English- language students of the same University. Bellow is the data from the students.

MELL STUDENTS

1. Do you find English-Language study interesting?

Options	Number of Respondents (F)	Percentage (%)
Yes	20	31.75
No	26	41.27
None of the above	17	26.95
Total	63	100

It is clearly shown that majority of the students do not enjoy the study of English-Language which carries the highest percentage.

2. Which of the genres of literature do you like best?

Options	Number of Respondents (F)	Percentage (%)
Prose	23	36.5
Poetry	10	15.9
Drama	30	47.6
Total	63	100

In the above table, it is shown that drama is more appreciated than the other genres.

3. What aspect of poetry do you find very complex?

Options	Number of Respondents (F)	Percentage (%)
Literary aspect	15	23.8
Language aspect	33	52.4
Both	15	23.8
Total	63	100

It is clearly shown that the language aspect is more complex.

4. Do you think students find the study of poetry difficult?

Options	Number of Respondents (F)	Percentage (%)
Yes	38	60.3
No	18	28.6
None of the above	7	11.1
Total	63	100

In the above table, it is clearly shown that the study of poetry is difficult.

Options	Number of Respondents (F)	Percentage (%)
Poor background	40	63.5
Negligence of students	8	12.7
All of the above	15	23.8
Total	63	100

Why do you think students avoid poetry class?

In the above table, the highest percentage absconds from poetry lesson because of there poor background.

5. Do you think teachers contribute to students' dislike in poetry?

Options	Number of Respondents (F)	Percentage (%)
Yes	45	71.4
No	8	12.7
All of the above	10	15.9
Total	63	100

This table clearly shows that teachers contribute to students' dislike in poetry which is seen in the highest percentage.

6. Have you ever attempted writing a poem?

Options	Number of Respondents (F)	Percentage (%)
Yes	15	23.8
No	25	39.7
All of the above	23	36.5
Total	63	100

It is obvious that great number of respondents have never tried writing a poem which is seen in the highest frequency table

7. Why do you think some students dislike studying poetry?

Options	Number of Respondents (F)	Percentage (%)
Its language is very complex	8	12.7
It deals with figurative terms	48	76.2
All of the above	7	11.1
Total	63	100

It is evident from the table above that students dislike studying poetry because it deals with figurative terms.

8. In your own opinion what is the best way of learning poetry?

Options	Number of Respondents (F)	Percentage (%)
Writing poem	20	31.75
Memorization and dramatization	26	41.27
All of the above	17	26.98
Total	63	100

It is clearly shown by the respondents that memorization and dramatization is the best way of learning poetry.

9. Do you think there is any proximity between language and literature?

Options	Number of Respondents (F)	Percentage (%)
Yes	55	687.3
No	8	12.7
All of the above	0	0
Total	63	100

In the above table, it shows there is proximity between language and literature which takes the highest percentage.

10. Do you think students find the study of drama difficult?

Options	Number of Respondents (F)	Percentage (%)
Yes	15	23.8
No	35	55.6
None of the above	13	20.6
Total	63	100

It is obvious that the respondents in the above table do not find the study of drama difficult.

11. Have you ever made an attempt to write a poem?

Options	Number of Respondents (F)	Percentage (%)
Yes	20	31.75
No	26	41.27
None of the above	17	26.98
Total	63	100

From the above table it is clearly shown that majority of the respondents have never made any attempt in writing a poem.

12. Why do you think some students dislike studying drama?

Options	Number of Respondents (F)	Percentage (%)
It is time demanding	45	71.4
It is very complex	11	17.5
All of the above	7	11.1
Total	63	100

It is evident that the respondents dislike in studying drama is because it is time demanding.

13. In your own opinion, what is the best way of learning drama?

Options	Number of Respondents (F)	Percentage (%)
Practicing it	26	41.3
Writing it	15	23.8
All of the above	22	34.9
Total	63	100

In the above table, the best way of learning drama is through practicing it which is seen in the highest percentage.

14. Why do you think students avoid drama lesson?

Options	Number of Respondents (F)	Percentage (%)
Poor background	33	52.4
Negligence of students	15	23.8
All of the above	15	23.8
Total	63	100

From the postulation of this table, many students abscond from drama lessons because of poor background.

15.What aspect of novel do you find very complex?

Options	Number of Respondents (F)	Percentage (%)
Language aspect	20	31.7
Literary aspect	27	42.9
Both	16	25.4
Total	63	100

It is obvious that the literary aspect is much complex or difficult.

16.Do you think students find the study of novel difficult?

Options	Number of Respondents (F)	Percentage (%)
Yes	26	41.27
No	17	26.98
None of the above	23	31.75
Total	63	100

In the above table, the respondents find the study of novel difficult which is clearly seen in the highest percentage.

17. Have you ever made an attempt to write a novel?

Options	Number of Respondents (F)	Percentage (%)
Yes	27	42.9
No	23	36.5
None of the above	13	20.6
Total	63	100

It is evident from the above table that the majority of the students have attempted writing a novel.

18. Do you think teachers contribute to students' dislike of novel?

Options	Number of Respondents (F)	Percentage (%)
Yes	45	71.4
No	11	17.5
All of the above	7	11.1
Total	63	100

The table above presents to us that teachers contribute to students' dislike of novel which is seen as the highest percentage.

19. What do you think is the reason why some students abscond from reading novels?

Options	Number of Respondents (F)	Percentage (%)
Poor background	27	42.9
Negligence of students	13	20.6
All of the above	23	36.5
Total	63	100

From the table above, it is evident that the poor background of the students makes them to abscond from reading novel.

UGIV, B.ED ENGLISH- LANGUAGE STUDENTS

1. Do you find English-language study interesting?

Options	Number of Respondents (F)	Percentage (%)
Yes	9	45
No	6	30
None of the above	5	25
Total	20	100

Majority of the respondents in the above table finds the study of English language interesting.

2. Which of the genres of literature do you like best?

Options	Number of Respondents (F)	Percentage (%)
Prose	12	60
Poetry	2	10
Drama	4	20
Total	20	100

It is obvious that the highest number of percentage appreciate prose.

3. What aspect of poetry do you find very complex?

Options	Number of Respondents (F)	Percentage (%)
Literary aspect	6	30
Language aspect	8	40
Both	6	30
Total	20	100

In the above table, the respondents find the language aspect very complex.

4. Do you think students find the study of poetry difficult?

Options	Number of Respondents (F)	Percentage (%)
Yes	6	30
No	8	40
All of the above	6	30
Total	20	100

In the above table, it shows that the respondents do not find the study of poetry difficult.

5. Why do you think students avoid poetry lessons?

Options	Number of Respondents (F)	Percentage (%)
Poor background	5	25
Negligence of students	11	55
All of the above	4	20
Total	20	100

From the postulation of this table, the negligence of students is a kin factor why some students abscond from poetry lessons.

6. Do you think teachers contribute to students' dislike in poetry?

Options	Number of Respondents (F)	Percentage (%)
Yes	10	50
No	5	25
All of the above	5	25
Total	20	100

It is obvious that the highest percentage contribute to students' dislike in poetry.

7. Have you ever made an attempt to write a poem?

Options	Number of Respondents (F)	Percentage (%)
Yes	8	40
No	6	30
All of the above	6	30
Total	20	100

It is clearly shown that majority of the respondents have attempted in writing a poem.

8. Why do you think some students dislike studying poetry?

Options	Number of Respondents (F)	Percentage (%)
It language is very complex	9	45
It deals with figurative terms	6	30
All of the above	5	25
Total	20	100

In the above table, it has showed to us that the dislike of poetry is because of the complexity of language.

9. In your own opinion, what is the best way of learning poetry?

Options	Number of Respondents (F)	Percentage (%)
Writing poem	8	40
Memorization and dramatization	7	35
All of the above	5	25
Total	20	100

Majority sees the best way of learning poetry is via writing.

10. Do you think there is any proximity between language and literature ?

Options	Number of Respondents (F)	Percentage (%)
Yes	12	60
No	4	20
None of the above	4	20
Total	20	100

In the above table, respondents see the relationship between Language and literature.

11. Do you think students find the study of drama difficult?

Options	Number of Respondents (F)	Percentage (%)
Yes	11	55
No	5	25
None of the above	4	20
Total	20	100

In the above table, it is obvious that students find the study of drama difficult.

12. Have you ever made an attempt to write a drama?

Options	Number of Respondents (F)	Percentage (%)
Yes	8	40
No	7	35
None of the above	5	25
Total	20	100

This table postulates to us that the majority have attempted writing a drama which is seen in the highest percentage.

13. Why do you think some students dislike studying drama?

Options	Number of Respondents (F)	Percentage (%)
It's time demanding	11	55
It's very complex	5	25
All of the above	4	20
Total	20	100

In the above table, the dislike of students studying drama is because it's time demanding.

14. In your own opinion, what is the best way of learning drama?

Options	Number of Respondents (F)	Percentage (%)
Practicing it	8	40
Writing it	7	35
All of the above	5	25
Total	20	100

This table suggests that practicing is one among the best ways of learning drama.

15. Why do you think students avoid drama lessons?

Options	Number of Respondents (F)	Percentage (%)
Poor background	10	50
Negligence of students	5	25
All of the above	5	25
Total	20	100

The postulation of this table shows that poor-background is a factor why students abscond from drama lessons.

16. What aspect of novel do you find very complex?

Options	Number of Respondents (F)	Percentage (%)
Language aspect	8	40
Literary aspect	7	35
Both	5	25
Total	20	100

In the above table the language aspect is the complex area in the novel.

17. Do you think students find the study of novel difficult?

Options	Number of Respondents (F)	Percentage (%)
Yes	13	65
No	3	15
None of the above	4	20
Total	20	100

It is obvious that students find the study of novels difficult.

18. Have you ever made an attempt to write a novel?

Options	Number of Respondents (F)	Percentage (%)
Yes	5	45
No	11	55
None of the above	4	20
Total	20	100

In the above table, the majority of the respondents have not make any attempt in writing a novel which is the highest percentage.

19. Do you think teachers contribute to students' dislike of novel?

Options	Number of Respondents (F)	Percentage (%)
yes	8	40
No	5	25
None of the above	7	35
Total	20	100

In the table above, the respondents see that teachers contribute to student's dislike of novel.

20. Why do you think students avoid reading novels?

Options	Number of Respondents (F)	Percentage (%)
Poor background	12	60
Negligence of students	4	20
All of the above	4	20
Total	20	100

This table suggest that the poor background is a major factor why students abscond from the reading of novels.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This is the concluding chapter of the research work which focuses on three basic integral parts. The first part summarizes the research chapter, while the second part is the concluding aspect that lays emphasis on the body of the research and the third part deals with presentation of the research data, which focuses on recommendations.

5.2 Summary

The Correlation between English- language and literature- English: A case study of MELL, UDUS. The research work is divided into five chapters.

The first chapter critically deals with the background of the study, statement of the research problem, objectives of the study, significance of the study and the scope and delimitations. The second chapter focuses on review of related literature, the works of various authors and their postulations regarding the topic were treated. It goes further to discuss the concept of English language and literature, purpose of studying literature and review of literature. The third chapter deals with the presentation of data and

chapter four covers the data interpretation and its analysis. Finally this chapter goes further in discussing the summary, conclusion and recommendations.

5.3 Conclusion

It is of great prominence based on the findings made in this study, The English-language needs of literature-in-English, students should be in consonance to every of the field because the effectiveness of this study would reflect to our day to day living, and this in somewhat would avoid difficulty or hatred to either of the fields.

5.4 Recommendations

Based on the findings of this work, the following recommendations were offered:

- a. literature-in-English should be made mandatory in secondary schools just as to improve the standard and knowledge of English-language.
- b. Sufficient and varied text books on literature-in-English should be provided for Schools, Colleges and Universities (especially departmental libraries) to encourage students.

- c. It should be put into cognizance, stakeholders in English Education should ensure that the teaching of areas like poetry, prose and drama should be properly taught in our Schools.
- d. Students should be encouraged to read literature books. This is because, it is going to improve the use of English-language.

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STUDENTS' QUESTIONNAIRE

SEX: _____

DEPT: _____

Dear Respondent,

I am an undergraduate student researching on the topic: "English Language needs of literature-in-English of Usmanu Danfodiyo University Sokoto.

Please, attempt the following question. It is good you put into cognizance that all information received is for the purpose of this research and will be treated confidentially. Read through the questionnaire and tick appropriately as the case may be.

1. Do you find English-language study interesting?

- a. Yes
- b. No
- c. None of the above

2. Which of the genres of literature do you like best?

- a. Prose
- b. Poetry
- c. Drama

3. What aspect of poetry do you find very complex?

- a. Literary aspect
- b. Language aspect
- c. Both

4. Do you think students' find the study of poetry difficult?

- a. Yes
- b. No

c. None of the above

5. Why do you think students avoid poetry class?

a. Poor background

b. Negligence of students

c. All of the above

6. Do you think teachers contribute to students' dislike in poetry?

a. Yes

b. No

c. All of the above

7. Have you ever attempted writing a poem?

a. Yes

b. No

c. None of the above

8. Why do you think some students dislike studying poetry?

a. Its language is very complex

b. It deals with figurative terms

c. All of the above.

9. In your own opinion, what is the best way of learning poetry?

a. Writing poems

b. Memorization and dramatization

c. All of the above

10. Do you think there is any proximity between language and literature?

a. Yes

b. No

c. None of the above

11. Do you think students find the study of drama difficult?

a. Yes

b. No

c. None of the above

12. Have you ever made an attempt to writing a poem?

a. Yes

b. No

c. None of the above

13. Why do you think some students dislike studying drama?

a. It's time demanding

b. It's very complex

c. All of the above

14. In your own opinion, what is the best way of learning drama?

a. Practicing it

b. Writing it

c. All of the above

15. Why do you think students avoid from drama lessons?

a. Poor background

b. Negligence of students

c. All of the above

16. What aspect of novel do you find very complex?

a. Language aspect

- b. Literary aspect
- c. Both

17. Do you think student find the study of novel difficult?

- a. Yes
- b. No
- c. None of the above

18. Have you ever made an attempt to write a novel?

- a. Yes
- b. No
- c. None of the above

19. Do you think teachers contribute to students' dislike of novel?

- a. Yes
- b. No
- c. All of the above

20. What do you think is the reason why some students abscond from reading novels?

- a. Poor background
- b. Negligence of students
- c. All of the above